

SESSION 1: GLOBALISATION, WHAT DOES IT MEAN?

Task 1:	Listening and speaking
Grouping	Plenary
Resources	Presentation with images about globalisation.
Management	<ul style="list-style-type: none"> - show the presentation where picture appears before text - interact with the students asking questions to them like: <ul style="list-style-type: none"> - What does globalisation mean? - How are politicians connected with globalisation? - ...
Language support	Key words and sentences are written in the presentation students take notes

Task 2	Reading and writing
Grouping	Groups of four
Resources	Each group receive 12 cards and a worksheet with four columns
Management	<ul style="list-style-type: none"> - every student receives three cards - each student reads the cards to other students in his group - students have to write what they hear in the correspondent column
Language support	“I think that this card is related to social globalisation because... “ This card could be a kind of

Task 3	Reading
Grouping	Individual
Resources	Text with gaps and with a word bank
Management	<ul style="list-style-type: none"> - students receive a text about globalisation - students fill in the gaps using words provided - students check the answers in pairs - conduct class feedback - Key answers: 1 globalisation 2 international 3 country 4 farther 5 integration 6 internet 7 music 8 same direction 9 technology 10 information
Language support	- word bank in the text

GLOBALISATION

Task 4	
grouping	Individual/pairs
Resources	All material given before
Management	<ul style="list-style-type: none"> - Students read writing frame - In pairs speak about main ideas they have learnt - Complete sentences
Language support	Writing frame with sentence starters

Key Task 2

GLOBALISATION			
POLITICAL	ECONOMICAL	SOCIAL	CULTURAL
A meeting of politicians from all over the world	A businessman from Catalonia investing in a firm of China	Two groups of friends talking in a pub, one from Japan and another one from Spain	You and your friends watching a film from the Estates
Obama and Sarkozy talking about the economic crisis	Grapes from South Africa that you can buy in your supermarket	You will probably go to different countries in the next ten years	A collection of comics from Japan you can buy in Mataró
Zapatero shaking hands with Hugo Chavez	Trainers made in Vietnam that you can buy in Barcelona	You have a friend in India and you talk to him by internet	Your sister is training as a nurse in South America before getting her degree.
	A car made in Spain but with many items made in other countries		

SESSION 2: REASONS AND RISKS OF GLOBALISATION

Task 1	Summarising
Grouping	Plenary
Resources	board
Management	<ul style="list-style-type: none"> - ask the whole class “What is globalisation?” - write on the board the four <i>aspects</i> of globalisation - ask students for examples - student who gives an example writes on board
Language support	<ul style="list-style-type: none"> - Vocabulary from the day before and sentence starter. - “Globalisation is /or means.....” - “One example of globalisation is.... or For instance...”

Task 2	Thinking and reading
Grouping	Pairs/ individual
Resources	Text in worksheet
Management	<ul style="list-style-type: none"> - ask students for reasons of globalisation. - in pairs, students discuss their opinions - write some of them opinions on board pointing out key vocabulary - students read a text about reasons and risks of globalisation - students underline reasons and risks of globalisation
Language support	<p>To speak between students:</p> <ul style="list-style-type: none"> - “In my opinion globalisation is possible because.... - “I think that one of the reasons of globalisation is

Task 3	Organising information
Grouping	Pairs
Resources	Diagram on the worksheet
Management	<ul style="list-style-type: none"> - students fill in the gaps, with short sentences, in the diagram of the worksheet - feedback on screen with teacher
Language support	<ul style="list-style-type: none"> - specific vocabulary from the text in the worksheets - sentence starters to speak between them like “I think...”

Task 4	Writing
Grouping	Groups of four
Resources	Text and diagram
Management	<ul style="list-style-type: none"> - each group discuss the risks of globalisation - they decide which risk is more important - students write a short text explaining their ideas
Language support	<ul style="list-style-type: none"> - all vocabulary given in the 2 sessions, - sentences starters like “We think that...”

SESSION 3: ECONOMIC GLOBALISATION

Task 1	Introducing a topic
Grouping	Plenary
Resources	Comic projected on the screen
Management	<ul style="list-style-type: none"> - shows a simple comic in the first slide of 2nd power point - ask the students the questions on the power point

Task 2	Research
Grouping	Plenary and groups of four
Resources	Board and worksheet 3
Management	<ul style="list-style-type: none"> - each student looks for at the label to see where his clothes are made (t-shirt, trousers, trainees, coats, ...); every one has to look at least four items. - in each group they make a list of countries where items are made - each group reads the list of countries and the number of items made in each one and teacher writes it on board - give students worksheet 3 and students do activity 1 following instructions on the worksheet - project a world map on the screen to show countries discussed - teacher checks the bar charts

Task 3	Listening and speaking
Grouping	Plenary
Resources	Power point 2 “Economic globalisation”
Management	<ul style="list-style-type: none"> - shows the presentation: firstly the picture secondly text - interact with the students asking questions like: “ Where are most of your clothes made? Why?” “ What can happen if all the economies are connected? ” ...
Language support	<ul style="list-style-type: none"> - vocabulary given in previous session - new vocabulary from the presentation like: stock exchange, shares, merge, flow, trade, crisis, ...

Task 4	Matching
Grouping	Individual
Resources	Pictures on the worksheet
Management	<ul style="list-style-type: none"> - students match the pictures with a suitable sentence - check the answers by projecting on the screen

Task 5	Playing a game/ Revising new words
Grouping	Groups of four
Resources	Sheet with a list of specific words of the topic
Management	<ul style="list-style-type: none"> - students decide which student goes to the teacher’s table to get a word orally - the student has to mime it to the group using body language - student who guesses the word goes quickly to teacher’s table and says it and the teacher says a new word - the group who finishes the list first is the winner

Key answer ws 3

Match each picture with the suitable sentence:

1-



2-



3-



4-



5-



a) Some companies called **transnational corporations** are very rich and powerful as a result of a **merge** of companies.

b) As a result of globalisation the economic crisis has affected most of the countries in the world

c) Now we can buy things from all over the world because of globalisation

d) Globalisation is the result of freedom for **international trade**, and imports and exports **have increased** in the last years very much.

e) The **capital flow** using **Stock Exchange** and is very easy to invest in foreign countries

1-d,2-e,3-c,4-a,5

SESSION 4: INEQUALITY AFTER GLOBALISATION

Task 1	Writing
Grouping	Individual / Pairs
Resources	Worksheet 4 and board
Management	<ul style="list-style-type: none"> - Asks students what they remember about economic globalisation - hand out a worksheet with a visual organiser and students have to complete it - in pairs they compare the answers - check the correct answers on the board

Task 2	Listening and speaking
Grouping	Plenary
Resources	Board
Management	<ul style="list-style-type: none"> - interact with the students asking questions like: “Why are some goods in poor countries made?” “How do people live in those countries?” - explain to the whole class the differences between rich countries and poor countries in: <ul style="list-style-type: none"> • actual purchasing power of income (what people can afford to buy). In developing countries people have less money to buy things; in developed countries most people earn enough money to buy many things. • health and diet: life expectancy is high in rich countries, and people usually eat more than they need and too much fat; in poor countries life expectancy is low and people don’t have enough to eat. • education (adult literacy): in developing countries low percentage of literate adults, and in developed countries high percentage. • jobs: in developing countries most people work in the primary sector and in developed countries most jobs are in the tertiary sector or in the secondary sector.
Language support	<ul style="list-style-type: none"> - new vocabulary written on the board: actual purchasing power of income (what people can afford to buy), life expectancy, adult literacy, standards of living, ... - to answer the questions: “Because in poor countries people work ... , In poor countries people don’t have... “

Task 3	Classifying and developing key vocabulary
Grouping	Groups of four
Resources	Worksheet 4 and board
Management	<ul style="list-style-type: none"> - hand out worksheet four and cards - students have to put the cards in the correct place - check the correct answers on the screen
Language support	- new vocabulary from the topic

SESSION 5: INEQUALITY AFTER GLOBALISATION (II) In the computer room

Task 1	Listening
Grouping	Plenary
Resources	Board and computer
Management	<ul style="list-style-type: none"> - Ask students what they remember about inequality - write on board key words: life expectancy, actual purchasing power of income, adult literacy, ... - explain how to measure inequality: gross national product per person (GNP) and Human Development Index (HDI) <ul style="list-style-type: none"> • GNP is the total amount of money earned by a country divided by the total number of people living in that country. • HDI is an index based upon actual purchasing power of income, life expectancy and adult literacy. • Sustainable development: includes improving your quality of life and living in harmony with the environment - Show students on the screen list of countries by HDI. <i>en.wikipedia.org/wiki/Human_Development_Index</i> enter and go to <u>List of countries by Human Development Index</u> - comment which are the most developed and which are the least developed.
Language support	<ul style="list-style-type: none"> - written on board: previous vocabulary and new vocabulary: GNP and HDI - ... with the highest ...is....; ... with the lowest ... is ... - The most high countries' HDI are ... and the lowest ...

Task 2	Colouring in and Writing
Grouping	Pairs/ Individual
Resources	Computers and colours
Management	<ul style="list-style-type: none"> - students see the list of HDI in <i>en.wikipedia.org/wiki/Human_Development_Index</i> - students choose twelve countries with different HDI from highest to lowest - hand out the worksheet 5 - students colour in countries chosen in different colours - students look up information about those countries (GNP per person and life expectancy) in www.nationmaster.com/ - students write the information on the worksheet classifying: the most developed, the medium developed and the less developed

Task 3	Thinking and writing
Grouping	Groups of four
Management	<ul style="list-style-type: none"> - students look up on the <i>Simple Wikipedia</i> advantages and drawbacks of globalisation - in groups students decide if they are in favour of globalisation or not - students list their reasons for debate in the next session
Language support	on the worksheet

SESSION 6: CONCLUSIONS

Task 1	Speaking
Groups	Groups of four or five
Resources	Board
Management	<ul style="list-style-type: none"> - each group of students has one leader who reads conclusions from worksheet 5 in favour of globalisation or against - after each group has read, students who want to express or add more opinions ask to speak - give them turn to speak - at the end of debating one student writes on board the main conclusions
Language support	On worksheet 5

Task 2	Summative assessment
Groups	Plenary

SESSION 1: GLOBAL CITIES

Task 1	Introducing a topic
Grouping	Plenary
Resources	Board
Management	<ul style="list-style-type: none"> - draw a simple mind map asking words related to their own city - ask questions about how big it is, what kind of things you can do and what not, where the main buildings are, ... - make conclusions about cities
Language support	<ul style="list-style-type: none"> - adjectives: big polluted, old, ... - structures like:...is bigger than ... but smaller than ... there are a lot of ...

Task 2	Listening
Grouping	Plenary
Resources	Power point presentation 3 and board
Management	<ul style="list-style-type: none"> - show images of three global cities - ask students describe the pictures without details - on board write what they have in common
Language support	<p>Written on board:</p> <ul style="list-style-type: none"> - vocabulary related to cities - structures like: All of them are.... There are a lot of

Task 3	Thinking and writing
Grouping	Pairs
Resources	Worksheet 1 and board
Management	<ul style="list-style-type: none"> - hand out worksheet 1 2nd topic - students read a list of items related to cities - students evaluate which items are important to make a global city - check answers - write conclusions on board

Task 4	Reading and writing
Grouping	Pairs/ individual
Resources	Worksheet
Management	<ul style="list-style-type: none"> - students read two short text about two cities - students guess which cities they are, and organise information in a Venn diagram - students do some research following the questions and suggestions on the worksheet - check the answers and share information with the class

SESSION 2: URBAN USES OF LAND

Task 1	Listening
Grouping	Plenary
Resources	Power point 3
Management	<ul style="list-style-type: none"> - show presentation about urban land use in London and in Barcelona, firstly picture later text - ask questions interacting with students like: “What kind of buildings can you see? ... Which is the use of land in that area?” hand out worksheet to answer first question
Language support	<ul style="list-style-type: none"> - written on board: “public buildings ... high quality houses ... - on power point presentation

Task 2	Matching and writing
Grouping	Pairs/ Individual
Resources	Worksheet 2
Management	<ul style="list-style-type: none"> - instructions given on worksheet: <ul style="list-style-type: none"> • describing buildings and spaces • matching pictures with use of land
Language support	<ul style="list-style-type: none"> - given on power point presentation

Task 3	Listening
Grouping	Plenary
Resources	Board
Management	<ul style="list-style-type: none"> - explain how cities evolved recently: <ul style="list-style-type: none"> • inequality has increased inside the cities: • around the cities are growing privileged areas in open spaces • in outer suburbs there are also low quality houses and high density • In CBD big contrast: some buildings or whole neighbourhoods are restored but, not far from there, some areas are completely neglected
Language support	Written on board

Task 4	Speaking and writing
Grouping	Groups of four
Resources	Power point 3, slides ... and worksheet
Management	<ul style="list-style-type: none"> - show two pictures of depressed areas in Barcelona and London - students do the activity following instructions on worksheet

SESSION 3: IMMIGRANTS LIVING IN BIG CITIES

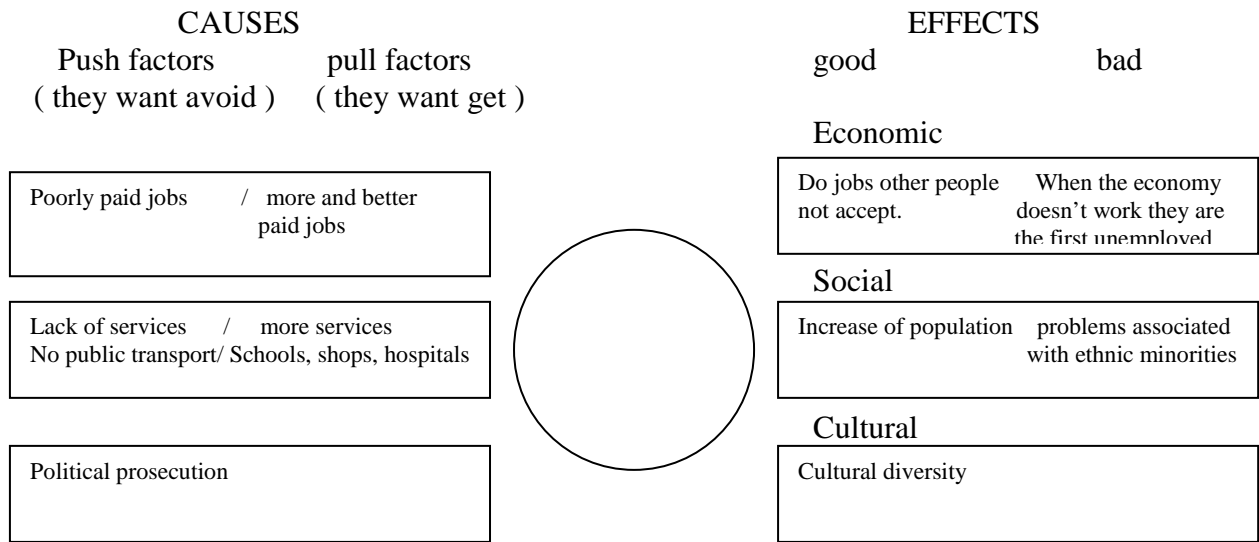
Task 1	Listening
Grouping	Plenary
Resources	Board
Management	<ul style="list-style-type: none"> - ask students what they remember about people who lived in the poorest areas of the big cities - explain to students that: <ul style="list-style-type: none"> • most of those people are immigrants, give examples • explain that in last decades migration has increased very much because of globalisation • migration could be internal or international
Language support	On board

Task 2	Thinking and writing
Grouping	Groups of four
Resources	Worksheet 3 and computer
Management	<ul style="list-style-type: none"> - hand out worksheet - students discuss and write reasons to emigrate or “push factors” and “pull factors”, and possible effects (if they have studied in 2nd will be suited for them, if not, change the activity to give them more clues) - feedback with students - check projecting on screen
Language support	On worksheet

Task 3	Thinking
Grouping	Plenary
Resources	Picture projected on screen
Management	<ul style="list-style-type: none"> - show a picture of three people and ask students what they think about those people (country education, situation, ...) - write students suggestions on the board
Language support	<p>Written on board:</p> <p><i>They might be... Probably they are from... They could lived in... In their country he/they worked as... Now they are</i></p>

Task 4	Reading and writing
Grouping	Pairs/ Individual
Resources	Worksheet 4
Management	<ul style="list-style-type: none"> - students turn over the worksheet and read the story - students answer the questions about text and compare the text and suggestions from task 3
Language support	provided on worksheet

Possible key to question 1



SESSION 4: URBAN SPRAWL

Task 1	Thinking and writing
Grouping	Pairs
Resources	Board and students worksheet 3 (unit 2)
Management	<ul style="list-style-type: none"> - hand out worksheet - students answer questions - students read answers aloud - one student writes conclusions on board

Task 2	Listening
Grouping	Plenary
Resources	Power point slides about urban sprawl
Management	<ul style="list-style-type: none"> - explain a new concept showing power point presentation - compare information with students conclusions written on board
Language support	Power point and worksheet

Task 3	Writing
Grouping	Pairs
Resources	Worksheet 3 (unit 2)
Management	<ul style="list-style-type: none"> - ask students think about living in the fringe area of the city or in the city - feedback with teacher
Language support	Written on worksheet

Task 4	Listening
Grouping	Plenary
Resources	Power point presentation
Management	<ul style="list-style-type: none"> - explain students what is a sustainable city: <ul style="list-style-type: none"> •It means a city that throw to the atmosphere less possible pollution and • create the smallest possible impact in the environment • ask students if they think that urban sprawl is sustainable or not • comment students why urban sprawl is unsustainable using power point
Language support	Provide on pp p

Task 5	Writing
Grouping	Individual
Resources	Worksheet
Management	<ul style="list-style-type: none"> - students answer if urban sprawl is sustainable or not and why.
Language support	Two worksheet: one has more language support

SESSION 5. ENVIROMENTAL ISSUES

Task 1	Thinking and writing
Grouping	Pairs/ Individual
Resources	Worksheet 4 and board
Management	<ul style="list-style-type: none"> - ask the students what they think are the main environmental problems of cities. - hand out worksheet every three students the same w/s - students write the problems using just words
Language support	Students can use L1

Task 2	Reading
Grouping	Groups of three
Resources	Worksheet 4
Management	<ul style="list-style-type: none"> - on worksheet students have part of one text to read - after reading, students fill in the gaps with words on word bank - each student has to change group looking for two students who have the whole information - every student explains to the others what his/her text says on worksheet students summarise information about each of the topics
Language support	On worksheet

Task 3	Writing
Grouping	Individual
Resources	Worksheet 4
Management	<ul style="list-style-type: none"> - on worksheet, students summarise information about urban waste
Language support	On worksheet

Task 4	Research and power point presentation
Grouping	Groups of five
Resources	Internet, books, map, interviews in the City Council
Management	<ul style="list-style-type: none"> - explain topic of pp p: their own city (could be another one) - Tasks: <ul style="list-style-type: none"> • getting a map and locating uses of land: CBD, inner city, inner suburbs, and outer suburbs • taking pictures of every area (using internet or by themselves) • urban sprawl: Where is it?, What kind of buildings are there? Is it sustainable? • urban waste: how City Council deal with it • proposal: what we would like to improve in our city - Each group has to decide which proposal will do and say to the teacher next day.
Language support	Vocabulary previously given

SESSION 6: RESEARCHING AND DOING A POWER POINT PRESENTATION

In the computer room

Task 1	Research and power point presentation
Grouping	Five
Resources	Computer, internet, map, pictures, books , ...
Management	<ul style="list-style-type: none"> - ask students which proposal has every group - take notes about different proposals - monitoring each group to get information and doing pp p
Language support	vocabulary given in previous sessions and by internet

In the classroom

Task 2	Assessment
Grouping	Groups of five/ plenary
Resources	Computer
Management	<ul style="list-style-type: none"> - each group shows presentation - each student explains whole class his/her task - see key assessment in supplementary material, in each gap, can score a mark between 0 to 5

SESSION 1: INTRODUCTION

Task 1	Activating prior knowledge
Grouping	Plenary
Resources	Board
Management	<ul style="list-style-type: none"> - ask students what they know about the country - write around the word what the students say
Language support	Students can use L1

Task 2	Listening
Grouping	Plenary
Resources	Power point presentation: Ireland (in supplementary material)
Management	<ul style="list-style-type: none"> - give students general overview of the country: <ul style="list-style-type: none"> • show a map of Ireland and comment the geographic situation: It's an island, in western Europe, separated of Great Britain by the Irish sea and the Atlantic ocean • describe the main geographical features: plain in the centre but with mountains near the coast, actually, there are some of the highest cliff of Europe. The largest river is the river Shannon • inhabitants: 4,459,300 (2009) <ul style="list-style-type: none"> • point the main cities: Dublin, Cork, Limerick, Galway • explain the political division: Politically Ireland is divided into: Republic of Ireland, and Northern Ireland that belongs to The United Kingdom
Language support	Provided on Power point presentation

Task 3	Writing
Grouping	Pairs
Resources	Worksheet 1
Management	<ul style="list-style-type: none"> - hand out worksheet 1 - after listening the explanation students answer a short multiple choice questionnaire - check answering students
Language support	Given before and provided on worksheet

Task 4	Colour in a map and writing
Grouping	Individual
Resources	Worksheet 1
Management	<ul style="list-style-type: none"> - students colour in a map and write cities and geographical features following instructions given on worksheet

Task 5	Singing
Grouping	Plenary
Resources	Computer and screen
Management	<ul style="list-style-type: none"> - hand out a sheet with a song but with missing words - listen the song - students listen the song and write the words missing

SESSION 2 AND 3

Task 1	Researching, making posters and giving presentations
Grouping	Groups of five (6 groups)
Resources	Computers
Management	<ul style="list-style-type: none"> - Each group does one poster about one aspect of Ireland related to what students have studied in units 1 and 2 - Before doing posters students do some research related to their specific content <p>The topics of posters are:</p> <ol style="list-style-type: none"> 1- Political information including a historic perspective 2- Economy of Ireland: the impact of globalisation on the Irish economy in 1987. 3- Economy of Ireland after the economic crisis 4- Population: evolution of population in the last two centuries and immigration today 5- Dublin and Galway: comparing two cities 6- Limerick, Cork and Waterford. <p>Some websites where students can get information are:</p> <p>http://www.ucc.ie/ucc/depts/geography/stafhome/denis/f9.htm</p> <p>http://en.wikipedia.org/wiki/Ireland</p> <ul style="list-style-type: none"> - students have to divide the tasks among themselves and look for information on the internet - students design a poster including images or maps and the main topic information - students show the finished posters and give a short explanation about them
Language support	<ul style="list-style-type: none"> - Vocabulary given in previous lesson - To understand the information on the internet they can use the dictionary - To show their posters: <p><i>"We are going to show our poster"</i></p> <p><i>"Our poster is about ... "</i></p> <p><i>"Our poster focuses on ... "</i></p> <p><i>"As you can see, there are some pictures of ... "</i></p> <p><i>"Here there are some pictures of ... "</i></p> <p><i>"As you can see on the map ... "</i></p> <p><i>"The main difference between cities in Ireland and in Spain is "</i></p> <p><i>"The point is ... "</i></p> <p><i>"This ... gives us some information about... "</i></p> <p><i>"To conclude ... "</i></p> <p><i>"To summarise ... "</i></p>

Political information including a historic perspective		
Economy of Ireland: the impact of globalisation on the Irish economy in 1987.		
Economy of Ireland after the economic crisis		
Population: evolution of population in the last two centuries and immigration today		
Dublin and Galway: comparing two cities		
Limerick, Cork and Waterford.		

Based on the information from the presentations, I think Ireland and Spain are similar because.....

Based on the information from the presentations, I think Ireland and Spain are different because.....

I think one of Ireland's biggest problems is.....

To help this problem, Ireland needs.....