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TEACHER'S RESOURCE BOOK

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TEACHER'S RESOURCE DISC

Extra Resources

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- Photocopiable worksheets with instructions
- Photocopiable worksheets index

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- Mid-course test
- End of course test
- Test audio
- Test audio script
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STUDENTS' BOOK CONTENTS

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03 IN THE MONEY page 26	Time and tense Inversion with negative adverbials	Money and enterprise Wordspot: <i>worth</i>	Reading: But are they worth it? Listening: The case of Stella Liebeck
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OVERVIEW

PAGES 6–7

Vocabulary and speaking: Globalisation

Common European Framework: Students give clear, detailed descriptions of complex subjects; can express themselves fluently and spontaneously.

PAGES 8–9

Reading and vocabulary: Urbanisation: Is there a solution?

Grammar review: Continuous verb forms

Common European Framework: Students can scan quickly through long and complex texts, locating relevant details; can understand and exchange complex information.

PAGES 10–11

Listening and speaking: English in a changing world

Patterns to notice: Introducing points in an argument

Common European Framework: Students can follow lectures, discussions and debates with relative ease; can hold their own in formal discussion of complex issues, putting forward an articulate and persuasive argument.

PAGES 12–13

Task: Give tips on learning a language well

Common European Framework: Students can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.

PAGES 14–15

Writing: A report

Listening: Varieties of English

Pronunciation: Varieties of English

Common European Framework: Students can write a report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail; can understand a wide range of recorded and broadcast audio material.

Vocabulary and speaking (PAGES 6–7)

Globalisation

See *Teaching tips: Working with lexis*, page 21.

WARM UP

Write the following questions on the board:

What is your country famous for?

What do people from other countries usually think about people from your country?

Has this changed at all over the past ten years?

How often do you speak to people from other countries?

Students discuss the questions in small groups. In feedback, elicit students' ideas and have a brief class discussion.

- 1a Focus students on the photos and elicit some ideas about what they can see. Elicit some ideas about what globalisation is, e.g. the process by which countries become connected or similar, especially because large companies are doing business in many different countries. Go through the example with the class and give students one minute to think about how globalisation affects them. Go around and help with vocabulary where necessary.
- b Nominate students to share their ideas with the class.

- 2 Check understanding of the things in the list, especially *lingua franca* (a language people whose first languages are different use to communicate) and *webinars* (live workshops and lectures streamed over the internet). Model the activity by telling students about one of the things you've experienced, sharing details about what happened and what you found interesting. Students then discuss their own experiences in groups.
- 3 With weaker classes, go through the phrases first and check understanding. Students discuss the question in groups. In feedback, nominate one student from each group to share their ideas with the class, and check understanding of the phrases where necessary.
- 4 Read the example with the class. Students add the words/phrases to the word web alone then check in pairs. While students are doing this, you can make a note of any pronunciation problems to focus on in feedback, e.g. the stress on *diversity* (●●●) and the pronunciation of *culture* (/ˈkʌltʃə/).

ANSWERS:

travel: immigration/emigration, mass tourism


food: imported, local produce

business/money: international conference calls, webinars, immigration/emigration, multinational corporations, imported, higher standard of living, brain drain, sweatshops, global financial crises, global brands

communication/language: online contact, lingua franca

shopping: multinational corporations, imported, local produce, global brands

culture/society: cultural and religious diversity, races, way of life, a clash of cultures, a multi-ethnic society, Americanised, higher standard of living, brain drain

- 5 Encourage students to use the vocabulary from exercise 3 in their lists of advantages and disadvantages, e.g. an advantage is that you can choose from a variety of ethnic restaurants when you go out to eat.
- 6a  1.1 Go through the questions with the class and check students understand what to listen for.
- b Give students a chance to compare answers in pairs before going through the answers. Play the recording a second time if necessary.

ANSWERS:

- 1 **Speaker 1:** the world is a smaller place and things are more accessible; we can share ideas and this creates a sense of tolerance
Speaker 2: towns are identical because shops are the same; it makes things bland
Speaker 3: people are more tolerant because there are people from different countries living together
Speaker 4: you can see the same movies everywhere; this means that independent movies sometimes suffer
Speaker 5: you can have a variety of food
Speaker 6: places which don't have much internet access, or multinational companies, like Cuba, can keep their identity
- 2 **Speaker 1:** for
Speaker 2: against
Speaker 3: for
Speaker 4: mixed feelings
Speaker 5: for
Speaker 6: mixed feelings

- c While students are looking at the audio script, go around and answer any questions. In feedback, write the words/phrases on the board and check understanding and pronunciation.

POSSIBLE ANSWERS:

- food:** authentic food
business/money: big chains, advertising
communication/language: different accents
shopping: accessible, franchises, big chains
culture/society: tolerance, individuality, independent movies, identity

- 7 Give students a few minutes in pairs to think how to explain the differences. You could make this into a competition by giving points, e.g. a point for the best explanation, for accurate pronunciation, for using one of the words/phrases accurately in an example sentence.

ANSWERS:

- emigration = to leave your own country in order to live in another one
immigration = the process of entering another country in order to live there
- multinational = a company which has factories, offices and business activities in many different countries
multi-ethnic = involving or including people of several different ethnic groups
- cultural diversity = including many different types of people or things
a clash of cultures = a conflict arising from two or more different cultural groups being in close proximity to one another
- a business = an organisation which produces or sells goods or provides a service
a corporation = a big company or a group of companies
- your standard of living = the amount of wealth, comfort and other things that a particular person, group, country, etc. has
your way of life = the behaviour, habits, customs, etc. that are typical of a particular society or person

Vocabulary and speaking, exercise 7: Alternative suggestion

Before class, write the words/phrases on ten separate pieces of paper, and make enough sets for one per group of three to four students. Put students into groups and hand out one set per group. Students match the pairs of similar words/phrases, then discuss how they are different.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 1C *Global village* (Globalisation)
Vocabulary practice: Exercise 1
Workbook: Vocabulary: *Globalisation*, page 4

Reading and vocabulary (PAGES 8–9)**Urbanisation**

See *Teaching tips: Working with lexis*, page 21.

- Write the following words on the board: *housing, shops, traffic, crime, green areas*. Give students a minute to think about the changes related to the topics before discussing in pairs. In feedback, nominate students to share their ideas with the class.
- Students work alone to read and mark the words/phrases. Don't give any answers yet.
 - When students have finished comparing, check understanding of the words/phrases by eliciting examples in the local area. Check pronunciation of the phrases, especially the stress on *availability* (●●●●●), *sprawl* (/sprɔ:l/) and *infrastructure* (/'ɪnfəstrʌktʃə/).

- Elicit students' ideas then give the answers. If possible, show where they are on a map of the world.

ANSWERS:

- Washington DC – the USA
 Dhaka – Bangladesh
 Songdo – South Korea
 Medellin – Colombia

- Students read the text and answer the questions alone, then check in pairs. Check answers with the whole class.

ANSWERS:

- Humans recently became an 'urban species' – more people live in cities than in the countryside.
 - Cities were not originally designed to cope with a growing number of people, and there is a limited amount of housing available.
 - Le Corbusier proposed demolishing the centre of Paris to make way for high-rise buildings.
- 4 Elicit the first answer as an example. Students find the phrases then check in pairs. With weaker classes, you could give them the paragraphs which the phrases appear in (paragraph 1: 1–3, paragraph 2: 4–6, paragraph 3: 7–8, paragraph 4: 9).

ANSWERS:

- ... this global trend is heading ever upwards.
- The speed and scale of this change is unprecedented ...
- ... fast-growing cities bring with them numerous issues ...
- That's an awful lot of people to fit into such a small space and most cities just weren't designed to cope.
- ... limited availability and unlimited demand are driving property prices sky-high.
- So what, if anything, can be done about urbanisation?
- ... and designer Le Corbusier was no exception.
- He devised a plan ... to demolish the centre of Paris ...
- Demolishing and rebuilding cities to meet modern needs is clearly impractical ...

- Elicit/Check: *from scratch* (from nothing), *tubes* (round pipes used to carry liquid or gas), *initiatives* (ideas, projects) and *crèche* (a place where babies / small children can be left for a short while, e.g. while the parents go to work). Put students into pairs to read the texts. Before they read, tell students that afterwards they'll summarise their text for their partner, so they should take notes while they read.
- Students share information in pairs.
 - Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class and have a brief class discussion.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 1D *Picture this* (Urbanisation)

Vocabulary practice: Exercise 2

Workbook: Vocabulary: *Urbanisation*, page 4; Listen and read: *City or country?*, pages 4–5

Grammar review (PAGE 9)

Continuous verb forms

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1a–b** Focus attention on the sentences and elicit the answers to the questions. Emphasise that continuous forms are often used to focus on the action rather than the result.

ANSWERS:

- 1a** In sentence 1, the writer is more interested in the result. In sentence 2, the writer is more interested in the action in progress.
b When the focus is on the action, the continuous form is used.
- 2** Students work alone then check in pairs. Check that students understand how to form the continuous aspect in different tenses by eliciting more examples.

ANSWERS:

- 1 the Present perfect continuous
- 2 a simple form; the Future continuous
- 3 the Present continuous
- 4 the Present continuous
- 5 a continuous passive

- 3a** Go through the example with the class. Students work in pairs to match the ideas with the examples from exercise 2.

ANSWERS:

- b** 2: ... by 2050, seven billion of us will be living in an urban environment.
c 4: This global trend is heading ever upwards.
d 1: Humans have been building cities for nine millennia.
e 5: ... plans are in the process of being drawn up ...

- b** Answer the question as a class.

ANSWER:

Believe can't be used in the continuous form because it is a state verb, and we use continuous forms when the focus is on the action. Other examples of state verbs include *know*, *be*, *appear* and *like*.

You may want to ask students to read Language summary 1 on pages 112–113 for a more detailed explanation of continuous verb forms.

- 4** Choose two of the sentences and give examples about yourself. While students are completing the sentences, go around and help with vocabulary, writing any new words/phrases on the board. When they are ready, students share their ideas in pairs.

Grammar review, exercise 4: Alternative suggestion

When students have completed the sentences, they take it in turns to read out just the part they've completed to their partner, who listens and guesses which sentence they are completing.

ADDITIONAL PRACTICE


- ➔ **Resource bank:** Activity 1A *What are you doing?* (Continuous verb forms)

Grammar practice: Exercises 1–8

Workbook: Grammar: *Continuous verb forms*, pages 6–7

Listening and speaking (PAGES 10–11)

English in a changing world

- 1** This stage need only be a brief lead in and could be skipped, so you start the section with exercise 2a.
- 2a** Students work in pairs, then as a whole class, taking votes on which two pieces of information are false.
- b** Students discuss the question in pairs. In feedback, elicit students' ideas.
- 3** You could do the first example with the whole class, finding out how many people agree/disagree with or are not sure about the statement. After students have compared answers, ask one or two groups to report back briefly on their ideas.
- 4**  **1.2** Suggest that students use a different colour pen to mark Doctor Jenkins' answers next to their own for the statements in exercise 3.

ANSWERS:

agrees:

- 5 majority of people who speak English around the world are non-native speakers, they use it to communicate with each other
- 6 people have the right to develop their own ways of speaking; speakers of English should 'be themselves'

disagrees:

- 1 non-native speakers of English are in the majority
- 2 speakers of international English need to be intelligible to each other, not aim for 'perfect' speech
- 3 British and American idioms are not used for international communication
- 4 some grammar usage which would be regarded as incorrect, will become the 'norm' in international English

- 5a–b** Focus students on the language areas in the list and elicit some ideas about the areas they find most problematic (e.g. always forgetting to put the third person -s in the Present simple – none of the other persons change, which seems to make it more difficult to remember). Give students a few minutes to discuss the other language areas in pairs before playing the recording again.


ANSWERS:

- *th-* will be pronounced as /s/ or /t/
- British and American idioms will not be used
- uncountable nouns like *information* will be countable (e.g. 'three informations')
- the third person -s will not be used

- 6a** This can be done as a whole class discussion. Keep the discussion quite brief, so that student interest is maintained for the next stage.
- b** Give students a few minutes in small groups to think of their questions, referring them back to the statements in exercise 3 and the language areas in exercise 5a, as well as their notes from exercise 5b. When you answer the students' questions, speak naturally and at some length if you want to: this is a good opportunity for students to practise 'live' listening, i.e. as they listen to you.

PATTERNS TO NOTICE

Introducing points in an argument

- 1  1.3 Students listen to the extracts and complete the sentences. Answer the question as a class and drill the phrases.

ANSWERS:

- Well, there are two things. One thing is that they're intelligible to each other.
- The second thing would be that nobody owns English any more.
- One advantage would be that learners have less to do.

The introductory phrases add a clear structure and organisation to the argument, making it easy to understand.

- 2 Give students time to look at the other examples and discuss in pairs which are for and against an argument, and which could be either.

ANSWERS:

Introducing points for an argument:

Another (strong) reason (for) ...
The main explanation ...

Introducing points against an argument:

The most (obvious) drawback/advantage (of) ...
The second problem/concern/issue (with) ...

Either:

One (important) point to consider ...
A further consideration ...

Pronunciation: Helping students with sentence stress

To help students with the phrases for introducing points in an argument, say some examples at natural speed but with slightly exaggerated stress, and see if students can hear where the stress falls. The tendency is for the main stress to fall on the 'key' information in the phrase:

Well, there are two points to consider. One point is that ...

The second point would be that ...

Another issue might be that ...

Get students to repeat these examples, then get them to make more phrases from the substitution table in exercise 2 and say them aloud.

- 7 If necessary, do the first one as an example. Students work alone then check in pairs, before checking answers with the whole class.

ANSWERS:

- The main point to consider would be that ...
- A further advantage of Global English is that ...
- One possible problem with British English or American English might be that ...
- The most obvious reason for pronunciation problems is that ...

- 8 Students complete the phrases alone then check in pairs.

- 9a–b Decide how long you will give students to think about what to say: this could be as little as ten seconds if you want to increase the pressure to speak spontaneously. You can also regulate the pressure by getting students to speak in front of the whole class or in smaller groups.

Listening and speaking, exercise 9: Alternative suggestion

To add an element of competition, run this as a game of 'Just a minute', where a student has to try to keep talking on the topic for a minute, but others in the group can interrupt him/her for hesitation, repetition or mistakes in English. The person who made the interruption then has to continue speaking for what is left of the minute, and so on. The person speaking at the end of the minute is the winner.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 1B *You've got a point* (Introducing points in an argument)

Workbook: Grammar: *Introducing points in an argument*, page 7

Task (PAGES 12–13)

Give tips on learning a language well

See *Teaching tips: Making tasks work*, page 23.

WARM UP


Write the following on the board:

remember new words, use grammar correctly, improve pronunciation, practise listening and speaking, practise writing, improve reading

In pairs, students discuss how they do each of the things on the board in English. When they have finished, elicit students' ideas and write them on the board as word webs for each area.

Preparation (PAGES 12–13)

Listening and reading

- 1  1.4 Focus attention on the questions and check students know what to listen for. Students listen to the recording then check answers in pairs. If necessary, play the recording again. In feedback, write the strategies on the board for students to refer to in exercise 2.

ANSWERS:

Speaker 1: English; watching films and TV with the subtitles; she enjoyed the film and didn't feel like she was learning

Speaker 2: Spanish; doing a class in tango guitar; it helps the language sink in

Speaker 3: English; try to think in English and imagine conversations

Speaker 4: English; put the radio / YouTube on in the background while doing something else; English in the background was really helpful

Speaker 5: get a girlfriend from the country of the language you wish to learn; you have to communicate constantly in that language

Speaker 6: English; talk to everybody

Speaker 7: Spanish; read things online that you are interested in; it's great for vocabulary

- 2 Students read the profiles and take notes on the people's needs and possible strategies to help.

ANSWERS:

Adriana: needs to use English on a daily basis, answer the phone, speak to English-speaking colleagues and attend meetings in English.

David: needs to improve German communication skills quickly.

Kareem: needs to read fluently in English and dramatically improve his vocabulary. Also needs to understand lectures and socialise.

Asha: wants to maintain and improve her Russian.

Akiko: needs to improve listening and speaking, and improve her confidence in using English.

Listening and reading, exercise 2: Alternative suggestion

Do this as a jigsaw reading activity. Put students into two groups. Ask one group to read Adriana's and David's profiles and make notes. Ask the other group to read Kareem's, Asha's and Akiko's profiles and make notes. When they have finished, rearrange students into pairs, with one student from each of the groups to share the information they read about.

Task (PAGES 12–13)

Speaking

- 1 Go through the phrases in the Useful language box, section a. Put students into groups to think of additional tips. Go around and help with vocabulary where necessary, writing any new words/phrases on the board.
- 2 Ask each group to choose a representative to share their ideas with the class. As they share ideas, build a list of strategies on the board or ask a student to do so.
- 3a Refer students to the phrases in the Useful language box, section b and then ask them to discuss the questions in pairs.
 - b You could encourage students to keep a journal, writing a brief entry every day that they try the strategy, before reporting back in a few weeks' time.

Task: Additional suggestion

Students write about the best strategies they've used in the past, following the model of the speakers in Preparation, exercise 1.

Share your task

Some additional ideas could include:

- Students just film/record themselves talking about their needs and motivation. Other students then watch/listen to the recordings and give tips.
- Students film/record themselves giving their best three tips for learning English. Other students then watch/listen to the recordings and decide which they like best.
- Students keep a video/audio log of their progress trying out the two tips from exercise 3b. After two weeks, they then share the recordings with other students and decide which of the tips have been most useful.

Language live (PAGES 14–15)

Writing (PAGES 14–15)

A report

WARM UP

Bring/Download logos from global brand cafés and restaurants (e.g. *McDonald's*, *KFC*, *Starbucks*, *Subway*, *Pizza Hut*, *Dunkin' Donuts*, *Hard Rock Café*, etc.). Put students into teams, and show the logos, one by one, asking students to write the name of the café or restaurant in their teams. When you have shown all of them, check students' answers, and award points for each correct one. The team with the most points wins.

- 1a If you did the Warm up activity, then skip this and go straight to exercise 1b. Students discuss in pairs. When they are ready, elicit their ideas and write them on the board, and add *Starbucks*, *Subway* and *Hard Rock Café* if students have not included them.
- b Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class.
- 2a Give students a few minutes to read the report and find similarities with their town / local area.
 - b Students work alone then check in pairs. In feedback, be prepared to give further explanations/examples of how the linking words are used where necessary.

ANSWERS:

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

- 3 Students work in pairs to compile their lists. Encourage them to find examples in the report on page 14. In feedback, elicit their ideas and write them on the board.

ANSWERS:


an introduction and a conclusion; clear, simple headings

- 4a Put students into groups to discuss the ideas in the word web. In monolingual classes, you could discuss the question as a class, asking students for examples of each of the things in the word web.
- b Encourage students to make notes, as this will help when they come to write their reports. Monitor and help with vocabulary where necessary, writing any new words/phrases on the board.
- 5 Elicit an example and write it on the board. Go around while students are writing their sentences and check they are forming them correctly.
- 6a Give students plenty of time to organise and write the first draft of their reports, and go around and help where necessary.
 - b Students check their own work, then discuss their corrections with their partner. When they have finished, display their reports around the class and ask other students to walk around and read them, choosing which they find most interesting.

Listening (PAGE 15)

Varieties of English

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1a  1.5 Introduce the topic by asking students which English accents they are most familiar with, and which they find most difficult to understand. Elicit where English is spoken around the world. Students listen and answer the questions in pairs.

Potential problem with unfamiliar accents

Students are likely to find it difficult to follow accents which they aren't familiar with. Try to put them at ease here and explain that by practising listening to unfamiliar accents they'll be able to understand them quite quickly, as they already know much of the language.

- b Students listen again and note down the numbers and statistics, then check in pairs. Go through answers with the class by writing the numbers on the board and asking what they refer to.


ANSWERS:

Report 1: A hurricane in the US: tens of thousands of people evacuating; clean-up could cost over \$15 billion; Hurricane Katrina cost \$100 billion in 2005. The storm affects financial markets across the world.

Report 2: A Japanese company is creating jobs in the UK: there will be 200 new jobs; the factory has been manufacturing cars for more than 25 years; a local firm will close, losing 150 jobs. The story concerns the effect of multinational corporations on local businesses.

Report 3: Attitudes to climate change among Australians: the vast majority think that climate change is happening; two-thirds believe that countries like the US and China are responsible; these two countries create over 12,000 million tonnes of greenhouse gases per year. The story concerns the global effects of industry and pollution.

Report 4: A Starbucks opens in Mumbai, India: the company has 20,000 branches in more than 60 countries. The story concerns global brands and franchises.

- 2 Play the recording again for students to listen to the accents. You do not need to go into detail here – just see if students can get a general impression of the differences.
- 3a–b  1.6 How much time you spend on this will depend on your students' interest and their listening abilities. They may find it interesting/amusing to try to hear the differences and imitate the accents from the recording. With stronger classes, you could ask individual students to imitate an accent for other students to guess which it is.

POSSIBLE ANSWERS:

American English: 'r' sound is stronger than in British English; 't' in words like *duty* sounds more like 'd'.

Indian English: 'd' is softer than in British English; 'r' is more rolled; 'l' is stronger; 't' is softer and sounds more like 'd'. The intonation is more musical.

Australian English: 'a' sound in words like *past* and 'i' sound in words like *night* and *lives* is longer than in British English. The differences are less distinct than the other accents, except for the rising intonation at the end of sentences.

- 4 Students discuss the questions in pairs. In feedback, elicit their ideas and have a class discussion.

ADDITIONAL PRACTICE

- ➔ **Workbook:** Writing: *Linking words and phrases* and *Useful phrases for report writing*, page 8; Language live: *Varieties of English*, page 8

Grammar practice (PAGES 114–115)

See *Teaching tips: Using the Grammar and Vocabulary practice sections*, page 25.

Continuous verb forms**ANSWERS:**

- 1
I'm sitting in a café; (I'm) waiting to meet; he's bending down – situations happening around a point of time
I was getting more depressed ... every day – involving change or development
he's been working really hard – situation happening over a period of time
it seems to be paying off – emphasises that the action is in progress now
who are now enjoying – happening over a period of time in the present
I'd been going on dates – happening over a period of time in the past
I was always turning up; the guy was constantly planning – something that happens regularly, and was irritating
I've been going on a few dates; it's been going really well – incomplete
- 2
 1 been arguing 2 been playing 3 finished 4 been thinking
 5 been watching, done 6 seen 7 left 8 been doing
- 3
 1 follows 2 have been putting on 3 have been working
 4 enjoy 5 have been learning 6 struggle 7 are helping
- 5
 1 Jo's eyes seem to be getting worse. / c
 2 You're always losing your mobile phone. / f
 3 Are you coming to the work party? / a
 4 I was hoping you could help me with my homework. / b
 5 I was wondering if you'd like to go to the cinema. / d
 6 We were wondering if you could feed our cat while we're on holiday. / e

6

- 2 ... – she must be working from home.
 3 You can't still be getting ready ...
 4 ... I'd like to be sitting ...
 6 You seem to be spending ...
 7 He's bound to be watching TV.
 8 He's supposed to be tidying ...
 10 He seems to be doing well ...

7

- 1 i n ('look' is a state verb, and means 'appear');
 ii h ('looking' describes an action, and is similar in meaning to 'watch')
- 2 i d ('feel' is a state verb, and describes how I feel in general in these clothes);
 ii c ('feeling' describes an active feeling in progress)
- 3 i a ('having' describes an action, and means 'eating');
 ii l ('have' is a state verb, used to describe possession)
- 4 i g ('fit' is a state verb, and means 'be the right size');
 ii k ('fitting' describes an action, and means 'installing')
- 5 i e ('expecting' describes an action, and means 'waiting for');
 ii i ('expect' is a state verb, and means 'imagine')
- 6 i f ('admire' is a state verb, and means 'have a good opinion of');
 ii m ('admiring' describes an action, and means 'looking at with appreciation')
- 7 i b ('thinking' describes an action, and means 'considering');
 ii j ('think' is a state verb, and means 'suppose/guess')

8

- 1 was looking 2 's having 3 are seeing
 4 are you feeling / do you feel 5 Are you expecting
 6 are you measuring, fits 7 appeared

Vocabulary practice (PAGE 152)**Globalisation****ANSWERS:**

- 1
 1 Americanised 2 sweatshops 3 way of life 4 global brand
 5 brain drain 6 local produce 7 clash of cultures
 8 multinational corporations

Urbanisation**ANSWERS:**

- 2
 1 green belt land 2 no-go areas 3 reclaimed land 4 slums
 5 squalor 6 congestion

Other words and phrases**ANSWERS:**

- 3
 1 brand new 2 keep up with 3 scale
 4 being used as a template 5 side effect 6 from scratch
 7 bold 8 drew up