

# 01

## GLOBAL LIVING

### IN THIS UNIT

- Grammar: Continuous verb forms; Introducing points in an argument
- Vocabulary: Globalisation; Urbanisation
- Task: Give tips on learning a language well
- Language live: Writing a report; Varieties of English



### Vocabulary and speaking

#### Globalisation

- 1a** Work in pairs. Spend one minute thinking of five ways in which globalisation affects your everyday life.  
*I eat a lot of food from American chains.*
- b** Compare your answers with the class.
- 2** Work in groups. Which of the things below have you experienced personally? Describe what happened and what you found interesting about the experience.
  - visiting another country to go shopping, for a sporting event, to visit a theme park, etc.
  - making **online contact** with someone from another country
  - using English as a **lingua franca** to communicate with other non-native speakers
  - working/studying with someone from another country
  - travelling abroad to work or study
  - following an international celebrity on Twitter, etc.
  - participating in **international conference calls, webinars**, etc.



- 3 Work in groups. In your opinion, which of the following have happened in your country as a result of globalisation? Compare your ideas and give reasons.
- There's more **immigration/emigration**.
  - There is greater tolerance of **cultural and religious diversity**.
  - People mix more with people of other **rac**es and cultures.
  - Our **way of life** has changed considerably.
  - There is a **clash of cultures** within our society.
  - We have become a **multi-ethnic society**.
  - Our culture has become very **Americanised**.
  - There's more freedom and choice.
  - There are more **multinational corporations** and fewer local businesses.
  - **Mass tourism** from abroad has really changed some parts of the country.
  - People eat more **imported** food rather than **local produce**.
  - People have a **higher standard of living**.
  - There has been a '**brain drain**' of talented people going to work abroad.
  - Many of the goods we buy are made in **sweatshops** in other parts of the world.
  - We are more vulnerable to **global financial crises**.
  - People have become obsessed with **global brands**.

- 4 Add the words/phrases in bold from exercises 2 and 3 to the word web below. Some can go in more than one category.



- 5 List five advantages and five disadvantages of globalisation. Use vocabulary from exercise 3 and your own ideas. Then work in pairs and compare your answers.
- 6a 1.1 Listen to six people talking about globalisation and make notes on the questions below.
- 1 What aspect of globalisation do they discuss and what examples/pros and cons do they mention?
  - 2 Are they for or against globalisation? Or do they have mixed opinions?
- b Work in pairs and compare notes. Listen again if necessary to complete your answers. Do you agree with the speakers? Why?/Why not?
- c Look at audio script 1.1 on page 162. Add any useful words and phrases to the word web in exercise 4b.
- 7 Work in pairs and take turns to describe the difference between each pair of words/phrases.
- 1 emigration, immigration
  - 2 multinational, multi-ethnic
  - 3 cultural diversity, a clash of cultures
  - 4 a business, a corporation
  - 5 your standard of living, your way of life

## Reading and vocabulary

### Urbanisation

1 Work in pairs and discuss. How has your town or local area changed since you were born? What problems, if any, have the changes caused?

2a Look at the words/phrases in the box. Tick the ones you know, write a question mark next to the ones you can guess, and cross the ones you need to check.

reclaimed land	availability of housing
green-belt land	infrastructure
overcrowding	demolition of old buildings
residential areas	high-rise buildings
shanty towns	no-go areas
sky-high property prices	slums
urban sprawl	congestion
squalor	

b Work in pairs and compare your answers. Check the meaning of any words/phrases you don't know. How many can you use to describe your town/city or a place you know well?

*The capital of my country doesn't have the infrastructure to support the millions of people who live there.*

3a You are going to read an article about urbanisation which mentions the cities of Washington DC, Dhaka, Songdo and Medellin. Which countries are these cities in?

b Read the article and answer the questions.

- 1 What has recently changed about humans?
- 2 Why is there so much slum housing in the world?
- 3 What was Le Corbusier's solution to the problems of urbanisation in Paris?

## URBANISATION: is there a solution?



Humans are good at building cities – after all we've been doing it for nine millennia – but a few years ago, for the first time in history, we officially became an urban species. More of us now live in cities than in the countryside. That's over three and a half billion people and this global trend is heading ever upwards. Experts believe that by 2050, seven billion of us will be living in an urban environment, and the numbers just keep rising. The speed and scale of this change is unprecedented; just to keep up with demand, we are currently building a new city the size of Washington DC every three days. Building more of the same, however, is just a temporary solution, as fast-growing cities bring with them numerous issues such as overcrowding, slum housing, congestion, crime, pollution and more.

Part of the problem is that despite the number of people they house, cities only occupy three percent of the earth's land surface. That's an awful lot of people to fit into such a small space and most cities just weren't designed to cope. São Paulo, for example, suffers traffic jams of up to 180 kilometres on a bad day and everywhere from Abu Dhabi to Zurich, limited availability and unlimited demand are driving property prices sky-high. In turn, this is leading to a massive global growth in slum housing. In Dhaka, for example, the capital of Bangladesh and a city which will soon be bigger than Beijing or Mexico City, 60 percent of residents live in shanty towns. So what, if anything, can be done about urbanisation?

Perhaps the solution is to knock down our old cities and start again. City planners are always coming up with hare-brained schemes like this, and the famous French architect and designer Le Corbusier was no exception. He devised a plan in the 1920s to demolish the centre of Paris to make space for a series of high-rise buildings. To Le Corbusier, this was just a sensible solution to the dirt and squalor of Paris at the time, but had he succeeded, it is doubtful that Paris would be attracting nearly 30 million tourists a year, as it is today.

Demolishing and rebuilding cities to meet modern needs is clearly impractical, so what are the alternatives? The brand new city of Songdo in South Korea and the more historic city of Medellin in Colombia offer two exciting but contrasting visions of how to cope with the problems of urbanisation.

- 4 Find phrases in the article that mean the following.
- 1 Across the world, urbanisation is happening faster and faster.
  - 2 Urbanisation of this size and speed has never happened before.
  - 3 Cities that grow quickly have a lot of problems.
  - 4 Cities weren't planned to house so many people.
  - 5 Too many people chasing too few homes is causing very high house prices.
  - 6 What can we do about people moving to the cities?
  - 7 Le Corbusier suggested doing this.
  - 8 He made a plan to knock down the centre of Paris.
  - 9 Knocking down and rebuilding cities is not going to work.

- 5 Work in pairs. Student A: Turn to page 106 and read about Songdo. Student B: Turn to page 109 and read about Medellin.



- 6a Take turns to tell your partner about the city you have read about. Your partner listens and asks questions to find out more information.
- b Work in pairs and discuss the questions.
- Which city, Songdo or Medellin, do you find most impressive? Why?
  - Which model offers the best hope for the future?
  - What solutions can you think of for the problems of the major cities in your country?

## Grammar review

### Continuous verb forms

- 1a Read the sentences. In which sentence is the writer more interested in the action in progress? In the result?
- 1 Since 2004, the city has invested over \$600 million in cable cars.
  - 2 Since 2004, the city has been investing money in cable cars.
- b Does the writer use a simple or a continuous form when the focus is on the action?

- 2 Look at the verbs in bold in the sentences and find examples of the verb forms in the box.

a simple form	the Present continuous (x2)
the Future continuous	the Present perfect continuous
a continuous passive	

- 1 Humans **have been building** cities for nine millennia.
- 2 Experts **believe** that by 2050, seven billion of us **will be living** in an urban environment.
- 3 ... we **are** currently **building** a new city the size of Washington DC every three days.
- 4 This global trend **is heading** ever upwards.
- 5 ... plans **are** in the process of **being drawn up** for 20 more cities like Songdo.

- 3a The continuous aspect is commonly used to express the ideas below. Which sentence(s) in exercise 2 reflect each idea?

- a to show that a situation is temporary  
3: *we are currently building a new city ...*
- b to show an action happening around a point of time
- c to describe changes and developments
- d to show duration
- e to show that an action is incomplete

- b Why can't *believe* in exercise 2, sentence 2 be used in the continuous form? Do you know any other verbs like this?

- 4 Complete the sentences to make them true for you. Use an appropriate continuous form. Then work in pairs and compare your answers.

- 1 People from my country are currently ...
- 2 In 2020, I hope I ...
- 3 I've ... for ages.
- 4 Recently, I've been ...
- 5 At the moment, I ...
- 6 This time tomorrow, I ...

# English around the globe: the facts




## Did you know?

- ▶ There are far more non-native speakers of English in the world than native speakers. It's hard to calculate, but it is believed that there are around 375 million native speakers and over 1.125 billion non-native speakers – a total of about 1.5 billion.
- ▶ English is an official language in 55 countries. The USA has the largest number of English speakers (250 million), followed in second place by India (125 million), then Pakistan (89 million), Nigeria (79 million) and the UK (59 million).
- ▶ Most linguists agree that English has the largest vocabulary of any language in the world. It is almost impossible to say how many words there are, but some people say there are over a million. It is said that a new word enters the language every 98 minutes, on average.
- ▶ More English words begin with 't' than any other letter – about 25 percent of all words.
- ▶ There are estimated to be about 175 dialects of English around the world.
- ▶ Special, simplified versions of English exist to help various professionals to communicate internationally, for example, 'air-speak' for pilots and air-traffic controllers, 'police-speak' to help deal with international crime and 'doctor-speak' to simplify communication between doctors.
- ▶ Modern British people probably wouldn't have been able to understand the English spoken in Shakespeare's time. Pronunciation and grammar were different and many words had different meanings. For example, 'nice' meant 'foolish' in the 16th century.
- ▶ The relationship between spelling and pronunciation in English is notoriously irregular: the combination 'ough' can be pronounced in nine different ways! The following sentence contains them all: *A rough-coated, dough-faced, thoughtful ploughman strode through the streets of Scarborough; after falling into a slough, he coughed and hiccoughed.* Turn to page 106 to see how this is pronounced.

## Listening and speaking

### English in a changing world

- 1 Work in groups and discuss. In what circumstances and with whom do you think you will use English in the future? Think about work, travel, social situations, the internet, etc.
- 2a Read the facts above about the English language. Then work in pairs and guess which two pieces of information are false. Turn to page 106 to check your answers.  
  
b Work in pairs and discuss. Do any of the facts surprise you? Why?
- 3 Read the statements below. Tick the ones you agree with and cross the ones you disagree with. Then work in groups to compare your answers.
  - 1 I am more likely to use English to speak to native speakers (e.g. British or Australian people) than I am to use it to speak to non-native speakers.
  - 2 Learners of English should try to pronounce the language as closely as possible to the way that native speakers do.
  - 3 It is very important for learners of English to have a good command of British and American idioms.
  - 4 People can't understand you when you speak a foreign language unless you use grammar correctly.
  - 5 English doesn't just belong to native speakers; it belongs to everyone in the world who uses it.
  - 6 When I speak English, I don't want to imitate a British or American person. I want to keep my own identity.

4  1.2 Listen to Doctor Jennifer Jenkins talking about English as an international language. Which ideas from exercise 3 does she agree/disagree with? Why?

5a Doctor Jenkins mentions the following language areas in relation to international English. Have you had problems with any of them?

- the pronunciation of *th*-
- British and American idioms
- uncountable nouns like *information*
- the third-person -s in the Present simple

b Listen again. What does Doctor Jenkins think may happen to the language areas in exercise 5a as international English develops?

6a Work in pairs and discuss. Do you agree with Doctor Jenkins? Why?/Why not? Has she made you change your mind about any of your answers in exercise 3?

b Work in groups and interview your teacher about this issue. First think of at least three questions to find out what he/she thinks. Then take turns to ask your questions.

7 Put the words in brackets in the correct order to introduce the rest of the sentence.

- 1 (point / the / that / main / consider / be / would / to) it's important to give learners a choice.
- 2 (Global English / advantage / a / of / that / is / further) it makes using the internet easier.
- 3 (problem / one / possible / be / British English or American English / that / with / might) it isn't what learners need.
- 4 (reason / pronunciation problems / most / the / for / that / is / obvious) learners don't have the sound in their first language.

8 Decide whether the points below are for or against globalisation, or neutral. Then introduce each one using an appropriate phrase.

- 1 \_\_\_\_\_ people are more aware of other cultures and ways of life.
- 2 \_\_\_\_\_ a lot of small local businesses cannot compete with big multinationals.
- 3 \_\_\_\_\_ there is a lot more choice available in shops than there used to be.
- 4 \_\_\_\_\_ there are a lot more opportunities for people to travel and work abroad.
- 5 \_\_\_\_\_ big multinational companies have a lot of power.
- 6 \_\_\_\_\_ a lot of local skills and customs are disappearing.
- 7 \_\_\_\_\_ we all recognise the same music, celebrities and brands.


9a You are going to answer one of the questions below. You will have 30 seconds to give your answer. Spend a few minutes preparing what to say. Use introductory phrases to make your points.

- 1 Will English remain the global language of the future? Why?/Why not?
- 2 Should each country or region try to preserve its customs and identity? How?
- 3 Should people be free to live in whichever country they like or do we need immigration controls?
- 4 What are the advantages and disadvantages of increasing urbanisation?
- 5 How do you see your city/country changing in the future? What would you like to happen?
- 6 Is a more globalised world a good thing? Why?/Why not?
- 7 Is it a good thing to have so many large, multinational corporations in the world?
- 8 Should richer countries do more to help poorer countries? If so, what?

b Work in groups. Take turns to give your answer and respond to other students' questions.

## PATTERNS TO NOTICE

### Introducing points in an argument

1  1.3 Listen to the way points are introduced in the interview and complete the sentences. How do the introductory phrases help the listener?

- 1 Well, \_\_\_\_\_ . \_\_\_\_\_ they're intelligible to each other.
- 2 \_\_\_\_\_ nobody owns English any more.
- 3 \_\_\_\_\_ learners have less to do.

2 Here are some similar ways of introducing points. Decide which are useful for introducing points for and against an argument. Which could be either?

One (important)	point to consider	is that ...
Another (strong)	reason (for) ...	would be that ...
The most (obvious)	drawback/advantage (of) ...	might be that ...
The second	problem/concern/issue (with) ...	
A further	consideration ...	
The main	explanation ...	


One important issue is that *many people use English online.*

Another problem is that *there are so many varieties of English.*

# Task

## Give tips on learning a language well

### Preparation **Listening and reading**

1  1.4 Listen to seven high-level language speakers talking about learning strategies that helped them or someone they know. Make notes about the questions below for speakers.

- Which languages were being learnt?
- What strategy does he/she describe?
- In what ways did it help?

2 Read the profiles. Then work in pairs and summarise the needs of each language learner. Which, if any, of the strategies in exercise 1 are relevant to each person?

### Task **Speaking**

1 Work in groups. Think of your own useful tips or suggestions for the five language learners in the pictures. Ask your teacher for any words/phrases you need.

> Useful language a

2 Compare your answers with the class and compile a list of useful tips for more advanced language learners.

3a Work in pairs and discuss the questions below.

- Which learner(s) in the profiles do you have most in common with? Think about:
  - your motivation.
  - your job/study needs.
  - the skills you want to develop most.
  - your strengths and weaknesses.
- Which tips and suggestions that you have discussed might help you?
- Do you have any other plans for improving your English?

> Useful language b

b Choose two tips from your list to actively follow. After a few weeks, report back to the class on how you are progressing.

## Language around

**Adriana** from Buenos Aires studied English for nine years at school, but has never had the opportunity to use the language in real life. She has just been offered a job with an international company and has been told that she will be using English on a daily basis; to answer the phone, to communicate with English-speaking colleagues and to attend meetings in English. She is very anxious as she doesn't feel that the English she learnt at school prepared her for this aspect of her new job. She has two months before the new job starts and plenty of time, but not much money!



**David** is 26 years old and qualified as a chef, but cannot find a job in his own country. His girlfriend has found a job in Germany. David has joined her there and they are staying with some cousins for a few months while he finds a job. He learnt German for several years at school, but has forgotten a lot of it and needs to improve his communication skills quickly before he can get the kind of job he would like. He does not have much money to spend on language lessons.



# learners the world

**Kareem** from Jordan is planning to do a Master's degree in Business Studies at an Australian university in a couple of years' time. His English is fairly good and he is attending a special course in academic writing to help him with essays in English, but he needs to be able to read in English much more fluently and to do this he needs to improve his vocabulary dramatically. He will also have to understand lectures in English and, of course, communicate and socialise in his everyday life.



## USEFUL LANGUAGE

### a Discussing tips and suggestions

One thing that I think is very useful is ...  
I think he would benefit from ...  
He needs to concentrate on ...  
Her main priority should be ...  
She needs to find a way of ...  
This approach wouldn't work for everyone.  
I think it really depends on the kind of person you are.  
... -ing works for me.

### b Describing your own needs and targets

One thing I'm good at is ...  
One of my worst faults is that I (never) ...  
My main aim is to ...  
... is one of my main priorities because ...  
For that reason, I'm aiming to ...



**Asha** studied Russian for five years at school in London and spent four weeks on a study exchange programme in Moscow. She understands, speaks and reads Russian pretty well and is keen to keep it up and improve – she is sure that it will be useful to her one day although she is not exactly sure how yet. She cannot afford to pay for expensive lessons at a language school and is busy with a demanding university course.

**Akiko** is 33 and from Tokyo. She has just moved to San Francisco with her husband who has got a job in a company there. She has started English lessons, but they mainly focus on grammar and vocabulary, and as she studied English for eight years at school in Japan, she already knows a lot of this in theory. The problem is that her listening skills and spoken English are not very good. She would like to get out and get to know people, communicate with her daughter's teachers and friends, and even perhaps study, but she really lacks confidence in English. People think she is shy, but this is not really the case!



## SHARE YOUR TASK

Plan a short summary of your needs and motivation as a language learner, and what you should do to progress, based on your answers in exercise 3.

Practise what you want to say until you feel confident.

Film/Record your summary.

Share your film/recording with your teacher and other students.



# LANGUAGE LIVE

## Writing

### A report

1a Work in pairs and discuss. How many global brand cafés or restaurants can you think of?

b Which, if any, of the cafés and restaurants from exercise 1a do you sometimes visit? What traditional food do you cook/eat at home?

2a Read the report on how globalisation has affected eating habits in Warsaw, Poland. What aspects of the report are true of your town/local area?

b Choose the best linking word or phrase to complete gaps 1–9 in the report. More than one answer may be possible.

- 1 as well / also / too
- 2 Although / Despite / Even though
- 3 As well as / Apart from / Also
- 4 as well as that / other than that / apart from that
- 5 on the other hand / although / even though
- 6 Just / Alone / Only
- 7 while / whereas / nevertheless
- 8 even if / although / however
- 9 this means that / this is because / this explains why

3 Decide which features apply to writing reports. Then try to add more of your own.

- informal language
- an introduction and a conclusion
- clear, simple headings
- use of the word 'I'

4a You are going to write a report for a lifestyle magazine on the effects of globalisation. Work in groups and discuss whether the ideas in the word web are true of your hometown/country.

b Choose one of the topics in the word web and think about how globalisation has affected your town/country in relation to this topic. Note down your ideas.

*attitudes/beliefs: We know a lot more about how people think in different countries.*

### Introduction

The aim of this report is to describe how globalisation has affected eating habits in Warsaw and to consider how/whether traditional ways of eating have been affected.

### Global brands

Globalisation is having a big impact on eating out in Warsaw. A significant number of global brand coffee shops and fast food restaurants such as Starbucks and Subway have sprung up in the last few years and the vast majority of people have no objection to using them. It should <sup>1</sup>\_\_\_\_\_ be noted that there are now many 'themed' global restaurants such as Hard Rock Café. <sup>2</sup>\_\_\_\_\_ all these places are traditionally seen as quite expensive, many people visit them on a regular basis.

### Foreign restaurants

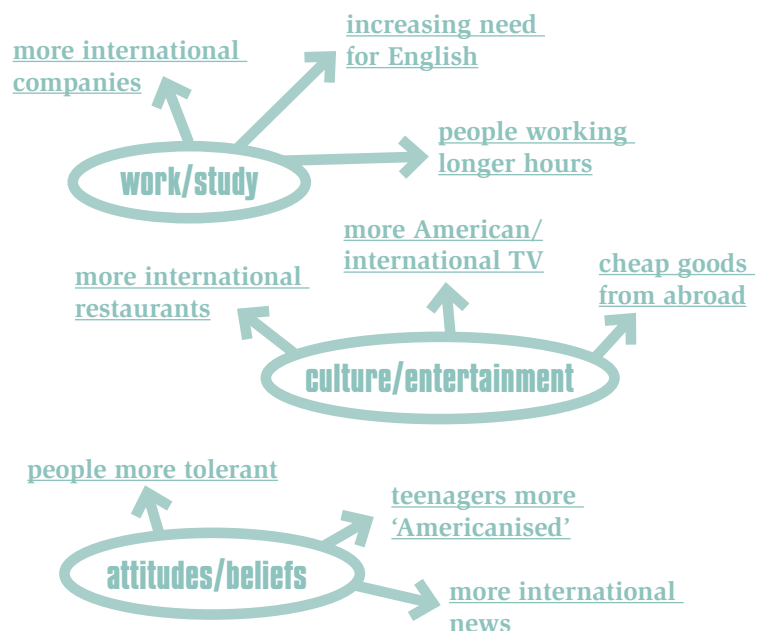
<sup>3</sup>\_\_\_\_\_ an interest in the mostly American global brands, it is generally true that Warsaw's residents are becoming more international in their tastes. Plenty of *bar mleczny* (milk bars) still exist, offering cheap, nourishing Polish food and a reminder of life as it used to be, but <sup>4</sup>\_\_\_\_\_, there are now restaurants offering food from many different cultures, including Indonesian, Brazilian and Indian. The food is frequently impressive, but <sup>5</sup>\_\_\_\_\_ the service can be disappointing – a fact mentioned by a significant minority of tourists on travel websites. Most young and middle-aged people eat out in an international restaurant at least once a month.

### Eating at home

Poland has a tradition of high-quality, home-cooked food and, reassuringly, this is one aspect of Polish food culture that does not seem to be under threat from globalisation. <sup>6</sup>\_\_\_\_\_ a small minority of people eat ready meals at home <sup>7</sup>\_\_\_\_\_ most people claim to know how to cook traditional foods such as pierogi (dumplings).

### Conclusion

In conclusion, it appears that <sup>8</sup>\_\_\_\_\_ globalisation is changing the way that people eat and drink when they go out, Warsaw's residents are still proud of their traditions and <sup>9</sup>\_\_\_\_\_ the culture of home-cooked food is still very much alive there today.





## Listening

### Varieties of English

1a 1.5 Listen to four radio news reports from around the world. Where does each one come from and what is the main event being described?

b Listen again and note the key numbers and statistics. Work in pairs and compare answers. Say how each story relates to globalisation.

2 The four reporters spoke American English, British English, Australian English and Indian English. What differences did you hear between the four varieties?

3a 1.6 **Pronunciation** Listen and compare the pronunciation of different varieties of English. You will hear each phrase below twice. Can you hear the difference in the pronunciation?

1 American English and British English:

- a all flights into and out of the area
- b share prices across the world
- c \$15 billion

2 British English and Australian English:

- a sold all over Europe
- b a vote of confidence
- c announced that it was to close

3 Australian English and Indian English:

- a the vast majority of people
- b part of a natural process
- c 12,000 million tonnes of greenhouse gases

4 Indian English and American English:

- a scheduled to open this week
- b 20,000 branches
- c not everyone, however, is happy

b Listen again and repeat. Can you imitate the pronunciation of each variety of English?

4 Work in pairs and discuss. Which accent do you like best? Which do you find easiest to understand? Which are you most likely to come into contact with?

5 Write sentences using your notes from exercise 4 and the phrases in the table below.

The (vast) majority of About ... percent of Many/Not many (of) Very few (of) A small/significant minority (of)	people from my home town ... local residents ...
It is (generally) true that It seems/appears that It's obvious that Evidence suggests that	there is a growing interest in ... there are more and more ...

6a Organise your sentences from exercise 5 under headings, as in the report in exercise 2a. The main body of your report should have at least two sections. Then write the first draft of your report.

b Look at the checklist below and think about how your report could be improved. Swap reports with a partner and see if he/she agrees. Then write the final draft of your report.

- Does your report have an introduction and a conclusion?
- Does the introduction mention the aim of the report?
- Does the conclusion summarise the findings?
- Does the main body have at least two headings?
- Is the style appropriate to a formal report?
- Have you used plenty of linking words to tie the report together?

### AFTER UNIT 1 YOU CAN ...

Discuss urbanisation and globalisation at a sophisticated level.

Introduce points in an argument using appropriate phrases.

Discuss the best ways of learning a language and describe your own learning needs.

Write a report.

Recognise different varieties of English.