13 The modern world
Globalisation, changing attitudes and trends

■ Globalisation

1.1 Answer these questions.

1 How many of the following brand names do you know?
Nike Sony Coca-Cola Levi's Versace Gucci Adidas

2 Can you name the countries these companies are from?

3 Can you name a product or brand from your country that is well known in other countries?

1.2 (🔊 13a) Listen to two people, Amy and Bill, discussing globalisation. Who expresses the following opinions? Write A for Amy and B for Bill.

1 Globalisation could harm the regional **way of life**. ....

2 Globalisation can help people who live **within a small area**. ....

3 **Worldwide**, more people eat traditional food than fast food. ....

4 People can enjoy products **from many different cultures** today. ....

5 **Large overseas companies have control over** the non-alcoholic drink market. ....

6 If not for globalisation, companies from different countries would not **join together** to do business. ....

7 People who travel prefer to see **unusual and exciting** things instead of **symbols** used by big companies. ....

8 Experiencing something from another country does not take away your **feeling of belonging to your country**. ....

9 **A range of different cultures** can be reflected in food bought overseas. ....

10 No single company **has complete control over** the fashion industry. ....

**1.3** (🔊 13a) Now listen again and write the words or phrases from the conversation that mean the same as the words in bold in 1.2.

way of life = culture;

....

....

1.4 WORD BUILDING
Complete the table.

Noun	Adjective
culture	
	ethnic
globalisation	
	modern
	multicultural
nation	
	urban

Changing attitudes and trends

2.1 Read the article and then look at the statements below. Write *Yes* if the statement agrees with the opinions in the text and *No* if it contradicts them. Underline the part of the text that gave you your answer.

The past 50 years have seen astounding developments, including globalisation and the internet, and the next 50 years may bring even more profound changes. In order to predict the future we must first examine the past. Historians see history as being driven by a combination of cumulative long-term trends and short to mid-term <u>cycles, each of which contains the seeds of a subsequent but familiar situation</u>. There have been many projections about the future which, with the benefit of hindsight, seem rather ridiculous. Who can forget the predictions about the Y2K bug, when commentators believed that societies would collapse and satellites would fall from the sky? Unfortunately, as a result, many people today are more sceptical about current predictions concerning global warming.

One of the few areas in which long-term trends can be clearly seen is demographic statistics. These indicate that the population of the world will increase to about 8.5 billion by 2030 and continue to rise to 9.7 billion by 2050, after which growth will slow, then flatten out. Some societies have birth rates that are already locking their populations into absolute decline. Not only will the populations of each of these societies dwindle, but an increasing proportion will be moving into old age, when they are less productive and use more health resources. However, the weakness of all such predictions is that humans meddle with their own history. Predictions about the future affect how humans act or plan today and ultimately how events unfold. The challenge is to pick the trends that are likely to be prolonged, but to also factor in human influence.

1 A cycle is usually repeated at some time **in the future.** Yes

2 We can **look back and understand** past predictions. ....

3 Past predictions have caused people to **firmly believe in** current predictions. ....

4 **Population figures** can be predicted quite accurately. ....

5 Some **countries** are predicted to experience a **total** decline in population. ....

6 The **percentage** of elderly people will **dwindle** in some countries. ....

7 Elderly people **work less.** ....

8 To make accurate predictions we need to **take into account** the **effect** people have on their environment. ....

2.2 Look at the words in bold in the eight statements and find the words or phrases in the text that are similar in meaning, or the opposite. The first one has been done for you.

1 in the future – subsequent

2 ....

3 ....

4 ....

5 (×2)............................ ....

6 (×2)............................ ....

7 ....

8 (×2)............................ ....
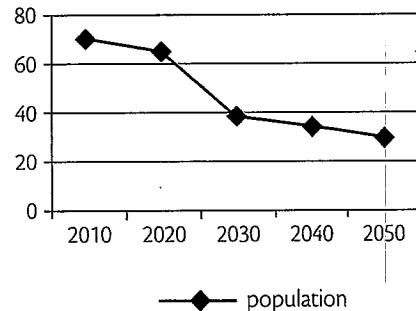
Error warning!

Percent or *Per cent* is the word form of the symbol *%*. We can write *20%* or *20 per cent*. *Percentage* is the noun form: *The **percentage** of women in Parliament increased in 2001.* NOT ~~The percent of women~~ ...

2.3 Correct the six mistakes in the text. Use the information in unit 23 to help you.

The graph ~~displays~~ the actual population of Australia in 2002 and the projected figures of 2101. The per cent of people aged 15–24 is predicted to fall significantly during this period, while there will be an increase of the percentage of people aged 55–64. In 2002, just under 15 percentage of the population was aged between 15 and 24, while in 2101 this is predicted to drop in approximately 10 per cent.

■ 2002
■ 2101 (Series B)

1 ....shows....   4 ....

2 ....   5 ....

3 ....   6 ....
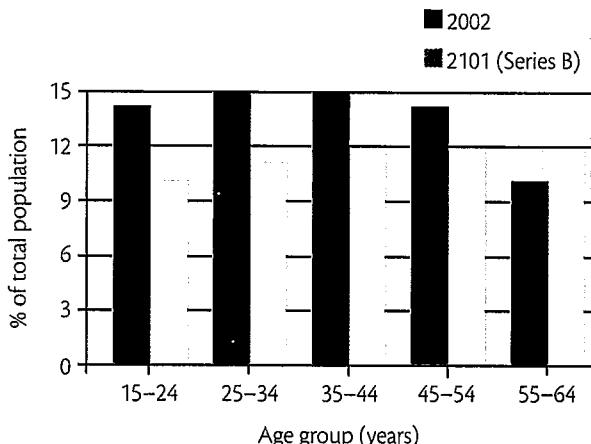
2.4 Complete the first half of this essay with suitable words from the box, then complete the essay.

ageing   challenges   compounded   declining   elderly   factors   implications   migrating
population   present   rates   trends

Statistics show that in several countries the population will decline in the next 50 years and the population of these countries will also age rapidly.
What problems might this cause? What can best be done to deal with these problems?

IIf current (1) .... continue, then in some countries the (2) .... is expected to dwindle within the next 50 years. This problem is (3) .... by the fact that not only is the number of inhabitants diminishing, but they are also growing older. This (4) .... population will bring several (5) ....

The first of these is economic. At (6) .... there are sufficient younger people to earn money and pay taxes to support the (7) .... However, within 50 years this will not be the case. The ageing and (8) .... population will therefore have important (9) .... for the economy of the country. In addition, there will be fewer young people to staff care homes and look after the older generation. As a result, their quality of life is also likely to suffer.

To find a solution, we need to first understand the causes, and there may be several possible contributing (10) .... here. Firstly, birth (11) .... in these countries are clearly falling. This may be due to economic issues, or to the fact that young people are (12) .... away from the area for work. If this is the case, then…

3.1 PRONUNCIATION Which of the patterns (A–F) matches the number of syllables and the stress pattern of the words below? (For example, pattern A matches the word *global* because it has two syllables with a stress on the first syllable.)

A   B   C   D   E   F

global ...A...   culture ....   sceptical ....   projection ....
globalisation ....   domestic ....   modernisation ....   icon ....
implication ....   international ....   national ....   multinational ....
isolation ....   local ....   multicultural ....   population ....

3.2 13b Now listen and check your answers, then practise saying the words.

Test practice

## Academic Writing Task 1

Test tip	
Don't copy information from the question paper – use your own words. Make sure that you describe the most important information and that your figures are accurate. Check your spelling when you have finished and make sure you have written at least 150 words. Study the information in unit 23 before you begin.	

You should spend about 20 minutes on this task.

The chart below gives information about people of different ages and their reasons for walking less.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Reasons people of different ages are walking less

Legend:
- Ages 18–34
- Ages 35–55
- Ages 56–70
- Ages 70+
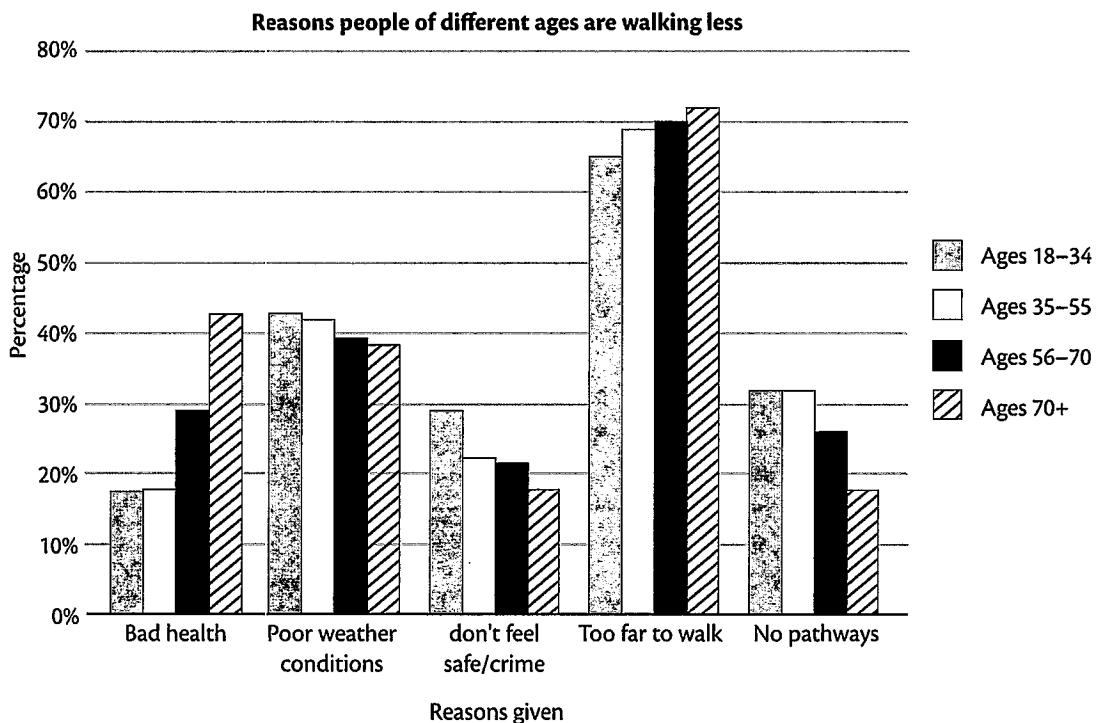
14 Urbanisation
Problems and solutions, big city life

Problems and solutions

1.1 Consider whether you can ever have *too much, too many, too little* or *too few* of the following.

time   traffic   people   money   space   work   rubbish
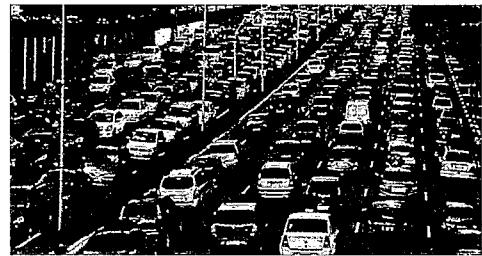
1.2 (🎧 14a) Listen to a conversation between two women and decide which two topics they talk about.

1.3 (🎧 14a) Listen again and write down all the verbs that are used with the words *problem* and *issue*.

....

....

....

....

1.4 Complete the sentences using the verbs you wrote in 1.3. There may be more than one possible answer, so try to use a different verb for each sentence.

1   One of the biggest problems .... the world today is poverty.

2   Your problems won't go away if you ignore them; you need to .... them.

3   The problem was .... by a blocked pipe, which eventually burst.

4   Here is a list of the issues that will be .... during the meeting.

5   Unfortunately we were unable to .... the issue, even after two days of talks.

6   The main speaker did not arrive, which .... an awkward problem for the organisers of the conference.

1.5 Match the nouns in column B with the correct verbs in column A. Which two verbs can be used with the words *problem* and *compromise*?

A	B
find	a compromise
overcome	an issue
solve	a situation
remedy	a difficulty
resolve	a solution
reach	a problem

1.6 Correct the mistakes in these sentences.

1   I am not sure we will ever~~solve the issue of~~ unemployment.

2   We need to resolve a solution to this situation as soon as possible.

3   What can we do to solve this difficulty?

4   At last scientists have solution the problems associated with solar-powered cars.

5   Finally, the members of the city council were able to solve a compromise and the building work was allowed to start.

1   *solve the problem / resolve the issue*

2   4   ....

3   5   ....

1.7 Cross out the one word in each list that is NOT a synonym for the word in capitals.

1   PROBLEM   difficulty, dilemma, ~~benefit~~, challenge, obstacle

2   SOLUTION   answer, key, remedy, resolution, setback

3   WORSEN   compound, deteriorate, enhance, exacerbate

4   IMPROVE   advance, aggravate, flourish, progress, reform

5   CHANGE   acclimatise, adapt, adjust, amend, linger, modify, transform

> **(V) Vocabulary note**
>
> We usually use a hyphen between two words if they are joined together to form an adjective: *user-friendly*. We don't use a hyphen if the first word ends in *-ly*: *environmentally friendly*.

1.8 Use a hyphen to combine one of the words in box A with one of the words in box B. Then complete the sentences.

A   double   long   short   one   B   edged   sighted   sided   term

1   We need a .... plan for our transport systems that will take into account future growth.

2   A warning sign was put at the site of the accident as a .... measure until a new wall was built.

3   This argument appears to be a little .... I'd like to hear the other side as well.

4   The management agreed to employ five more members of staff, which in hindsight was a very .... decision because within a few weeks we were again understaffed.

5   Globalisation is a .... sword. It promotes multiculturalism while it erodes the local culture.

■ Big city life

2.1 Complete the text with suitable adjectives from the box. More than one adjective may be possible.

adequate   basic   booming   catastrophic   decent
enormous   pressing   staggering

Megacities

The world's population is [1]............................, nowhere more so than in its cities. Today, there are 33 megacities, each containing more than 10 million inhabitants, three-quarters of them in developing nations. By 2030, there are expected to be at least 27 megacities. Such a [2]............................ rate of urbanisation brings its own problems, especially in developing nations, where the majority of the megacities will be found.

Employment and educational opportunities are the main attraction of urban centres. But hopes for a better life are often dashed as overpopulation puts an [3]............................ strain on the infrastructure of the cities and their ability to provide [4]............................ necessities such as clean water and a place to live.

Many rural migrants fail to find [5]............................ work, and therefore cannot afford [6]............................ housing. In some megacities up to 50 per cent of the residents live in slums. This problem is [7]............................, with the United Nations predicting that two thirds of the world's population will be living in cities by 2050. If the infrastructure within those cities does not grow at the same rate the result will be [8]............................ .

2.2 Find words in the text on page 73 that match these definitions.

1 People that live in a particular place. ....
2 Areas of the world that are poorer and have less advanced industries. ....
3 The process by which more people leave the countryside to live in the city. ....
4 The problem of having too many people. ....
5 The basic systems and services of a city. ....
6 Very poor and crowded areas of a city. ....

2.3 WORD BUILDING Complete the table.

Noun	Verb	Adjective
competition		
		excluded
	include	
	isolate	
		poor
responsibility	.... responsibility	
		tolerant

3.1 Answer these questions. Write one or two sentences.

1 What are the main problems associated with living in a big city?
2 Can anything be done to solve those problems?
3 Whose responsibility is it to solve these problems?

Vocabulary note

To refer to a group of people we can use *the* + adjective: *the elderly, the poor, the young.* E.g. *We should look after* **the elderly**.

3.2 Now complete these answers to the questions with suitable words from 2.3.

1 Big cities can be overcrowded, so there are a lot of people c........................... for each job and for accommodation. The lack of jobs usually means that there is a lot of p........................... in big cities. And although there are a lot of people around them, many people feel very i........................... in big cities and it's particularly difficult for the elderly.

2 I think we need to be more t........................... of each other. I think it helps if we try to create small communities within the bigger city so we should try to i........................... people rather than e........................... them.

3 Well, we all have to t........................... r........................... for these problems and we can all do something to help. But the government is also r........................... to a certain extent as well. They need to make sure that the p........................... are looked after and that they have access to the facilities they need.

4 PRONUNCIATION 🔊 14b If we have *-ed* at the end of a word, it can be pronounced with a *t* or *d* sound. Look at the following words and write *t* or *d* depending on their sound. Now listen and check your answers, then practise saying the words.

accepted   crowded   developed   excluded   included   isolated
overpriced   overworked   resolved   stressed   solved

Test practice

Academic Reading

Rags, bones and recycling bins

Tim Cooper investigates the history of waste recovery.

As concern mounts that the consumer society may be ecologically unsustainable, historians have begun to interest themselves in past efforts to achieve efficient use of scarce resources. Far from being a recent innovation, recycling and reuse of household cast-offs have a long history. In early modern Britain, one of the most characteristic forms of recycling has been the trade in second-hand clothing, which has survived to the present day in the shape of the ubiquitous charity shop. The cost of buying new ensured that many among the lower orders of eighteenth-century English society relied on second-hand apparel. The rag fairs of the rapidly growing cities and a network of tradesmen and pawnbrokers supplied this trade. Some historians have argued that the second-hand trade played an important role in the nascent development of mass consumerism and fashion; in fact, demand was so high clothes were often a target for thieves.

Recycling was not restricted to the clothing trade. A much wider culture of reuse existed. This included, for example, the recycling of building materials from demolished buildings, the repair or reuse of most metal goods, and the use of old rags in the paper industry, which was almost wholly reliant upon recycling for its raw materials. Recycling was thus an important component of the pre-industrial economy, enabling it to cope with shortages of raw materials and aiding the poor. Pre-industrial recycling was largely a response to chronically low levels of production. After 1800, industrialisation, urbanisation and population growth saw the emergence of a new problem – waste – and gave a new significance to recycling. Of course, the generation of urban waste was not new in itself, but the scale of waste production after 1800 certainly was. The treatment and disposal of domestic waste became a problem of the first order. From the 1850s the problem of human waste disposal was being addressed by the construction of sewerage systems; the domestic refuse problem, however, remained relatively neglected until 1875.

To fully appreciate the complexities of this issue, some further context is needed. Nineteenth century Britain was very much dependent on coal, which was used domestically, for cooking and warmth, and in manufacturing. In the 1850s, the average amount of coal burned by each household in London alone was estimated at 11 tons per year. The coal ash produced by the fires was very much in demand for brick making, badly needed to house the rapidly expanding population. However, the ash was also in demand from the food and agricultural industry in the South East region of the country, where it was used to fertilise crops, again much needed by the growing urban population. Thus, the collection of domestic waste in all its forms created a flourishing trade.

Up until 1900 most urban areas relied on private contractors for waste disposal, who operated only with the minimum of environmental regulation. This was the context in which the Victorian dust-yards, immortalised in Charles Dickens' novel Our Mutual Friend, emerged.

These yards sprang up either in or around many major cities in the nineteenth century, but were particularly characteristic of London. The dust-yards made their money by employing men, women and children to sift and sort through the filth in search of items of value, such as rags and metals. These were then sold to contract merchants. A large proportion of the material that remained after sorting was dust and cinders; where possible these were sold as a fertiliser or fuel source, but where no market existed they were dumped either on land or at sea.

The dust-yards were the most notorious of the nineteenth-century waste trades. In *Dangerous Trade* (1902), industrial health expert Thomas Oliver stated that 'under all circumstances dust-sorting is dirty and disagreeable work'. The uniquely unpleasant conditions of the yards meant that dust-women formed 'a class by themselves, and so the work becomes more or less hereditary'. The workers also received marginal reward for their efforts. By 1900 the average wages of women in contractors' yards in London were only between seven and eight shillings per week. As a result the dust-yards were increasingly controversial by the end of the nineteenth century. At the same time, the waste continued to grow. The 1875 Public Health Act had given local authorities a legal responsibility to remove and dispose of domestic waste. However, the last years of the century saw a solution to the apparently insoluble problem of what to do with the refuse of Britain's cities. A means, in the eyes of experts, to achieve the perfect removal of waste without resort to either the dust-yard or the tip: the incinerator.

Test tip

For notes completion, and flowchart completion items, make sure that you stick to the word limit. Do not write extra unnecessary words. Check you have copied the words correctly from the text.

Questions 1–8

Complete the notes below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

The history of recycling in the UK

Eighteenth-century Britain

- People recycled products such as
  - **(1)** .... (sometimes these had been stolen)
  - scrap from knocked down buildings
  - almost anything made from **(2)** ....
  - old cloth or rags.

- The making of **(3)** .... relied heavily on recycled materials.

- Recycling had two main advantages:
  - it provided necessary **(4)** .... (needed due to low levels of production)
  - it gave economic support to **(5)** ....

Nineteenth-century Britain

- The remains of fires were used to help grow **(6)** .... and to make **(7)** ....

  More refuse was created because

  i) there were more people & more big cities

  ii) increasing **(8)** ....

Questions 9–14

Complete the flowchart below using **NO MORE THAN TWO WORDS** from the text.

The processing of waste up until the 1900s

Waste collected by (9)..................................	Waste taken to the (10)..................................	Refuse checked for valuables	(11)................................... and (12)................................... left behind	**or**

Remains used in agriculture or as (13)............................

Sold to merchants

Remains disposed of on the ground or in the (14)..........................
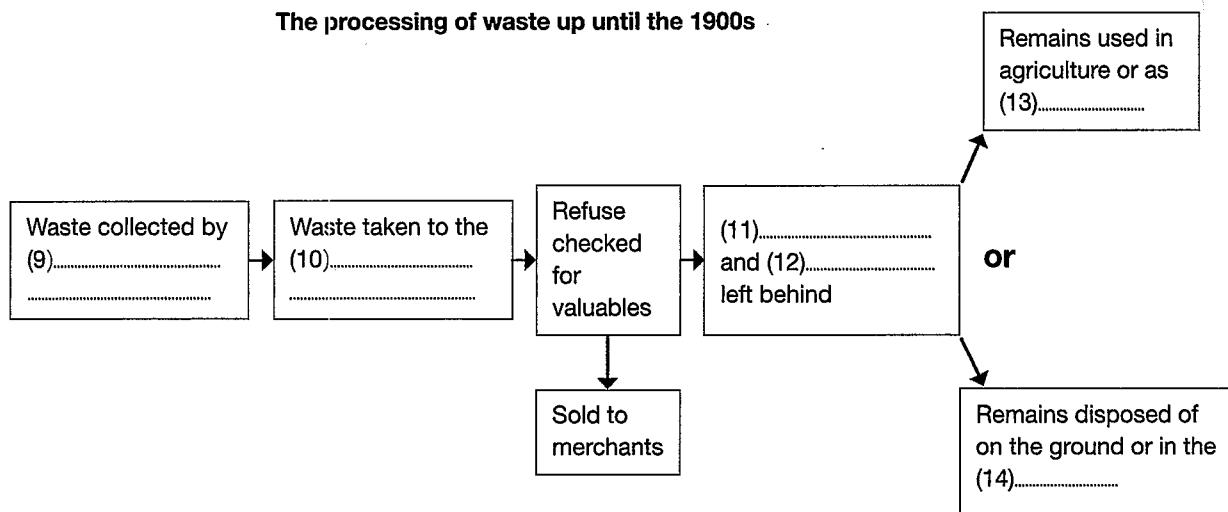
Question 15

Choose the correct answer **A**, **B**, **C** or **D**.

In the final paragraph, what are we told about waste disposal at the end of the nineteenth century?

A It was a respected business.
B The work was relatively well-paid.
C Authorities decided to burn the waste.
D Disposal of waste had not yet been regulated.