



1 GLOBALIZATION

Learning objectives

 Go through the learning objectives with the class to make sure everyone understands what they can expect to achieve in this unit. Point out that students will have a chance to review these objectives again at the end of the unit.

Lead-in

 Students work in small groups to think of a country starting with each letter of the alphabet, plus the nationality adjective for each country. The first team to find at least 20 countries and nationality adjectives beginning with different letters is the winner. Note that there are no countries beginning with the letter X or W, and only one beginning with O (Oman), Q (Qatar) and Y (Yemen).

As a follow-up, when you are checking the lists of countries, elicit which part of the world they are in (e.g. the Middle East, Central America, North Africa, etc.).


largest country in the world, but it is the world's second largest exporter of agricultural products, selling wheat, dairy and meat products to countries worldwide.

Competition is fierce between countries to gain a competitive advantage in the international trade market and to get a good price for their produce. In Australia, goods are transported far across the country by road and worldwide by ship. Australian farmers export around 60% of what they produce, earning the country more than 30 billion Australian dollars per year. The transport involved in international trade can, however, have massive effects on pollution and the environment.

International trade can also make countries more economically reliant on non-domestic trade for the production, processing and purchase of goods. These Mexican prickly pear farmers rely on selling their product in specialist food shops across the world. However, this export business has brought money – and hope – to an entire community, by creating jobs.

Without international trade, nations would be limited to the goods and services within their own borders. So, the food produced here wouldn't end up on a plate here.

UNLOCK YOUR KNOWLEDGE


 Students discuss the questions in pairs. Encourage them to think of answers from as many parts of the world as possible. After a few minutes, open up the discussion to include the whole class. Again, try to elicit examples from around the world, not just a few countries.

Answers will vary.

WATCH AND LISTEN

Video script

THE GLOBALIZATION OF FOOD


 **Narrator:** International trade is the activity of buying, selling and exchanging goods and services between countries. In the twenty-first century, industrialization, modern transportation, multinational corporations and outsourcing are all having a major impact on the international trade system.

Increasing international trade powers the continued growth of globalization. Food is one commodity that is traded worldwide. In Longsheng, China, rice farmers have worked in these rice paddies for almost 800 years. The rice they grow feeds people all over the world.

Countries trade produce with each other to sell what they grow in excess and they buy commodities that are cheaper elsewhere, or that they cannot produce themselves. France, for example, is only the 43rd

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

1  Go through the instructions with the class. Point out that they may need to change some of the words (e.g. make nouns singular or use the infinitive form of verbs) to match them to the definitions. Students then work alone to complete the exercise. They check in pairs and feed back to the class.

Answers

1 e 2 b 3 a 4 f 5 d 6 g 7 c 8 h

Language note

Note the changes in stress in the following words: to *produce* (verb) → *produce* (noun); to *export* (verb) → an *export* (noun). Other words from this unit with the same pattern include: *import* (verb) / *import* (noun); *impact* (verb) / *impact* (noun); *transport* (verb) / *transport* (noun).

- 2 Check that everyone understands the questions (especially the meaning of *fresh foods, locally* and *imported/import*). Students discuss the question in pairs. After a few minutes, open up the discussion to include the whole class. You may need to supply the names of some foods in English if students don't know any.

Answers will vary.

Language note

Fresh foods are those which are not preserved (by canning, freezing, etc.), and which therefore need to be consumed soon after production.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 3 Go through the question with the class, making sure everyone understands that they are looking for the best description of the video topic, not just things that are mentioned in the questions. You may also need to check they understand the words *pollution, destroy* and *livelihood*. (See Language note below.) Play the video for students to choose the correct answer. They check in pairs and feed back to the class.

Answers
Sentence 2 best describes the topic of the video.

Language note

A person's *livelihood* is their ability to earn a living, i.e. make enough money to support themselves.
A *prickly pear* is the fruit of a type of cactus, also known as *fig opuntia*.
For explanations of more vocabulary from this video, see the Optional activity after Exercise 4.

LISTENING FOR KEY INFORMATION

- 4 Students read through the eight questions first to check that they understand all the words. (See Language note, above.) Play the video for students to make notes of the answers. They discuss their answers in pairs and watch again if necessary. Go through the answers with the class.

GLOBALIZATION

UNIT 1

Answers

1 Industrialization, modern transport, globalization, multinational corporations and outsourcing
2 800 years
3 1
4 60%
5 30 billion Australian dollars per year.
6 In specialist food shops across the world.
7 It has brought money and hope by creating jobs.

DISCUSSION

- 5 Students discuss the question in pairs. After a few minutes, open up the discussion to include the whole class.

Answers will vary.

LISTENING 1

PREPARING TO LISTEN

Predicting content

Tell students not to look at their books and elicit from the class why it can be useful to predict content before listening to it. Students then read the information in the box to compare it with their ideas.

USING YOUR KNOWLEDGE

- 1 Go through the instructions carefully with the class. Check that they understand all the topic words, especially *shipping* (transporting goods, not necessarily by ship) and *dairy*. (See Optional activity, above.) In pairs or small groups they discuss which topics might be mentioned in the programme and what might be said about each of them. Discuss briefly with the class, but do not give any answers as students will be listening to the audio to check their ideas.

WHILE LISTENING

LISTENING FOR GIST

- 2 Play the recording for students to check their predictions. They discuss their answers in pairs and feed back to the class.

Answers
Topics 1, 2, 6 and 7.

Language note

- An *aisle* /aɪl/ is a corridor between in a supermarket, with shelves on either side. There are also aisles in aeroplanes and churches, with seats on either side.
- If you are *watching your weight*, you are on a diet, or being careful about eating too much.
- A *supply chain* is the group of people and businesses between a producer and a final consumer. For example, the supply chain for bananas may include growers, exporters, transportation companies, importers, wholesalers and retailers.
- Your *carbon footprint* is a calculation of the amount of carbon dioxide emissions that you create through your lifestyle choices. For example, if you travel to work by bus, you have a lower carbon footprint than someone who drives a car to work.

LISTENING FOR DETAIL

- 3 1.1 Students read through the statements to check they understand them and to predict whether they are true or false. Play the recording for students to check their answers. They discuss briefly in pairs and feed back to the class.

Answers
1 T 2 T 3 F 4 F 5 F 6 F

POST LISTENING

LISTENING FOR OPINION

- 4 Students work in pairs to discuss the opinion behind the three statements and chose the ones they think best match the radio programme. After a few minutes, open up the discussion to include the whole class.

Answers
1 a 2 b 3 a

PRONUNCIATION FOR LISTENING

Consonant clusters

- 5 1.2 Write some minimal pairs of words on the board (*go/grow, spell/sell, clothes/close, etc.*). Say one word from each pair and ask the students to identify the word you said. Students read the advice in the box. Play the recording. Students underline the correct answer individually and check their answers in pairs.

1 going 2 tea 3 find 4 sewed 5 timed 6 Flying
7 pass 8 cost

- 6 1.3 Ask students to look at the words in red in the notes and guess why each word is a mistake. Advise them to check the context of the word to find the correct answer. Play the recording. Students correct the words. They check in pairs and feed back to the class.

support; three; First; sixth; climate; state; trap;
growing, would; rain

DISCUSSION

- 7 Students work in pairs or small groups to discuss the questions. After a few minutes, open up the discussion to include the whole class.

Answers will vary.

LANGUAGE DEVELOPMENT

THE ACTIVE AND PASSIVE VOICE

- Tell students to close their books. Write the following sentences on the board:

The UK imports bananas from Thailand.

Bananas are imported from Thailand.

Elicit the difference between the two sentences (The first uses the active voice; the second is in the passive voice.) and how to form the passive (verb *be* + past participle). Elicit situations when one form might be better than the other. You could also elicit how we could mention who imports the bananas in Sentence 2 (i.e. using *by* to introduce the agent). Then tell students to read the information in the box to check their ideas.

Language note

Another important use of the passive not mentioned in the explanation box on Page 31 is to draw particular attention to the agent by moving it to the end of a sentence (e.g. *This meal was cooked by my son*).

- 1 Students work alone to label the statements. They check in pairs and feed back to the class.

Answers

1 P 2 A 3 A 4 P 5 P

- 2 Students work alone to rewrite the sentences. With weaker classes, you could ask them to underline the object in each sentence first and elicit whether the agent could be included in each case. They check their answers in pairs and feed back to the class.

Answers

- 1 Fruit is shipped long distances.
- 2 Spanish tomatoes are imported.
- 3 A lot of produce in Spain is sold for export.
- 4 UK greenhouses / Greenhouses in the UK must be heated.
- 5 More information should be given (in supermarkets) about where fruit comes from.

Optional activity

Students work in pairs to find and underline more examples of the passive in the script from Listening 1 on page 201/202. Check answers with the class.

Suggested answers

- David, did you realize that all of this fruit is imported from overseas?
- They have to be imported.
- It is possible to grow fruits and vegetables from hot countries here, but they have to be grown in greenhouses, ...
- If you look at these tomatoes, which were grown on a local farm, ...
- That was flown about 18,800 kilometres.
- ... a huge amount of pollution was produced to get this food to the shelves.
- When food travels, a lot of carbon dioxide pollution is produced ...
- This lettuce may have been grown in the local area, but it could have been transported across the country to be put into this plastic packaging.
- ... food grown around the country is transported to large factories to be packaged or processed.
- It's sometimes then transported back to the place it was grown in the first place.

GLOBALIZATION AND ENVIRONMENT VOCABULARY

- 3 Students work alone to complete the text. They check in pairs and feed back to the class.

GLOBALIZATION

UNIT 1

Answers

- 1 carbon footprint 2 transportation 3 carbon dioxide emissions 4 processing 5 climate change 6 environment 7 supply chain 8 purchasing 9 produce 10 imported

LISTENING 2

PREPARING TO LISTEN

USING YOUR KNOWLEDGE

- 1 Students discuss the questions in pairs or small groups. After a few minutes, open up the discussion to include the whole class.

Answers will vary.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 2 1.4 Play the recording for students to put the statements in order. They check in pairs and feed back to the class.

Answers

a 3 b 5 c 1 d 2 e 4

LISTENING FOR DETAIL

- 3 1.4 Students work in pairs to try to remember which words in the box belong with which statistics in the pie chart. Play the recording a second time for them to check. They check again in pairs and feed back to the class.

Answers

households: 29%; processing: 20%; agriculture: 15%; wholesale & retail: 14%; food service: 12%; packaging: 6%; transportation: 4%

POST LISTENING

- 4 Check that everyone understands the meaning of the word *cause*. You could ask the question *What are some causes of global warming?* to check this. Students then work alone to underline the cause of the action in each sentence. They check in pairs and feed back to the class.

Answers

- 1 ...general changes in lifestyle ...
- 2 You can buy fresh fruit and vegetables from all over the world...
- 3 ...aeroplanes creating pollution that causes environmental problems...
- 4 Experts argue that foods that are the least damaging to the environment are usually the ones grown locally.
- 5 These greenhouses are heated.

- 5 Students work alone to circle the language that indicates the cause of the action in each sentence. They check in pairs and feed back to the class.

Answers

- 1 Due to 2 As a result 3 ... because of
- 4 Consequently 5 ...and therefore

- 6 Using the prompts, students complete the sentences with their own ideas. Monitor during the activity to offer support and give students help with grammar and vocabulary if necessary. Students compare their sentences in pairs and feed back to the class.

Possible answers:

- 1 Due to improvements in food processing techniques, food now stays fresher for longer.
- 2 Food travels to supermarkets by aeroplane. As a result, we can buy fruits and vegetables from other countries all year round.
- 3 Locally grown foods have a smaller carbon footprint. Consequently, they are better for the environment.
- 4 Producing food packaging uses a lot of energy, which therefore results in a bigger carbon footprint for the food packaging companies.

DISCUSSION

- 7 Students work in pairs to describe a meal they enjoy and discuss the questions. After a few minutes, open up the discussion to include the whole class.

Answers will vary.

CRITICAL THINKING

Go through the final speaking task with the class. Elicit why the task is described as a complex situation (Suggested answer: because there are no easy solutions to the situation outlined.) and why data might be useful in the

task. (Suggested answer: because it will enable you to focus on the most important aspects of the situation when writing about it.)

UNDERSTAND

Understanding a pie chart

Students close their books. Elicit from the class what a pie chart is and how it works. Students then look at the information in the box to check their ideas.

- 1 Students work in pairs to discuss the questions. After a few minutes, open up the discussion to include the whole class. Make sure everyone fully understands the meanings of the words in the pie chart, especially *plantation*, *ripening* and *distribution*.

Answers

- 1 The percentage of the price of a banana that goes to each party involved in its production and distribution.
- 2 9
- 3 The other percentages in the chart would increase in size.

UNDERSTANDING DATA IN A PIE CHART

- 2 Students work in pairs to discuss the five questions. After a few minutes, open up the discussion to include the whole class.

Answers

- 1 The amount of money the supermarket takes, at 38%.
- 2 The amount of money that goes to the plantation worker, at 2%.
- 3 International transportation.
- 4 Ripening contributes 5% to the price of bananas.
- 5 Import licences contribute 9% to the pie chart.

ANALYZE

ANALYZING AND USING DATA IN A PIE CHART

- 3 Check that everyone understands the meaning of *support* (agree with) and *contradict* (disagree with) in this context. Students work alone to complete the exercise. They check in pairs and then feed back to the class.

Answers

- 1 C 2 C 3 S 4 C 5 C 6 C

- 4 Students work in pairs to discuss the questions. After a few minutes, open up the discussion to include the whole class.

Possible answers

- 1 Because they make a big profit by increasing the price of the bananas once they are in stores.
- 2 Because they are cheap to grow in their country of origin.
- 3 Because they pay their workers very low wages.
- 4 The supermarket section of the pie chart would probably increase, as supermarkets would have to pay less tax so their profits would increase.
- 5 The price of bananas would probably increase, as supermarkets would want to make the same amount of profit on the bananas they sell.

SPEAKING

PREPARATION FOR SPEAKING

Presenting data

Tell students to read the information in the box and the advice it provides. You may need to check that everyone understands the meaning of *fractions* (parts of whole numbers, such as 1/2, 3/4 and 5/6) and *sequential language* (phrases for showing the order of elements in a sequence, such as *firstly*, *next*, *finally* etc.).

- 1, 2 1.5 Students work alone to complete the introduction. They check answers in pairs. Play the recording for them to check their ideas before feeding back to the class. Point out that the gapped phrases will all be useful for students to use in their own presentations later.

Answers

- 1 I'd like to talk about 2 a lot of discussion
- 3 Many people believe 4 others have pointed out
- 5 They say 6 would like to show 7 look at 8 consider

DESCRIBING A PIE CHART

- 3 Students work alone to complete the sentences. They check in pairs and feed back to the class.

Answers

- 1 The largest part; more than a quarter of
- 2 accounts for
- 3 each make up; a total of
- 4 Three parts are related to; they make up

DRAWING CONCLUSIONS FROM DATA

- 4 1.6 Students work in pairs to predict the most logical order of the expressions. Play the recording for them to check their answers. They check in pairs and listen a second time if necessary before feeding back to the class.

Answers

- a 3 b 1 c 5 d 7 e 6 f 2 g 4

Optional activity

Students work in pairs to re-tell this extract of the presentation using the phrases from Exercises 3 and 4. When they have finished, you could play the extract again for them to compare it with their versions. Afterwards, ask some volunteers to re-tell the extract for the class.

- 5 Students work alone to match the sentence halves. They check in pairs and feed back. Again, point out that the phrases will all be useful for students' own presentations.

Answers

- 1 e 2 a 3 d 4 c 5 b



SPEAKING TASK

Point out that this is the same task that students prepared for in the Critical thinking section. Tell students to look at the Task checklist after Exercise 6, so that they know what is expected of them. Elicit from the class which exercises from the Speaking section in this unit contain useful language for presentations (Exercise 1 has useful language for setting the context in the introduction; Exercise 3 has useful language for describing data; Exercise 4 has useful language for sequencing information; Exercise 5 has useful language for drawing conclusions).


PREPARE

- 1 Students work in pairs to choose one of the three statements, and discuss whether they agree or disagree with it. Note that even if they choose a statement and prepare together, they will still give individual presentations.
- 2, 3, 4 Students work in their pairs to discuss the questions for their statement and to plan the order of their presentations. They write notes and a conclusion to help organize the presentation.


PRACTISE

- 5  Students then work in their pairs to prepare and practise their presentations. Allow plenty of time for this preparation stage, and monitor carefully providing support if necessary. Students then take turns to practise giving their presentation to their partner.
- 6  Divide the class into small groups of around four students. Split up the original pairs so that each member of a pair ends up in a different group. Students take turns to give their presentations to their groups. While listening to each other's presentations, they should be ready to give feedback on the content and the language and delivery of the presentation. After each presentation, they give each other feedback. Make sure they know to be positive and constructive in their feedback. Monitor carefully while students are speaking to make notes of the good and bad examples of language that you hear. Pay particular attention to the phrases and structures from this unit. Afterwards, give and elicit feedback on the language used during the presentations.

TASK CHECKLIST / OBJECTIVES REVIEW

 Students complete the checklist in pairs and then report back to the class. Where they feel they need extra practice, discuss with the class how they can get this. You can also feed back on how well they are able to do the things in the table, and where they need extra practice.

WORDLIST

 Students work in pairs to explain the words in the list to a partner. Afterwards, ask volunteers to explain each word to the class.

REVIEW TEST

See page 97 for the photocopiable Review test for this unit and Teaching tips, page 90 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 117 for an Additional speaking task related to this unit.

Give each student a photocopy of the model language and additional speaking task on page 117. Students work in groups to think about the most interesting features of the pie chart and possible reasons for the figures. They then work alone to plan their presentations. Make sure they know to use the model language to draw conclusions about the data. Finally, students work with a partner to deliver their presentations. Finish off by discussing as a class which data they found most interesting.

RESEARCH PROJECT

Make a presentation about food journeys

Divide the class into groups and ask each group to compile a list of their favourite foods. The groups research one of these foods, including where it comes from, its effect on health, how it is produced and how many miles it travels to get to their country. Students could use online tools to record and share their research.

The information could be used for group presentations. Alternatively, the class could collate their information, producing a world map showing 'food routes' for each of the foods they have researched, or a graph to show the distances the food has travelled. The data could form a starting point for thinking about the environmental or health impact of different foods.