

# UNIT 2 GLOBAL VIEWS

The expression to have a global view of something means that you consider all aspects of it in order to formulate that view. In the title of this unit, *global views* can either refer to this meaning or to more literal meanings, namely *opinions of the world* or *opinions from around the world*.

## Unit plan



<b>Unit opener</b>	(p. 20)	20 min.
<b>1 Listening:</b> understanding discourse markers (fillers)	(p. 22)	30 min.
• Vocabulary: globalisation		15 min.
<b>2 Grammar:</b> verbs with stative and dynamic uses	(p. 23)	40 min.
<b>3 Speaking:</b> talking about social media	(p. 24)	30 min.
<b>4 Pronunciation:</b> voiced and voiceless consonant sounds	(p. 24)	15 min.
<b>5 Grammar:</b> repeated and double comparatives	(p. 25)	40 min.
<b>6 Reading:</b> a magazine article	(p. 26)	30 min.
• Vocabulary: verbs for taking social action		15 min.
<b>7 Writing:</b> a formal email	(p. 27)	30 min.
<b>LifeSkills:</b> understanding internet search terms (Study and Learning)	(p. 28)	50 min.
• Optional downloadable <i>LifeSkills</i> lesson (Work and Career)		50 min.
• Optional downloadable <i>LifeSkills</i> lesson (Self and Society)		50 min.
<b>Language wrap-up</b>	(p. 30)	20 min.
<b>Speaking workshop</b>	(p. 31)	30 min.
<b>Video and downloadable video worksheet</b>		45 min.

## Unit opener (p. 20)

### Lead-in

Ask the students to look at the unit title and the photos and to predict what the unit will be about. Ask what the term *globalisation* means (that the world is becoming more integrated since products, ideas and cultures are being shared more easily due to improvements in transportation, technology and communication methods). Direct the students' attention to the points in the unit objectives box and go through the information with them. To get your students to think about the skills being developed in this unit, ask them to look at the questions in the cogs.

### Listening: discourse markers

- Ask the students the questions and give them time to talk with a partner. Extend the discussion by asking the students for examples that they have noticed when listening to people speak English.

### Writing: a formal email

- Survey the class to see how many students use email and how frequently. Ask the questions and give the students time to talk with a partner. Elicit answers from the students and create a list on the board.

### LifeSkills: understanding internet search terms

- Ask the students if they agree that the internet provides huge amounts of information on every topic. Ask volunteers to share topics they have searched for on the internet. Put the students in small groups to list effective ways they have found to search for information.

## Common European Framework: unit map



Unit 2	Competence developed	CEF Reference (B2 competences)
<b>Listening</b>	can understand informal discourse markers	Table 1; Table 2; Sections 4.4.2.1; 4.4.3.1; 4.4.3.5; 4.5.2.2; 5.2.3.1
<b>Grammar</b>	can use and understand verbs with stative and dynamic uses	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8
<b>Speaking</b>	can talk about social media	Table 1; Table 2; Sections 4.4.1.1; 4.4.3.1; 4.4.3.5; 4.5.2.1; 5.2.1.1; 5.2.1.2; 5.2.3.2
<b>Pronunciation</b>	can correctly pronounce voiced and voiceless consonants	Section 5.2.1.4
<b>Grammar</b>	can use and understand repeated and double comparatives	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8 Section 5.2.1.2
<b>Reading</b>	can understand a magazine article	Table 1; Table 2; Sections 4.4.2.2; 4.4.2.4; 4.5.2.2
<b>Writing</b>	can write a formal email	Table 1; Table 2; Sections 4.4.1.2; 4.4.3.2; 4.4.3.4; 4.5.2.1; 5.2.1.1; 5.2.1.2; 5.2.1.6; 5.2.2.2; 5.2.2.4; 5.2.3.2

## A

- Put the students in pairs. Ask them to look at the photos and captions. Check that the students understand the difference between *migration* (the process of going to another place or country, often in order to find work) and *immigration* (the process in which people enter a country in order to live there permanently). Ask the students if they have any personal experience of any of the activities pictured (stock markets, border control, online communication). Give them time to discuss the questions.
- Listen to the students' ideas as a class. Then ask them if they are familiar with the effects of globalisation on any other countries. Accept any reasonable answers. Remind them that everyone may have different opinions.

### Alternative

If the students find it difficult to answer the questions, write some or all of these other questions on the board to help them.

*What companies do you think people invest in? Are they companies in your own country or in another country?*

*Are there a lot of tourists that visit your country? Are there many international people who relocate to live in your country? Where do they come from? What country would you like to visit or live in?*

*How do you communicate with your friends who live in other cities and countries? What language do you use?*

### Culture note

Stock exchanges, where stocks are listed and traded, are located in many countries around the world. Some of the major stock exchanges include the New York Stock Exchange, the London Stock Exchange and the Nikkei in Tokyo.

### Culture note

Skype enables its users to communicate in a variety of ways using audio, video and instant messaging. At peak times, there are more than 40 million Skype users online.

Research shows that worldwide Skype usage is now equivalent to over one-third of all international phone traffic, with users spending approximately two billion minutes a day connecting over the network.

## B

- Have the students work in groups. Ask them to list as many aspects and consequences of globalisation as they can and to offer reasons for their answers.
- Listen to their ideas as a class. Note that there is no single answer to the questions. The aim is to encourage critical thinking and for the students to have the opportunity to express and explain their ideas.

### Possible answers

Other aspects of globalisation might include business relocation, call centres located in other countries, waste disposal (especially technology) and cheaper products sold on global markets.

Positive and negative consequences might include:

positive: increased employment and job opportunities in poor countries, more opportunities to learn about other cultures, increased media coverage of world events, more rapid responses to natural disasters;

negative: increased unemployment in developed countries, exploitation of workers in developing countries, less job security, multinational companies taking over local industries, the spread of fast-food chains leading to increased consumption of fast food.

## Listening: understanding discourse markers (p. 22)

### Lead-in

Ask the students if it is ever difficult for them to think of what words to say when they speak in their native language and in English. Continue the discussion by asking them what they do when they need to think before they speak.

Ask the students to read the information in the skills panel. Mention that fillers like these are common in English. Point out that discourse markers are words or phrases that do not change the meaning of the sentence. Ask them to list any others they can think of. Write their answers on the board. Elicit answers such as *oh, now, then, I know what you mean, but* and *I mean*.

### A 1.06

- See the Student's Book for a partial **audioscript** and p. 122 for a complete version.
- Give the students time to read the five sentences. Tell them that they will hear five speakers give their opinions about globalisation. Ask them to write the missing discourse markers that they hear.
- Play the audio once and check progress. If necessary, play the audio one more time but not more than that.
- When you check the answers, you may want to remind the students of the fact that although these phrases do not really mean very much, they are used as follows: *kind of* – to make an opinion less strong (e.g. *It's kind of sad that ...*); *you know what I mean* – to check that the listener is following; *you know* and *like* – to create time to think; *I mean* – to add information or explain something we've said.

### Answers

1 I mean 2 like 3 You know 4 kind of 5 well

**B**

- Draw attention to the illustration and make sure the students understand that it represents globalisation. Check that the students understand the task. Play the audio again and then ask them if they have matched all the answers. If not, play the audio one more time.
- When you check the answers, ask if they can determine which speakers are broadly positive (1, 5) and which are negative (2, 3, 4).

**Answers**

1 a 2 e 3 c 4 b 5 d

**Extra: agreeing and disagreeing**

Extend Ex. B by asking the students if they agree or disagree with the speakers. Ask them to support their answers by explaining why they agree or disagree.

▶ **Workbook p. 10, Section 1****C**

- Have the students read the sentences silently and notice the words in bold. Ask them to match each word or phrase with the correct definition, a or b.
- Check the answers as a class.

**Answers**

1 a 2 a 3 b 4 a 5 b 6 a

**Extra: parts of speech**

Ask the students to identify the part of speech of each of the vocabulary words or phrases in Ex. C (*economic growth*: noun; *profits*: noun; *multinational*: adjective; *regional*: adjective; *dominate*: verb; *facilitates*: verb). Ask them to use each word in another sentence. You could also elicit other related parts of speech, e.g. *profits* – *profitable* (adjective) and ask the students for example sentences using these.

**D**

- Put the students in pairs to discuss how much they agree or disagree with each of the statements in Ex. C. Encourage them to explain their answers.
- If time allows, ask each pair to share their answers for one of the six statements in Ex. C with the class and explain why they agreed or disagreed.

**Extra: homework**

Ask the students to choose one of the statements from Ex. C and write a paragraph giving their own opinion. Explain that they should include at least two reasons with examples.

▶ **Workbook pp. 10–11, Section 2****Grammar: verbs with stative and dynamic uses (p. 23)****Lead-in**

Ask the students if they know any of the multinational companies in the photo, e.g. 7-Eleven, KFC. Ask them to work in pairs and think of examples of other multinational companies. Listen to their ideas as a class (e.g. McDonald's, Sony, IBM, Dell, American Express, etc).

**A**

- Have the students read the question first. Then ask them to read the text and identify the positive aspects of multinational companies.
- Ask them if the article mentions only positive aspects. (No, it also mentions that some people think that multinationals take money out of developing countries, and it implies that they hurt smaller, local companies.)
- Ask the students if they agree with the opinions expressed in the article.

**Answer**

Multinationals can offer varied job opportunities, especially for young people.

**NOTICE!**

- Direct the students' attention to the **Notice!** box.
- Explain that there are examples of both simple and continuous verb forms in the article. Give the students time to underline all the simple forms, circle the continuous forms of the some verbs and then answer the question.
- After checking the answers as a class, explain that simple verb forms are often used to describe unchanging or repeated actions; they are permanent or general truths. Explain that continuous verb forms often describe people's behaviour or actions; they are continuous or ongoing.

**Answers**

Simple: see; have; offer, showed; think; take; looks, are  
 Continuous: are having; are thinking  
 Progressive form is dynamic (refers to action/activity),  
 simple form is stative (refers to state or condition)

**B****Form & Function**

- Direct the students' attention to the language box. After they have read the information, check that they understand the difference between stative and dynamic verbs. Elicit other examples of stative verbs, e.g. *believe*, *seem*. Then check that the students understand that the verbs they circled in the text and the other verbs in the table can be both stative and dynamic, with different meanings, and can therefore be used in the continuous form.
- Point out the examples for the verb *be* in the table and make sure they understand the difference in meaning (as explained in the parentheses).

- Ask the students to read the text again and complete the table using examples from the text.
- Check the answers with the class. Explain the fact that *think* as a stative verb means *have an opinion* (e.g. *I think that's true*), while *think* as a dynamic verb means either *plan* (e.g. *I'm thinking about getting a haircut*) or *consider facts carefully* (e.g. *Be quiet! I'm thinking*).
- Point out that the dynamic use of *have* is often in set phrases, e.g. *I'm having a good time*; *This is having a major effect on the economy*.
- Explain that *seeing someone* in the dynamic example means *dating*.

### Answers

- 1 They often have branches in many countries ...
- 2 These companies are having a major effect on emerging economies ...
- 3 you see signs ...
- 4 some people think that ...
- 5 more young people than ever are thinking of applying for jobs ...

### C

- Direct the students' attention to the **What's right?** box. Elicit that the first sentence is incorrect because *be* is used in its stative sense, and so it needs to be in the simple form, not the continuous.
- Ask the students to complete the exercise individually.
- Check the answers with the class. Ask the students to explain why each verb is stative or dynamic.

### Answers

- 1 am thinking
- 2 don't have
- 3 are being
- 4 see
- 5 do you think
- 6 are
- 7 Are they seeing

### D

- Put the students in pairs and ask them to choose one of the roles.
- Ask them to read the information from the box for their role. Give them two or three minutes to work individually, thinking of some ideas and making some notes.
- Remind them to try to use the four verbs at least once in their discussion. Tell them to pay attention to whether the verbs should be stative or dynamic.
- Ask a few pairs to perform their roleplays for the class.

### Extra: homework

Ask the students to write a short paragraph about the advantages and disadvantages of multinational corporations. Ask them to use some of the verbs *be*, *have*, *see* and *think* in their paragraph and to use the stative and dynamic form correctly.

## Speaking: talking about social media (p. 24)

### Lead-in

Before the students open their books, survey them to see how they feel when they read or hear a word they do not know and what they do to try to find the definition. Ask the students how they can find definitions of a word (e.g. *blog*) on the internet. Elicit different possibilities, e.g. *using an online dictionary*; *typing the question 'What does blog mean?' into a search engine*; *typing the words 'definition of blog' into a search engine*, etc.

### A

- Ask the students to read the definition of *social media*.
- Elicit different examples of social media, e.g. Facebook, Twitter, LinkedIn, Flickr, YouTube, Foursquare, etc. and write them on the board. Ask the students to identify which social media they use from the list on the board. Tally the answers.

### B 1.07

- See p. 122 for the **audioscript**.
- Tell the students they will hear three people talking about their use of social media.
- Make sure the students understand the task (to fill in the social media, if any, that the people use and to write the advantages/disadvantages they mention).
- Play the audio once. The students may find this challenging. If necessary, play the audio again before checking the answers with the class.

### Answers

Speaker 1: Twitter

Advantage/Disadvantage: can send and receive lots of short messages

Speaker 2: Flickr

Advantage/Disadvantage: can share photos and information with friends

Speaker 3: doesn't use social media

Advantage/Disadvantage: people/companies can get hold of your personal information

### C

- Refer to the list of social media on the board and ask the students to choose one to use in Ex. C. Tell the students that if they don't use any of them, they can talk about any media they use (email, texting, etc). Ask them to use the headings in the table to help them make notes about the type of media they use. Give them time to make notes.

### D

- Put the students in pairs. Tell them to take turns being Student A and Student B. Explain that the students should talk about the form of social media they made notes about for about one and a half minutes. While one student talks, the other should listen and take notes but should not interrupt or ask questions.

- Ask the students to use their notes to tell the whole class about their partner's use of one type of social media.

## Pronunciation: voiced and voiceless consonant sounds (p. 24)

### A 1.08

- See the Student's Book for the **audioscript** – the words in the list.
- Ask the students to listen to the audio and repeat each pair of words with one hand on their throat and the other a few inches in front of their mouth. Explain that the vibration happens when the vocal cords move, and the puff of air happens when they do not. Point out that this puff of air is called *aspiration*.
- Elicit the difference between a voiced consonant and a voiceless one, e.g. *vast* and *fast*. With a voiced consonant, the vocal chords vibrate and with a voiceless consonant they do not vibrate, so the sound is heard through aspiration only.

### B 1.09

- See p. 122 for the **audioscript**.
- Make sure the students understand the task (to choose the word they hear in each pair in Ex. A).
- Play the audio once. Repeat only if necessary. Check the answers with the class.

### Answers

1 vast 2 do 3 pace 4 drain 5 coal

### C

- Put the students in pairs to take turns saying one word from each pair of words. Ask them to pronounce it correctly so that their partner can identify the word correctly.
- Circulate to help as needed.

### Extra: voiced and voiceless consonant sounds

In pairs, challenge the students to add to the list of words in Ex. A. Then have Student A say a word from one column and Student B say the matching pair (e.g. Student A: *fine*; Student B: *vine*). Have the students take turns. Monitor, listening for correct pronunciation.

### Extra: homework

For homework, ask the students to write one sentence using each of the words in Ex. A. In class the following day, have the students take turns reading a sentence. Their partner identifies the word from Ex. A and tells whether it has a voiced or voiceless consonant sound.

## Grammar: repeated and double comparatives (p. 25)

### Lead-in

Ask the students which communication methods they consider to be fast (e.g. instant messaging) and which they think are slow (e.g. post). Continue the discussion by asking which they prefer and encourage them to give a reason. Explain that this section is about comparing things, such as fast methods of communication with slow methods, and that they will learn the grammatical way to do this.

### A

- Ask the students to read the question first. Then ask them to read the two opinions and decide which person they agree with more. Ask them to support their answer with reasons.
- Encourage them to discuss their opinions and reasons as a class.

### NOTICE!

- Direct the students' attention to the **Notice!** box.
- Ask the students to look at the underlined phrase and think about why the word *faster* is repeated. Ask them if the action is finished or if it is continuing.

### Answer

*Faster and faster* indicates that change is continuing to happen. *Faster* is repeated for emphasis.

### B

### Form & Function

- Ask the students to read the text in Ex. A again, paying attention to the comparative forms.
- Present the information in the table. Ensure that the students understand the uses and examples. You could give them another example or two (not from Ex. A), such as *This class is getting more and more exciting*; *The less we litter, the less polluted the world will be*. Then ask them to complete the table individually using examples from the text.
- Check the answers. Remind the students that short adjectives (usually one syllable but sometimes two, e.g. *funny*) form their comparatives by adding *-er*, while multi-syllable adjectives use *more* and do not add *-er*.
- Point out the form of double comparatives and in particular the word order, e.g. *The closer people become, the more peaceful the world is*. Draw the students' attention to *the* and explain that it comes before the comparative.
- Ask the students to look at the language box. Point out that *more* and *less* can be used with nouns, with nouns + a verb phrase or used on their own. **Highlight** the use of the definite article *the*.
- Show the students that different combinations are possible, e.g. *The more exercise you do, the healthier you will be*; *The more I study, the more I learn*; *The less I watch TV, the more I miss it*.

- Direct the students' attention to the **What's right?** box. Explain that it is easy to make mistakes when using comparatives and elicit the reason why the second sentence is incorrect (the adjective cannot be used in the first instance with *more and more*).

### Answers

- 1 faster and faster
- 2 more and more popular
- 3 The more, the more peaceful
- 4 the faster, the less interesting

### C

- Point out that the students need to decide if they need a double comparative or a repeated comparative to complete the sentences.
- Ask them to work individually and then to compare their answers in pairs. Tell them to check each other's spelling as well as the forms of the comparative.
- When you check the answers with the class, note that more than one answer may be possible in some cases, depending on your opinion.

### Answers

- 1 more and more sympathetic
- 2 smaller and smaller
- 3 The more, more interested
- 4 The more, the funnier
- 5 The more, the confusing
- 6 The faster, the easier

### D

- Give the students two or three minutes to work individually and complete the sentences. Tell them to write their sentences about globalisation and social media.
- Put them in pairs and ask them to compare their ideas.
- Listen to some of their ideas with the whole class. Correct any errors in the use of repeated and double comparatives.

### Extra: repeated and double comparatives

Ask the students to use the sentence beginnings in Ex. D to write more sentences. Tell them that this time, they can use different topics and write about anything they choose.

▶ Workbook p. 12, Section 4

## Reading: a magazine article (p. 26)

### Lead-in

Write the phrase *going local* on the board. Ask the students if they know what this means. Elicit answers such as *using products and companies that are located in the community*

*rather than from outside the local area.* Ask the students to name any businesses or markets that are specific to the local area. Draw a table with three columns on the board. Title the columns as 'Small local shop', 'Large department store' and 'Online'. Ask the students to brainstorm a list of retailers for each category. Accept any reasonable answers. Continue the discussion by asking the students where they shop most often and which retailers they like best.

### A

- Put the students in pairs to share their answers about where they prefer to go shopping and why. If time allows, make a list on the board of all the answers. Poll the class and tally how many students raise their hands for each answer. Ask the students to share the reasons for their preferences.
- Ask the students to read the article. Ask them to notice if any of their ideas are mentioned in the article.
- When the students have finished reading, ask them if any of their ideas were mentioned.

### Culture note

A farmer's market is a place where farmers sell their produce directly to the buyers. There is a rich tradition of farmers markets in the UK and many have been happening over hundreds of years. They are usually held weekly or monthly in an outdoor location. The aim of the market is to allow people to purchase products such as fruit, vegetables, dairy products and meat direct from their local farms. Some markets also include livestock (live animals) and traditional craft products.

### B

- Remind the students that reading for information is an important part of studying. Explain that they can scan the text for the answers. Remind them or point out that scanning is reading something in order to find particular information. Give them time to work on the comprehension questions individually.
- Put the students in pairs to compare their answers before checking the answers as a class.

### Possible answers

- 1 customers can support local farmers and meet local growers/producers; customers feel part of the community; farm food is fresher; it supports local businesses; customers can learn more about the products they buy; it's a more enjoyable experience
- 2 the prices are lower; there's a greater variety/choice
- 3 The writer is for 'going local'. Most of the article is about why you should shop locally, and there is only one sentence about shopping in larger supermarkets.

### C

- Show the students the list of vocabulary words. Explain that these are all social action verbs, but they can also be used in other contexts as well.
- Define *synonym* (a word that has the same meaning as another word). Give the students time to find the synonyms for the verbs in the article.

- Put the students in pairs to compare their answers and then check the answers as a class.

### Answers

1 support 2 value 3 generate 4 campaign  
5 participate 6 sustain 7 boost 8 generate

### D

- Give the students time to complete each question individually.
- Put the students in pairs to discuss the questions. Ask the pairs to share their answers with the class.
- Extend the discussion by asking them to think of three ways to help support the local economy. Ask groups to share their answers with the class.

### Answers

1 sustain 2 generate 3 support 4 value

### Extra: homework

Ask the students to choose one of the questions in Ex. D and write a short paragraph to answer it.

▶ Workbook p. 13, Section 5

## Writing: a formal email (p. 27)

### Lead-in

Give the students time to read the information in the skills panel. Ask the students how often they use email and who they usually use email with. Generate a discussion about topics people may write about in email.

### A

- Explain that sometimes formal letters are still sent by regular post, but now many letters are sent via email. The form of these emails is different from normal, everyday email messages that are more informal. Point out that sometimes email may need to be formal, such as email from a bank or via inter-office communication. Remind the students they should check emails carefully before sending them to make sure they're clear and contain all the necessary information.
- Put the students in pairs to brainstorm a list of situations in which they would need to send a formal email. Elicit answers such as *to pass along information* or *to request information from someone they don't know*. Ask each pair to share their list with the class. Create a list on the board.

### B

Ask the students to read the instructions and check that they understand the task. Give them time to read the emails. Then ask the students to decide individually which email is more formal and why. Elicit answers from the class.

### Answers

The email from Kathy to Mr Scott is more formal. The elements that give email a formal tone are: the use of complete sentences, the division into paragraphs and the use of correct punctuation. The language that identifies the formal tone: *Could you please let us know which one you prefer*, as well as more formal words and phrases and indirect questions used to make polite requests.

### C

- Put the students in pairs and ask them to first identify which of the greetings and closing expressions are formal, and then which are informal.
- When you check the answers, ask the students which of these greetings they have used and under what circumstances.

### Answers

1 Formal 2 Informal 3 Informal 4 Informal  
5 Informal 6 Formal

### D

- Ask the students to read the information in the note and decide if the email should be formal or informal (formal). Have them work individually to write the email. Point out that we usually use Ms (pronounced /miz/) to address a woman, so they should begin with *Dear Ms Sinclair*.
- Ask them to read the formal email in Ex. B again to help them. Encourage them to use some of the expressions from that email in their own.
- Invite volunteers to read their email aloud to the whole class. Make sure they have used formal expressions as well as complete sentences.

### Culture note

The use of the title Ms for women was introduced in the 1970s when women began to object to the distinction between married women (Mrs) and unmarried women (Miss) when the title for men (Mr) had no such distinction. Nowadays, though Mrs and Miss are still used, in business correspondence the most commonly accepted form of address is Ms.

In the UK, the title Dr is used for men or women who have a PhD in any subject, or who are medical doctors, dentists or veterinarians.

### Extra: homework

Ask the students to reply to the formal email in Ex. B, indicating which of the dates they would prefer and whether they could bring some photos with them or not. Tell them to write the email in a formal style using complete sentences, paragraph divisions and correct punctuation.

▶ Workbook p. 13, Section 6

## LifeSkills: understanding internet search terms (p. 28)

**Step 1:** Determine what information you need to find. (Ex. A, Ex. F)

**Step 2:** Choose effective search terms. (Ex. B, Ex. E, Ex. F)

**Step 3:** Evaluate search results and refine your search if necessary. (Ex. B, Ex. C, Ex. D, Ex. G)

### Lead-in

Read the target skill aloud and invite the students to tell you what they think *understanding internet search terms* means (knowing the right words to type in to get the best results). Remind the students that writing essays is common in academic studies and that conducting research online can be useful. Ask the students what kinds of things they typically conduct internet searches for. Ask them as a whole class to brainstorm ideas about how to do searches efficiently and accurately.

Then **highlight** the three-step strategy to develop the skill of *understanding internet search terms*.

### A

- Give the students time to read the essay topic.
- Brainstorm international fast-food chains if you feel the students need help with ideas.
- Have the students work individually to complete the task. You may want to let them discuss their answers in pairs before eliciting the answers from the class.

### Possible answers

dates when the two chains were first set up in India; figures for the local economy (especially from cafés and restaurants) before and after the set-up of these chains

### Culture note

India is one of the fastest growing economies in the world. The acronym BRICS is often used to refer to the five current major emerging economies – Brazil, Russia, India, China, South Africa.

### B

- Put the students in pairs and ask them to discuss the advantages and disadvantages of these five search terms for finding the type of information they will need for the essay.
- Direct the students' attention to the examples in the **How to say it** box and encourage them to use the expressions when they discuss the search terms.
- When they have finished their discussion, listen to their ideas as a class.

### Possible answers

fast food: Many search engines can handle this kind of natural English search. However, this search term may be too general and would probably return too many links, which are unlikely to contain specific information students will need to write the essay.

top fast-food companies in India: This may return useful results. The use of 'top fast-food companies' rather than specific names may help to avoid corporate websites. non-Indian fast-food companies: This search term might generate too many results because it could lead to sites about any fast-food company in the world outside India. It would probably return links to corporate websites, which are unlikely to contain the information students are looking for.

fast-food effects in India: This would probably return results that discussed the effects of fast food generally in India and it could be a useful starting point.

effects on Indian economy of fast-food chains: This is probably the best search because it is likely to produce information that students could use for their essays.

### C

- Have the students read the instructions and explain that search engines allow users to customise their searches. Customised searches usually generate better results with information that can be used for essays or other assignments.
- Put the students in pairs. Give them time to discuss what each of the searches means.
- Check the answers as a class.

### Possible answers

fast-food restaurants in India: If you put in specific key words, without any refining elements, the search engine will look for each of the key terms in the phrase, so the results will be reasonably accurate. However, to produce even more relevant and specific results, you could put this whole phrase in quotation marks, which forces the search engine to look for the exact phrase.

India AND food AND industry: The search engine would search for all pages that contain all of these search terms. (Note: Many search engines do this automatically.)

McDonald's OR KFC India: This would return pages that contain the word *India* and contain either the word *McDonald's* or the word *KFC*.

India culture -celebrity: This would return all pages that contain the word *India* and the word *culture*, but would exclude all pages that contain the word *celebrity*.

India \* industry: This would search for all phrases that have any word in the middle of the phrase, so it would return results such as *India movie industry*, *India food industry*, etc.

### Alternative

Schedule time in the computer lab to let the students conduct the searches from Ex. B and Ex. C and discuss what they find. Alternatively, ask them to do this at home and report back.



## D

- Put the students in groups to discuss the questions. Share ideas from your own experience. Then ask volunteers to share their stories with the class.

## E

- Ask the students to look at the search-engine results and read the instructions.
- Remind them that search engines can provide many results in response to a keyword search, and that it is necessary to evaluate the results to determine which will provide the most useful information.
- Review the essay topic. Ask the students to read the results for this search of 'India globalisation'. Put them in pairs to discuss which ones they think will be most useful when writing the essay.
- Check the answers as a class.

### Answers

Influence of globalisation on developing countries:  
This mentions globalisation, India and local culture. It looks as if it would be a useful, trustworthy site. However, it is possible that [www.globalmonitor.com](http://www.globalmonitor.com) is not an independent, unbiased source, so some care would be necessary.

American fast food? No thanks!

This clearly links to a blog ([www.blogmasterglobal.com/vijay](http://www.blogmasterglobal.com/vijay)). Although it is possible that the blog contains links to other, more useful material, this blog on its own is likely to be one person's opinion and should not be treated as a reliable source unless the information is checked against other websites.

IBC NEWS Fire strikes fast-food outlet, Delhi, India:  
This page looks as if it would be irrelevant to the search. It should probably be ignored.

India fast-food industry statistics:

This looks like the most useful result as it contains statistics and mentions international companies. Although [www.india-food.in](http://www.india-food.in) looks like a trustworthy site, care should still be taken and the source of the information should be checked.

## F

- Explain that the students are now going to create a research plan to investigate the effects of globalisation on the economy of their own country. Ask them to choose one area of the local economy to focus on as their topic for research. If they are having problems thinking of a topic area, give them some suggestions (e.g. *tourism, the car industry, travel and infrastructure, finance, etc.*).
- Elicit some common international search engines (e.g. *Google, Yahoo!*) and search engines commonly used in their country.
- Model the activity by filling out a sample plan on the board. Put the students in small groups and ask them to complete a research plan for their group.

## G

- Ask each group to present their plan to the class. Encourage the students to make notes on any interesting ideas, and then give them some time to amend their plans if necessary.

## H

- Ask the students to work in pairs to discuss the questions. Encourage them to think about the questions in relation to the domain of **Study and Learning** in particular.
- Combine the pairs to form groups of four and share their ideas. Then ask for feedback as a class and remind the students to give reasons and examples.



### REFLECT

- Discuss the question with the whole class. Ask the students to say what they feel are the most useful points they learned from this lesson, and how the skill of *understanding internet search terms* might be useful in the domains of **Work and Career** and **Self and Society**, either now or in the future.
- Elicit the following ideas: *finding a job, helping them advance in their career, finding a place to live, learning more about their local area, finding places to shop locally, etc.*



### RESEARCH

- Go through the task and check that the students are clear about what they have to do.
- Encourage the students to complete an internet research plan for the essay topic given and bring it to the next lesson.
- Have them share their findings in class. Lead a class discussion about the idea that creating a research plan will be an effective tool when they have academic writing tasks.

## Language wrap-up (p. 30)

For notes on how to approach the exercises in the Language wrap-up section, please see page 9.

### 1 Vocabulary

- Ask the students to read the whole paragraph for general understanding and to gain an idea of the context before filling in the blanks with the words or phrases from the box. Remind them that each blank is worth one point.

### 2 Grammar

- Check that the students understand the question: point out that they will be choosing the correct option to complete the conversation.
- Ask the students to read the whole conversation through first before completing the exercise. Encourage them to say each sentence silently to themselves before deciding on their answers.
- When checking the answers with the students, remind them that stative verbs refer to states or conditions that continue over a period of time, and that some are frequently used in the continuous or dynamic forms when they have certain meanings. Remind them of the form and function of repeated and double comparatives, and give examples such as *more and more connected, faster and faster* and *the more we understand, the more peaceful the world will be*.

## Speaking workshop: describing a photo (p. 31)

### Lead-in

Ask the students if they like to take photos, and extend the conversation by asking what they usually take photos of.

### Alternative

Ask the students to bring in their favourite photo. Put the students in small groups to share their favourite photo and to explain to their group why it is their favourite.

### A 1.10

- See p. 122 for the **audioscript**.
- Explain that description is an important concept in academic studies. Give examples of assignments such as writing a descriptive essay or giving a presentation describing an object.
- Tell the students they will listen to someone describing a photo. Ask them to take notes about the main points the speaker makes, using the given headings.
- Play the audio once and give the students time to write. Then play the audio again.
- Put the students in pairs to compare notes and then check the answers as a class.

### Answers

Where is it? A café.

Who are they? They are three young women. There are other people in the background.

What are they doing? One woman is looking at her laptop. One is looking at her tablet. The other is on her mobile phone and looking at her tablet.

What is unusual or interesting? They're sitting close together so they probably know each other, but they are very involved in their electronic devices and aren't looking at each other at all.

### B

- Have the students read the list of points. Then play the audio again and ask the students to check the points the speaker mentions.
- Repeat the audio only if necessary.
- Check the answers as a class.

### Answers

The speaker ...

describes the background

describes the foreground

describes the people and what they are doing

describes the general setting and context

makes an inference about the relationship between the people

### C

- Explain that the students will now give their own descriptions. Encourage them to follow the same process as in Ex. A by first writing their own notes to answer the questions about the photo provided.
- Put the students in pairs to share their notes and ideas.

### D

- Put the students in small groups. Have each student present a description of the photo to the members of their group. Each student should talk for about one minute.
- Remind the students that they should describe all the details, speak clearly and vary their tone of voice.

### Extra: describing photos

Ask the students to choose one of the photos on p. 21 to describe. Have them use the notes in Ex. A to identify the main points they want to talk about. Then they take notes about the setting, the context, the people, and what the people are doing. When they are ready, the students describe the photo to a partner. The partner should look at p. 21, identify the photo and add any other details to complete the description.

### Extra: group writing

Ask the students to look at the photo on p. 26. Point out that this photo contains a lot of people and details. In small groups, have the students take turns describing the setting, the context, the people and what the people are doing. Have the students choose a scribe to write down the ideas. Give the groups a few minutes to organise their ideas and write their descriptions. Then the groups take turns reading their descriptions to the rest of the class.

### How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to discuss their description with a member of their group and identify things they could improve on next time.

▶ Workbook pp. 14–15, SkillsStudio

