

Lesson 3: Challenges of a global city.

* Warm up:

Drawing your views from the documents we have studied last lesson, hold the following conversation with your neighbour(s).

- a. Do you think the idea of this reality TV show is a good one? Is it good entertainment? Is it useful?
 - b. Explain whether you would like to take part in such a show.
 - c. Say whether you think Lord Sugar gives a positive image of the world of business or not.
 - d. Women in business: has the world changed its attitude?
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1) Legacy of the industrial revolution.

- a. “*London Particular*” lithography and paintings to be compared to two Dickens’ extracts. **EOI/CE**
- b. *The Great Smog* → discussion on bobby pictures & “Killer fog” video extract. **EOI**
 - Pick out facts about the event: number, date, place, consequence. **CO**
 - Explain what the narrator means when he uses the expression “*like a killer in the night*”. **EOI**
 - Use the two documents to comment on urban pollution in London over the years. **EE**
 - Say whether air pollution could influence your decision to live in a city or not. **EOI**

2) Londoners through time:

- a. How many people live in Greater London? Have a guess & react on pictures (street, traffic, etc). **EOI**
- b. Examine the population evolution from 1901 to 2009 ([scan the document & analyse data](#)). **CE/EE**
- c. What could be the consequences of the increase of the Greater London Population? **EOI**

3) Britain’s megacity:

- a. “*London, the global city*” → explain the video title. **CAV & EOI**
- b. Discussion using varied pictures of the British capital to give a more accurate definition (finance, trade, entertainment, culture, tourism, studies...) **EOI**
- c. What could be the positive & negative impacts of opening up the city to people and trade? **EOI/EE**
- d. Description and analysis of a caricature. **EOI**
- e. “*Building global cities*” → [evaluation](#) of reading and writing skills.

CE = *compréhension écrite*

CO = *compréhension orale*

CAV = *compréhension audio-visuelle*

EE = *expression écrite*

EOI = *expression orale en interaction*

EOC = *expression orale en continu*

1) Recap on illustrations:

Walking must have been dangerous in those days. The pollution must have made people sick. Londoners must have suffered a lot from these conditions. They must have found it hard to breathe. There must have been a lot of accidents.

Going out must have been so risky that people would rather stay at home. The air must have been so polluted in those days that it had a harmful effect on the population's health. The mixture of bad weather and pollution must have been so disastrous that it affected the population's wellbeing as well as their ability to move around.

Extract 1 - Charles Dickens, Bleak House, 1852.

London. [...] Implacable November weather. [...] Smoke lowering down from chimney-pots, making a soft black drizzle, with flakes of soot in it as big as full-grown snowflakes – gone into mourning, one might imagine, for the death of the sun. [...] Foot passengers, jostling one another's umbrellas in a general infection of ill-temper, and losing their foot-hold at street corners, where tens of thousands of other foot passengers have been slipping and sliding since the day broke (if the day ever broke)...

Extract 2 – Charles Dickens, Our Mutual Friend, 1865.

It was a foggy day in London, and the fog was heavy and dark. Animate London, with smarting eyes and irritated lungs, was blinking, wheezing, and choking; inanimate London was a sooty spectre, divided in purpose between being visible and invisible, and so being wholly neither. [...] Even in the surrounding country it was a foggy day, but there the fog was grey, whereas in London it was, at about the boundary line, dark yellow, and a little within it brown, and then browner, and then browner until at the heart of the City – which call Saint Mary Axe – it was rusty-black.

-CE niveau B2 : Peut comprendre des articles et des rapports sur des problèmes contemporains et dans lesquels les auteurs adoptent une position ou un point de vue particuliers.

- **Archive:** <https://www.theguardian.com/theguardian/from-the-archive-blog/2012/dec/05/great-smog-london-1952-archive>
- **Killer fog part 1 extract (from 2')**.

Man #1: "Any fog would cause an increase in deaths... But this was sudden you see... And in most cases these people [the Londoners] would be taken to the hospital. But this came... like a killer in the night... literally!"

Narrator: "In December 1952, the world's romance with London's fog ended in a disaster... The true extent of which has never been acknowledged. Now hidden documents reveal how one of the World's worst peacetime catastrophes claimed as many as 12,000 lives in the centre of London.

[music]

"The Christmas shopping season had just begun when the fog descended on the city." [...]

Woman #1: "It was a warm... fog. It was wrapped around you, it was all possessing!"

Man #2: "It was smelly, it was dirty, it was black".

Man #3: "It had an acrid, acidic feel about it".

Man #1: "It seeped into the houses and... indoors everyone [was] covered with a grey film...It was uncanny!"

-CO niveau B2 : Peut comprendre les enregistrements en langue standard que l'on peut rencontrer dans la vie sociale, professionnelle ou universitaire et reconnaître le point de vue et l'attitude du locuteur ainsi que le contenu informatif.

2) See corrections for the activities related to the chart + productions depending on discussion.

3) Britain's megacity:

❖ *Link with Master MEEF Eco-Gestion:*

Tourism, marketing, consuming, advertising, transportation, environment, sustainability, social equality, economics, demographic, gentrification...

❖ *Definition:*

A global city is a city that has a significant influence on the global economic, cultural, and political landscape. These cities are typically centres of international finance, business, and trade, and they often serve as hubs for transportation and communication networks. Global cities are also known for their cultural diversity and their ability to attract talent from around the world.

There is no definitive list of global cities, but some of the most commonly recognized ones include New York, London, Tokyo, Paris, and Hong Kong. Other cities that are often considered to be emerging global cities include Shanghai, Mumbai, Sao Paulo, and Dubai.

Global cities are important nodes in the global economy, and they often have a disproportionate impact on national and international politics. They are centres of innovation and creativity, and they are often characterized by their cosmopolitanism and diversity. However, global cities can also be marked by inequality and social divisions, as well as the challenges of managing rapid urbanization and globalization.

<https://historicophiles.com/2023/05/11/what-is-a-global-city/>

❖ *Positive and negative impacts of opening up the city to people and trade?*

+: Competitiveness (GDP, trade), attraction (tourists, international students & skilled workers), multiculturalism & diversity (= increased open-mindedness),

-: gentrification, Londoners priced out due to lack of housing (rich foreigners) or unaffordable accommodation, social gap (wealthiest 1000 + poorest 1000), pollution, fall out of Brexit in investment employment & import, some racism and legacy of colonialism.

❖ *Caricature to sum up what a global city, drawing a parallel with other cities.*

It's a caricature which shows us many dragsters carrying the names of cities.

They have monuments of their cities, for example New-York with its Statue of Liberty.

This caricature can show the spreading of culture of different cities in the world because all the dragsters are from the northern part of the globe.

This can therefore represent one of the consequences of globalisation, which is depicted here like a race, a competition, but using such vehicles may also refer to pollution.

As we can see, the first rank of the global city opposes New York and London.

❖ *Correction elements on the worksheet.*

-CE niveau B1 : Peut parcourir un texte assez long pour y localiser une information cherchée et peut réunir des informations provenant de différentes parties du texte ou de textes différents afin d'accomplir une tâche spécifique.

-CE niveau B2 : Peut parcourir rapidement un texte long et complexe et en relever les points pertinents.

-PE niveau B2 : Peut synthétiser des informations et des arguments issus de sources diverses.