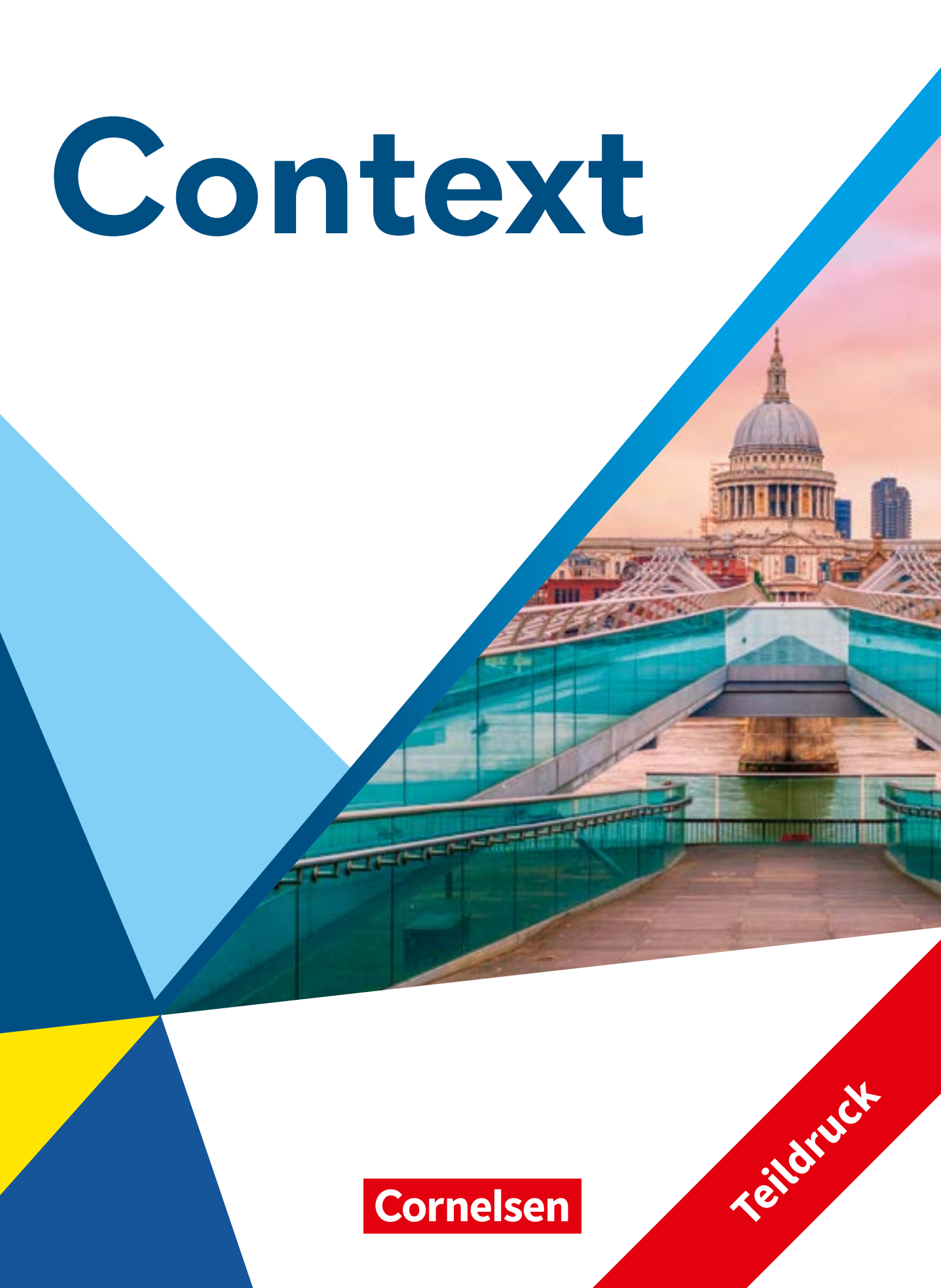


Context



Cornelsen

Teildruck

Digital und analog wird hybrid

Lehren und Lernen gehen neue Wege

Im Sommer 2022 erscheint die umfassende *Context*-Neuentwicklung. Mit einem komplett überarbeiteten und erweiterten didaktischen Konzept zeigen wir neue Lernwege auf. Denn die nächste Generation *Context* ist digitaler, individueller und steckt voller Möglichkeiten – genau wie der Alltag der Lehrenden und Lernenden.

Jetzt entdecken: das Probekapitel „Globalization“

Auf den nächsten Seiten machen wir das neue *Context* für Sie erlebbar. Lernen Sie das Lehrwerk jetzt schon kennen und werfen Sie einen Blick in das Probekapitel „Globalization“. Machen Sie sich mit allen didaktischen Neuerungen vertraut und entdecken Sie die ergänzenden digitalen Features, indem Sie unsere Demoversion ausprobieren.



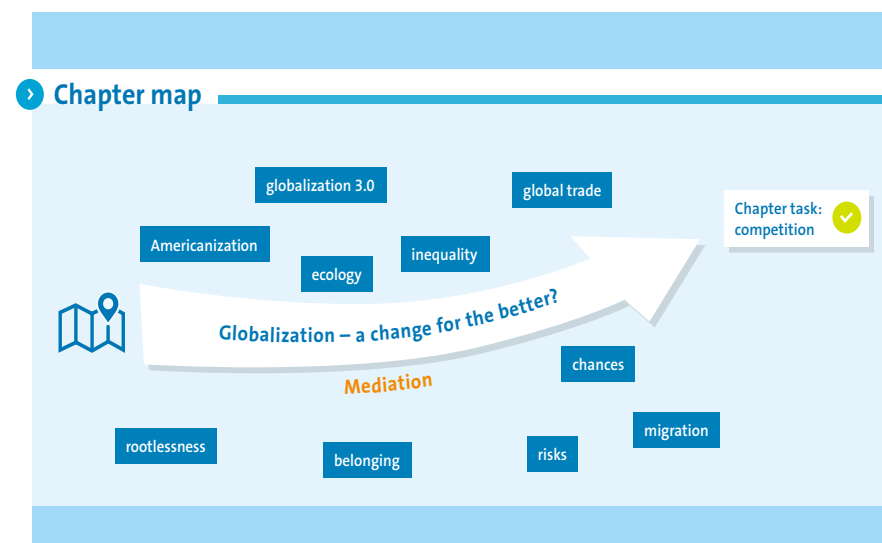
Für den
Englischunter-
richt in der
gymnasialen
Oberstufe

Das Konzept

Auf dem Weg zum erfolgreichen Englischabitur ist das neue *Context* für Ihre Schülerinnen und Schüler ein zuverlässiger Begleiter. Regelmäßige Material-Updates sichern Ihnen die Aktualität Ihres Unterrichts. Ein breites Themenspektrum innerhalb der Kapitel ermöglicht individuelle Schwerpunktsetzungen und eine flexible Unterrichtsgestaltung. Dabei verbinden wir analog Bewährtes mit digitalen Lernmöglichkeiten wie in der Cornelsen Lernen App.

Die Highlights

- **Vertiefte Spracharbeit** durch „Words in Context“, Language Labs und Language awareness-Aufgaben – so lernen die Schülerinnen und Schüler, ihren Wortschatz zielgerichtet auszubauen und souverän anzuwenden
- **Language Lab** in jedem Kapitel des gedruckten Schülerbuchs – zur Systematisierung sprachlicher Phänomene, damit Lernende sie für ihre Texte und Analysen nutzen können und ihre Sprachbewusstheit erweitern
- **Skills Lab** als Anleitung für das selbstständige Erarbeiten von Aufgaben auf Abiturniveau – ein ideales Training der funktional-kommunikativen Kompetenzen
- **Chapter map** im Lead-in mit der „guiding question“: ein roter Faden für das Kapitel – mit **Chapter task** für den runden Abschluss
- **Effiziente Unterrichtsvorbereitung und motivierende Inhalte** dank einer Textvielfalt, die wir immer up to date halten – beispielsweise durch den monatlichen **Aktualitätenservice**. Mehr Infos unter: cornelsen.de/empfehlungen/context/aktualitaetenservice
- **Audios und Videos** im E-Book und in der Cornelsen Lernen App zum eigenständigen, individuellen Lernen – eine optimale Vorbereitung auf das Abitur



Aneignen, üben, vertiefen

Das Hybridkonzept von Context

Das neue *Context* ist genau so digital, wie Sie es sich wünschen. Online finden Lernende ergänzende multimediale Inhalte und vertiefende Übungen. Das unterstützt das selbstgesteuerte Lernen im eigenen Tempo, fördert die Motivation und schafft Entlastung für Sie als Lehrkraft.

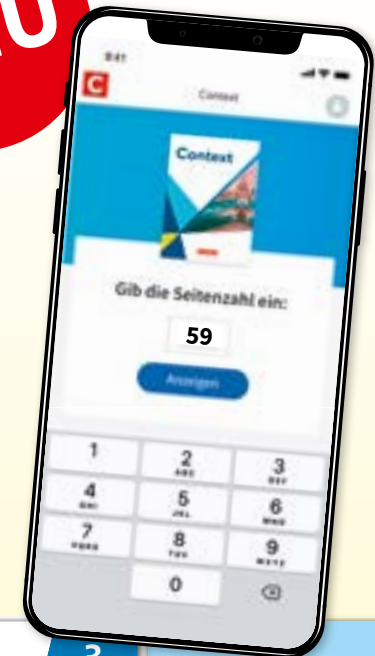
Über das E-Book zu *Context* oder direkt über die neue Cornelsen Lernen App für das Smartphone gelangen Ihre Schülerinnen und Schüler ohne Umwege zu den digitalen Angeboten:

- **Audios und Videos:** authentische Hörtexte und Videoclips für autonome Lernphasen zu Hause oder in der Schule
- **More language:** Erläuterungen zu Grammatik und sprachlichen Besonderheiten, z. B. als Erklärfilme, sowie Wortschatzlisten zum Festigen und Vertiefen des Gelernten
- **Getting started:** illustrative Anschubimpulse für Lernende
- **Check:** Lösungs-Checklisten für geschlossene und offene Aufgaben zur komfortablen Selbstkontrolle
- **More info:** interessante weiterführende Materialien, die neugierig machen, z. B. biografische und inhaltliche Details, aber auch spannende Trivia

Jetzt die digitalen Bestandteile ausprobieren! Demoversion sowie weitere Informationen unter crnl.sn/context-hybrid



NEU



Absprungmarken im Schülerbuch weisen aus, dass hier ergänzende digitale Inhalte zu finden sind.

So nutzen Sie die Demoversion

Damit Sie die neuen digitalen Inhalte jetzt schon ausprobieren können, haben wir eine Demoversion für Sie vorbereitet. Nutzen Sie dazu die Klappe am Ende dieses Buches als Hilfestellung. Dort sehen Sie die Buchseiten, zu denen wir Ihnen ergänzende digitale Materialien vorstellen. Einfach auf die entsprechende Seite blättern, der Anleitung auf der Klappe folgen – und los geht's!

Words in Context 3

1 Words words words

a Choose from every paragraph of the text one highlighted phrase that was completely new to you or represents an important aspect of globalization.

b Rewrite or explain your chosen phrases in English.

c Take turns sharing your explanations with your partner and let them guess which highlighted phrase you chose. Add at least one of your partner's explanations to your list.

2 Connecting words

a Find a synonym in the text for each of the following verbs:

1 demand sth.	3 produce sth.
2 link sth.	4 deal with sth.

b Find an antonym for each of the following nouns from the text:

1 'change' (l. 28)	3 'emergence' (l. 34)
2 'success' (l. 33)	4 'rise' (l. 8)

c One way to expand your vocabulary is to organize words into word families, i.e. words that are derived from a common root, e.g. *contribute* – *contributor* – *contribution*. Collect family members of the following words from the text: *migrate* – *emergence* – *advance* – *connected* – *produce*.

3 Chunk it!

a Replace the gaps in the following "chunks" by verbs. You can check the text for help if you are not sure.

1 ___ an impulse.	4 ___ a new level
2 ___ track of sth.	5 ___ an issue
3 ___ a role in sth.	6 ___ a response

b Compare solutions with your partner.

c Create a quiz for your partner with four more examples from the text. This time, delete the prepositions from your chunks (e.g. 'the loss ___ jobs'). Then do the quiz your partner has prepared.

d Add relevant words to your global glossary.

4 Making a chart or infographic

a Create a "chart" or "infographic" about globalization using words from your global glossary and the highlighted phrases from the text.

b Present your product to your class.

Globalization – a change for the better? 59

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Folgen Sie den hier genannten Seitenzahlen und finden Sie online bereits jetzt vertiefende digitale Erweiterungen zu den jeweiligen Schulbuchseiten:

- Check** Seite 59
- Videos** Seite 62
- More language** Seite 67
- More info** Seite 71, Seite 77
- Audios** Seite 77
- Getting started** Seite 86

Die kompletten Inhalte nutzen Sie und Ihre Klassen zukünftig in der **Cornelsen Lernen App**.

Die Kapitel des Schülerbuchs

Alle Themen im Überblick

Was ist drin im neuen Lehrwerk? Mit *Context* führen Sie Ihre Schülerinnen und Schüler erfolgreich zum Abitur: mit dem passenden Angebot für beide Anforderungsniveaus der Oberstufe. Alle Abiformate Ihres Bundeslandes werden abgedeckt.

Chapter 1: Individual and society

- The individual between conformity and individualism
 - Personal relations in their social context
 - Identity, roles and role conflicts, gender issues
 - Ethnic, cultural, linguistic diversity
 - Aims, ambitions, obstacles
 - Public and private morality
- The individual and the state: living in a democracy
- The arts

Chapter 2: Science and technology

- Challenges of our time: chances and challenges
- Scientific and technological progress and its impact on society
- Genetics
- Health
- Ethics in science

Chapter 3: Globalization

- Historical perspectives: interconnecting countries
- Chances and challenges
- Political issues: human rights, international relations, conflict and cooperation, peacekeeping migration
- Economic issues: the north and the south
- Social issues: getting a fair deal
- Ecological issues

Chapter 4: The UK

- Politics, culture and society between tradition and change
- The UK in the European context, Brexit
- Aspects of political life and institutions, the monarchy
- Questions of identity: the character of a nation, values and norms in society
- Regional Identities: Scotland, Wales, Northern Ireland
- Multicultural Britain: ethnic and cultural diversity

Chapter 5: The USA

- From past to present
- Politics, culture and society between tradition and change
- Ideals and realities: freedom, equality and the pursuit of happiness
- The American Dream: myths and realities
- Aspects of political life and institutions
- Ethnic and cultural diversity, overcoming prejudice
- Regional identities
- Cultural identity in the arts

Chapter 6: The world of work

- The global job and labour market
- Distribution of work and opportunities
- Preparation for working life: Jobs and occupations
 - Applying for a job
 - Writing and communication skills
- Work-life balance
- Changes in the world of work: the impact of technology

Chapter 7: The media

- Media and their impact on the individual and society
- Traditional and modern media, the digital revolution
- The power of the media: making reality, faking reality
- Advertising
- Opportunities and risks
- Media awareness, media literacy
- The arts

There's more ...

Context macht Lernen und Unterrichten variabel und flexibel. Die neue Generation bietet Ihnen das Schülerbuch als Kompendium mit intensivem Skills-Training, Spracharbeit und umfangreichen Anhängen. Weitere Kapitel zur Abdeckung Ihres bundeslandspezifischen Lehrplans nutzen Sie digital oder gedruckt – wie es für Sie am besten passt. Freuen Sie sich auf diese Themen:

Other English-speaking countries

- Politics, culture and society – between tradition and change
- From past to present: the way to independence and the legacy of British rule
- The Commonwealth: history, contemporary implications
- Post-colonial experiences: questions of identity, multiculturalism
- Ireland
- Singapore
- Nigeria

Saving the planet

- Ecology and climate change
- Resources and the future of energy
- Ecological challenges and sustainable lifestyles
- Ecological policies
- Environmental awareness

Shakespeare

- Elizabethan England: an introduction to the Golden Age
- Drama extracts
- Modern adaptations
- The impact on young audiences today

The English language

- The history of the English language
- English as a lingua franca, varieties of English
- Communicating across cultures
- Language and identity
- Everyday English

Urban, suburban lifestyles

- Urban, suburban and rural life: advantages and disadvantages

Utopia and Dystopia

- Living in a wonderland
- Global challenges and visions of the future
- Ethical issues of scientific and technological progress
- Utopian and dystopian societies and political systems
- Totalitarianism
- The arts

Youth

- Youth in the course of time
- Challenges, opportunities and choices: love and friendship, generation conflict
- Different ideals in contemporary society
- Seeking meaning in life
- Life after school: bridging the gap
 - Studying and working in a globalized world
 - Exploring the world
- The arts

The USA – focus on history and politics

- Development and principles of American democracy and the Constitution
- Landmarks of American history
- The American way of life
- Migration and the American Dream
- The American Dream as a manifestation of individualism
- Values and beliefs: religion, Puritanism, patriotism
- Visions and nightmares
- Concepts of life

Erfahren Sie alles zur Neuentwicklung von *Context* unter crnl.sn/context-hybrid

Und jetzt geht's zum Probekapitel

Context • Chapter 3

A World of Change – Globalization



Chapter 3

A World of Change – Globalization



- 1 a Make a table with four columns:
 - 1 economic aspects
 - 2 political aspects
 - 3 cultural aspects
 - 4 feelings and reactions to globalization
 Then copy the words from the containers into one of the four columns.
- b Add at least five more words from your background knowledge. Discuss them with your partner.
- c Continue adding new words to your table. In the end, you will have a *global glossary, containing important terms for talking about globalization.
- 2 a Imagine a scale that ranks the effects of globalization from completely negative on the left side to completely positive on the right side. Position yourself on the scale without thinking about it too much.
- b Take a look at the chapter map on the right side. Speculate about the content of this chapter. Which of the aspects refer to positive effects of globalization, which to negative?
- c *Quick write: Answer the guiding question in a short paragraph.

Chapter map



What globalization is about

Living in a globalized world

Everyone alive today was born into a globalized world. Trade, travel and transport mean that the world is more closely connected than ever before. The speed with which people, goods and information can be transported from one continent to another has reached an unprecedented level and is continuing to rise. The effects of globalization are reflected in every aspect of our lives: the food we eat, the music we listen to, the information we receive, the clothes we wear. Globalization is a process that began two thousand years ago, with the first caravans on the Silk Road between Asia and Europe. Advances in shipbuilding and navigation beginning in the 16th century gave a new impulse to global trade.



On the ancient Silk Road



A modern industrial port

The many faces of globalization

The concept of globalization is often reduced to economic globalization, e.g. the movement of manufacturing jobs to Asia or the worldwide outreach of American fast-food chains. But there is so much more to globalization. Political globalization includes the efforts of international organizations like the United Nations or the World Trade Organization to address global issues and to work towards international standards. Environmental globalization is the subject matter of the Paris Agreement. It reflects the understanding that climate change and environmental destruction are global issues that require a global response. Cultural globalization refers on the one hand to the lively intercultural dialogue to be found, for example, in some sectors of the music industry, but also to the international dominance of the English language and US media corporations.

The motors of globalization

A number of factors have contributed to the success of globalization. One of them is the emergence of affordable air travel, which has made people more mobile than ever before. Container ships (and the logistics that keep track of them) have done the same for goods. Digitalization and advances in broadband and fiber-optic communication have also made international cooperation possible on a level that would have been unimaginable thirty years ago. Free-trade agreements and the implementation of international standards in financial matters have generated an enormous rise in the mobility of goods, services and capital. Finally, the fact that workers and jobs have migrated has played a major role in enabling people to improve their standard of living. To be sure, globalization has also produced a backlash among those who see themselves on the losing side or who oppose foreign influences for ideological reasons. Disregarding a natural disaster, it is, however, highly unlikely that globalization as a force for change will go away in the foreseeable future.

1 Words words words

- Choose from every paragraph of the text one highlighted phrase that was completely new to you or represents an important aspect of globalization.
- Rewrite or explain your chosen phrases in English.
- Take turns sharing your explanations with your partner and let them guess which highlighted phrase you chose. Add at least one of your partner's explanations to your list.

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Collect family members of the following words from the text:
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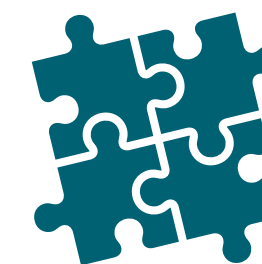
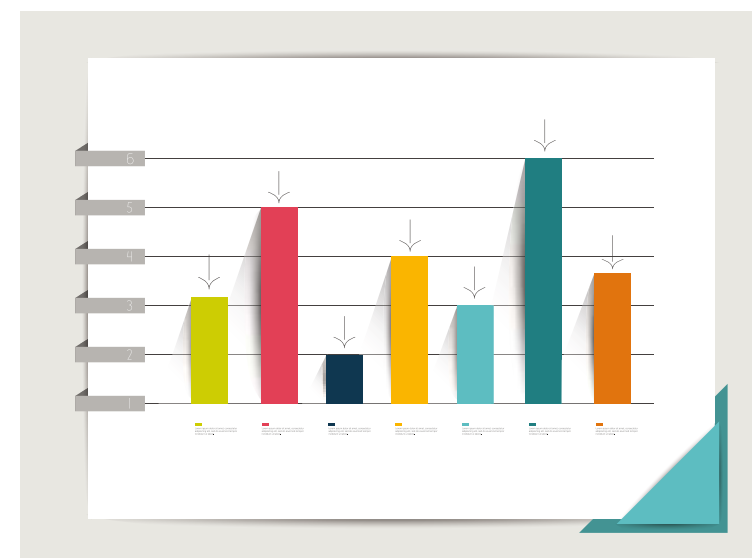
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► Check

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Check

Seite 59

Check

Seite 59

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A short history of globalization Thomas Friedman

- Together with a partner, discuss which historical and political events can be described as early forms of globalization.



One of the first global goods: a hot pepper, brought to Europe in 1493 by Christopher Columbus's expedition

Thomas Friedman is an American journalist who has written extensively on globalization and technology. His book *The World Is Flat*, from which the following excerpt is taken, first appeared in 2005.

[...] There have been three great eras of globalization. The first lasted from 1492 – when Columbus set sail, opening trade between the Old World and the New World – until around 1800. I would call this era Globalization 1.0. It shrank the world from a size large to a size medium. Globalization 1.0 was about countries and muscles. That is, in Globalization 1.0, the key agent of change, the dynamic force driving the process of global integration, was how much brawn – how much muscle, how much horsepower, wind power, or, later, steam power – your country had and how creatively you could deploy it. In this era, countries and governments (often inspired by religion or imperialism or a combination of both) led the way in breaking down walls and knitting the world together, driving global integration. In Globalization 1.0, the primary questions were: Where does my country fit into global competition and opportunities? How can I go global and collaborate with others through my country?

The second great era, Globalization 2.0, lasted roughly from 1800 to 2000, interrupted by the Great Depression and World Wars I and II. This era shrank the world from a size medium to a size small. In Globalization 2.0, the key agent of change, the dynamic force driving global integration, was multinational companies. These multinationals went global for markets and labor, spearheaded first by the expansion of the Dutch and English joint-stock companies and the Industrial Revolution. In the first half of this era, global integration was powered by falling transportation costs, thanks to the steam engine and the railroad, and in the second half by falling telecommunication costs – thanks to the diffusion of the telegraph, telephones, the PC, satellites, fiber-optic cable, and the early version of the World Wide Web. It was during this era that we really saw the birth and maturation of a global economy, in the sense that there was enough movement of goods and information from continent to continent for there to be a global market, with global arbitrage in products and labor. The dynamic forces behind this era of globalization were breakthroughs in hardware – from steamships and railroads in the beginning to telephones and mainframe computers toward the end. And the big questions in this era were: Where does my company fit into the global economy? How does it take advantage of the opportunities? How can I go global and collaborate with others through my company? [...]

Right around the year 2000 we entered a whole new era: Globalization 3.0. Globalization 3.0 is shrinking the world from a size small to a size tiny and flattening the playing field at the same time. And while the dynamic force in Globalization 1.0 was countries globalizing and the dynamic force in Globalization 2.0 was companies globalizing, the dynamic force in Globalization 3.0 – the force that gives it its unique character – is the newfound power for *individuals* to collaborate and compete globally. And the phenomenon that is enabling, empowering, and enjoining individuals and small groups to go global so easily and so seamlessly is

Annotations

- 5 **key agent** most important factor
- 6 **brawn** physical strength
- 8 **deploy sth.** use sth. effectively
- 15 **Great Depression** worldwide economic crisis (1929 – ca. 1940)
- 18 **spearhead sth.** initiate sth.
- 19 **joint-stock company** Aktiengesellschaft
- 22 **diffusion (fml)** act of spreading sth.
- 24 **maturation** process of becoming fully grown
- 26 **arbitrage** buying and selling for profit
- 40 **enjoin sb.** urge or strongly advise sb.

Annotations

- 43 **convergence** Annäherung
- 45 **workflow software** Arbeitssoftware

what I call the *flat-world platform* [...]. The flat-world platform is the product of a convergence of the personal computer (which allowed every individual suddenly to become the author of his or her own content in digital form) with fiber-optic cable (which suddenly allowed all those individuals to access more and more digital content around the world for next to nothing) with the rise of workflow software (which enabled individuals all over the world to collaborate on that same digital content from anywhere, regardless of the distances between them). No one anticipated this convergence. It just happened – right around the year 2000. And when it did, people all over the world started waking up and realizing that they had more power than ever to go global *as individuals*, they needed more than ever to think of themselves as individuals competing against other individuals all over the planet, and they had more opportunities to work with those other individuals, not just compete with them. As a result, every person now must, and can, ask: Where do I as an individual fit into the global competition and opportunities of the day, and how can I, on my own, collaborate with others globally?

But Globalization 3.0 differs from the previous eras not only in how it is shrinking and flattening the world and in how it is empowering individuals. It also is different in that Globalization 1.0 and 2.0 were driven primarily by European and American individuals and businesses. Even though China actually had the biggest economy in the world in the eighteenth century, it was Western countries, companies, and explorers who were doing most of the globalizing and shaping of the system. But going forward, this will be less and less true. Because it is flattening and shrinking the world, Globalization 3.0 is going to be more and more driven not only by individuals but also by a much more diverse – non-Western, non-white – group of individuals. Individuals from every corner of the flat world are being empowered. Globalization 3.0 makes it possible for so many more people to plug in and play, and you are going to see every color of the human rainbow take part.



From: Thomas L. Friedman, *The World Is Flat*, 2007, pp. 9–11

Comprehension

- 1 a Create a table with three columns: Globalization 1.0, Globalization 2.0 and Globalization 3.0. Fill in the information given in the text for each of the three eras of globalization, using suitable labels for the various categories.
b Compare results with your partner, making changes where necessary.
- 2 Outline the connection between globalization and technological progress as presented by Friedman.

► Support p. 295

Analysis

- 3 Examine the style of the text and relate it to the audience Friedman has in mind.

► Getting started

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Videos

Seite 62

Die kompletten Inhalte nutzen Sie und Ihre Klassen zukünftig in der **Cornelsen Lernen App**.

Language awareness

- 4 a Friedman uses a number of images in his text.
- | | |
|----------------------------------|--|
| 1 'muscles' (l. 5) | 4 'shrinking the world' (l. 34) |
| 2 'breaking down walls' (l. 10) | 5 'waking up' (l. 49) |
| 3 'birth and maturation' (l. 24) | 6 'every color of the human rainbow' (l. 68) |
- Rewrite the phrases without using the images.
- b Explain the effect it has on the sentences and the text in general.

Beyond the text

- 5 You choose Work on task a or b.
- | | |
|--|---|
| a Speaking Give a brief talk in which you explain why Friedman connects Globalization 3.0 with the empowerment of the individual. Say whether or not you agree with him. | b Writing Imagine Thomas Friedman hosted a blog. Write an entry there in which you explain why you think he called his book on globalization <i>The World Is Flat</i> and state whether you think the title is well chosen. |
|--|---|

Text 2

The new globalization Richard Baldwin

Before reading the text by Richard Baldwin you are going to watch a video that ranks different countries according to the total value of goods they exported. It shows the development from 1960 to 2018.

- Which countries do you expect to lead? Which of them may fall back and which will catch up over the time span?
- Viewing Watch the video. Which development surprised you the most?
- Name reasons why some of the countries might have risen in economic importance while others have fallen back.

Now read the text by Richard Baldwin in which he analyses the mechanisms that led to the shifts you observed in the video. The following excerpt is from his book *The Globotics Upheaval* (2019).

American companies had long understood that they could perform some aspects of the manufacturing process more cheaply abroad. The highly modular nature of the semiconductor production process, for example, allowed US semiconductor producers to put some stages in Asia as early as the 1970s. The barrier to doing this in most industrial sectors was the high costs of coordinating production. That's why offshoring only really started racing after ICT made international coordination cheap and reliable. Only then could companies in the United States, Germany, and Japan unbundle complex production processes geographically without much loss in quality, timeliness, or reliability.

This new possibility created the new globalization. It allowed manufacturing firms in advanced economies to exploit the vast international wage differences between,

Annotations

- 3 **semiconductor** solid substance whose electrical conductivity lies between an insulator and a conductor, *Halbleiter*
- 6 **ICT** information and communication technology
- 7 **reliable** [rɪˈlaɪəbl̩] dependable
- 8 **unbundle sth.** take sth. apart

Annotations

- 18 **plummet** fall sharply
- 40 **trigger sth.** make sth. start to happen
- 42 **domestic** national
- 43 **diffuse** spread
- 49 **spawn sth.** create sth.

for example, the United States, Germany, and Japan on one hand, and nearby developing nations like Mexico, Poland, and China on the other hand. The result was a quite sudden and massive deindustrialization of the advanced economies.

15 In 1970, the advanced industrial economies known as the G7 (United States, Japan, Germany, Britain, France, Italy, and Canada) produced over 70 percent of the world's manufactured goods. That declined gently during the 1970s and 1980s, but from 1990 it plummeted. The G7 share fell from two-thirds to less than half in just twenty years [...].

20 Nothing radical happened to the overall growth in world manufacturing output. Putting together these two puzzle pieces tells us that G7 manufacturing went somewhere else. That 'somewhere' was the emerging economies, primarily China.

This was one of the most dramatic aspects of the Services Transformation. The historically fast deindustrialization of the former industrial giants, and the historically fast industrialization of a handful of formerly unindustrialized economies – call them the Industrializing 6 (China, India, Indonesia, Korea, Poland, Thailand, and Turkey). Most economists mistake this massive flip in the world of manufacturing by focusing on the production that was offshored. In reality, it was about thoughts, not things. [...]

30 Knowledge is the key to understanding this rapid deindustrialization. The point is that the US, German, and Japanese offshoring firms sent along their know-how with the offshored stages of production and displaced jobs. How could they have done otherwise?

When Toyota makes parts in China for inclusion in the cars they assemble in Japan, the company can't rely on Chinese technology. Instead, Toyota sends its know-how to China to ensure that the Chinese workers are doing the right thing and in the right way. As a result, the flows of knowledge that used to happen only inside Japanese factories became part of international commerce.

40 It was exactly these new technology flows that triggered the rapid industrialization in China and a few other developing nations. It started with production directed by multinationals, but domestic production boomed as the know-how diffused more widely.

The thing that puts the 'new' in the new globalization is the technology that started crossing borders from 1990 or so. Offshoring did lead to more trade in parts and components, but that wasn't the revolutionary part. The thing that changed the world was the colossal, one-way flow of technology from mature to emerging economies. [...] These new knowledge flows spawned a new reality in manufacturing globally.

50 Before this widespread offshoring of manufacturing jobs, international competition in goods was based on one of two choices. Firms in developing nations could rely on low technology and hope that their low wage more than compensated for the technical inefficiency. Firms in advanced economies, by contrast, used high technology and hoped this would more than compensate for the high wages they had to pay advanced economy workers.



Modern car production

Annotations

- 60 **add labor and stir** *Arbeit hinzufügen und umrühren*
 69 **hasten sth.** ['heɪsn] make sth. happen sooner

From about 1990, a third way opened. Manufactured goods could be made with high technology that had been offshored to low-wage nations. This transformed the world of manufacturing. It explains why the Industrializing 6 industrialized so rapidly. They didn't have to develop the technology themselves. The offshoring companies brought everything needed except the labor. You could call it 'add-labor-and-stir' industrialization. And this is not as obviously a win-win outcome as was the old globalization.

The rapid industrialization of the Industrializing 6 was surely good for them. It is not at all sure that advanced economy factory workers also benefited. American, European, and Japanese workers no longer had privileged access to the know-how developed by their national firms. The monopoly that advanced-economy workers used to have on advanced-economy technology was broken. American, German, and Japanese companies taught foreign workers to make parts and components that used to be made domestically; this teaching hastened the loss of factory jobs in G7 nations.

From: Richard Baldwin, *The Globotics Upheaval*, 2020, pp. 62–66

Comprehension

1 Complete each of the sentences below with information from the text:

- Beginning around 1990, ... made it possible to export industrial know-how from advanced economies to emerging economies.
- As a result, manufacturing jobs ...
- The biggest winners in this development are ...
- The losers are ...

2 You choose Work on task a or b.

- Organize the main information from the text in the form of a *flow chart.
- Writing** Summarize the main facts in the form of a short text. Make the causal connections between the developments clear.

Language help

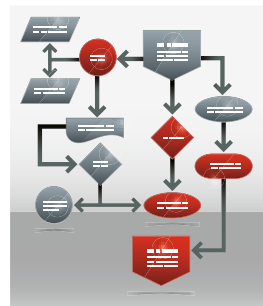
because of ... • due to ... • owing to ... • as a result (of) ... • on account of ... • lead to ... • result in ...

Analysis

3 Examine the style of the text. Point out passages where the author's personal view of the development becomes visible.



► S 31: Writing a summary



Language awareness

- 4 a Prefixes such as *mis-*, *de-*, *un-* and *in-* can give a word a negative meaning. Find one example of each in Baldwin's text.
 b Make examples of your own using the words below and explain what they mean: *activate* – *competent* – *decided* – *informed* – *interpret* – *militarize* – *understand* – *use*.



Beyond the text

5 Work on either a or b.

- Collect arguments for and against offshoring.
- Challenge** Collect arguments for and against offshoring. Use them to write a letter to the editor in which you state your opinion.

► S 25: Writing a formal letter

Text 3

Playing by the rules: the WTO

- WTO, WHO, UNO, NATO and OPEC are all *acronyms for well-known international organizations. State the full name of each organization and explain its function.

A globalized world requires rules that are accepted by all the major players. One of the most important organizations with regard to economic globalization is the World Trade Organization (WTO). The following text is taken from their website.

What is the WTO?

The World Trade Organization (WTO) is the only global international organization dealing with the rules of trade between nations. [...] The goal is to help producers of goods and services, exporters, and importers conduct their business.

From: www.wto.org

Who are we?

The WTO was born out of negotiations, and everything the WTO does is the result of negotiations. The bulk of the WTO's current work comes from the 1986–94 negotiations called the Uruguay Round and earlier negotiations under the General Agreement on Tariffs and Trade (GATT). The WTO is currently the host to new negotiations, under the 'Doha Development Agenda' launched in 2001.

Where countries have faced trade barriers and wanted them lowered, the negotiations have helped to open markets for trade. But the WTO is not just

Annotations

- 4 **conduct sth.** (fml) do sth.
 8 **negotiation** *Verhandlung*
 10 **tariff** *Zoll*
 11 **host** organizer



Annotations

- 18 **bulk** majority
- 24 **objective** goal
- 28 **ambassador** Botschafter/in
- 39 **commitment** sth. you have promised to do
- 44 **implementation** Umsetzung
- 45 **require sb. to do sth.** demand that sb. does sth.
- 46 **measure** Maßnahme
- 49 **scrutiny** close examination
- 52 **settlement** Schlichtung
- 53 **resolve sth.** end or solve sth.
- 54 **vital** absolutely necessary



The WTO headquarters in Geneva

15 about opening markets, and in some circumstances its rules support maintaining trade barriers – for example, to protect consumers or prevent the spread of disease.

At its heart are the WTO agreements, negotiated and signed by the bulk of the world’s trading nations. These documents provide the legal ground rules for international commerce. They are essentially contracts, binding governments to keep their trade policies within agreed limits. Although negotiated and signed by governments, the goal is to help producers of goods and services, exporters, and importers conduct their business, while allowing governments to meet social and environmental objectives. [...]

From: www.wto.org

25 **What we do**

The WTO is run by its member governments. All major decisions are made by the membership as a whole, either by ministers (who usually meet at least once every two years) or by their ambassadors or delegates (who meet regularly in Geneva).

30 While the WTO is driven by its member states, it could not function without its Secretariat to coordinate the activities. The Secretariat employs over 600 staff, and its experts – lawyers, economists, statisticians and communications experts – assist WTO members on a daily basis to ensure, among other things, that negotiations progress smoothly, and that the rules of international trade are correctly applied and enforced.

Trade negotiations

The WTO agreements cover goods, services and intellectual property. They spell out the principles of liberalization, and the permitted exceptions. They include individual countries’ commitments to lower customs tariffs and other trade barriers, and to open and keep open services markets. They set procedures for settling disputes. These agreements are not static; they are renegotiated from time to time and new agreements can be added to the package. [...]

Implementation and monitoring

45 WTO agreements require governments to make their trade policies transparent by notifying the WTO about laws in force and measures adopted. Various WTO councils and committees seek to ensure that these requirements are being followed and that WTO agreements are being properly implemented. All WTO members must undergo periodic scrutiny of their trade policies and practices, each review containing reports by the country concerned and the WTO Secretariat.

Dispute settlement

The WTO’s procedure for resolving trade quarrels under the Dispute Settlement Understanding is vital for enforcing the rules and therefore for ensuring that trade flows smoothly. Countries bring disputes to the WTO if

they think their rights under the agreements are being infringed. Judgements by specially appointed independent experts are based on interpretations of the agreements and individual countries’ commitments.

Building trade capacity

60 WTO agreements contain special provision for developing countries, including longer time periods to implement agreements and commitments, measures to increase their trading opportunities, and support to help them build their trade capacity, to handle disputes and to implement technical standards. The WTO organizes hundreds of technical cooperation missions to developing countries annually. It also holds numerous courses each year in Geneva for government officials. Aid for Trade aims to help developing countries develop the skills and infrastructure needed to expand their trade.

Outreach

70 The WTO maintains regular dialogue with non-governmental organizations, parliamentarians, other international organizations, the media and the general public on various aspects of the WTO and the ongoing Doha negotiations, with the aim of enhancing cooperation and increasing awareness of WTO activities.

From: www.wto.org

Annotations

- 56 **infringe sth. (fml)** break a law or rule
- 60 **provision** Maßnahme, Vorsorge
- 63 **capacity** ability
- 72 **enhance sth.** improve sth.

Comprehension

1 Write a dictionary entry that sums up the functions of the WTO.

▶ Getting started

Analysis

2 The above text is an example of *expository writing, i.e. a non-fiction text that provides facts. Considering this, examine the choice of verbs and verb forms used in the text and explain why certain forms are used so often.

▶ Support p. 295

Language awareness

- 3 In the text there are a number of participle phrases, e.g. ‘... dealing with ...’ (l. 3).
- a Rewrite the sentence without the participle.
 - b Find three more sentences with participle phrases in the text and rewrite them without using a participle phrase.
 - c Compare your sentences with the original. Which do you find better?
 - d Name reasons for the use of participle phrases.



Beyond the text

4 Name a scenario in which the WTO might be needed and explain why.

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Seite 67

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Annotations

- 2 **gross** (Geld) einspielen
 10 **impact** (n) influence
 11 **unleash sth.** suddenly release sth., esp. a strong emotion or force
 19 **extinction** Auslöschung
 22 **Rio+20** UN Conference on Sustainable Development (2012)
 33 **exacerbate sth.** [ɪg'zæsəbeɪt] make sth. worse
 35 **insurmountable** unsolvable
 36 **obesity** state of being overweight

Global culture – made in USA? Peter Vanham

- Consider the music you like to listen to. Which countries does it come from?

The dominant role of American culture throughout the world has led some to speak of 'cultural imperialism'. But there are signs that it is losing its influence.

Today, there is no denying the dominant global culture is American. The highest grossing films of all time, worldwide, are almost without exception from Hollywood (think *Avatar*, *Titanic* or *Star Wars*). The best-selling albums of all time are mostly American (although Australian band AC/DC and British band Pink Floyd gave Michael Jackson a run for his money).

Most social-media and internet firms are American. And food culture, though more diverse, is still affected by the McDonalds, Coca-Colas, Starbucks and Pepsi-Cos of this world.

This evolution would not have been possible without the wider globalization of the world economy, and the transformative impact of technology. In the 1960s, transatlantic flights and radio recordings made it possible for The Beatles to unleash a mania in America. In the 1990s and 2000s open global markets and the internet allowed for cultural sensations to spread even faster.

But this globalization of culture did come at a price. Consider languages. Since the earliest era of globalization – the 16th Century Age of Discovery – the number of spoken languages worldwide has steadily declined, from about 14,500 to less than 7,000.

By 2007, the New York Times reported, half of the remaining 7,000 languages were at danger of extinction. And by 2017, the World Economic Forum wrote, almost 1,500 languages had less than 1,000 speakers left.

As UNESCO, the United Nations' educational, scientific and cultural arm pointed out at Rio+20, the homogenization of culture brought other risks too.

It said in 2012: 'While this phenomenon promotes the integration of societies, it may also bring with it a loss of uniqueness of local culture, which in turn can lead to loss of identity, exclusion and even conflict.' [...]

Then there are the economic effects of a globalizing culture. Already before the rise of social media and the so-called Big Tech companies, less than a dozen companies – like Disney, 21st Century Fox, Sony and Viacom – owned the lion's share of the world's leading media and entertainment institutions.

The arrival of large tech platforms only accelerated the trend towards larger market concentration, and the risks of loss of cultural diversity.

Finally, as much as we may like our burger with fries, our bag of chips and our takeaway cup of coffee, the globalizing fast-food culture exacerbated global problems too.

If everyone consumed the same amount of burgers as Americans, or created as much rubbish, climate change and pollution might be insurmountable, and obesity an even bigger cause of illness and death.



This raises some important questions. Is American-led cultural globalization a self-destructive time bomb, destined to slowly kill languages, cultures and life itself? Is cultural globalization a phenomenon that enriches local cultures with a diverse set of foreign influences? Or should we be agnostic about it, as long as it leads to more positive outcomes for society and the environment, like better governance and climate leadership?

If, until recently, the first question seemed most likely to be answered 'yes', BTS, Fonsi and their peers showed a more diverse globalization can't be completely written off.

Take the case of Luis Fonsi first. With his hit single 'Despacito', the Puerto Rican singer broke seven Guinness World Records, including first YouTube video to reach 5 billion views, and most streamed track worldwide. Doing so, he showed that you can influence global culture through the Spanish language and Caribbean culture too. This is unsurprising when you consider that there are 437 million people who speak Spanish as a first language compared to 372 million native English speakers.

The case of BTS is perhaps even more impressive, because it is so much more against the cultural odds. While Spanish, alongside Mandarin Chinese and English belongs to the top 3 of most spoken languages worldwide, Korean doesn't even feature in the top 10. As a matter of fact, Korea until about a century ago was known as the 'Hermit Kingdom', for its cultural and economic isolation.

There are still remnants of Korea's isolation today. In many other G20 economies, like France or Germany, English language songs counted for the majority of hits by 2017. In Korea all top hits were still Korean. BTS is no exception. Most of their songs are largely sung in Korean, with only parts of the lyrics in English. Yet, BTS managed to become the global musical sensation of the year. [...]

Of course, one swallow does not a summer make, nor will Fonsi and BTS change cultural globalization single-handedly. But in other domains too, cultural power players have emerged from elsewhere than America. Asia in particular is rising in cultural influence. [...]

The fact that singers and bands from the Caribbean and Korea can make the world's most popular music show that there is nothing inevitable about the Americanization of cultural globalization after all.

From: 'Here's what a Korean boy band can teach us about globalization 4.0', www.weforum.org, 18 December 2018

Comprehension

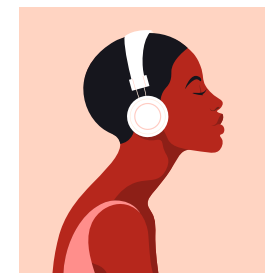
- List the pros and cons of cultural globalization presented in the text.
- Explain why the author finds the international success of BTS so remarkable.

Analysis

- Analyse the structure of the text, pointing out the connection between arguments and examples.

Annotations

- 40 **agnostic** (here) neutral
 53 **against the odds** surprising
 56 **hermit** Einsiedler/in
 57 **remnant** part that is left of sth.
 62 **swallow** Schwalbe
 63 **domain** area
 67 **inevitable** unavoidable



Info

Some words have – alongside their literal meaning – an emotional impact, i.e. they produce a positive or negative response. This is called a **connotation**. For example, *curious* has a positive connotation, *nosy* a negative one.

► S 35: Giving a speech

4 Examine the author’s use of the word *culture*.

Language awareness

- 5 a One way to influence readers is through the use of *connotations. Discuss whether the following words have a positive or negative connotation: ‘diversity’ (l. 31), ‘uniqueness’ (l. 24), ‘dominant’ (l. 1) and ‘leadership’ (l. 42).
b Examine how connotation is used in the text to influence the reader.

Beyond the text

- 6 You choose Work on task a or b.
a Speaking Collect examples of Asian culture that you are familiar with, e.g. karaoke, mangas, anime. Discuss with a partner why you think these influences have caught on in the western world.
b Speaking Make a speech to your class explaining why you think it is important to preserve local cultural traditions. Consider your region’s dialect, if there is one.

Info

Arts in context – art in the age of globalization

Apart from the job market and the overall economy, globalization has also had a huge impact on art in general and the art market in particular. The globalization of art is often linked to the year 1989, when international trade agreements gained in significance and the Iron Curtain was lifted, paving the way for a culture market that spanned the globe. Thanks to open markets it has never been easier to showcase or buy authentic works of art from all over the world. This development is also fuelled by migration and the possibilities it creates: artists go where the buyers are. All these aspects have helped promote a formerly unknown diversity in the art market. But this diversity comes at a price. Paradoxically, some fear that cultural identity will eventually suffer from a globalized market that promotes uniformity. This fear can be seen, for example, in the discussion about whether radio stations should be required by law to play songs performed in the native language of their country. The same issue affects the film industry. Whereas in Germany it is standard practice to dub films into German, it is much less common in other countries. In the Netherlands, for example, most foreign films are subtitled. This may discourage some people from watching them, but it supports foreign language learning. Cultural dominance is also reflected in the selection of films and series that can be watched on streaming portals. The omnipresence of the US market often marginalizes productions from less prominent countries, and the American lifestyle represented in films and series influences viewers all over the world.

- 1 Name the effects globalization has on art and culture.
2 Discuss the positive and negative sides of subtitles vs dubbing.



Words revisited

1 Forming compound nouns

- a In this chapter there are a lot of compound nouns. The following are examples of compound nouns used in ‘Words in Context’ (p. 58): ‘Silk Road’ (l. 15), ‘manufacturing jobs’ (l. 22), ‘music industry’ (l. 31), ‘free-trade agreements’ (l. 39), ‘fiber-optic communication’ (l. 37). Explain how these compound nouns are formed and compare them to their German equivalents.
b Find more examples of compound nouns from ‘Words in Context’ or other texts.
c Make a general rule for the formation of compound nouns in English.



2 Matching

Form compound nouns by combining the words in the boxes below. Say which compounding rule you applied. Careful: some may be used more than once.

globalization	area
high level	control
no smoking	critic
once in a lifetime	expert
passport	opportunity
telecommunications	talk

3 Global glossary

Add relevant compound words you have discovered here to your global glossary.

Language awareness

Intercultural communication Global communication can be tricky sometimes, even among people who speak the same language. Watch Peter Alfandary’s TEDx talk ‘The myth of globalization’ up to 2.30.

4 Communicative misunderstandings

- a When Alfandary tells the taxi driver where to take him, there is a moment of irritation. Discuss with a partner and say why.
b What could he have said to prevent this misunderstanding?
c Explain how people who share a common language can still misunderstand each other. Generalize from Alfandary’s experience and write a paragraph for a travel guide for people using English around the world.



► Getting started

► Check

► More info

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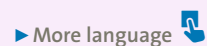
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Practice

5 Making a complaint

There are different ways of making a complaint.

- Find the matching sentences in the speech bubbles below and examine how they differ.
- Make a list of sentence forms and phrases that can be used to make a polite complaint.

'Excuse me, I think you may be sitting in my seat.'

'Quiet! I'm trying to concentrate!'

'Shut that window! I've got a cold!'

'Would you mind closing the window please?'

'Hey, that's my seat!'

'Would you mind going somewhere else to talk?'

6 Expressing yourself politely

Intercultural communication Write down what you could say to express yourself politely in each of the following situations.

- You are the secretary of your school's Green Club. An exchange student from Lithuania has just asked if he can join. You want to write his name down, but you didn't really hear it properly when he introduced himself and you have no idea how to spell it.
- You are staying with a family in Wales. Your host suggests going to a rugby match at the weekend. You're not especially fond of rugby. You would prefer to go hiking in the hills.
- You are having lunch in an English café. Between the main course and dessert you go to the toilet. When you come back, a stranger is sitting at your table.
- You are visiting London for the first time and want to go by Tube. You notice that all the people heading down to the platforms have blue plastic cards that they use to pass through the turnstile. As you don't have one, you go up to a stranger and ask for information.
- You have just boarded a crowded train bound for Edinburgh. There is only one seat left in the carriage, and someone has put their suitcase on it.
- You are waiting in a queue in a British post office. You have to mail an application as soon as possible, so you need a stamp. The customer in front of you is holding two carrier bags full of small parcels. There is only one window open, and you have an appointment in half an hour.



Language help

Sorry, I didn't know ... • Is it all right with you if I ...? • Would you mind if I ...? • Would it be possible for me to ...?



Am I rootless, or am I free? Ndéla Faye

- Do you envy people who have more than one cultural background? Explain.

In the text that follows, a young woman explains how she feels about her mixed background.

'No, but where are you *really* from?' It is the question that automatically makes the hairs on the back of my neck stand up. Like many 'third culture kids' (TCKs), I panic, wondering whether the question refers to my nationality, where I was born, where I am living now, or where my parents live.

The term, coined by the American sociologist Ruth Hill Useem, refers to a child who has spent a significant part of their formative years outside their parents' culture. People who fit that bill have a tendency to mix and merge their birth culture with their adopted culture, creating one of their own: a third culture.

Depending on the person and situation, I'll have different answers to that dreaded question. I'll tell white lies and change my story as I go, like many other TCKs. Sometimes I'll go for the quick answer: Finland and Senegal. Other times I'll tell the whole story: that I was born in Helsinki, moved to Luxembourg, then to Brussels and finally to London. Or I might say that my mum is from Finland and dad from Senegal, but that I really feel like my home is in the UK now.

Each time I get the question, I feel like I need to explain myself, prove my origins, and because of that I'll often find myself omitting parts of my story in order to make my identity more palatable for others.

Living like this can sometimes feel liberating: I feel as though I'm wearing different masks, and I am constantly able to reinvent myself. But this also presents a dilemma: who am I really? Which of these masks is the true me? Where do I belong? In my case, this is made even more complex as I'm biracial. Although I was born in Finland, I'm aware that I don't look typically Finnish – but seeing as I've never lived in Senegal, I feel strange saying I'm from there. Then again, I don't feel very Finnish either, as I've lived abroad for most of my life. They're both countries where I have family, and are places that I visit every few years – places I think of with nostalgia. But when I'm actually there, I feel out of place, like an outsider.

So where is home? Identity is attached to a sense of belonging, usually through family ties or deep emotional connections. Home suggests an emotional place – somewhere you truly belong, but I, like many other TCKs, never quite feel at home anywhere. It feels sometimes that I am in limbo. I am a strange mix of I-don't-know-what, and sometimes I feel as if I'll never find that one place where I belong 100%. I just feel blessed to have had the privilege of experiencing so many cultures.

I sometimes wonder whether my life would be different if I had grown up in one place. I wonder what it would be like to have lived in a house where there were ruler marks beside a doorframe, documenting each of my childhood growth spurts; to have a friend who's known me since nursery; not to feel like a tourist, wandering around with a map in a country that I'm supposed to embrace as my own.



Annotations

- rootless** not belonging to a particular place
- formative** *prägend*
- dread sth.** be afraid of sth.
- white lie** small lie to avoid hurting sb.
- origin** personal and social background
- omit sth.** leave sth. out
- palatable** acceptable or pleasant
- biracial** involving people of two different races
- in limbo** stuck in a situation

Annotation

41 **resent sth.** be upset/angry about sth.

Sometimes I resent the fact that I have to give complicated answers to seemingly simple questions. At other times it all seems rather trivial: as I watch my nieces and nephews growing up, and laying the basis of their identities among multiple cultures, I cannot help but feel proud. What an amazing opportunity, to speak
45 multiple languages and see so many countries.

Being rootless has given me a sense of freedom. I feel grateful for the experiences I've had, and I am proud to feel, above all, like a citizen of the world. The possibilities for the future are endless. The sense of being at home anywhere, yet feeling that home is nowhere, is part of who I am.

50 I love being able to choose to be whoever I want, wherever I go. My many masks are a storyboard of all that I am. I've gradually built myself an identity that is a collection of pieces, each of which I've handpicked; choosing the best bits in order to create a whole. I've realised that those pieces are not mutually exclusive, but that they are all dependent on each other. Being rootless doesn't mean I don't belong to any one place; it means I choose to belong to many.



From: The Guardian, 9 March 2016

Comprehension

- 1 Describe Ndéla's reaction to questions regarding her national identity.
- 2 Summarize how Ndéla feels about herself and her multinational upbringing.

Analysis

- 3 Analyse the connection between the title of the essay and the conclusion the author arrives at.
- 4 Identify the *stylistic devices that support the concept of rootlessness.

Language awareness

- 5 **a** In everyday use, the word *rootless* has a negative *connotation. Examine the usages of *rootless* in the text and how they affect the connotation.
- b** Write a short poem that plays with the different meanings of *rootless*.

► Support p. 295

Beyond the text

- 6 **Intercultural communication** **You choose** Work on task **a** or **b**:
 - a** Find a partner who comes from a different cultural background to you. Compare your feelings of belonging.
 - b** **Writing** Imagine you have just read Ndéla's essay on a social networking site. Write a comment or reply.

► S 21: Writing a comment

A stranger in Manila Mohsin Hamid

- Name situations in which you felt strange or as if you were a stranger.

The following excerpt is from the novel The Reluctant Fundamentalist by Mohsin Hamid. Its narrator is Changez, a young Pakistani who graduated from Princeton University and has found work with Underwood Sampson, a US consulting firm. He tells his life story to an American stranger he meets in Karachi (Pakistan).

When I arrived in the Philippines at the start of my first Underwood Samson assignment, I was terribly excited. We had flown first-class, and I will never forget the feeling of reclining in my seat, clad in my suit, as I was served champagne by an attractive and – yes, I was indeed so brazen as to allow myself to believe – *flirtatious*
5 flight attendant. I was, in my own eyes, a veritable James Bond – only younger, darker, and possibly better paid. How odd it seems now to recall that time; how quickly my sense of self- satisfaction would later disappear!

But I am getting ahead of myself. I was telling you about Manila. [...] I expected to find a city like Lahore – or perhaps Karachi; what I found instead was a place of
10 skyscrapers and superhighways. Yes, Manila had its slums; one saw them on the drive from the airport: vast districts of men in dirty white undershirts lounging idly in front of auto-repair shops – like a poorer version of the 1950s America depicted in such films as *Grease*. But Manila's glittering skyline and walled enclaves for the ultra-rich were unlike anything I had seen in Pakistan.

15 I tried not to dwell on the comparison; it was one thing to accept that New York was more wealthy than Lahore, but quite another to swallow the fact that Manila was as well. I felt like a distance runner who thinks he is not doing too badly until he glances over his shoulder and sees that the fellow who is lapping him is not the leader of the pack, but one of the laggards. Perhaps it was for this reason that I did
20 something in Manila I had never done before: I attempted to act and speak, as much as my dignity would permit, more like an *American*. The Filipinos we worked with seemed to look up to my *American* colleagues, accepting them almost instinctively as members of the officer class of global business – and I wanted my share of that respect as well.

25 So I learned to tell executives my father's age, 'I need it *now*'; I learned to cut to the front of lines with an extraterritorial smile; and I learned to answer, when asked where I was from, that I was from New York. Did these things trouble me, you ask? Certainly, sir; I was often ashamed. But outwardly I gave no sign of this. In any case, there was much for me to be proud of: my genuine aptitude for our work, for
30 example, and the glowing reviews my performance received from my peers.

We were there, as I mentioned to you earlier, to value a recorded-music business. The owner had been a legendary figure in the local A&R scene; when he removed his sunglasses, his eyes contained the sort of cosmic openness one associates with prolonged exposure to LSD. But despite his colorful past, he had managed to sign
35 lucrative outsourcing deals to manufacture and distribute CDs for two of the international music majors. Indeed, he claimed his operation was the largest of its kind in Southeast Asia and – piracy, downloads, and Chinese competition notwithstanding – growing at quite a healthy clip.



A view of Manila, capital of the Philippines

Annotations

- 4 **brazen** shameless
- 5 **veritable** *wahrhaftig*
- 11 **vast districts of men** (here) huge amount of men
- 12 **enclave** part of a city where people have a different nationality, culture or religion
- 15 **dwell on sth.** keep thinking about sth.
- 19 **laggard** (old fashioned) *Nachzügler*
- 29 **aptitude** talent
- 30 **peer** (here) workmate
- 32 **A&R = artists and repertoire** branch of a record label that is responsible for talent scouting
- 37 **notwithstanding sth.** despite sth.
- 38 **clip** rate

Annotations

- 42 **benchmark** Maßstab
- 43 **permutation** Umsetzung
- 51 **hostility** unfriendly behaviour
- 66 **fair** light in colour
- 66 **oblivious** unaware of sth.
- 67 **minutiae** [maɪˈnjuːʃiəɪ] small details



To determine how much it was actually worth, we worked around the clock for over a month. We interviewed suppliers, employees, and experts of all kinds; we passed hours in closed rooms with accountants and lawyers; we gathered gigabytes of data; we compared indicators of performance to benchmarks; and, in the end, we built a complex financial model with innumerable permutations. I spent much of my time in front of my computer, but I also visited the factory floor and several music shops. I felt enormously powerful on these outings, knowing my team was shaping the future. Would these workers be fired? Would these CDs be made elsewhere? We, indirectly of course, would help decide.

Yet there were moments when I became disoriented. I remember one such occasion in particular. I was riding with my colleagues in a limousine. We were mired in traffic, unable to move, and I glanced out the window to see, only a few feet away, the driver of a jeepney returning my gaze. There was an undisguised hostility in his expression; I had no idea why. We had not met before – of that I was virtually certain – and in a few minutes we would probably never see one another again. But his dislike was so obvious, so *intimate*, that it got under my skin. I stared back at him, getting angry myself – you will have noticed in your time here that glaring is something we men of Lahore take seriously – and I maintained eye contact until he was obliged by the movement of the car in front to return his attention to the road.

Afterwards, I tried to understand why he acted as he did. Perhaps, I thought, his wife has just left him; perhaps he resents me for the privileges implied by my suit and expensive car; perhaps he simply does not like Americans. I remained preoccupied with this matter far longer than I should have, pursuing several possibilities that all assume – as their unconscious starting point – that he and I shared a sort of Third World sensibility. Then one of my colleagues asked me a question, and when I turned to answer him, something rather strange took place. I looked at him – at his fair hair and light eyes and, most of all, his oblivious immersion in the minutiae of our work – and thought, you are so *foreign*. I felt in that moment much closer to the Filipino driver than to him; I felt I was play-acting when in reality I ought to be making my way home, like the people on the street outside.

From: Mohsin Hamid, *The Reluctant Fundamentalist*, 2012, pp. 50–52.

Comprehension

- 1 Summarize the events of the plot in your own words.

Analysis

- 2 Examine how Changez’s feelings towards himself and his status change in the course of the excerpt:
 - a Divide the text into sections based on Changez’s perception of himself and his role.
 - b For each section, analyse Changez’s relationship to his surroundings and their influence on his self-image.
 - c Assess the effect the Manila episode has on Changez’s feelings towards himself and the role he plays.

► S 27: Writing a summary

► Support p. 295

Language awareness

- 3 a In the headline and the text a feeling of being a stranger or feeling strange is expressed. Explain the concept of feeling strange as conveyed in the text.
- b Compare the findings of a to your ideas from the pre-reading task.
- c Look at least at two other terms from the world field of strangeness, e.g. *odd, weird, foreign, queer, bizarre, peculiar, alien*. Try to explain the differences and find scenarios in which you could use the terms.



Beyond the text

- 4 **Writing** Continue Changez’s story. What happens after his stay in Manila?

► S 29: Creative writing

► Check

Text 7

Towards a fairer world?

You are going to hear excerpts from an interview from 2017 with Jim Yong Kim, who was president of the World Bank from 2012 to 2019.

- Speculate what the interview might be about in reference to a fairer world.

Comprehension

- 1 **Listening** Read the statements below. After listening to the interview for the first time, decide which of them best summarizes Kim’s views.
 - 1 Kim says that inequality is necessary for economic growth.
 - 2 Kim says that people in poor countries want the same lifestyle as people in rich countries.
 - 3 Kim sees many opportunities for collaboration between developing and advanced economies.
- 2 **Listening** Listen to the interview for a second time.
 - a **You choose** Work on either of the tasks below:
 - Inequality** Take notes on what Kim says about economic inequality and its relevance for economic growth.
 - Opportunities** Take notes on what Kim says about opportunities and risks for the global community.
 - b Find someone who has chosen the other task. Tell each other what you have learned and discuss how your topics are connected.

Beyond the text

- 4 **Icon** Think back to the guiding question of the chapter and reconsider your opinion. Take into account everything you have learned so far.

Info

The **World Bank** is an international organization. It is committed to providing financial support and technical assistance to the governments of developing countries. It was established in 1944, together with the International Monetary Fund (IMF).

► More info

► Audio file

► S 32: Listening

► More language



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More info

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Audios

Seite 77

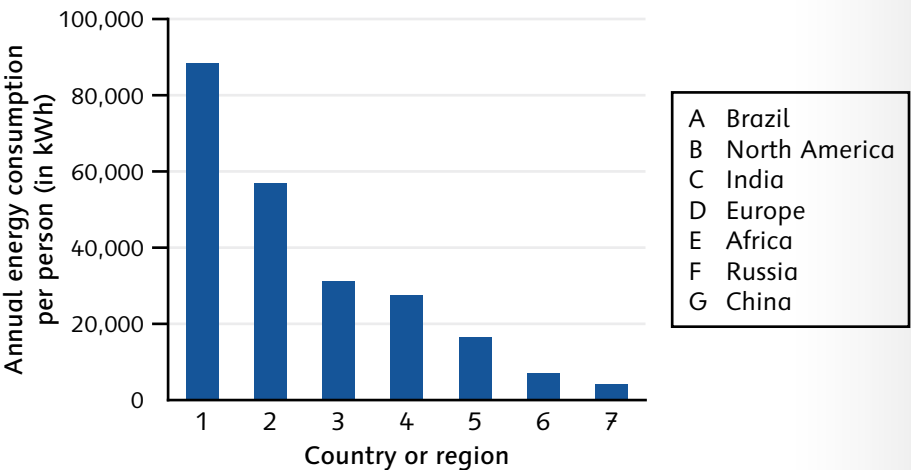
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Inequality around the globe

- Give examples of inequality in the world despite or maybe because of globalization.

► S 17: Analysing charts and graphs

The bar chart below shows the energy consumption per person of seven regions (year: 2019).



Source: OurWorldInData.org

- 1 a Guess which country used how much energy by matching countries and bars. Give reasons for your choice.
- b Your teacher will give you the correct bar chart. Summarize its most important results.

Language help

consume energy • twice/three times as much • most/least • be first/last in rank • at the top/bottom of the ranking

- c Say which result surprised you most, referring back to your ideas from task a.



- 2 Speculate on possible reasons for the extreme differences in energy consumption shown in the chart.
- 3 Work on either a or b.
- a Describe the cartoon.
- b **Challenge** Describe the cartoon and write an essay in which you explain the connection between the cartoon and the data presented in the chart.

Focus on test formats

As part of your school-leaving exam you may be required to summarize information from a German text in English.

Read the following task:

You are a member of a European activist group that campaigns for workers' rights in the global garment industry. The British chapter has learned that the German government has committed itself to enforcing stricter rules for international supply chains. You found a relevant article in the newspaper *Die Zeit* (p. 83). You were asked to prepare an article of about 150 words summarizing the regulations contained in the law and their potential consequences. Your text will appear on the group's website.



► S 39: Mediating written and oral texts

1 Mediation tasks

- a What do you remember about mediation tasks? Decide which of the following statements are true and correct the false ones.
- 1 I must write in the same style as the original text.
 - 2 I mustn't include any ideas of my own.
 - 3 If I don't know the English translation of a German term, it's best to quote it in the original German.
 - 4 I may have to explain certain terms that are specific to Germany.
 - 5 The exact number of words is very important for my grade.
 - 6 I mustn't leave out any information from the original text.
- b Compare your results with your partner. Discuss points on which you disagree.

Work it out

In this section you are led step by step through the task presented above. The strategies you learn here can help you do other types of mediation tasks as well.

2 Examining the task

Reread the task. Copy the table below and fill in the missing information in key words:

Text type I must write:	
Required content (main points):	
Audience I am writing for:	
Appropriate style:	



► Support p. 295

3 Examining the text

- Read the text on p. 83. List the aspects the author deals with.
- Compare your list with your notes from task 2. Decide which aspects of the text are relevant for the task at hand.
- Now go to the text and make further notes on the relevant aspects.

4 Organizing the information



Compare the task at hand with the notes you have made. Decide how you can best organize the information you have gathered. The order used in the primary text isn't necessarily the ideal order for your text. The boxes below can help you:

Who is affected?

Background information:
Why is the law needed?

Consequences for manufacturers?

?

5 Using a dictionary effectively

The given text contains a number of lexical items that come from the word-fields *governance* and *economy*. You may find them challenging at first sight.

- Examine the following list of words and phrases from the text. Put them into three groups: 1) necessary 2) optional 3) unnecessary for the mediation task:

Ausschreibung
Raubtierkapitalismus
Ausbeutung
sicherstellen
jdn. für etwas haftbar machen

sich an ein Gesetz halten
Verstöße sanktionieren
Bußgeld
Sorgfaltspflicht
Ausschluss

- Compare lists with your partner. Name reasons for your choices.
- In an examination you probably won't have time to look up every word you might not know. That is why it is important to have strategies for working with what you already have:
 - Concentrate on the meaning, not on the word itself. For example, in the case of *sicherstellen*, think of a concrete situation where you might want to say something like 'Stellen Sie sicher, dass alle Türen verschlossen sind'. For example: '... .. to lock the doors'?
 - Since you can't look up a phrase like *jemanden für etwas haftbar machen* in your bilingual dictionary, concentrate on the key word, in this case *haftbar*. When you have found it, look at the examples showing you how it is used. Here you will find the expression you are looking for.
 - In general, keep in mind that you may find it easier to work with the verb than with the noun (e.g. *Ausbeutung*, *Ausschluss*).
 - Looking up words with a very general meaning such as *halten* is often a waste of time if you are looking for one particular usage (*sich an ein Gesetz halten*). Try to think of a verb that has exactly the meaning you need (e.g. *einhalten*) and look it up instead.

haftbar jdn für etw ~
machen ~ hold sb
liable for sth; **für etw** ~
sein be liable for sth •
Bei einem Unfall am
Arbeitsplatz kann der
Arbeitgeber haftbar
gemacht werden. The
employer can be held
liable for an accident
at work.
From: Oxford
Klausur-Wörterbuch,
2019

6 Dealing with difficult words

Even in a good bilingual dictionary you won't find translations for every given word. This is especially true of compound nouns like *Lieferkettengesetz*. If you don't know or can't find a translation, paraphrase.

- Paraphrase each of the expressions below:
 - Kinderarbeit* ('the use of ... as ...')
 - Lieferkettengesetz* ('a law regulating ...')
 - Rohstofflieferant*
 - Menschenrechtsorganisation*
- Compare results with your partner.
- Use an internet search engine to find the common English expression for each of the above items.



Girl working on a tobacco farm

7 Communicating internationally

Intercultural communication In mediation tasks you are sometimes confronted with terms that are specific to Germany, e.g. *Bundesamt für Wirtschaft und Ausfuhrkontrolle*. Which of the two ways of dealing with this term given below is better? Keep in mind that you are writing for a non-German audience.

- the government office that supervises exports
- the Federal Office of Economic Affairs and Export Control

8 Focus on text types

In every mediation task you are asked to write a certain type of text. In this case it is an article for a website.

- Which of the following do you think are necessary or desirable in an article written for the general public?
 - an eye-catching title
 - explanations of technical terms
 - a neutral style
 - an appealing opening sentence
 - direct address
 - lots of concrete examples
 - a concluding sentence
- Compare your ideas with your partner.

C Do it

9 Getting started: two versions

Getting off to a good start is often the hardest part of writing. Compare the two texts below and discuss their relative advantages with your partner.

- a The German Supply Chain Act**
The German government has agreed on a new law that will go into effect in 2023. This law makes large manufacturing firms in Germany responsible for their supply chains.

b Chaining in the supply chain
Child labour is illegal in Germany. But it is not illegal for German manufacturers to import parts that have been made using child labour. A new law – the Supply Chain Act – changes this situation.

10 Writing

Now write your own article based on the German text. Use all the information you already gathered.

D Feedback

11 Peer assessment

- a Swap texts with your partner. Read and assess what each one of you has written.
- b Give your partner concrete feedback on their text. Listen to your partner's feedback.

12 Self-assessment

In your *method card, write down any strategies that can help you with mediation tasks. Decide for each strategy whether it needs more practice.

Method card – mediation	
What I am good at	What I need to practise
...	...



A step forward for global equity Zacharias Zacharakis

In 2021 the German government passed the first supply-chain law in the EU.

Für den internationalen Kapitalismus der vergangenen Jahrzehnte wird gern eine Metapher verwendet, die seine gefährliche Seite beschreiben soll. Die Rede ist vom Raubtierkapitalismus. Gemeint ist damit unter anderem, dass die hoch entwickelten Industrienationen des Westens den globalen Süden ausbeuten. Wir lassen billig Waren für unseren Konsum in Ländern herstellen, in denen dafür Löhne gezahlt werden, die auch dort nicht zum Leben reichen, in denen sogar Kinder für unseren Wohlstand schuften. Erstmals soll jetzt mit einem Gesetz in Deutschland dieses Raubtier der globalen Ausbeutung an die Leine gelegt werden.

Es ist ein respektabler Erfolg, den zwei Minister der Bundesregierung mit dem Beschluss über ein Lieferkettengesetz für sich verbuchen können – vor allem, wenn man bedenkt, wie groß der Widerstand dagegen war. [...]

Von ihren ursprünglichen Positionen mussten für diese Einigung allerdings [...] die Minister Müller und Heil zurückweichen. Sie hatten verlangt, dass alle Unternehmen in Deutschland ab 500 Beschäftigten für die Einhaltung der Menschenrechte in ihrer gesamten Lieferkette verantwortlich sind. Das hätte bedeutet: Ein deutscher Autohersteller hätte bis zur Rohstofflieferantin sicherstellen müssen, also bis zur Kobaltmine im Kongo, die Grundstoffe für Batterien moderner Elektroautos liefert, dass keine Kinder in den Minen nach dem Rohstoff schürfen. Um Verstöße zu sanktionieren, wären die Unternehmen zivilrechtlich haftbar gemacht worden.



So weit wird das neue Lieferkettengesetz nun nicht gehen. [...]

Ab Januar 2023 soll [...] gelten, dass zunächst Unternehmen mit 3.000 Beschäftigten sich an das neue Lieferkettengesetz halten müssen, ab dem Jahr 2024 dann Unternehmen mit mehr als 1.000 Beschäftigten. Damit sind zunächst immerhin 600 Firmen betroffen, im zweiten Schritt knapp 2.900. Der Wirtschaft wird somit ausreichend Zeit gegeben, sich auf die neuen Bestimmungen einzustellen und sich ihre Lieferanten genau anzusehen. Wie sind die Arbeitsbedingungen vor Ort? Wird grundlegender Schutz für die Menschen gewährleistet? Verantwortlich sollen die deutschen Unternehmen jedoch zunächst nur für ihre direkten Zulieferer sein, nicht für die Zulieferer der Zulieferer, also für die gesamte Lieferkette. Falls aber doch Verstöße bekannt werden in Unternehmen, die weiter hinten in der Lieferkette liegen, greift auch dann die Sorgfaltspflicht.

Gut ist, dass auch eine Lösung dafür gefunden wurde, wie man mit Unternehmen verfährt, die sich nicht an das neue Gesetz halten. Eine zivilrechtliche Haftung wird es zwar nicht geben, stattdessen aber drohen den deutschen Firmen Bußgelder und ein Ausschluss von öffentlichen Ausschreibungen. Überwacht werden soll das vom Bundesamt für Wirtschaft und Ausfuhrkontrolle (Bafa), einer Behörde also, die durchaus Erfahrung hat mit dem internationalen Geschäft deutscher Unternehmen. Unklar ist noch, was als Verstoß gegen die Sorgfaltspflichten der Unternehmen im Gesetz festgelegt wird, zum Beispiel, ob vor allem Kinderarbeit ausgeschlossen werden soll oder ob auch existenzsichernde Löhne eine Rolle spielen werden.



► S 39: Mediating written and oral texts

- 45 Auch wenn sich Menschenrechtsorganisationen mehr erhofft haben von diesem deutschen Sorgfaltspflichtengesetz, wie es offiziell heißt, wird damit doch ein neues Kapitel aufgeschlagen in der Geschichte des globalen Kapitalismus. Auf europäischer Ebene nämlich geht die Initiative für eine ähnliche Regelung voran. Das EU-Parlament drängt die Kommission zur Ausgestaltung einer EU-weiten Verordnung. Dass jetzt mit Deutschland die größte Volkswirtschaft in der Union
50 ein solches Gesetz beschließen will, wird diesen Prozess beschleunigen. Letztlich wird sogar die deutsche Wirtschaft diesen befördern, weil es gleiche Bedingungen für alle Unternehmen in der EU braucht.

Der Westen könnte sich also endlich auf den Weg machen, die von ihm verantworteten globalen Ungerechtigkeiten zu zügeln.

From: 'Zügel für den globalen Kapitalismus', Die Zeit, 12 February 2021

- 1 **Mediation** You attend a bilingual school and are supposed to give a presentation in your social studies class. You want to talk about Western nations and their responsibility for fair treatment of developing countries. Based on the article above prepare your oral presentation in English about the measures taken by the German government to ensure a fairer treatment.

Text 10

Swept up or left behind? Feelings about globalization Pew Research Center

Info

The **Pew Research Center** is a politically neutral 'fact tank' situated in Washington. It conducts public opinion surveys, data analysis and opinion research.

Annotations

- 1 **divisive** spaltend
6 **poll** process of asking a few people about their opinion in order to get information about the general opinion
7 **inexorable** unstoppable
11 **focus group** small group of people, deliberately selected to discuss a specific subject
12 **prior to sth.** before sth.
13 **impact** Auswirkung
14 **affiliation** orientation, connection
15

- Reconsider the guiding question of the chapter. Has your opinion about globalization changed since the beginning of the chapter? If so, why?

Globalization has meant enormous gains for some, but not all. Many people in the US and the UK regard it with skepticism, as a Pew survey revealed. Read the first part of the Pew survey. Following this, partner A reads the excerpt on p. 86, partner B goes to p. 297. The texts are further excerpts from the Pew report.

- In 2016, both Americans and Britons participated in divisive votes shaped in part by questions of immigration and global engagement. In the United States, voters cast ballots in a presidential election ultimately won by Donald Trump and his 'America first' vision. Across the Atlantic, 'leave' voters outnumbered 'remain' voters in a national referendum on continued European Union membership, framed by the slogan 'Take back control.' Attempts to explain the twin poll results have focused on people who felt left behind and who voted against the seemingly inexorable tide of growing economic interdependence, cultural diversity and social connectivity that define a globalized world. But direct, systematic comparisons of the
10 two countries have been rare.

Pew Research Center undertook focus groups in the United States and United Kingdom in 2019 – prior to the outbreak of COVID-19 – to understand better the degree to which similar narratives about globalization and its impacts are evident in each country – and whether these narratives vary by geography, political affiliation or other factors in each country.

The focus groups confirm that the story of being 'left behind' remains common in both the U.S. and UK. Participants highlighted the ways in which the forces of globalization left them rudderless, closing industries, leading people to abandon their homes and harming them economically. But the group conversations also
20 reveal a narrative of being 'swept up' by globalization. Those who are swept up experience because of too much attention from global forces – investment and new job creation supplant traditional work, inflate real estate prices and displace some people from their homes and communities. Stories of being left behind and swept up both lead to feelings of alienation and loss. [...]

- 25 Though participants were often unsure of how to define globalization, key themes did emerge. These centered on economics and trade, the global balance of power, immigration and cultural exchange, technological advancement, and community.

And unlike technical definitions, participants found it relatively easy to share illustrations of globalization. They brought up the impacts of globalization on their
30 daily lives, like the experiences of calling customer service and reaching a call center in another country. People touted the ability to order goods from the other side of the world on Amazon and have them delivered the next day. Others brought up how immigration has shifted the fabric of their country for better or worse, or how openness to foreign ideas and customs was changing their country's culture
35 – again, for both better and worse. [...]

While the changes participants saw in their countries and the perceived catalysts of those changes varied, nearly all participants said these shifts were causing them to feel disconnected from their national identity. For some, globalization in the form of immigration and multiculturalism had wrought too much change, to the point that
40 they felt they could no longer recognize their country. They noted that they couldn't feel a connection with others under the mantle of being 'British' or 'American' because the culture had been eroded too much and that some people grouped under that label felt too different from them.

For others, pivotal events marking a political shift away from the
45 globalized world and toward a 'country-first' national character alienated them from how they used to conceptualize and understand their countries. For these people, community and national identity meant welcoming people from elsewhere and blending cultures, foods and ideas. [...]

- 50 While these focus groups were diverse and stretched across the U.S. and UK, their participants largely viewed globalization through one of two lenses: fostering an arena of international rivalry and competition, or creating the possibility of new cross-border communities. Among the former group, increased international connections have
55 meant greater insecurity and threats to their country's ability to maintain power and influence. For the latter group, globalization has come with perceived opportunities, and even obligations, to connect with others, find common cause and tackle global problems.

Across the focus groups, participants in the U.S. and UK consistently agreed on
60 one thing: Their communities, their countries and their worlds are changing.

Annotations

- 18 **rudderless** without anyone in control
22 **supplant sth.** replace sth.
24 **alienation** feeling of not belonging in a group
31 **tout sth.** praise sth.
33 **fabric of sth.** structure of sth. (here: a society)
36 **perceive sth.** etwas wahrnehmen
36 **catalyst** event or person that causes a change
39 **wring sth. (wrought – wrought)** (here) cause sth., create sth.
42 **erode sth.** diminish or destroy sth. gradually
44 **pivotal** important
46 **conceptualize sth. (fml)** develop an idea of sth.
52 **foster sth.** encourage sth.
58 **tackle sth.** etwas in Angriff nehmen



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Getting started

Seite 86

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Annotations

- 62 **concur** (fml) agree
- 63 **multilateral** involving more than two nations/groups

Getting started

Annotations

- 1 **multinationals** multinational corporations
- 3 **equate sth. with sth.** etwas mit etwas gleichsetzen
- 3 **shuttered** closed down
- 3 **locale** Schauplatz
- 10 **exacerbate sth.** [ɪgˈzæsəbeɪt] (fml) make sth. worse
- 10 **onset** beginning of sth. unpleasant
- 13 **transient** temporary
- 16 **high street** (BE) main shopping street
- 21 **bustling** lively

While the term ‘globalization’ did not always roll off their tongues, participants concurred that the catalyst for change was an increasingly interconnected world in which multinational corporations, foreign trade and multilateral organizations had become important factors shaping local and national identities. [...]

From: ‘In U.S. and U.K, globalization leaves some feeling “left behind” or “swept up”’, www.pewresearch.org, 5 October 2020

Partner A: Read the text below. **Partner B:** Go to p. 297.

Industrial change, automation and the influence of multinationals were prime catalysts in stories of being left behind by globalization. Being left behind was often equated with job loss and shuttered businesses. Depending on the locale, participants described either industry-specific or general job losses. Focus group participants in Pittsburgh and Newcastle were particularly animated by stories of being left behind, describing how they or people they knew had lost jobs at coal mines, steel mills and other industrial facilities.

In these cities and elsewhere, participants pointed to the carry-over effects of job loss – from local stores being unable to remain profitable to neighborhoods becoming less prosperous and more dangerous, exacerbated by the onset of crime and drug use that accompanied peoples’ material decline. People who felt left behind also noted the impact of economic decline on local social ties. Participants linked falling rates of homeownership with growing numbers of ‘transient’ renters and less meaningful relationships with neighbors. [...]



- 15 The closures and changes people described extended from the workplace to the ‘high street’ in the UK, and the tone was often one of profound loss. In all four cities in the UK where focus groups were conducted, people noted the closure of independent businesses on the high streets, highlighting how these shifts
- 20 left them feeling like the previous epicenter of their community was no longer the bustling center of commerce. [...]

From: ‘In U.S. and U.K, globalization leaves some feeling “left behind” or “swept up”’, www.pewresearch.org, 5 October 2020

Comprehension

- 1 Makes notes on the following aspects of the Pew report: reasons for the survey, main themes of globalization, daily influence of globalization and perspectives on globalization. Compare your results.
- 2 Explain to your partner what it means to feel *left behind* by globalization. Then listen to your partner’s explanation of feeling *swept up*.

Analysis

- 3 **You choose** Do task **a** or **b**.
 - a** Examine the different views on globalization expressed in the focus groups and the reasons given.
 - b** Examine the differing views on national identity expressed in the focus groups and the reasons given.

- c** Compare your findings with someone who chose the other task and speculate on possible reasons for the differing reactions.

Language awareness

- 4 The text frequently uses recorded speech, e.g. ‘They noted ... them’ (ll. 40–43).
 - a** Have a look at the fourth paragraph. Write down what the interviewees might have said.
 - b** With a partner discuss why the writer did not use direct speech.

Beyond the text

- 5 **Writing** Write a dialogue between two people who discuss the impact of globalization on their home town or country.

► More language

Text 11

The benefits of migration

- Think about reasons for migrating to a different country. Which of these reasons would be important enough for you to leave your homeland?

Viewing Watch this video about migration from the website of The Economist.

► Video

Comprehension

- 1 Summarize the reasons for migration that are mentioned in the video. Do they resemble the ones you thought about beforehand?
- 2 Write down what you remember about the economic impact of migration.

Analysis

- 3 **You choose** Watch the video a second time. Do either task **a** or **b**.
 - a** Analyse how the video shows that the migrants’ countries of origin benefit from migration.
 - b** Analyse how the video shows that the migrants’ host countries benefit from migration.

Beyond the text

- 4 **Writing** Discuss the advantages and disadvantages of migration. Remember that a discussion must present both sides of an argument.

Info

Today many countries are facing conflicts and instability: they may be challenged by wars, civil war or frequent acts of **terrorism**. United Nations Peacekeeping is an institution that can help these countries establish peace. All **peacekeeping** operations are impartial and non-violent and they only take place if the parties involved have given their consent. Protecting civilians, help with elections or protection of human rights are some of the tasks accomplished by **peacekeeping** operations.

Welcome to the pandemic era Peter Daszak

- Discuss measures that could reduce the risks of global pandemics.

Read Peter Daszak's account of pandemics in the past and the future.

In late 2013, in the village of Meliandou in rural Guinea, a group of children playing near a hollow tree disturbed a small colony of bats hiding inside. Scientists think that Emile Ouamouno, who later became the first tragic 'index' case in the west African Ebola outbreak, was likely exposed to bat faeces while playing near the tree.

Every pandemic starts like this. An innocuous human activity, such as eating wildlife, can spark an outbreak that leads to a pandemic. [...] In 2019, we can speculate that a person from south-west China entered a bat cave near their village to hunt wildlife for sale at the local wet market. Perhaps they later developed a nagging cough that represents the beginning of what we now know as Covid-19. Now, a growing human population, ever-encroaching development and a globalised network of travel and trade have accelerated the pace of pandemic emergence. We're entering a new pandemic era.

Most pandemics begin in the emerging disease hotspots of the world; the edges of forests in regions such as west Africa, the Amazon basin and south-east Asia. Tropical rainforests are home to a rich diversity of wildlife, which in turn carry an array of viruses. We know far more about these animals than we do about the viruses they carry. An estimated 1.7m viruses exist in mammals and birds (the origins of most pandemics), but less than 0.1% have been described. They spread to millions of people each year; though they often don't cause noticeable symptoms, the sheer volume means that plenty can.

Before humans became an agricultural species, our populations were sparser and less connected. A virus infecting a hunter-gatherer might only reach family members or perhaps a hunting group. But the Anthropocene, our new geological epoch, has changed everything. A great acceleration of human activity has dramatically altered our planet's landscapes, oceans and atmosphere, transforming as much as half of the world's tropical forest into agriculture and human settlements.

About one-third of emerging diseases are the product of these rapid changes in land use, as people are pushed into contact with wildlife they would once have rarely encountered. The viruses that emerge, such as Zika, Ebola and Nipah, include the latest of our foes, Covid-19, transported from the altered rural landscape of China to a city near you.

Human activity has created a continuous cycle of viral spillover and spread. Our current approach is to wait for outbreaks to start, and then design drugs or vaccines to control them. But as we've seen with Covid-19, this approach isn't good enough: while we wait for a vaccine, hundreds of thousands of people have died, and millions have been infected. By the time the US produced sufficient doses to vaccinate against the H1N1 influenza pandemic in 2009, the virus had already infected about a quarter of the people on our planet.

If we are to prevent future pandemics, we will need to reassess our relationship with nature, blocking each step in the chain of disease emergence. This should

Annotations

- 3 **index case** first documented patient in an epidemic
 4 **be exposed to sth.** come into contact with sth.
 4 **faeces** ['fi:siz] (pl.) Excrement
 6 **innocuous** harmless
 9 **wet market** open market where animals and/or their meat are sold
 11 **encroach** expand
 12 **accelerate sth.** make sth. happen faster
 16 **array** broad spectrum
 22 **sparse** spärlich
 30 **encounter sb./sth.** come in contact with sb./sth.
 31 **foe** enemy
 33 **spillover** Übergang (von einem Wirt zum anderen)
 37 **sufficient** [sa'fiʃnt] ausreichend
 40 **reassess sth.** etwas neu bewerten

Info

The term *Anthropocene* is often used to describe the current geological age, although it has not been officially approved as a description of geological time. The Anthropocene is seen as a period in which humans started to have a new, irreversible impact on the environment and the climate. It is not yet decided when this era actually began.

begin with reducing the rampant consumption that drives deforestation and wildlife exploitation. We'll also need to remove viral-risk species from wildlife markets, crack down on the illegal wildlife trade and work with communities to find alternatives. We should be putting more pressure on industries that harvest tropical timber and wildlife products, rewarding corporate sustainability and legislating against overconsumption. [...]

As we rebuild our economies after the coronavirus pandemic, rather than returning to the system of unchecked consumption that brought us Covid-19, we have an opportunity to green our economies. Centuries of environmental exploitation have put us in a fragile position on this planet. While some may balk at the costs of avoiding environmental breakdown, or fail to understand the value of preserving a species of butterfly, frog or fish, most of us recognise that Covid-19 has brought death and economic misery on a global scale. Once we accept that human activity is what led to this, we may finally be empowered to escape the pandemic era.

From: 'We are entering an era of pandemics – it will end only when we protect the rainforest' The Guardian, 28 July 2020

Comprehension

- Make a *flowchart showing how pandemics arise and spread.

Analysis

- Analyse the differences between traditional methods of coping with pandemics and the author's recommendations.

Language awareness

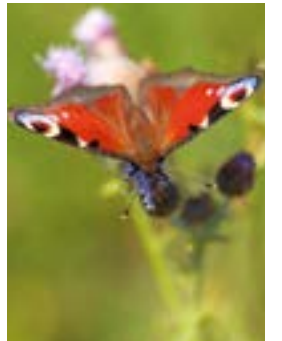
- Examine the author's choice of words in the last two paragraphs. Analyse how they influence the reader.
- Writing** Rewrite the same part in the style of a neutral, informative text.

Beyond the text

- Writing** Your local activist-group wants to put pressure on politicians to support the good sides of globalization and fight the bad ones. Devise a *leaflet with 10 claims to be distributed in your neighbourhood.

Annotations

- 42 **rampant** widespread
 44 **crack down on sth.** (infml) etwas rigoros unterbinden
 45 **harvest sth.** etwas ernten
 45 **timber** wood
 46 **corporate** unternehmerisch
 46 **legislate** make laws
 51 **balk** [bɔ:k] hesitate



► Support p. 295

► Getting started

Chapter Task

Where is my home in a globalized world – my neighbourhood, my country, the world?
 Answer this question in a text form of your choice (e.g. an essay, a poem, a video, a poster).

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