

## Global English and Globalization

Aspekt	Material	Mögliche Unterrichtsideen	Curriculum speaking
<b>Global English</b>			
<i>English as a global language - info</i>	Green Line Oberstufe, Klett 2009, S.192	Aufgabe 2 als Kugellager – <i>double circle</i>	<i>Spoken production: expressing your own opinion</i>
<i>English as a global language – info - statistics</i>	Green Line Oberstufe, Klett 2009, S.193	Erarbeitung im Dreier-Team, dann auslösen, wer Ergebnisse vorträgt	<i>Spoken production: presenting information in a mini-context</i>
<i>English as a global language – native speakers outnumbered by non-native ones</i>	C.Power et al., “The role of English today”, Newsweek, March 7, 2005, in: Green Line Oberstufe, Klett 2009, S.194-197	Der sehr lange Text wird abschnittsweise von Zweier-Teams in jeweils fünf Stichwörtern zusammengefasst; diese Stichwörter gehen an das nächste Team, das aus diesen Wörtern eine kurze mündliche Zusammenfassung des jeweiligen Abschnitts dem Team, von dem sie die Stichwörter erhalten haben, geben soll; Anschließend gibt das „Stichwörter-Team“ Feedback; dann kommt der nächste Abschnitt...	<i>Spoken production: Making notes for palm cards; Referring information</i>
<i>English crowding out other languages</i>	The English Language Is Taking Over the World. But Should We Rejoice?, The New Summit, BSV 2007, S.18/19	<i>American Debate: It is essential for everyone to speak English, in fact, it is more important than speaking some quaint language.”</i>	<i>Spoken interaction: agreeing, disagreeing, referring to someone else’s opinion</i>
<i>Globish</i>	<a href="http://www.guardian.co.uk/books/2010/jun/05/globish-robert-mccrum-review/print">http://www.guardian.co.uk/books/2010/jun/05/globish-robert-mccrum-review/print</a> 15.08.10	<i>Snowball Discussion:</i> Der Text ist sehr schwierig in der Lexik. Die S sollen zunächst in PA mündlich zusammenfassen: <i>How does the article define Globish? In what aspects does the author criticize the book presented in this article?.</i> Dabei sollen sie unbedingt <i>bridging und paraphrasing</i> anwenden. In der nächsten Phase vergleichen sie mit einem weiteren Team. In dieser Phase werden Stichwörter notiert. Dann diskutieren zwei Vierer-Teams. Zum Schluss werden in der Klasse die Ergebnisse zusammengetragen. Anschließend: <i>Whose turn is it?:</i>	

		<p>In Fünfergruppen: Jeweils einem S wird ein Ball zugespielt.  Auf Folie finden sich folgende Redeanlässe, auf die sie/er reagieren muss:  <i>When and why did the word „Globish“ come into existence?</i>  <i>Try to define Globish</i>  <i>Will English speakers have an advantage ?</i>  <i>Why is it so difficult to differentiate between simple English and Globish?</i>  <i>What might be political consequences of Globish?</i>  <i>How do you personally think about something like Globish?.</i>  <i>Why do you think has English become so widely used?</i>  <i>Do you think it is unfair that it is English and not, say , German, French...which has become the world language?</i>  <i>Do you think school has prepared you for a world in which English is so necessary?</i></p>	
<p><i>English vs. Globish – intercultural competence</i></p>	<p>Global English.doc (cartoon)  <a href="http://images.google.de/imgres?imgurl=http://jeffreyhill.typepad.com/.a/6a00d8341d417153ef010536e7472f970b-pi&amp;imgrefurl=http://jeffreyhill.typepad.com/english/2009/01/new-lingua-franca-upsets-french.html&amp;usg=__kYuEhJa4nixcyf1DlaOPoSdxD5c=&amp;h=387&amp;w=482&amp;sz=56&amp;hl=de&amp;start=3&amp;tbnid=w9rDz9o3PljnqM:&amp;tbnh=104&amp;tbnw=129&amp;prev=/images%3Fq%3Dglobal%2Benglish%2Bcartoon%2B%2522lingua%2Bfranca%2522%26as_st%3Dy%26hl%3Dde%26sa%3DG">http://images.google.de/imgres?imgurl=http://jeffreyhill.typepad.com/.a/6a00d8341d417153ef010536e7472f970b-pi&amp;imgrefurl=http://jeffreyhill.typepad.com/english/2009/01/new-lingua-franca-upsets-french.html&amp;usg=__kYuEhJa4nixcyf1DlaOPoSdxD5c=&amp;h=387&amp;w=482&amp;sz=56&amp;hl=de&amp;start=3&amp;tbnid=w9rDz9o3PljnqM:&amp;tbnh=104&amp;tbnw=129&amp;prev=/images%3Fq%3Dglobal%2Benglish%2Bcartoon%2B%2522lingua%2Bfranca%2522%26as_st%3Dy%26hl%3Dde%26sa%3DG</a></p>	<p><i>Analysing the cartoon</i>  <i>Panel discussion: “Intercultural awareness is not as important as getting a message across.”</i></p>	

<b>Globalization</b>			
<b>Arbeitsteilige Gruppenarbeit:</b>			
<i>Globalization – definition, information</i>	Globalization: A Brief <a href="http://www.imf.org/external/np/exr/i/b/2008/053008.htm">http://www.imf.org/external/np/exr/i/b/2008/053008.htm</a> (abridged)	<p>1. <i>Vocab work:</i> Use a bilingual dictionary and look up the following words: Wohlstand, Investitionen, Arbeitsteilung, Anreize, Ausweitung, Zustrom, Entwicklungsländer. Choose five more words that you think have something to do with globalisation and that you'd like to know. Look them up. Give your five words to another team. This team checks the words in the English-German section. If necessary this team corrects the words and reports back. The new team takes the new words and shares them with two more teams.</p> <p>2. <i>Making notes on palm cards;</i> Structuring information Students are called at random to report on certain aspects of globalization Alternative:# Information stock exchange(Tauschbörse) Note down the four most important aspects of globalization that you know on green cards. Note down four aspects you do not really understand or that you would like to know more about on red cards. Walk around and try to get the questions on the red cards answered,</p>	<i>Spoken production:</i> Making notes on palm cards; Structuring information Reporting information
	The three eras of globalization, Green Line Oberstufe, Klett 2009, S.160-162	See above	See above
	Present trends, Summit G8, Schöningh 2010, S.157	See above	See above
<i>Statistics</i>	War for Wealth?, summit G8, Schöningh 2010, S.163/164		

<p><i>Globalization and child labour</i></p>	<p>Globalization fight against child labour  <a href="http://www.laborrights.org/stop-child-labor/cocoa-campaign/resources/10796">http://www.laborrights.org/stop-child-labor/cocoa-campaign/resources/10796</a>   <a href="http://www.ilo.org/ipec/Regionsandcountries/lang--en/index.htm">http://www.ilo.org/ipec/Regionsandcountries/lang--en/index.htm</a></p>	<p>www info arbeitsteilig: Gruppen für <i>chocolate, cotton, tobacco, „foulball“</i>  <i>reporting info in a group jigsaw</i></p>	<p><i>Spoken production:</i>  <i>Making notes;</i>  <i>reporting information</i></p>
<p><i>Criticizing globalization</i></p>	<p>Cartoons globalization  <a href="http://www.purgatorius.org/Archives/Jul-Sep%20Images/Globalization.jpg">http://www.purgatorius.org/Archives/Jul-Sep%20Images/Globalization.jpg</a>   <a href="http://www.cartoonstock.com/newscartoons/directory/G/Globalization.asp">http://www.cartoonstock.com/newscartoons/directory/G/Globalization.asp</a></p>	<p>Analyzing cartoons  → Mini-monologues on cartoons' messages</p>	<p><i>Spoken production:</i>  <i>Presenting information</i></p>
<p><i>Fairtrade</i></p>	<p>Fairtrade video   <b>Video URL</b>  <a href="http://www.youtube.com/watch?v=NZpUwCfINh8">http://www.youtube.com/watch?v=NZpUwCfINh8</a>   <b>Website URL</b> <a href="http://connect.eq.tv/">http://connect.eq.tv/</a></p>	<p>Anbindung an Hör-/Sehverstehen  Fairtrade video exercise durchführen  Anschliessend: American Debate: „We should all buy fairtrade goods regardless of the cost.“</p>	<p><i>Spoken interaction:</i>  <i>Reporting ne's own opinion</i>  <i>Referring t someone else's opinion</i>  <i>Agreeing</i>  <i>Disagreeing</i>  <i>Spoken interaction</i></p>
<p><i>Fairtrade - Starbucks</i></p>	<p><a href="http://www.oxfam.org/en/development/ethiopia-starbucks-campaign-anatomy-win">http://www.oxfam.org/en/development/ethiopia-starbucks-campaign-anatomy-win</a>  <a href="http://www.youtube.com/watch?v=Lfvp550PtU">http://www.youtube.com/watch?v=Lfvp550PtU</a> (Thank you video)</p>	<p>Panel discussion:  It's only fair to buy fair coffee.</p>	<p><i>Spoken interaction:</i>  <i>agreeing, disagreeing</i>  <i>acting a role</i></p>

<i>Pro-con globalisation</i>	Project 2: conducting a talk show on globalization, OR: Conducting a Security Council Debate on a global crisis (Green Line Opestufe, Klett 2009)	Talk Show	<i>Spoken interaction: agreeing, disagreeing, participating in a discussion, structuring arguments; acting a role</i>
<i>International Organizations</i>	An Interview with Ban Ki-Moon, Summit G8, Schöningh 2010, S.176-179	Report: One Student reads a passage, summarizes and reports to his/her partner. Take turns.	<i>Spoken production</i>
<i>Klausur</i>	<a href="http://www.independent.co.uk/opinion/commentators/johann-hari/johann-hari-and-now-for-some-good-news-2044578.html">http://www.independent.co.uk/opinion/commentators/johann-hari/johann-hari-and-now-for-some-good-news-2044578.html</a> 16.08.10 <hr/>		