

LESSON /TOPIC	GLOBALISATION	6 hours
UNIT 1	WHAT IS GLOBALISATION ?	
AIMS	<ul style="list-style-type: none"> <li>- To understand what globalisation is and what its reasons and consequences are. To be aware of how people live in less economically developed countries</li> </ul>	
CONTRIBUTION TO COMPETENCES		
<ul style="list-style-type: none"> <li>- Methodological skills: students can transform information into knowledge activating thinking skills in order to organize, and deduct at different levels of complexity.</li> <li>- Communicative skills: students can interact with other people and approach other cultures.</li> <li>- Social skills: students can interpret and use the body of knowledge about facts and processes to predict consequences and take reflective action in order to preserve and improve living conditions for one's own, for the others and for the rest of the living things.</li> </ul>		
LEARNING OUTCOMES	COGNITION	
At the end of the lesson student will be able to do		
KNOW:	<ul style="list-style-type: none"> <li>- Classifying</li> <li>- Matching</li> <li>- Inferring</li> <li>- Making conclusions</li> <li>- Comparing</li> <li>- Thinking about reasons</li> <li>- Summarising</li> <li>- Predicting consequences</li> </ul>	
BE ABLE TO:	CULTURE	
<ul style="list-style-type: none"> <li>- Process and communicate information from a text</li> <li>- Classify information</li> <li>- Look for information on the internet</li> <li>- Find on a map which countries are developed and which are not</li> <li>- Give reasons in favour for or against globalisation</li> <li>- Compare standards of living in developed countries and in developing countries</li> </ul>	<p>Students be able to realise that:</p> <ul style="list-style-type: none"> <li>- In our world almost everything is accessible and it is much easier to know people from other countries and from other cultures.</li> <li>- While most of us can enjoy buying things, in other countries people of different ages are working for very low wages.</li> <li>- We can learn from other cultures trying to find out about other ways of life.</li> </ul>	
BE AWARE OF:		
<ul style="list-style-type: none"> <li>- How to help each other to understand the topic</li> <li>- How to prepare a debate</li> <li>- Give opinions in a respectful way</li> </ul>		

## COMMUNICATION

### Language of Learning

Vocabulary related to the topic:

- Specific words: Globalisation, integration, technology, trade, Stock exchange, stocks and shares, capital, transnational corporation, Gross National Product, Human Development Index, inequality, expectancy of life, adult literacy,
- Verbs: increase, flow, invest, change
- Adverbs: faster, deeper, farther, cheaper,...

Communication structures:

- Classifying: I think this *card* is related to ...  
This belongs to that group ...  
This one goes with ...
- Giving opinions and reasons for them: I think that ... because ...  
On one hand ... on the other hand ...  
As a result ... for these reason....
- Discussing: I agree with you ... I don't agree with you ... I couldn't agree with you more  
I know what you mean but I think that ...
- Comparing: In developed countries people ... but in developing countries ...  
... more ...-er than ... , .... less ... -er than, ... is similar to ...  
Present simple/past simple  
Present perfect  
Present continuous  
Expressions of time: twenty years ago ..., before that ..., in the next years ...

### Language for

- Talking about the present/ giving reasons
- Expressing their opinions about the risks of globalisation
- Comparing standards of living between countries
- Discussing globalisation

## ASSESSMENT CRITERIA

Students should be able to:

- Understand what globalisation is
- Know what the reasons for globalisation are
- Explain briefly what economic globalisation is
- Understand the consequences of globalisation
- Compare standards of living in developed countries with standards of living in developing countries
- Know what the difference is between GNPs and HDI
- Give reasons in favour or against globalisation

LESSON /TOPIC	GLOBALISATION	6 hours
UNIT 2	CITIES IN A GLOBAL WORLD	
AIMS	<ul style="list-style-type: none"> <li>- To understand what does global city mean, what different uses of land are in cities, how cities are changing, how is the life of immigrants in the big cities and how do a research about their own city.</li> </ul>	
CONTRIBUTION TO COMPETENCES		
<ul style="list-style-type: none"> <li>- Methodological skills: students can transform information into knowledge activating thinking skills in order to organize, and deduct at different levels of complexity.</li> <li>- Communicative skills: students can get and process information using ICT</li> <li>- Social skills: students can interpret and use the body of knowledge about facts and processes to predict consequences and take reflective action in order to preserve and improve living conditions for one's own, for the others and for the rest of the living things.</li> </ul>		
LEARNING OUTCOMES	COGNITION	
At the end of the lesson student will be able to do		
KNOW:	<ul style="list-style-type: none"> <li>- Matching</li> <li>- Organising information</li> <li>- Comparing</li> <li>- Analysing</li> <li>- Predicting</li> <li>- Hypothesizing</li> <li>- Evaluating</li> <li>- Summarising</li> <li>- Doing presentations</li> </ul>	
<ul style="list-style-type: none"> <li>- What global cities are</li> <li>- Urban uses of land in London and in Barcelona</li> <li>- How globalisation has affected cities</li> <li>- Why people from developing countries go to developed countries</li> <li>- How manage problems in cities</li> <li>- How is their own city</li> </ul>		
BE ABLE TO:	CULTURE	
<ul style="list-style-type: none"> <li>- Process and communicate information from a text</li> <li>- Infer information from pictures</li> <li>- Look for information on the internet</li> <li>- Hypothesize about a particular situations</li> <li>- Evaluate process and changes</li> <li>- Doing a presentation</li> </ul>	<p>Students be able to realise that:</p> <ul style="list-style-type: none"> <li>- Some cities have a huge influence in the world</li> <li>- Cities are evolving and changing sometimes threatening the environment.</li> <li>- Some people live in a very difficult situation without choice to improve their way of live</li> </ul>	
BE AWARE OF:		
<ul style="list-style-type: none"> <li>- Dividing the work in each group</li> <li>- How to organise information</li> <li>-</li> </ul>		

## COMMUNICATION

### Language of Learning

Vocabulary related to the topic:

- Specific words: polluted, headquarters of companies, suburb, density, refugees, sprawl, fringe, neighbourhood, drinking water, waste, sustainable
- Verbs: grow/ growing, deal/dealing with
- Adjectives: neglected, depressed

Communication structures:

- Making suggestions: *I think their ... would be better if there was more...  
there was less*
- Discussing: *I agree with you ... I don't agree with you ... I couldn't agree with you more  
I know what you mean but I think that ...*
- Analysing: *The advantage of these are ... the drawbacks are ...*
- Comparing: *All of them are ..., There are a lot of...,  
Is bigger than ... but smaller than ...*
- Taking decisions: *I prefer do this ... I'm interested in that ... I would like to do this ...*

Present simple/past simple

Present perfect

Present continuous

Conditional

### Language for

- Identifying different uses of land in cities
- Predicting who and how people live in poor areas
- Making suggestions about how to improve life in cities
- Analysing advantages and drawbacks of living in a fringe area
- Deciding which task will do every one

### ASSESSMENT CRITERIA

Students should be able to:

- Understand what global cities are
- Know what the different uses of urban land
- Imagine how live people in a depressed areas
- Know what a sustainable city is
- Explain how cities (deal) with urban waste
- Do a research about their own city
- Make suggestions about how improve their own city
- Give a clear and well organised presentation

LESSON /TOPIC	GLOBALISATION	at least 3 hours
UNIT 3	CASE STUDY: IRELAND	
AIMS		
<ul style="list-style-type: none"> <li>- To know where Ireland is, what and how their main cities are and to understand how has it been affected by globalisation.</li> </ul>		
<b>CONTRIBUTION TO COMPETENCES</b>		
<ul style="list-style-type: none"> <li>- Methodological skills: students can transform information into knowledge activating thinking skills in order to organize, and deduct at different levels of complexity.</li> <li>- Communicative skills: students can interpret and understand the situations they will encounter in everyday context and beyond.</li> <li>- Artistic and cultural: students can apply the techniques and resources of the different artistic languages.</li> <li>- Personal: students can create, initiate, develop and assess collective activities or projects with creativity, confidence responsibility and critical thinking</li> </ul>		
<b>LEARNING OUTCOMES</b>	<b>COGNITION</b>	
At the end of the lesson student will be able to do		
<b>KNOW:</b>	<ul style="list-style-type: none"> <li>- Looking for information</li> <li>- Processing and organising information</li> <li>- Thinking about reasons</li> <li>- Comparing</li> <li>- Discussing</li> <li>- Taking decisions</li> <li>- Making conclusions</li> <li>- Designing</li> <li>- Presenting a poster</li> </ul>	
<ul style="list-style-type: none"> <li>- Where Ireland is</li> <li>- How many people live there and how society has changed recently</li> <li>- How the Irish economy has increased in the last decades</li> <li>- How Ireland has been affected by the economic crisis.</li> <li>- What the main cities are and where they are located</li> <li>- How different from Spain their cities are</li> </ul>		
<b>BE ABLE TO:</b>	<b>CULTURE</b>	
<ul style="list-style-type: none"> <li>- Process and communicate information from a text</li> <li>- Look for information on the internet and process it</li> <li>- Find on a map where cities are located on a map</li> <li>- Give reasons about the increasing of the economy in Ireland</li> <li>- Understand why the economic crisis has deeply affected Ireland</li> <li>- Compare population and cities from Ireland with population and cities from Spain</li> </ul>	<p>Students will be able to realise that:</p> <ul style="list-style-type: none"> <li>- Ireland is a country with very specific features: it is an island, with very few inhabitants, divided into two parts</li> <li>- The country has been deeply affected by globalisation.</li> <li>- Cities in Ireland are very different from cities in Spain.</li> </ul>	
<b>BE AWARE OF:</b>		
<ul style="list-style-type: none"> <li>- How to divide the work into tasks</li> <li>- How to make some research</li> <li>- How to present a poster</li> </ul>		

## COMMUNICATION

### Language of Learning

Vocabulary related to the topic:

- Specific words: words of previous topics and other words like political division, spread cities, great famine,
- Verbs: increase, invest, change,
- Adverbs: faster, deeper, f

Communication structures:

- Giving opinions and reasons for them: I think that ... because ...  
On one hand ... on the other hand...  
As a result ... for this reason....
- Discussing: I agree with you ... I don't agree with you ... I couldn't agree with you more  
I know what you mean but I think that ...
- Comparing: In Ireland cities are more/less ... than in Spain  
... more ...-er than ... , .... less ... -er than, ... are similar to ...  
Present simple/past simple  
Present perfect and present continuous  
Expressions of time: twenty years ago..., Nowadays, before that ..., in the next years ...

### Language for

- Talking about the present/ giving reasons
- Expressing their opinions about the effects of globalisation
- Comparing population, society and cities
- Taking decisions
- Discussing
- Presenting a poster

## ASSESSMENT CRITERIA

Students should be able to:

- Know the main features of Ireland
- Explain how the Irish economy has increased in the last decades
- Understand the consequences of the economic crisis in Ireland
- Know what the main cities are and where they are located
- Compare population, and cities from Ireland with population and cities from Spain
- Design a poster
- Presenting a poster