

THE DEVELOPMENT OF GLOBALISATION: A DIDACTIC EXPLOITATION OF AN
ENGLISH TEXT FOR THE BILINGUAL CLASS OF *BACHILLERATO DE CIENCIAS
SOCIALES*

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RESUMEN

Ejemplo de explotación didáctica de un texto original en inglés siguiendo las características propias y la metodología de los proyectos de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE). Se trata de un texto sobre la globalización a partir del cual se realizan distintas actividades y tareas para su aprovechamiento en clase, adquisición de vocabulario y el desarrollo de distintas destrezas y competencias.

PALABRAS CLAVE

Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), bilingüismo, TIC, competencias educativas, Inglés, Ciencias Sociales, globalización

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AIMS

At the end of this unit, you will be able to write an article and give a brief talk about the development of globalisation. In order to be able to do that, first you will need to read and understand a text entitled *The Development of Globalisation* and learn some new vocabulary about the subject.

INTRODUCTION

1. Before reading the text, find the meaning of these words with the help of your dictionary

GLOBALISATION

INTERNATIONALISATION

In your opinion, what is the main difference between them?



Wall Street, New York

THE DEVELOPMENT OF GLOBALIZATION PART 1

Globalisation is a recent phenomenon (post-1960) which is very different from anything the world had previously experienced. It developed out of **internationalisation**.

A key period in the process of internationalisation occurred between 1870 and 1914 when:

- transport and communications networks expanded rapidly
- world trade grew significantly with a considerable increase in the level of interdependence between rich and poor nations
- there were very large flows of capital from European companies to other parts of the world.

International trade tripled between 1870 and 1913. At this time the world trading system was dominated and organised by four nations: Britain, France, Germany and the USA. However, the global shocks of the First World War and the Great Depression put a stop to this period of phenomenal economic growth. It was not until the 1950s that international interdependence was back on track.

From *Geography for the IB Diploma: Global Interactions* by Peter Guinness.

2. Read the text and answer the questions.

- When did internationalism develop?
- What countries controlled the world trade then?
- What finished internationalism?

3. Write True (T) or False (F) for these statements. Justify your answer with reference to the text.

- Transport was not very developed at the beginning of the 20th century
- Money circulated between Europe and other parts of the world.
- There was three times more trade between the years 1870 and the beginning of the 1st World War than there had been before.
- Global interdependence returned after the Great Depression.

THE DEVELOPMENT OF GLOBALIZATION PART 2

4. Write the following sentences in the correct order.

Peter Dicken makes the distinction between the 'shallow integration' of the pre-1914 period and the 'deep integration' of the present period.

Today's globalisation is very different from the global relationships of 50 or a 100 years ago.

The global economy is more extensive and complicated than it has ever been.

The NIDL divides production into different skills and tasks that are spread across regions and countries rather than within a single company.

Until the post-1950 period the production process itself was mainly organised within national economies.

This has changed rapidly in the last 50 years or so with the emergence of a **new international division of labour (NIDL)** reflecting a change in the geographical pattern of specialisation with the fragmentation of many production processes across national boundaries.

From *Geography for the IB Diploma: Global Interactions* by Peter Guinness.



Shanghai

THE DEVELOPMENT OF GLOBALIZATION PART 3

5. Listen to the text and fill in the gaps with the missing words.

Other factors responsible for economic globalisation are:

- the increasing complexity of 1. _____ trade flows as this process has developed
- major advances in trade liberalisation under the World Trade Organisation – economic and legal barriers to world trade (tariffs, quotas and regulations) are much lower today than in the 2. _____
- the emergence of fundamentalist free-market governments in the USA (Ronald Reagan) and the UK (Margaret Thatcher) around 1980 – the economic policies developed by these governments influenced policy-making in many other 3. _____
- the emergence of an increasing number of newly industrialised countries
- the integration of the old Soviet Union and its Eastern European communist satellites into the 4. _____ system – now, no significant group of countries stands outside the free market global system
- the opening up of other economies, particularly those of China and India
- the deregulation of world financial markets, allowing a much greater level of international competition in financial services
- the ‘transport and 5. _____ revolution’ that has made possible the management of today’s complicated networks of production and trade.

From *Geography for the IB Diploma: Global Interactions* by Peter Guinness.

6. Find words and expressions in the text which have the same meaning as:

- a. obstacles
- b. rise
- c. growing
- d. assimilation
- e. important

VOCABULARY

7. Complete the table with the help of a dictionary.

English	Phonetic Transcription	Spanish Translation
boundary		
capital		
economic		
economy		
financial		
flow		
free market		
globalization (Am. E.) / globalisation		
industrialized (AM. E.) / industrialised		
internationalism		
labor (Am. E.) / labour		
liberalization (AM.E.) / liberalisation		
network		
phenomenon (pl. phenomena)		
policy		
process		
production		
quota		
tariff		
trade		

8. Go to the link: <http://roble.pntic.mec.es/lbag0012/tdog.htm> then do the exercises.

9. Copy this grid into your notebook and complete it with some of the Spanish words from Exercise 7, one in each square. Your teacher will read the English words, if you have the corresponding translation, cross it out.

FINAL TASK

10. Choose one of the factors responsible for economic globalisation from PART 3, then find some information about it and prepare a brief speech.

SELF-ASSESSMENT

11. Mark the following table according to the scale.

1	2	3	4	5
<i>With great difficulty</i>	<i>With some difficulty</i>	<i>Well</i>	<i>Very well</i>	<i>Perfectly</i>

DESCRIPTION	SKILLS	KEY COMPETENCES	
I can understand a text about the development of globalisation	Reading Listening	Competence in linguistic communication Competence in social skills and citizenship	
I can understand and use the vocabulary from the unit	Reading Writing Listening Oral production	Competence in linguistic communication Competence in social skills and citizenship Learning to learn	
I can write an article about globalisation	Writing	Competence in linguistic communication Competence in social skills and citizenship	
I can give a brief speech about globalisation	Oral production	Competence in linguistic communication Competence in social skills and citizenship Autonomy and personal initiative	



TEACHER'S NOTES AND ANSWERS

Introduction

EXERCISE 1

WRITING

AIMS	Students are introduced to the unit. Students understand the terms <i>globalization</i> and <i>internationalism</i> .
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KEY COMPETENCES	Competence in linguistic communication. Competence in social skills and citizenship. Learning to learn.
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PROCEDURE	Ask your students to answer the questions.
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POSSIBLE ANSWERS	<p>GLOBALISATION:</p> <ol style="list-style-type: none">1. The process by which businesses or other organizations start operating on a global scale. <http://www.wordreference.com/definition/GLOBALISATION>2. The act of <u>globalizing</u>, or extending to other or all parts of the world. <http://dictionary.reference.com/browse/GLOBALISATION>3. Worldwide integration and development. <http://dictionary.reference.com/browse/GLOBALISATION> <p>INTERNATIONALISM :</p> <ol style="list-style-type: none">1. The advocacy of cooperation and understanding between nations. <http://www.wordreference.com/definition/INTERNATIONALISM>2. The principle of cooperation among nations, for the promotion of their common good, sometimes as contrasted with nationalism, or devotion to the interests of a particular nation. <http://dictionary.reference.com/browse/internationalism>
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The Development of Globalization Part 1

EXERCISE 2

READING

AIMS	Students read for gist and search for detail.
KEY COMPETENCES	Competence in linguistic communication. Competence in social skills and citizenship.
PROCEDURE	Ask the students to read the text and answer the questions. Review the students' answers.
ANSWERS	a. It developed between 1870 and 1914. b. Britain, France, Germany and the USA. c. The global shocks of the First World War and the Great Depression.

EXERCISE 3

READING

AIMS	Students read for specific information.
KEY COMPETENCES	Competence in linguistic communication. Competence in social skills and citizenship.
PROCEDURE	Ask Students to write whether the sentences are true or false and ask them to justify their answers. Check the answers and ask the students to take turns in reading the text aloud. Answer any questions.
ANSWERS	a. False. <i>transport and communications networks expanded rapidly</i> b. True. <i>there were very large flows of capital from European companies to other parts of the world.</i> c. True. <i>International trade tripled between 1870 and 1913.</i> d. False. <i>It was not until the 1950s that international interdependence was back on track.</i>

The Development of Globalization Part 2

EXERCISE 4 READING

AIMS

Students understand the main ideas of the paragraphs.

KEY COMPETENCES

Competence in linguistic communication.
Competence in social skills and citizenship.

PROCEDURE

Ask students to put the sentences in order.
Correct the answers and solve any problems.
Ask for a volunteer to EXPLAIN what THEY read in a very few words.

ANSWERS

Today's globalisation is very different from the global relationships of 50 or a 100 years ago. Peter Dicken makes the distinction between the 'shallow integration' of the pre-1914 period and the 'deep integration' of the present period. The global economy is more extensive and complicated than it has ever been.

Until the post-1950 period the production process itself was mainly organised within national economies. This has changed rapidly in the last 50 years or so with the emergence of a **new international division of labour (NIDL)** reflecting a change in the geographical pattern of specialisation with the fragmentation of many production processes across national boundaries. The NIDL divides production into different skills and tasks that are spread across regions and countries rather than within a single company.

The Development of Globalization
Part 3

EXERCISE 5 LISTENING

AIMS	Students listen for specific information.
KEY COMPETENCES	Competence in linguistic communication. Competence in social skills and citizenship.
PROCEDURE	Read the text. Students listen. Read the text once more. Students write down the words that they hear.
ANSWERS	1. international 2. past 3. countries 4. capitalist 5. communications

EXERCISE 6 READING

AIMS	Students understand words in context.
KEY COMPETENCES	Competence in linguistic communication. Competence in social skills and citizenship.
PROCEDURE	Ask the students to find the words individually. Correct with the students and answer any questions about the text. Go through the text with your students. And ask them about its main ideas.
ANSWERS	a. barriers b. emergence c. increasing d. integration e. significant

Vocabulary

EXERCISE 7

READING

AIMS

Students revise vocabulary and check pronunciation.
Students practise translating basic vocabulary.
Students become familiar with other resources to collect information.

KEY COMPETENCES

Competence in linguistic communication.
Competence in social skills and citizenship.
Learning to learn.

PROCEDURE

Ask the students to complete the table with the help of a dictionary.
Then read the table with the class.

ANSWERS

English	Phonetic Transcription (American English British English)	Spanish Translation
boundary	/ 'baʊndri/ , /- dəri/	frontera
capital	/ 'kæpətɪ/ / 'kæpɪtɪ/	capital
economic	/ 'ekə'nə:mɪk/ , / 'i:k- / / ,i:kə'nɒmɪk/ , / ,ek- /	relativo a la economía, económico
economy	ɪ'kɑ:nəmi/ , /i:- / /ɪ'kɒnəmi/	economía
financial	/fə'næntʃəl / faɪ'nænfəl/	financiero
flow	/fləʊ/	flujo, circulación
free market	/fri:/ /'mɑ:kət / /'mɑ:kɪt /	mercado libre
globalization (Am. E.) / globalisation	/ ,gləʊbələ'zeɪʃən/ / ,gləʊbəlɑɪ'zeɪʃən/	globalización

The Development of Globalisation: a Didactic Exploitation of an English Text for the Bilingual Class of *Bachillerato de Ciencias Sociales*

industrialized (AM. E.) / industrialised	/ ɪnˈdʌstriəlaɪzd /	industrializado
internationalism	/ ,ɪntərˈnæʃnəlɪzəm / / ,ɪntəˈnæʃnəlɪzəm /	internacionalismo
labor (Am. E.) / labour	/ ˈleɪbər / / ˈleɪbə(r) /	trabajo
liberalization (AM.E.) / liberalisation	/ ,lɪbərələˈzeɪʃən / / ,lɪbərələɪˈzeɪʃən /	liberalización
network	/ ˈnetwɜːrk / / ˈnetwɜːk /	red
phenomenon (pl. phenomena)	/ fɪˈnɑːmənɑːn / (/ fɪˈnɑːmənə /)	fenómeno
policy	/ ˈpɑːləsi / / ˈpɒləsi /	política
process	/ ˈprɑːses / , / ˈprəʊ- / / ˈprəʊses /	proceso
production	/ prəˈdʌkʃən /	producción, fabricación
quota	/ ˈkwɒtə /	cuota, cupo
tariff	/ ˈtærəf / / ˈtærɪf /	tarifa, arancel
trade	/ treɪd /	comercio

EXERCISE 8A READING

AIMS Students revise vocabulary.

KEY COMPETENCES Competence in linguistic communication.
Competence in social skills and citizenship.
Competence in processing information and use of ICT.

PROCEDURE Tell students to find some words from this unit.

ANSWERS

B	O	U	N	D	A	R	Y		N								
									O							E	
									I							C	
		P	O	L	I	C	Y		T							O	
									A							N	
		L	A	B	O	U	R		S		F					O	
									I		L						M
									L		O						Y
									A		W						
									B								
		P	R	O	D	U	C	T	I	O	N						
										L							
										G							
			L	A	I	C	N	A	N	I	F						
I	N	T	E	R	N	A	T	I	O	N	A	L	I	S	M		

EXERCISE 8B WRITING

AIMS	Students revise vocabulary.	
KEY COMPETENCES	Competence in linguistic communication. Competence in social skills and citizenship. Competence in processing information and use of ICT.	
PROCEDURE	Tell students to write the equivalent word in English.	
ANSWERS	red	network
	proceso	process
	cuota, cupo	quota
	mercado libre	free market
	comercio	trade
	tarifa, arancel	tariff
	frontera	boundary
	fenómeno	phenomenon
	industrializado	industrialised /industrialized

EXERCISE 9

LISTENING

AIMS	Students revise basic vocabulary. Students learn to play bingo.
KEY COMPETENCES	Competence in linguistic communication. Competence in social skills and citizenship.
PROCEDURE	Ask your students to copy the grid into their notebooks and to complete it with some Spanish words from Exercise 7, one in each square. Tell them that you are going to read the English words and that if they have the corresponding Spanish word, they can cross it out. The first student to have a whole line (horizontal, vertical or diagonal) shouts aloud: LINE! The first one to complete the grid shouts: FULL HOUSE! and wins.

Final Task

EXERCISE 10

READING, LISTENING, WRITING, SPOKEN PRODUCTION

AIMS

Students revise and learn about different factors responsible for economic globalisation.
Students give a short talk.
Students write a composition.

KEY COMPETENCES

Competence in linguistic communication.
Competence in social skills and citizenship.
Learning to learn.
Competence in processing information and use of ICT.
Autonomy and personal initiative.

PROCEDURE

Put your students into pairs.
Ask them to choose one of the topics.
Let them find some information about one of the topics and write some notes.
In turns, each group gives a brief talk to the class.

Finally, each student writes an essay on the topic he has chosen with the help of his notes.
They can publish it as an entry in a school blog about globalisation (you can arrange for them to have a special school blog where they can leave messages).

Self-Assessment

EXERCISE 11

READING

AIMS

Students learn to assess their learning experiences.

KEY COMPETENCES

Competence in linguistic communication.
Competence in social skills and citizenship.
Learning to learn.

PROCEDURE

Students complete the table.

NOTES

P 5 “shallow integration”, “deep integration”, Dicken, P. (1998). *Global Shift. Transforming the World Economy (3 ed.)*. London: Paul Chapman Publishing p 5.

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