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## Auszug aus: *Improve your writing*

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### Improve your writing – Focus on globalisation and international relations

by Barbara Peiklan



Die Unterrichtsreihe unterstützt Lehrkräfte dabei, die Schreibkompetenz ihrer Schülerinnen und Schüler im fortgeschrittenen Englischunterricht zu optimieren. Schrittweise werden die Lernenden angeleitet, die spezifischen Merkmale der Funktionen „Speech“ und „Comment“ im Kontext „Globalisation and international relations“ anzuwenden. Ein abschließendes Test ermöglicht es den Lehrkräften, den Lernfortschritt der Lerngruppe zu ermitteln.

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by Barbara Pelikan

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## Competences and skills:

The central purpose of this unit is to help students develop their **writing skills**. To this end, students work with authentic written and audio texts, extract relevant content and analyse it (**reading comprehension** and **listening competences**). These skills are the basis for optimising their writing competence. They also practise **linguistic and formal conventions** applicable to particular text types. Students train to report about events on various topics centring on globalisation, explain points of view in a differentiated manner and comment on the opinions of others. In addition to address specific target groups, learners practise **clear and precise argumentation** as well as coherence of content and language. They expand their expertise in the area of globalisation and international relations, which also benefits them across the curriculum.

## Overview:

List of abbreviations:

**A** Analysis

**CT** Creative task

**G** Group work

**LVC** Listening/viewing comprehension

**P** Working with a picture/ cartoon

**R** Research

**S** Summary

**VI** Working with a video

**C** Comment

**D** Discussion/debate

**L** Language

**M** Mind map/visualising

**PR** Presentation

**RC** Reading comprehension

**T** Working with the text

**W** Writing

Topic	Material	Methods/Skills
1: Globalisation – let's get started	M1–M4	D, W, VI A, R, CT, PR
2: Analysing and writing speeches	M5–M10	RC, D, VI, W
3: Writing comments	M11–M14	RC, R, C, VI
4: Exam		RC, A, C

# Improve your writing – Focus on globalisation and international relations

## Facts

As soon as people started trading with other countries and continents, they set a process into motion that we now generally refer to as globalisation. However, globalisation is much more than just trade and shopping. Indulging in foreign foods such as Sushi, listening to Korean pop music, putting up “Billy” in order to make homes “hygge” – all those developments are signs that the world is more interconnected than ever. Sharing news and ideas have become so much easier, and people have endless possibilities to communicate with likeminded people around the world and to participate in international movements as the *Fridays for Future* campaign or the *Black Lives Matter* movement. One can support a cause that was probably not even heard about 50 years ago. International relations deal with the way globalisation is handled. Politicians all over the world either believe in worldwide alliances and cooperation – at least in some respect – or they fight against globalisation and international trade and try to implement rules to protect their economy, their people, or their culture. Brexit for example and multinational agreements such as the General Agreement on Tariffs and Trade (GATT) are as much on the news as the global strategy or lack of in fighting COVID-19. All those often very complex and seemingly far away developments and the way people deal with them influence the way we live.

Of course, it is normal for students to “get together” online and exchange ideas with peers abroad, and most people travel to foreign countries, but they all might not be aware of the enormous impact that globalisation has on their everyday lives. Furthermore, as the world is growing closer, English has risen as a kind of *lingua franca* and is the most widely spoken global language when it comes to business. Therefore, students need a good command in spoken and written English, no matter in what field they will be working later.

## Notes on the material

In **Topic 1**, students start with collecting background knowledge. Depending on their interests, some may be aware of the problems and advantages globalisation creates; others may not know very much about the topic. Students will deal with the concept itself and also with the effects on their daily life and whether it is relevant for their future. They will work on quotations (**M1**), cartoons (**M2** – *Is globalisation a threat?*) and internet video clips (M1) for a deeper understanding. Learners will also do some research in **M3** (*Is fighting globalisation the right way?*) and **M4** (*Recent developments*). Once they have acquired sufficient background knowledge, they can create a cartoon or participate in a debate. Here, they can either draw their own cartoon or use one of the many free online cartoon creators. For the debate on the question whether we need to change our shopping habits, they can make up their own roles or use the role cards. As a result, with this first topic, they should develop an understanding of the concept of globalisation and subsequently work on strategies to write texts about this complex theme.

In **Topic 2**, the focus is on speeches. In **M5**, students will discover very common stylistic devices and learn what to look for when analysing a speech in **M6**. **M7** puts the spotlight on political speeches for which **M8** provides examples, so that students acquire a sound understanding about the structure of good speeches. **M9** then deals with analysing a speech by Emanuel Macron in Davos and addresses *Globalisation in a crisis* and how to overcome it. **M10** will have students write their own speech.

**Topic 3** focuses on the text type *comment*, as students are frequently asked to state their opinion on controversial issues. Here, they will find out how to write coherent and concise paragraphs that always start with well-planned topic sentences. Hence, the info sheet in **M11** helps students to work with these features. They will also learn to write effective transitions and provide an outline of a typical comment. **M12** promises to make a difference in students' comment writing and allows them to earn extra credits for good language, as many tend to use everyday language and sometimes forget that a comment requires specific vocabulary. They also write a short text to practise structuring their thoughts and to enable them putting sentences in the correct order. **M13** continues by

showing how to organise ideas and transfer them into well written, coherent, and concise paragraphs. In **M14**, students will watch two video clips about working conditions in Bangladesh and then write an introductory paragraph. The worksheet also offers the opportunity to create their own masterpiece and write a full comment with about 400 to 600 words. **Topic 4** offers an exam that can be written in grades 11, 12 or 13, depending on the level and topics dealt with in class. The test takes about 70 minutes.

At the end, students will have completed a variety of tasks e. g., internet research, organising thoughts, using a topic web, analysing speeches, quotations, cartoons. They will have watched several video clips and be more adept when giving their opinion in a comment or a speech. They will have learned why it is important to follow certain rules for paragraph writing and a comment. Furthermore, they will have had many opportunities to learn more about international cooperation, be prepared to make decisions and develop their own point of view. For most tasks, students can work with a partner or in groups and provide each other with feedback. Especially for the speeches, it makes sense to hold them in class and present them as real speeches. If there is not sufficient time for each student to give their speeches, students could read them aloud in groups.

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