

# Globalization: Chances & challenges



TEACHERS' BOOK  
- complete version -

A lesson unit for LK Q1  
in times of digital homeschooling  
because of a global pandemic!

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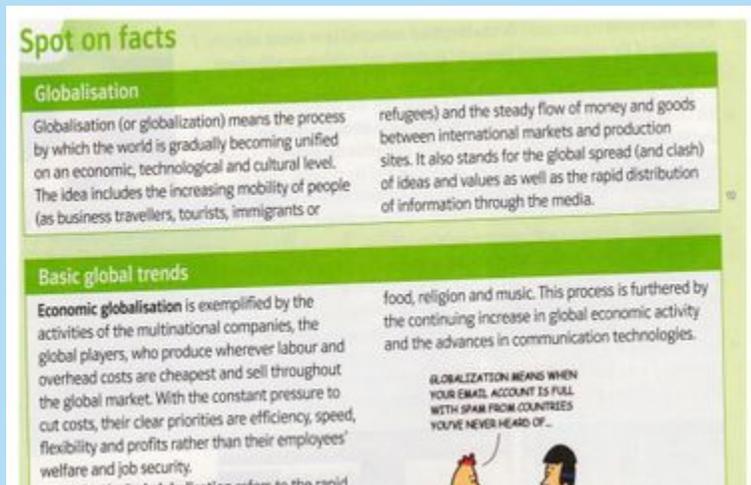
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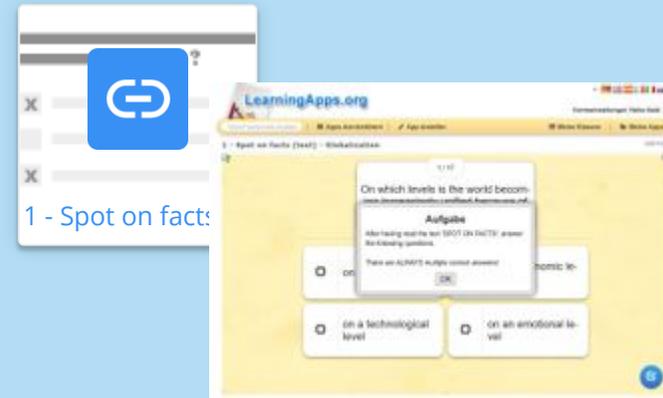
## ASSIGNMENT 2

Read the text 'Spot on facts' (-> pdf)



3 - AB - Spot on facts - globalisation, basic global trends, ho...

--> Click the link below and **answer the questions** on [www.learningapps.org](http://www.learningapps.org)



## ASSIGNMENT 3

As a contribution to your group's book, formulate **YOUR definition of globalization**. You have to consider ...

- all three levels of globalization
- chances and challenges



## Homework

Start learning vocabulary on **quizlet.com** !

<https://quizlet.com/join/85nrvAZtW>



Start with '**topic 4 a - Globalization: cultural aspects**'

We'll have a **vocab test** using 'socrative' at the end of May.

## 1 INTRODUCTION



In this introductory part we'll have a look at how (un)aware you are of the impact of globalization on your life, we'll come up with a first definition and dive into **thematic vocabulary**.

So, let's get your words right ... !

## ASSIGNMENT 4

Tue 21/04/2020



### step 1 - Globalization explained: a video



### step 2 - The 5 spheres of globalization

- politics - economy - culture - ecology -
- technology & communication -

Click on the link and do the **vocab matching task** on [learningapps.org](https://learningapps.org) and check how much **thematic vocabulary** you already know.



## step 3 - Speaking about global issues

Tue 21/04/2020



1



2



3



7



4



6



5

**Talk to your partner:**

*Which words fit to which picture?  
Explain their link(s) to 'globalization'!*

communication networks

sweatshops

extinction of species

developing countries

cheap goods

assembly line

natural catastrophes

mass production

quick distribution of products

to lower prices

global logistics

social inequalities

global warming

cultural homogenization

Use your audio recording app  
**'Sprachmemos'** to record your  
group talk via the phone!



All of you are on their phones  
(turn up the volume!),  
one of you records everything  
with his/her iPad!

--> S/He then **uploads**  
the audio file to  
your **group's book!**



## 2 THE THREE ERAS OF GLOBALIZATION

In this section we'll learn that by no means is globalization a phenomenon of recent decades but has existed ever since the first explorers started discovering the world.

Let's have a more detailed look at the historical development of globalisation!

### The 'shrinking' of the world



## ASSIGNMENT 5

Tue 21/04/2020 

**Read** the background text by Thomas Friedman about the three eras of globalisation.

If you like to, you can even **listen to the text!**



[00 c - AB - text - The three eras of globalization.pdf](#)

Transform the information of the text into a **structured visualization / scheme**. Use fitting **pictures / symbols** and **decisive keywords**.

Upload this scheme as a **contribution to your group's book**.

You may - of course - also use a double page!



--> Be well prepared to present your results to another group.

## ASSIGNMENT 6

Fri 24/04/2020



As a group, write a **formal letter** to Thomas L. Friedman in which you point out to which extend the three of you consider yourselves to be **global citizens** and where you – as individuals – *“fit into the global competition and opportunities of the day”*.



--> For **detailed help** with the text format of a **formal letter** and **useful phrases** use the SKILLS PAGES below.



[SP 3 c - How to write an \(in\)formal letter \(task 3\).pdf](#)

## 3 CHANCES & CHALLENGES

### 3.1 AN OVERVIEW

In this section we'll learn that globalization really is a matter of perspective! We'll have a look at various **chances and challenges** of globalization to gain a **rough overview** and elaborate on our broad, **clear-cut vocab** even more.

Let's swap perspective!



## ASSIGNMENT 7

Mon 27/04/2020 

**Read** the background text "**Globalization - Clearly a matter of perspective**" (--> pdf file below).



Take **four different colours**, one for ...

- **chances** for **industrial countries**;
- **challenges** for **industrial countries**;
- **chances** for **developing countries**;
- **challenges** for **developing countries**.



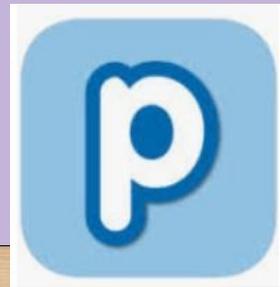
[text - Globalization - Clearly a matter of perspective.pdf](#)

Using the **app 'popplet'**, structure your results in **two complex mind maps** - one for the perspective of the industrial world, the other one for the perspective of the developing world.

You may divide up the mind maps among your group members.



--> You should have two double pages in **your group's book**.



## World matters

Read these facts about several major issues our globalized world is confronted with. Then look at the statements below and tick (✓) whether they are true or false.

**Poverty** Poverty means that people have to live without food, clean water, health care, education or work. Across the globe one person in five lives on less than \$1 a day. One in seven suffers from chronic hunger. The UN has set a goal for developed nations of spending 0.7% of their gross national income on aid, but only very few of them have met this target.

**Unfair trade** Trade restrictions imposed by rich nations are costing the poorest countries some \$2.5 billion a year in lost foreign exchange earnings because they have no chance to sell their products. Another problem is that prices of commodities such as sugar, tea and coffee are often fixed by the rich countries that buy them and not by the poor countries that grow them.

**Population growth** In 2000, the world had 6.1 billion inhabitants. This number could rise to more than 9 billion in the next 50 years. With a quarter million people being added to the world's population each day, it will be increasingly difficult to produce enough food and preserve our ecosystem.

**Debt crises** In the 1960s and 1970s banks in rich states loaned money to developing countries at low interest rates. When economic developments forced the banks to raise their interest rates and caused the prices of commodities to fall, the poorer countries could not afford to pay back their debts. By the end of the 1980s they were paying three times more money to the banks than they were receiving in aid from the richer countries. They are still heavily indebted.

**Plundering of resources** Humans currently consume 20% more natural resources than the Earth can produce. Consumption of fossil fuels such as coal, gas and oil increased by almost 700% between 1961 and 2001. The richer countries consume 80% of the world's available resources. This would not be necessary if more material was recycled or put to use again in other ways.

**Destruction of forests** The rainforests provide us with timber, remove excess carbon dioxide from the air, conserve soil and water resources and are the home of thousands of indigenous people and many species. But 40% of all tropical forests have been lost since 1945 through unsustainable harvesting and degradation.

**Atmospheric pollution** The composition of the atmosphere is changing radically due to man-made pollution. Some air pollutants cause illnesses. Others return to Earth in the form of acid rain. The atmosphere lets in harmful radiation from the sun as ozone holes over the Arctic and the Antarctic form every year. At the same time, mankind is releasing more greenhouse gases into the atmosphere, preventing heat from escaping back into space and leading to a rise in global average temperatures.

	True	False
1. Developing countries have to give 0.7% of their gross national income to the UN.	<input type="radio"/>	<input type="radio"/>
2. The richer nations need 80% of the world's fossil fuels.	<input type="radio"/>	<input type="radio"/>
3. The tropical forests contribute to preserving our ecosystem.	<input type="radio"/>	<input type="radio"/>
4. Greenhouse gases cause acid rain.	<input type="radio"/>	<input type="radio"/>
5. More people will starve if the world population continues to grow rapidly.	<input type="radio"/>	<input type="radio"/>
6. The poor countries have to repay more money than they receive in aid.	<input type="radio"/>	<input type="radio"/>
7. The rich nations prevent the poor countries from importing goods.	<input type="radio"/>	<input type="radio"/>

## 3 CHANCES & CHALLENGES - overview

### 3.2 INDIVIDUAL TOPICS

In this section you'll become **experts on a specific topic** that you - as a group - have to choose from the **list** on the right.

You'll do **internet research** on your specific topic and then share **your expertise knowledge** with other groups by creating your own **podcast!**

Let's do some in-depth research and then bring it to everyone's ears!

## ASSIGNMENT 8

Tue 28/04/2020 

### Step 1

Do some in-depth **internet research** on the topic you choose from the **list below**.



- 3.2.1 - Global cooperation: Who's who?
- 3.2.2 - Staying in touch in the digital age
- 3.2.3 - Key skills in the global job market
- 3.2.4 - The role of global players
- 3.2.5 - Making profit: Outsourcing & sweatjobs
- 3.2.6 - Climate change: Fridays for future
- 3.2.7 - Feeding the world vs. food waste
- 3.2.8 - Plastic waste: innovative solutions

Fri 01/05/2020  
Mo 04/05/2020



## Step 2

**Plan** your podcast by thinking about the following aspects:

- podcast's name
- logo / cover picture
- type of music

## Step 3

**Write** the script for your podcast.

## Step 4

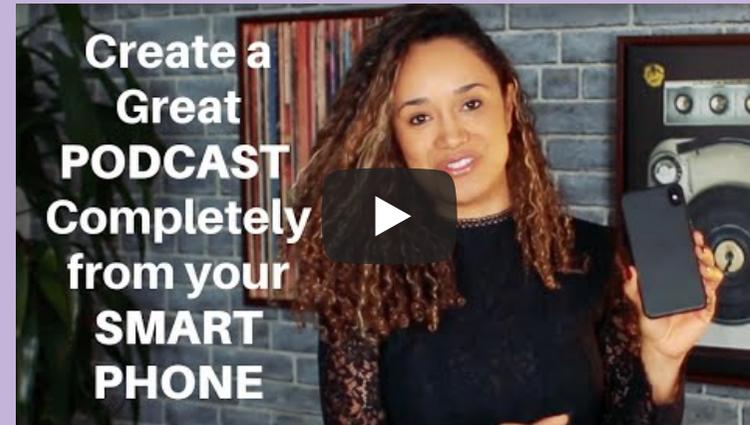
Learn how to create your podcast using the apps *Anchor* and *Cava* by **watching the video**.

## Step 5

You will **record, edit** and **design** (add music, sounds & pictures to) your podcast.



**Upload** your podcast to your **group's book!**



## 3 CHANCES & CHALLENGES

### 3.3 A CHALLENGE IN FOCUS: FAST FASHION

In this section we'll learn where most our clothes come from and under which conditions they are produced.

A closer look at the fast-moving fashion industry might change our attitudes towards shopping completely.

You will also work with a newspaper article.

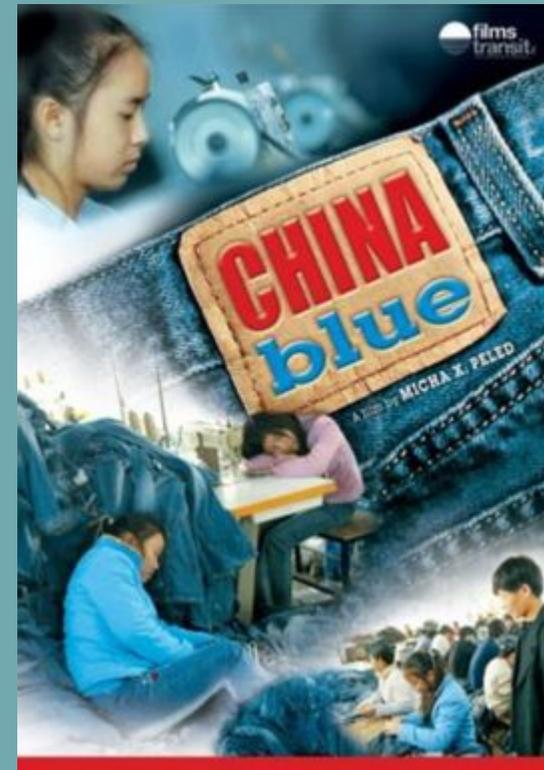


## ASSIGNMENT 10

Tue 05/05/2020



### 3.3.1 *CHINA BLUE*



#### Step 1

**Discuss** the film poster in your group:

- Describe the poster in detail.
- Speculate about the content of the documentary.
- Explain what the title might mean and/or refer to.

## Step 2

**Read** the introductory text and **look at** the questions, so that you know, what to pay special attention to while watching the documentary.



China.Blue.Viewing.Task.docx

## Step 3

**Watch** the documentary and **answer** the questions on your worksheet.  
**Upload** it to your group's online book.



## ASSIGNMENT 11

Fri 08/05/2020



### Step 4

**Study** the film stills and Jasmine's "message in a bottle" in detail.

**Write** a formal letter to PBS (=Public Broadcasting Service, USA), in which you express your opinion of the situation of female textile workers like Jasmine in Chinese factories.



Film stills.pdf



## Assignment 12

Mon 11/05/2020



### 3.3.2 The True

#### Cost Step 1

**Study** the two diagrams below in detail.

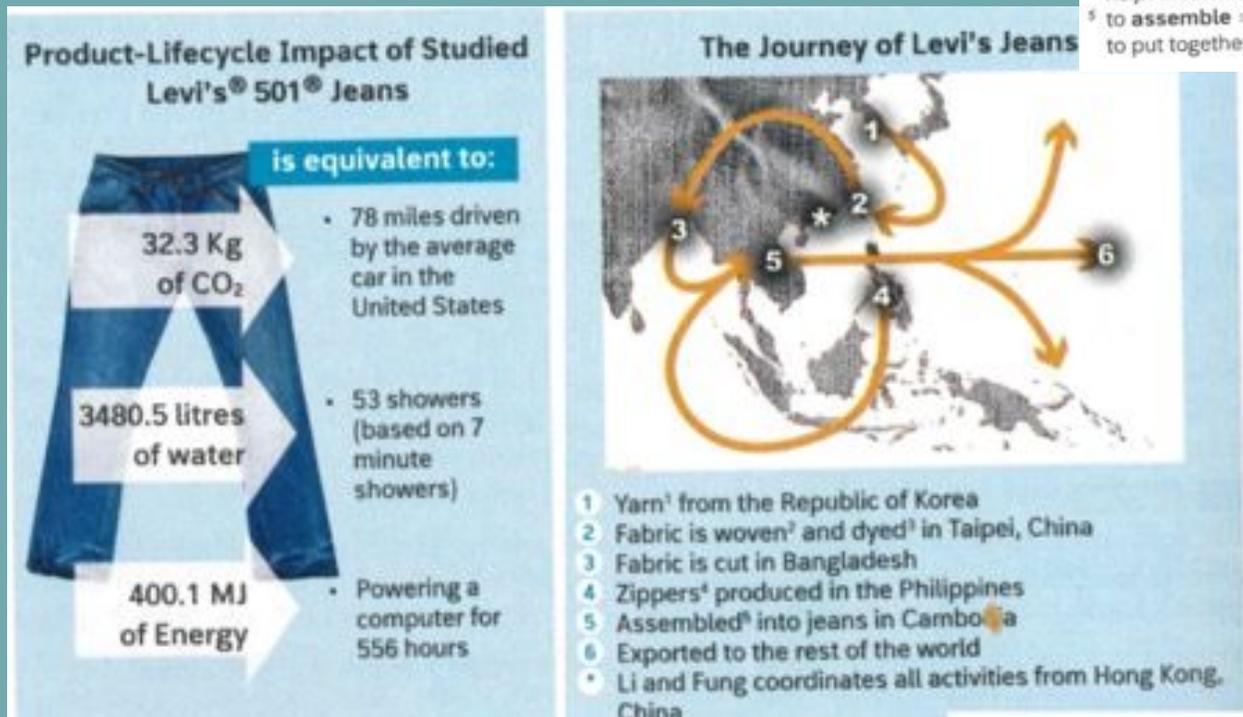
**Discuss** which information you find most surprising.

--> Upload your **recording** to your book.



#### Annotations

- <sup>1</sup> yarn = cotton, wool
- <sup>2</sup> to weave = weben
- <sup>3</sup> to dye = färben
- <sup>4</sup> zipper = Reißverschluss
- <sup>5</sup> to assemble = to put together



## Step 2

### A - Pre-watching task

Before you watch the trailer of the documentary "**The true cost**", concentrate on the following task:

In this trailer the expression "**fast fashion**" is used, which is similar to the expression "**fast food**".

--> **Make a list** of **disadvantages** and **advantages** of fast food.



### B - While-watching tasks

Watch the trailer of the documentary "**The True Cost**" and **take notes** on ...

... the **problems** it highlights;

... which **picture/s** impress you most.



### C - Post-watching task

**Discuss** your results AND the question which features of "fast food" (from your list) can be attributed to "fast fashion"? Give reasons.

--> **Upload** your audio to your group's online book.



**Assignment  
14**

Tue 12/05/2020  
Fri 15/05/2020



**Step 1 - Newspaper article**

Watch the video and find out about the **specific features** of **newspaper articles**.



[SP 1 a - How to write a summary \(task 1\).pdf](#)

**Step 2 - Summary writing: revision**



[article - The Zara ...](#)

**Outline** the problems author Daisy Buchanan depicts and the solutions she offers [= *comprehension of text*]

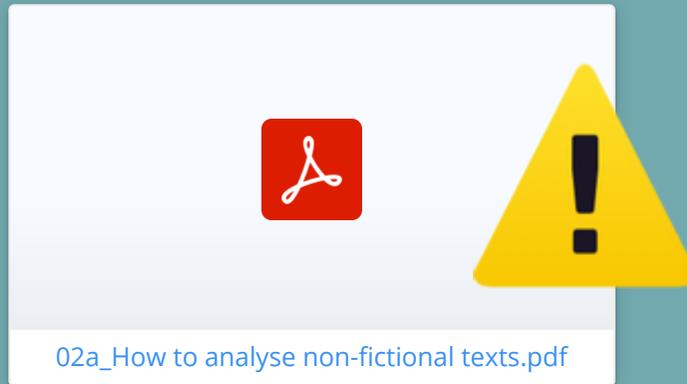
- Read** the article.
- Re-read** the article, underlining the problems and solutions in two different colours.
- Write** a structured (!) summary.

--> **Upload** your summary to your group's online book.

<-- If you need more **help!**



### Step 3.1 - Analysis writing: How to ... ?



These very detailed and complex **SKILLS PAGES** on **how to analyse non-fictional texts** (= articles, speeches, blog entries, ...) should be studied thoroughly BEFORE you start writing your analysis.

When writing your analysis you should consult those parts of the **skills pages**, that are **relevant** for your **specific analysis task** (here: appeal to young readers / structure).

### Step 3.2 - Analysis writing

Examine how author Daisy Buchanan makes her article **appeal to young readers**, focusing on the structure or line of arguments of the article [*analysis*]

After having studied the skills pages on the left, abide to the relevant guidelines:

a) **Re-read** the Zara article, highlighting or underlining passages in the text which illustrate the function of a section/paragraph and can be used as quotes later.

b) **Draft the structure** of your analysis (intro, main part, conclusion), re-organizing your results in sense units (visible paragraphs). Refrain from a structure that copies that of the original article!

c) **Write** your structured analysis.

--> **Upload** your analysis to your group's online book.



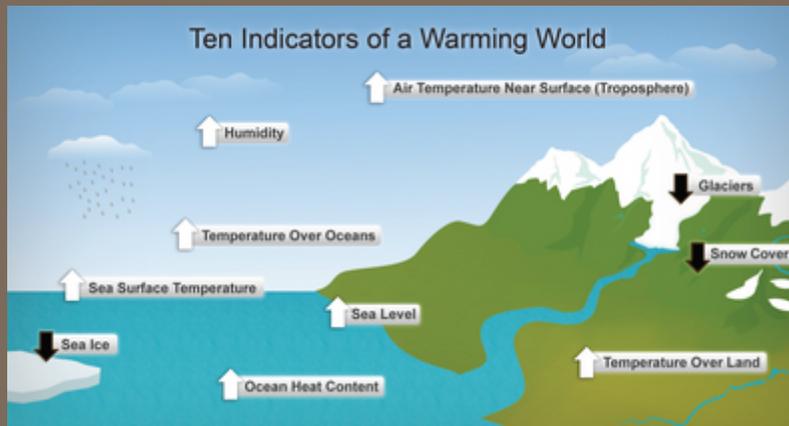
### 3 CHANCES AND CHALLENGES

#### 3.4 A CHALLENGE IN FOCUS: GLOBAL WARMING

In this section we'll learn about how human behaviour can endanger not only our species, but the whole planet.

A closer look at the impact our lifestyle may have on global warming may prompt some people to rethink our behaviour.

You will once again work with newspaper articles among other sources.



#### 3.4.1 Climate change controversy

Assignment 15

Mon 18/05/2020



1. Look at the cartoon. What is its **message**? Discuss it with your group members and come to a group conclusion. Write it down in your group's book!



2. **Evaluate** the message.

Use <http://climate.nasa.gov/evidence/> and/or other websites to do research on the topic of climate change to give proof for your assessment. **Write** a short evaluation!

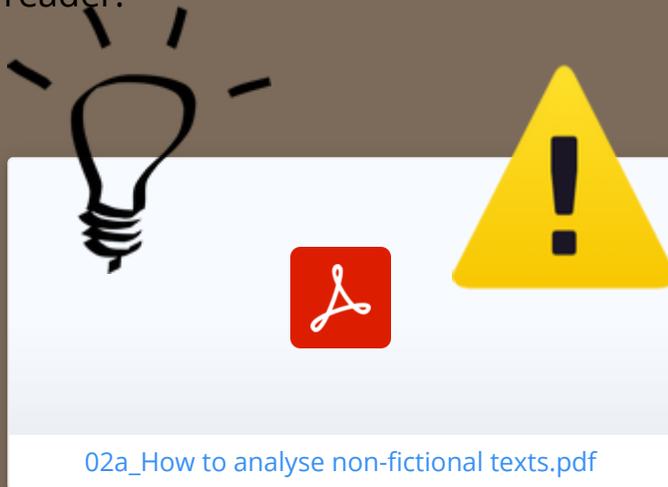


## Step 2 - Analysis writing: Language and means of persuasion

Before you start analysing the text, have another look at the skills page you already know.

This time, use especially the parts on **language and means of persuasion** (argumentative techniques, communicative strategies).

Keep in mind that you always have to be able to say what specific **effect** the aspect you are analysing has on the reader!



## Step 3.2 - Analysis writing

Examine how the authors try to **convince the reader of their opinion**, focusing on language and means of persuasion. [*analysis*]

Just like you did when you analysed the structure of the Zara article, follow these steps, always keeping in mind the explanations in the skills page:

a) **Re-read** the LA Times article, highlighting or underlining words and phrases in the text which help to convince the reader and can be used as quotes later.

b) **Draft the structure** of your analysis (intro, main part, conclusion), re-organizing your results in sense units (visible paragraphs). Remember to refrain from a structure that copies that of the original article!

c) **Write** your structured analysis.

d) **Proof-read** your analysis making sure that it is easily accessible and logical for the reader.

--> **Upload** your analysis to your group's online book.



### 3 CHANCES AND CHALLENGES

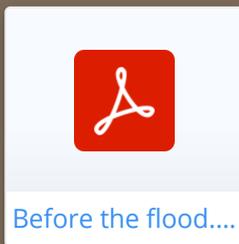
#### 3.4 A CHALLENGE IN FOCUS: GLOBAL WARMING

##### 3.4.3 Before the Flood (documentary)

#### Assignment 17



Read this article!



#### STEP 1:

**Read** the short article about the documentary "Before the Flood". -> Then **discuss** in your group:

- What is the documentary about and what is special about it?
- Based on the first impressions that you get from the review, what do you think about the project?
- Discuss what the title refers to.



#### STEP 2:

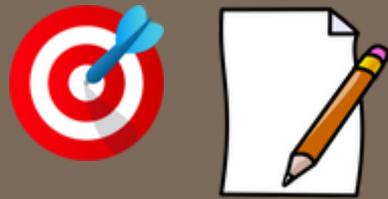
**Watch** the documentary. While watching, **answer** the questions on the worksheet.



Answer these questions while watching!

### STEP 3:

After watching, **discuss** your results with your group members. Add aspects to your worksheet if necessary. Upload **ONE** complete worksheet to your group's online book.



### STEP 4:

**Discuss** in your group: How effective would you say are projects like "Before the Flood"? Is there anything that might be more effective? **Note down** some ideas and put them into your group's online book.



### 3.4.4 How peer pressure can help stop climate change (article)

#### Assignment 18:

#### Step 1 - Summary writing



[How peer pressure can ...](#)

**Read** the text carefully and **sum up** what the author says about how peer pressure influences individual behaviour and how that can help stop climate change.

[= comprehension of text]

--> **Upload** your summary to your group's online book.



[dict.cc | Wörterbuch Englisch-D...](#)

Need help with some words? Try this website!

## Step 2 - Analysis writing

**Analyse** how the author tries to convince the reader of his opinion, focusing on structure and language.

*[analysis]*

--> **Upload** your analysis to your group's online book.



## Assignment 19

### *What can YOU do?*

In his article Robert Frank stresses the positive effects peer pressure can have on human behaviour and how that can actually help to slow down global warming. Keeping that in mind, **discuss** in your group what changes in individual behaviour you think might be most useful. Then, design a **poster** or a short **TV clip** that might convince people to change their behaviour.

**Upload** your **poster / TV clip** to your group's online book.



### Top options for reducing your carbon footprint

Average reduction per person per year in tonnes of CO<sub>2</sub> equivalent

 Live car-free 2.04	 Refurbishment /renovation 0.895
 Battery electric car 1.95	 Vegan diet 0.8
 One less long-haul flight per year 1.68	 Heat pump 0.795
 Renewable energy 1.6	 Improved cooking equipment 0.65
 Public transport 0.98	 Renewable-based heating 0.64

Source: Centre for Research into Energy Demand Solutions



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6. **ONLINE VIDEO DISCUSSION - role taking**
7. **The End, finally**

## 1. TIMELINE - How did it start and spread



**Now it is your turn:**

Go to the website:



**<https://time.graphics/de/>**

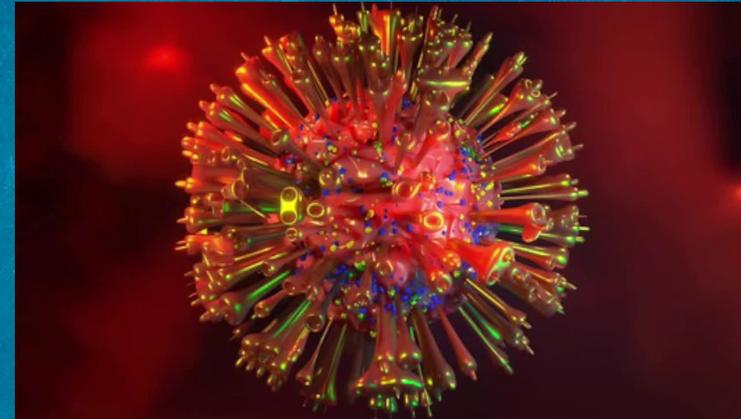
This is an online tool with which you can create timelines.

It is easy to use, you can do it:-).

Use the almighty google and find out, when the Corona pandemic started and how it has spread until today.

You may include important and interesting events of your choice. Feel free to use everything the program and the internet can offer you (but please do not include conspiracy theories), focus on facts).

## 2. What does RESPONSIBILITY mean?



### 3. ARGUMENTATION - Thomas Friedman

Read the text by Thomas L. Friedman, who you already know from his "Three eras of Globalization" text.

Identify the arguments that he is giving in his article.

Find the arguments, his line of argumentation and examples (if he uses some).

DO NOT bring in your personal opinion here. Just collect the aspects Friedman is giving.



### 4. Writing a DISCUSSION - Friedman's Argumentation

Have a look at the SKILL PAGE of "How to write a discussion" again.



Discuss at least one of the arguments given by Thomas Friedman concerning responsibility in his article and discuss it from your personal point of view.

Find your own - reasonable - arguments for AND against the position of Friedmann and write a discussion on the topic.

Follow the formal rules of how to write a discussion.

## 5. MEDIATION - "Das Jahr der Ratte"

In the German article below you will find different perspectives on Corona and how it has already changed or can change the world.

Read through it and **MEDIATE** the arguments that are presented by each person into English - you will need them later.



## 6. ONLINE VIDEO DISCUSSION - role taking



Keep in mind that you have to take the role of **one** of the people presented. Use her or his position and develop arguments.

It would be a very good idea to write down the structure of your discussion and train it with your group members before the final recording.

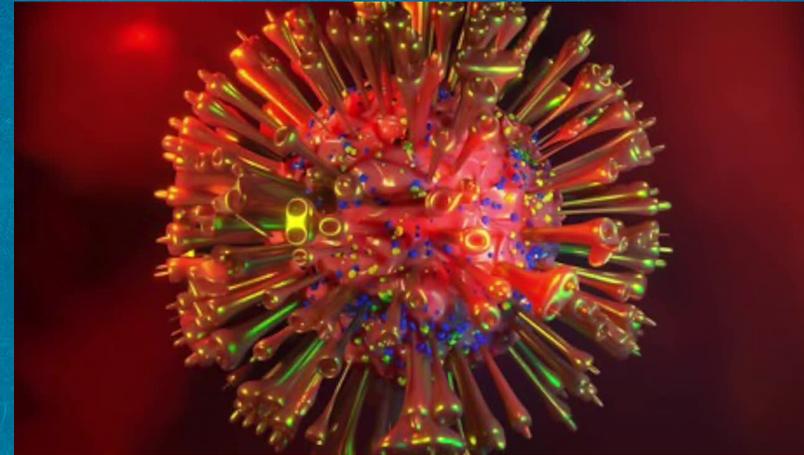
You need:



1. one moderator
2. discussion partners - you can choose the person presented in the article that you want to portray

Use the jitsi meet app to open up a discussion room.

Together with your partners, present your discussion.





## 4 / BBC RADIO 1 SHOW



Participants in today's radio show

### ***Globalization: Stronger together?***

BBC radio 1 host - Sam Brown

guest 1 - Bruce / Brittney Millister

guest 2 - Mike / Mary Prantice

guest 3 - Abeo / Abena Mantu

guest 4 - Maurice / Marie Cheliou

guest 5 - Philipp / Patricia Beckster

guest 6 - Finley / Florence Lincester

guest 7 - William / Winona Stanton

guest 8 - Luke / Lou-Anne Cooper

## GROUPS

-

### **Group A**

Miguel, Tim, Maxim, Jule,  
Paula, Elisabeth

### **Group B**

Gizem, Henrik, Hasret, Lukas,  
Jana, Malin

### **Group C**

Hannah, Alice, Hamdi, Melisa,  
Alizée, Leon

### **Group D**

Angelina, Rebecca/Rita, Max,  
Lia, Pia, Darleen

## 4 / BBC RADIO 1 SHOW



radio show HOST -  
Sam BROWN

ANGELINA - HANNAH - Miguel - Gizem



BBC radio 1 is a very well-known and respected British radio station nationwide. Among its topics are many current political and economic issues, but also themes concerning society, ecology, and medicine. It tries to provide an unbiased insight into matters of interest to a wide, intellectual and business-oriented audience.

BBC  
RADIO



The guests that are invited to the show are mostly well-educated people with the odd politician or celebrity among them that are willing to present and discuss their views in public.

The host of the radio show is always well-informed and extremely polite and treats his / her guests with utmost respect. Nevertheless, s/he poses the odd provocative question to keep the discussion going and to get the most out of his / her guests.



## 4 / BBC RADIO 1 SHOW



**GUEST 1 - Bruce / Brittney  
MILLISTER**

**TIM - RITA - Henrik**



Your name is Bruce / Brittney Millister, you are 35 years old, married, from California and you work as a sale's manager at DELL, a transnational computer company. You are single but have twin daughters with your ex-partner.



You appreciate the processes of globalization as – according to you – it brought technological progress and the facilitation of production processes. You defend your company's philosophy of the division of labour and outsourcing of certain production processes to Asia because you are mainly interested in the sales number of your products at a reasonable price. You are quite ignorant of the miserable working conditions under which Asian workers have to fulfil their daily duties for inhumanly low wages. You are interested in your own profit only and the security of your own job at DELL.



Privately, you are a real internet junky and as a hard-working business(wo)man you are even thinking of hiring a personal (internet) assistant in India in order to arrange your private affairs (e.g. booking tables, buying gifts for birthdays..).



## 4 / BBC RADIO 1 SHOW



### GUEST 2 - Mike / Mary PRANTICE

HASRET - Maxim

Your name is Mike / Mary Prantice and you are 36 years old, from New York. You are a very successful, patriotic US artist who believes in the significance of American culture, film, music, and performing arts in the whole world. Despite the world shrinking more and more, you are neither concerned about a potential loss of individuality nor of that of cultural diversity.

You strongly believe in America's cultural supremacy based on core elements of the American Dream and your country's function as a (political) role model for other countries. That's one reason why you see no necessity to learn a foreign language, although you love to travel the world - especially on all-inclusive luxury cruise ships. You really love fashion, indulge in online shopping and regularly enjoy dinners at fancy restaurants with your circle of friends.

Nevertheless, in these unprecedented times of the pandemic, you've started to be concerned about the US economy crumbling, in particular as the cultural life, restaurants and the arts are suffering severely under social distancing rules and lockdown restrictions.



## 4 / BBC RADIO 1 SHOW



**GUEST 3 - Abeo / Abena MANTU**

**JULE - Lukas - Rebecca**



Your name is Abeo / Abena Mantu, you are 32 years old, were born in Nigeria, but live in Manchester, UK. You are a proud African and you love your country, its traditions, values and – in particular – its indigenous music. You use various social media to share your cultural heritage with the world.

You think globalization only brings disadvantages, especially to developing countries like Africa because it means corruption, exploitation, and environmental damage - the illegal wheelings and dealings of oil companies like Shell just being ONE example. You feel Nigeria does not get sufficient help from industrialized countries – and if so, the wrong type of help.

In addition, you are horrified by the US government's policy of dealing with the minority of African-Americans accounting for an unproportionally high death rate amidst the Covid-19 pandemic. According to you, these casualties reveal the decades of African-Americans in the US being at a great disadvantage in terms of health care and equal rights.

You fear for your overpopulated country to end up as one of the biggest losers in the scramble for medicine and a future vaccine.



## 4 / BBC RADIO 1 SHOW



### GUEST 4 - Maurice / Marie CHELIOU

ALICE - Max

You are Maurice / Marie Cheliou, you are a student of Economics at Harvard University and you are 24 years old. Originally, you are from France but at the age of 20 you received a scholarship to study in the US. You speak French, English, a little German and you started to learn Chinese three years ago.

As you see it, globalization means a lot of demands for the individual – especially on a global job market. You regard skills like cultural flexibility, mobility and foreign language competences as most essential in order to survive nowadays.

You wish to work in Asian one day since you really appreciate their technological achievements, educational motivation, productive creativity and professional zeal with regard to become the next global superpower. Especially in current times of the Corona virus, you admire China and other Asian countries for their role model function in terms of being better equipped than any other continents to tackle further pandemics.





## 4 / BBC RADIO 1 SHOW



### GUEST 6 - Finley / Florence LINCESTER

MELISA - Pia

You are Finley / Florence Lincester, a 32-year-old teacher of mathematics from Boston, Massachusetts. You did a voluntary year in Ghana as an assistant for Maths at a local elementary school. You think education and the acquisition of specific knowhow is the only way out of poverty for developing countries – microcredits and dept relief are just no use.

In your free time, you like to travel the world, see different countries' sights and go shopping. You are quite a fashionista with a liking for high end luxury accessories - whose production you are not too much concerned about. You like *Kentucky Fried Chicken* and always make sure you know where the next *Starbuck's* is. When travelling the world, you constantly keep in touch with your friends at home via means of communication like *facebook*, *twitter*, *instagram* and *Skype*.

As a teacher, the shutdown of schools across the US due to the worldwide Corona virus outbreak and homeschooling more than ever show you the importance of staying in touch, in person as well as by means of advanced technologies.



## 4 / BBC RADIO 1 SHOW



### GUEST 7 - William / Winona STANTON

DARLEEN - Alizée - Paula

You are William / Winona Stanton, a 23-year-old scholarship student of engineering at Stanford University, California. You live on the sunny side of life and enjoy your uni life with three flatmates on campus. Nevertheless, you are seriously concerned about global warming and environmental pollution. You've been a supporter of the *World Wide Fund* and *Global Citizen* for many years. When you were at high school you participated in school strikes and were a fervent advocat of the *FridaysForFuture* movement.

You see the particular responsibility of young people to do good for a global cause that goes beyond raising money. In the future you want to use your engineering expertise to find solutions for dealing with increasing plastic and textile waste, promoting alternative energies and reducing carbon dioxide emissions.

Last term you went on a university trip to Bangladesh to examine 'improved' working conditions in a garment factory. You were absolutely shocked by the employees' every-day reality. In particular in these times of the pandemic, with more and more factories ignoring social distancing and thus facing local outbreaks, you decided to use social media in order to raise awareness of the matter.



## 4 / BBC RADIO 1 SHOW



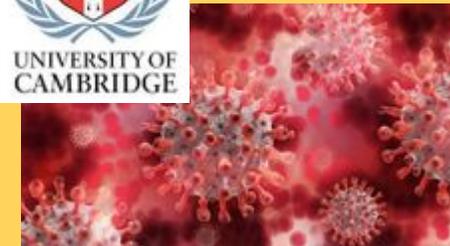
### GUEST 8 - Luke / Lou-Anne COOPER

MALIN - Elisabeth - Leon

You are Luke / Lou-Anne Cooper, a 56-year-old professor of virology at the University of Cambridge, UK. You and your team have been developing a vaccine to fight Covid-19 right from the first day of the pandemic. You are convinced it's high time for the world to prove that it can cooperate on a global scale to fight a fatal disease and threat to humankind.

It's the turning point in your career and you share expertise knowledge by accessing data from the *World Health Organization*, independent laboratories in Europe and other research teams in the US, Australia, and Asia. You were already involved in developing a treatment of MERS and SARS years ago. Knowing from this experience that countries have not prepared for pandemics, you are a regular TEDtalks speaker and use your range and social media to inform authorities about the urgent necessity to develop global plans to prevent future pandemics.

You are a proficient speaker of French and Spanish because you've always seen the relevance of mastering foreign languages next to English as a *lingua franca* in the world of work.



## 4 / BBC RADIO 1 SHOW



### step 1 - PREPARATION

45 minutes



**Read** the information regarding **your role** thoroughly and put yourself into the guest's position.

**Take notes** on your **role card** (host OR guest) to prepare for your participation in the radio show --> cf. **PDF** documents on the right



role card - host.pdf



role card - guest.pdf

Need help / ideas?

To reactivate background knowledge, you should browse ...

- your **group's online book**,
- the **articles** we read;
- our **quizlet vocab**.



73 Begriffe	hibald	LEHRER	Englisch Q1 LK	topic 4 d - Globalization: Studying and working in a globalized world	ul ...
210 Begriffe	hibald	LEHRER	Englisch Q1 LK	topic 4 c - Globalization - International peacekeeping	ul ...
171 Begriffe	hibald	LEHRER	Englisch Q1 LK	topic 4 b - Globalization - Economic and ecological aspects	ul ...
230 Begriffe	hibald	LEHRER	Englisch Q1 LK	topic 4 a - Globalization - cultural aspects	ul ...

topic 4 a - Globali...

topic 4 b - Globali...

topic 4 c - Globali...

topic 4 d - Globali...

## 4 / BBC RADIO 1 SHOW



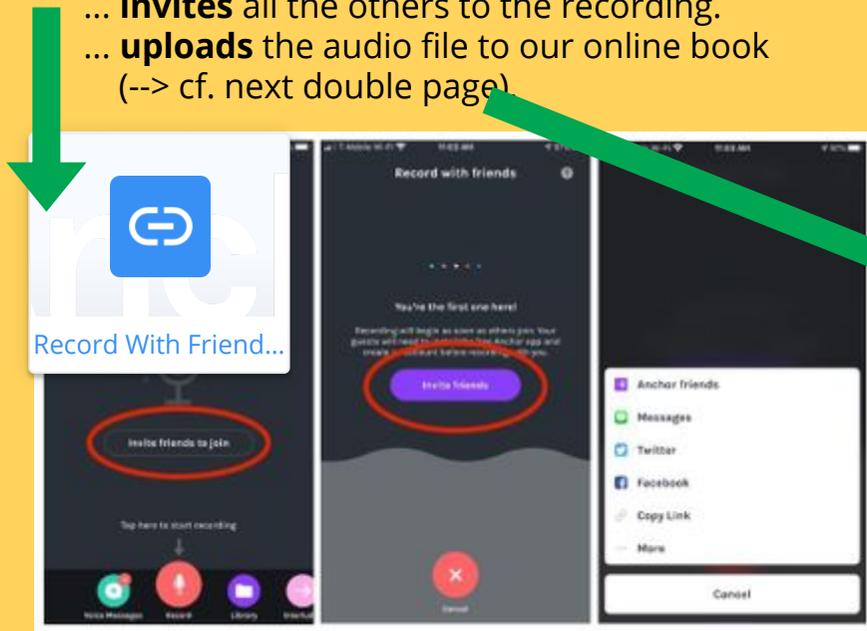
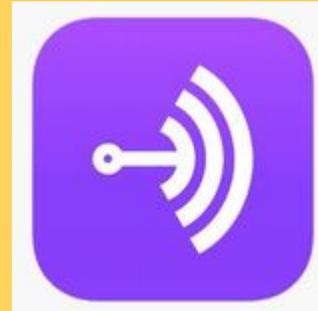
### step 2 - RECORDING

15 minutes



Use the app '**Anchor**' on your iPad to record your radio show. Use the function '**Record with friends**'.

The **HOST** is the one who ...  
... **invites** all the others to the recording.  
... **uploads** the audio file to our online book  
(--> cf. next double page)



Upload the audio file of your group's BBC radio 1 show here:



Group A  
Miguel  
Tim  
Maxim  
Jule  
Paul  
Elisabeth

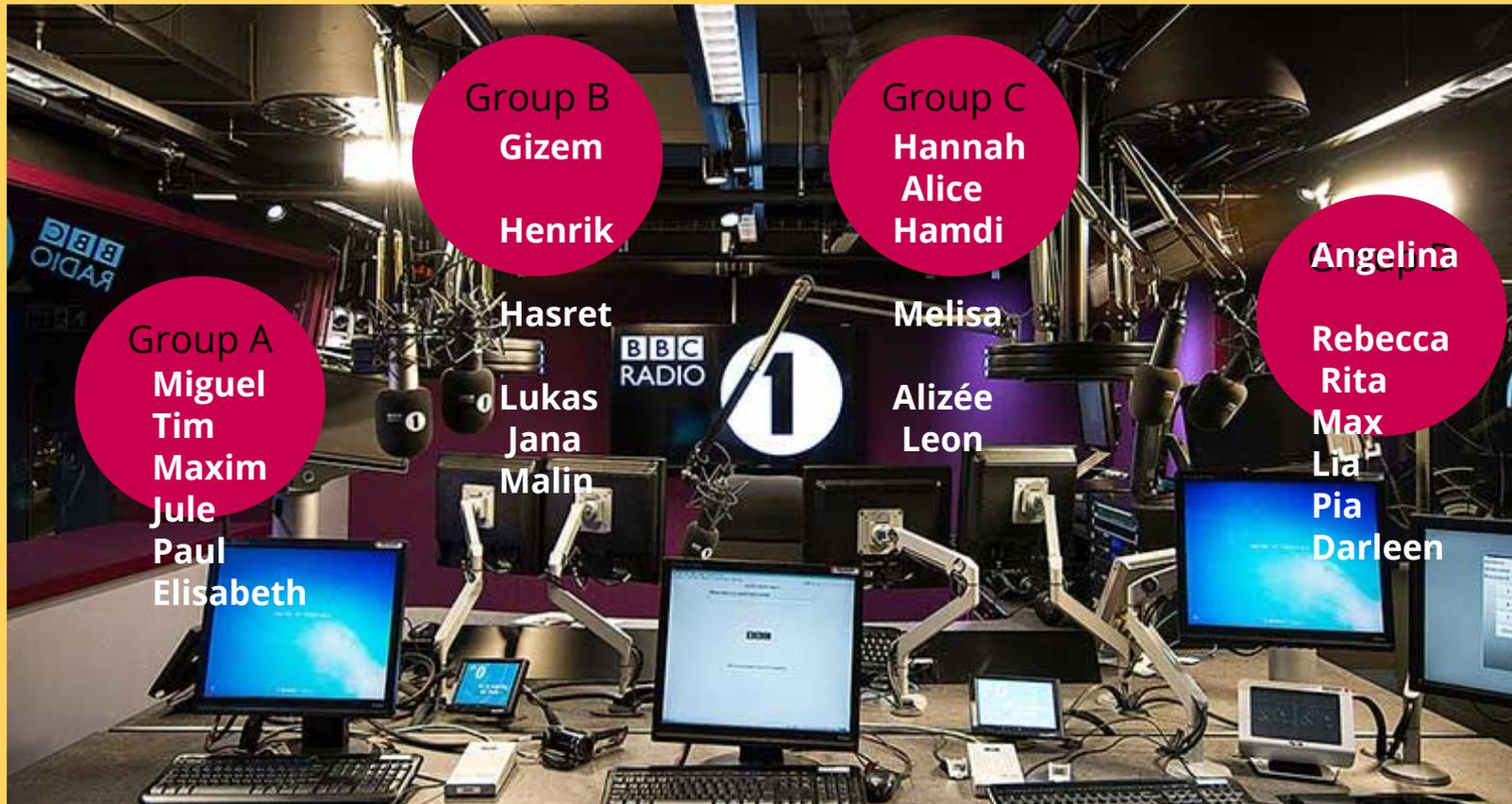
Group B  
Gizem  
Henrik  
Hasret  
Lukas  
Jana  
Malin

Group C  
Hannah  
Alice  
Hamdi  
Melisa  
Alizée  
Leon

Angelina  
Rebecca  
Rita  
Max  
Lia  
Phil  
Darleen



**Upload** the **audio file** of your group's **BBC radio 1 show** here:





## Communication!

4 min.

Relate this term to aspects we've been dealing with in the last weeks.





<https://digitalllearning.eletsonline.com/2019/03/what-do-employers-mean-by-good-communication-skills/>



Access the **google docs** online document via the **QR code** OR **link** on the right.

**Step 1 - On your own** 5 min.

- **Read** the **DOS** below the table.
- **Assign** (= Cut & paste) them to the correct category of **effective (verbal) communication**.



<p>Be <b>relevant</b> and <b>interesting</b> for your listeners X  <b>Explain and/or paraphrase</b> aspects if someone does not understand your point! X            Use of technical terms! X</p>	<p>Listen <b>attentively</b> !            Stay <b>polite</b> and <b>calm</b> ! X</p>
<p><b>3 / VERBAL (INTER)ACTION</b></p> <p>Ask for <b>clarification</b> or whether you understood something the way it was meant!</p>	<p><b>4 / VOICE</b></p> <p>Pay attention to an adequate <b>speed</b> when talking! X  <b>Be clear</b> in your <b>pronunciation</b> !            Adjust your voice to an adequate <b>volume</b> ! X</p>
<p>E LK Q1 - Effective verbal communication</p>	

**Step 2 - With a partner** 3 min.

Which of those DOS are **most relevant** for the **HOST** of a (radio) talk show? Put a red X. Be prepared to **justify** your choice in class!

## 4 / COMMUNICATION

REVISION IB - Wed 17/06/2020 

You will listen to ONE group's **BBC radio1 show** uploaded in yesterday's lesson and give detailed **feedback** on how effective their communication was.

**Step 3 - In teams of 2-3**     **12 min.**

**Listen** to the **first 6 minutes** of group A, B, C or D. 

On the basis of ...

- the **DOS for effective communication** (--> cf. today's google docs table) &
- the group's respective **online feedback sheet** (--> cf. links on the next double page)
- ... **discuss** what has been done especially well and which aspects the group definitely has to improve.

**Tim & Darleen & Hannah**

--> give feedback for BBC radio1 / group **A**

**Hasret & Jule**

--> give feedback for BBC radio1 / group **B**

**Melisa & Angelina & Alice**

--> give feedback for BBC radio1 / group **C**

**Jana & Malin**

--> give feedback for BBC radio1 / group **D**



Upload the audio file of your group's BBC radio 1 show here:



# 4 / COMMUNICATION

## Tim & Darleen & Hannah

-> give feedback for BBC radio1 / group A

## Hasret & Jule

--> give feedback for BBC radio1 / group B

## Melisa & Angelina & Alice

--> give feedback for BBC radio1 / group C

## Jana & Malin

--> give feedback for BBC radio1 / group D

1 CONTENT			
expert knowledge	4	2	0
precise thematic vocabulary & t	4	2	0
balanced share of speaking	4	2	0
2 (non-verbal) BEHAVIOUR			
attentiveness in listening	4	2	0

Q1 E LK (Ib) - Globalization: BBC radio 1 show (feedback group A)

1 CONTENT			
expert knowledge	4	2	0
precise thematic vocabulary & t	4	2	0
balanced share of speaking	4	2	0
2 (non-verbal) BEHAVIOUR			
attentiveness in listening	4	2	0

Q1 E LK (Ib) - Globalization: BBC radio 1 show (feedback group B)

1 CONTENT			
expert knowledge	4	2	0
precise thematic vocabulary & t	4	2	0
balanced share of speaking	4	2	0
2 (non-verbal) BEHAVIOUR			
attentiveness in listening	4	2	0

Q1 E LK (Ib) - Globalization: BBC radio 1 show (feedback group C)

1 CONTENT			
expert knowledge	4	2	0
precise thematic vocabulary & t	4	2	0
balanced share of speaking	4	2	0
2 (non-verbal) BEHAVIOUR			
attentiveness in listening	4	2	0

Q1 E LK (Ib) - Globalization: BBC radio 1 show (feedback group D)

## 4 / COMMUNICATION

REVISION IB - Wed 17/06/2020



In new groups of 5 you will again record a **BBC radio1 show**. Sticking to the **same role**, this time you'll try to put **ALL the dos into practice** and thus **improve** your **communicative performance**.

**Step 4 - On your own 10 min.**

a) Again, have a look at your **role description** & **role card** (that you filled out yesterday). Get into your role's position again!

b) Have a detailed look at our **quizlet vocab list** for oral production (which you already used to prepare for your oral exam in Q1.I.1 ) (--> cf. links).  
--> Pick **6** of those **communication snippets** you've never used in oral production before from the **tables behind the shelves**.

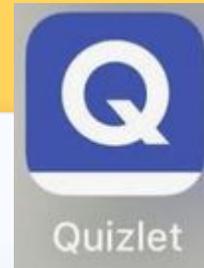
# / BBC RADIO 1 SHOW

GUEST 6 - Finley / Florence LINCESTER

You are Finley / Florence Lincester, a 21-year old teacher of mathematics from Boston, Massachusetts. You did a voluntary year in Ghana as an assistant for Maths at a local elementary school. You have education and the acquisition of specific knowledge is the only way out of poverty for developing countries – responsibility and duty relief are just the way.

In your free time, you like to travel the world, see different cuisines and go shopping. You are quite a fashionista with a thing for high and luxury accessories – when production you are not too much concerned about. You like already tried chicken and always make sure you know where the next Starbucks is. When traveling the world, you constantly keep in touch with your friends at home via means of communication like Facebook, Twitter, Instagram and Skype.

As a teacher, the shutdown of schools across the US due to the coronavirus Corona virus outbreak and homeschooling never again ever show you the importance of staying in touch, in person, as well as by means of advanced technologies.



Oral exam Q1: Phrases - level 3 (part II: starting a discussion) Fla...

Oral exam Q1: Phrases - level 4 (part II: giving an opinion) Flashc...

Oral exam Q1: Phrases - level 5 (part II: discussion: giving reaso...

Oral exam Q1: Phrases - level 6 (part II: discussion: developing a...

## 4 / COMMUNICATION

REVISION IB - Wed 17/06/2020



### **Step 5 - In groups of 5**

**15 min.**

Get together in these new groups! (--> cf. info on the right). **Enact** your talk show and **record** it, using the app 'Sprachmemos' on your **iPad**.



Nota bene:

**Use ALL of your 6 conversation snippets!**

Once you've used one, put it aside.

S/He who still has snippets at the end of the show is today's 'loser' ;-)

You have a maximum of **12 minutes** on air!

.....  
--> **Upload** your recording to the next double page. -->

### **GROUP 1**

Tim  
Darleen  
Hannah  
Hasret  
Jule

-> Leave room 275 for the recording (which you do in the seating area on the corridor)

**!!! KEEP A DISTANCE OF 1,5 meters !!!**

### **GROUP 2**

Melisa  
Angelina  
Alice  
Jana  
Malin

-> Stay in room 275, also for the recording



**Upload** your group's radio show of today here:



Group 1

Hannah  
Jule Darleen  
Hasret Tim  
(Lia)

Group 2

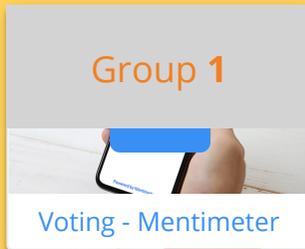
Angelina  
Jana Malin  
Melisa Alice  
(Rita)



**HOMEWORK: YOUR CHOICE!**

a) **Listen** to today's audio recording of **YOUR group** (including **yourself**).

Use the **mentimeter evaluation** (--> cf. link below) to evaluate and rate how well **you yourself** and your **group members** performed in terms of **communicative skills**.



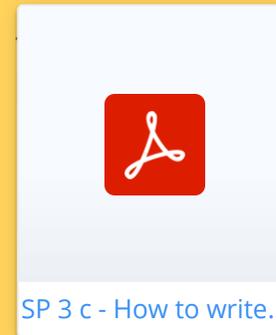
Then write them an **IServ e-mail** in which you point out the **two aspects** ...

- which you found particularly **well done**.
- which the individual members (including yourself) still have to **improve**.

Be **critical** - but **constructive** and **fair!**

b) **Listen** to the **OTHER group's radio show** of today. From the perspective of ONE of the 7 guests (that was NEITHER your own role NOR a participant in the show you've just listened to), write a **formal letter** to **BBC radio 1** in which you express **your role's opinion** of the question '*Globalization: Stronger together?*'. Make sure you clearly refer to views expressed by guests in the show.

Still need some **help** with convincing **formal letters?**



## CLASS TEST CORRECTION



Today you'll work on the correction and improvement of your last class test on the topic of 'globalization'.

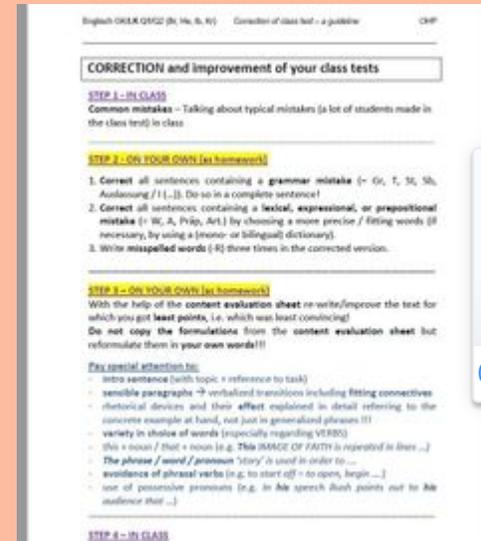
Use the '**guideline for class test correction**' (--> cf. pdf) that you already know from earlier class test corrections. Work on **steps 2 and 3** (--> cf. yellow highlighter).

**Step 2** - Work on your grammar, spelling, and vocab mistakes, also using the pdf document '**My personal mistakes bank**'.

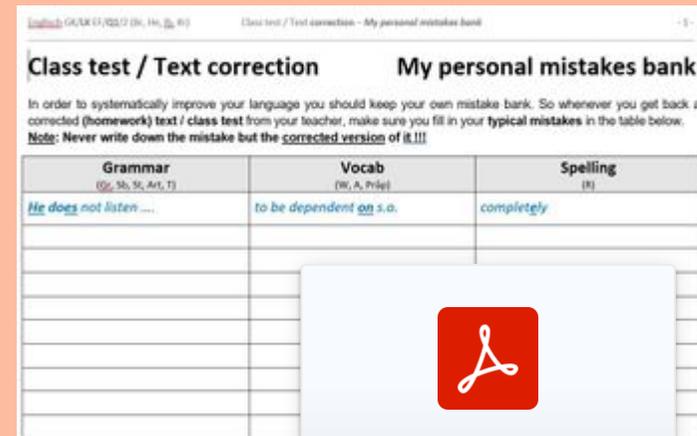
**Step 3** - Use the content evaluation sheet (= EWH) in your class test to **rewrite** the **two tasks** in which you got **least** points.

## ASSIGNMENT 25

Fri 18/06/2020



00 - OHP - Correc...



Personal mistakes bank.pdf

## VOCAB WORK - IDIOMATIC ENGLISH IN CONTEXT

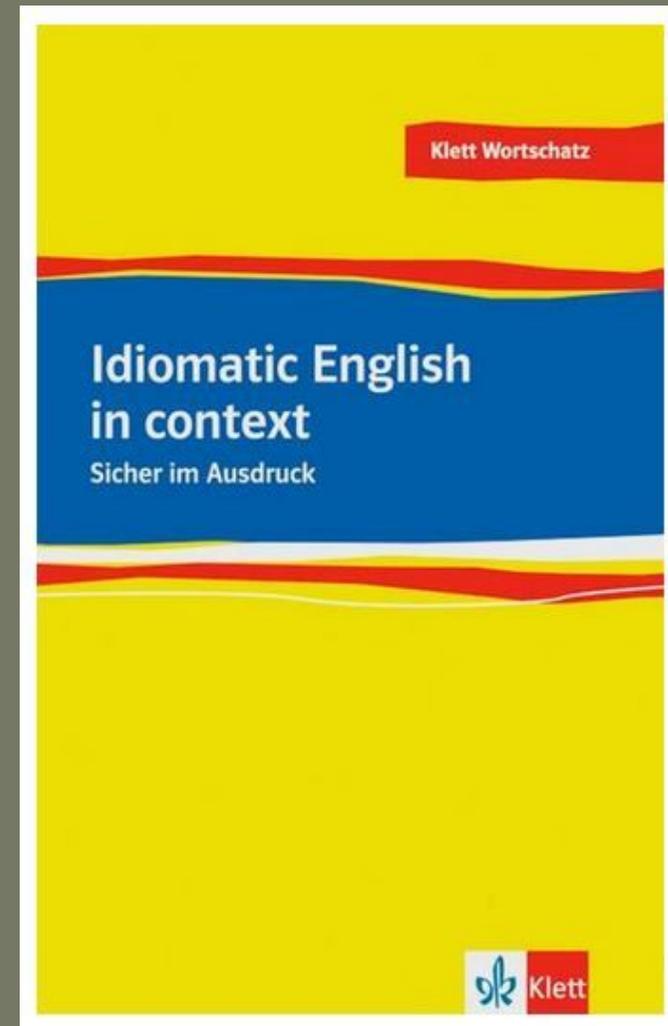
In this section you'll brush up your vocab by working individually on clear-cut terminology, collocations and idiomatic expressions. Let's get our words right - in context!

.....

**Collocation?** A word or phrase that is typically used with another word or phrase, in a way that sounds correct and authentic to native speakers:  
e.g. "**HEAVY rain**" instead of "*strong rain*"

**Idiom?** A group of words whose meaning considered as a unit is different from the meanings of each word considered separately:  
e.g. "**to shoot oneself in the foot**" is an idiom that means to do something that hurts yourself.

ASSIGNMENTS 26-27 Mo 22/6/2020  
Tue 23/6/2020  
Fri 26/6/2020



## VOCAB WORK - IDIOMATIC ENGLISH IN CONTEXT - Part I

ASSIGNMENT 26

Mo 22/6/2020



### Step 1 - On your own

Study the pdf files on the right which will provide you with important **idioms** in the context of '**living together**'.

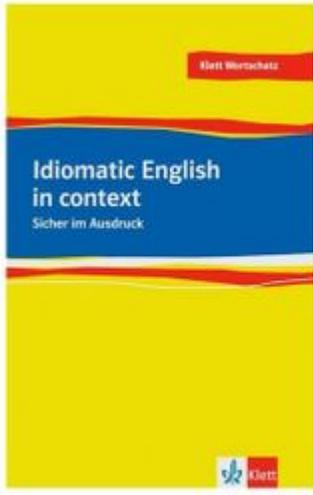
### Step 2 - On your own

Do the **exercises** on the chapter 'living together'. --> **Check** your answers with the **KEYS**.

### Step 3 - As a group

Agree on **10 idioms** which you consider relevant and are willing to learn by heart.

**VOCAB MASTER** --> Type them into our shared quizlet unit "**topic 4 e - Globalization: Idiomatic expressions**".  
Nota bene: Before you type in your group's idioms, check whether another group has already added it!!!



ntext chapter 2 living together.pdf



t chapter 2 living together exercises....

Idiomatic English ...



2 Begriffe | hibald LEHRER | Englisch Q1 LK

topic 4 e - Globalization: Idiomatic expressions

## VOCAB WORK - IDIOMATIC ENGLISH IN CONTEXT - Part II

### Step 1 - On your own

Study the pdf files on the right which will provide you with important **idioms** in the context of '**global issues**'.

### Step 2 - On your own

Do the **exercises** on the chapter 'global issues'. --> **Check** your answers with the **KEYS**.

### Step 3 - As a group

Agree on **20 idioms** which you consider relevant and are willing to learn by heart.

**VOCAB MASTER** --> Type them into our shared quizlet unit "**topic 4 e - Globalization: Idiomatic expressions**".  
Nota bene: Before you type in your group's idioms, check whether another group has already added it!!!

ASSIGNMENT 27

Tue 23/6/2020

Fri 26/6/2020



The screenshot shows a file explorer window with a yellow and blue cover of the book 'Idiomatic English in context' by Klatt. The files listed are:

- context chapter 3 Global issues.pdf
- ...t chapter 3 global issues exercise...
- Idiomatic English ...

The target icon is a red bullseye with a blue arrow hitting the center.

The Quizlet logo is a blue square with a white 'Q' and the word 'Quizlet' below it.

2 Begriffe | hibald LEHRER | Englisch Q1 LK

**topic 4 e - Globalization: Idiomatic expressions** 🔒



## YOUR FEEDBACK !!!

Now it's your turn! Please give us honest **feedback** on this digital lesson unit!

--> cf. [link](#)/ QR code



Interactive presentation software

Go to [www.menti.com](http://www.menti.com) and use the code 17 54 80

### FEEDBACK - General questions

Strongly disagree | Strongly agree

- The digital lesson unit aroused my deeper interest in aspects of globalisation.
- The texts / articles / documentaries were interesting.
- The language of the material was challenging, but not too difficult.
- I would like to work with a digital lesson unit similar to this one again.
- I learned a lot in this digital lesson unit.
- I enjoyed working in groups of 5/4 – especially in times of social distancing.
- I've definitely enlarged my thematic vocabulary.
- On average, I worked more intensively than in standard lesson units at school.

Read it to share it

Go to [www.menti.com](http://www.menti.com) and use the code 17 54 80

### FEEDBACK - Tool 'bookcreator'

Strongly disagree | Strongly agree

- I liked to work with the online tool 'bookcreator'.
- 'Bookcreator' was [quite] easy to use.
- I liked that we could create / design our own book.
- I liked the design of the 'teacher' book with all the tasks.
- I improved my skills with online tools.
- I improved my skills in working on the iPad.
- I had a higher workload for English now than in standard lessons at school.
- I was more motivated and made a bigger effort to get good results.

Read it to share it

Go to [www.menti.com](http://www.menti.com) and use the code 17 54 80

### FEEDBACK - Structure

Strongly disagree | Strongly agree

- I always understood the tasks and what to do.
- It was clear to me who had to do what (functions).
- The time frame for the tasks (one week) was ok for me.
- The feedback (via google docs) we got as a group was clear and helpful.
- The video conferences helped me stay in contact and ask questions.
- The weekly deadlines and dates for video conferences were clear.
- I did NOT need support (from my classmates or teacher) to complete the tasks.

Read it to share it

Go to [www.menti.com](http://www.menti.com) and use the code 17 54 80

### FEEDBACK - Assignments

Strongly disagree | Strongly agree

- There was a motivating variety of types of tasks.
- I could improve my writing skills.
- I could improve my listening skills.
- I could improve my reading skills.
- I could improve my speaking skills.
- There was a good balance between reading, listening, writing, and speaking.
- I learned a lot of new and useful words.

Read it to share it