



1b: Well-being Consumption & Ecology

This module is about the well-being of the environment and the world around us. It promotes ecological literacy, a key requirement for an engaged citizenry in 21st century Canada. Through the core and project tasks, learners will explore the issue of climate change as a vehicle to focus on the multiple knowledge bases of ecology, to stimulate an inquiry-based approach to learning, and to develop the ability to explain difficult concepts coherently in oral summaries containing ecological concepts or processes.

Track 1b is adapted from ELSA 6 Unit 8: Science, Technology & the Environment, and ELSA 7 Unit 8: Ecology & Climate Change.






Learning Outcomes

Content Outcomes






Learners will do the following:

- expand their scientific, technological, or environmental literacy.
- consider critical perspectives on environmental, scientific, or technological claims.
- engage in self-directed inquiry into environmental issues.
- strengthen their oral communication skills through a presentation on environmental issues or processes that affect the community.

Target CLB 8 Outcomes

-  **8-IV Comprehending Information**
Understand group interactions about abstract and complex ideas on familiar topics.
-  **8-IV Sharing Information**
Give presentations to describe and explain structures, systems or processes based on research.
-  **8-IV Comprehending Information**
Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts and website navigation menus).
-  **8-II Reproducing Information**
Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.
-  **8-II Reproducing Information**
Reduce a text of up to about 2 pages to an outline or summary.

Target CLB 7 Outcomes

-  **7-IV Comprehending Information**
Understand short group interactions, discussions and meetings on generally familiar topics.
-  **7-IV Sharing Information**
Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail 2 events, jobs or procedures.
-  **7-IV Comprehending Information**
Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).
-  **7-II Reproducing Information**
Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.
-  **7-II Reproducing Information**
Reduce a text of up to about 2 pages to an outline or summary.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Core Task 1

Learners develop the ability to interpret difficult concepts and identify main ideas in a news broadcast, panel discussion, or interview on an issue such as climate change, sustainability, or consumption. Learners evaluate resources for objectivity and bias, and practice distinguishing fact from opinion.

Core Task 2

Learners practice note-taking techniques to record relevant information from a fact based podcast, or presentation about a process or situation related to ecology, conservation, environmental initiatives, policies, etc.

Core Task 3

Learners develop further note-taking techniques in order to identify the main ideas and supporting details in readings related to ecology or consumption. Students then use their notes to write a summary.

Overview and Outcomes

Learners deepen their understanding of how a significant environmental or sustainability issue affects individuals, communities, or countries.

Community Project

Learners research and report on a local community-based sustainability or ecological initiative that affects the local community.

Workplace Project

Learners research and report on environmentally-friendly policies, procedures, practices, or projects of a local business or organization.

Study Project

Learners research and report on courses that focus on sustainability, ecology, or climate-change issues.

1b: Consumption & Ecology Core Tasks

Possible Topics for the Core Tasks

Consumption

- the population and consumption, and per capita ecological footprints of different countries
- personal resource consumption (goods, e-waste)
- energy consumption and resources
- economic development and quality of life
- food consumption, households, and lifestyles

Ecology

- the causes and effects of climate change
- efforts by Canada and BC to address climate change
- Canada's energy policy as it affects climate change
- international boycotts in response to Canada's energy policy
- personal efforts individuals and families in BC can make to reduce their carbon footprint
- the Alberta oil sands

Core Task 1

Overview

Learners listen to features, broadcasts, interviews, and programs about environmental issues, and evaluate speakers' ideas for bias, tone, and purpose.

Target CLB Outcome 🗣️ 8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

Modify to CLB 🗣️ 7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

Description

In this core task, students will learn skills to evaluate resources. Students will be able to listen and identify facts and opinions, tone, point of view, and bias in a conversation between two or more people about a controversial issue (such as GMO foods, e-waste, climate change, green marketing, environmental movements, policies, etc.). Listening samples could include TV shows featuring panels of guests with opposing viewpoints, presenters with obvious political leanings, or presentations that appeal to emotion and are intended to persuade. As an introduction to the unit, play short films, TV advertisements, clips from sitcoms, movies, etc. to practice the skills of identifying tone and register with simpler or lighter content matter. Have students hold class discussions to articulate their own attitudes, toward issues related to consumption or ecology.

Using graphic organizers, or simply drawing a chart on the board, have students listen and identify the following:

- the main idea, implied meanings, and detailed information.
- facts, opinions and attitudes.
- the speakers' purpose and intent.
- bias words and vocabulary intended to persuade or discredit.
- some nuances in tone, emotion, and register.

Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit*, (CLB 🗣️ 7-ALL), p. 61. Find this on Tutela.ca.

Skill Building Tasks for Core Task 1

Assessing Quality and Appropriateness of Information

As a class, before accessing the online texts, establish criteria for assessing the quality and appropriateness of information. Using these criteria, encourage learners to assess the value of the information in terms of the suitability for their needs. A lesson and template about bias in the media can be found at:

<http://mediasmarts.ca/lessonplan/bias-news-sources-lesson>.

This lesson covers introduces concepts such as bias through word choice, selection and omission, placement, and source control.

Distinguishing Facts from Opinions

Teach techniques to distinguish between fact and opinion, for example, expressions containing the modal *should*, and comparatives and superlatives for making judgments (superior to, the worst, the best), versus statements that can be qualified or measured. A simple clear power point presentation about these points can be found at: <http://pjalien.wordpress.com/tag/fact-or-opinion-esl/>. Students could also use audio transcripts to identify fact and opinion, highlighting facts in pink and opinions in yellow for example.

Identifying Emotion, Purpose, and Attitude in speech and print

As a class, review adjectives for describing emotions. **LINC Vol.1, 267** provides a good list as a starting point for analysis of listening materials. Play clips of a news item or interview and elicit student ideas about the speakers' tone and bias and the purpose of the listening resource as a whole (is it a feature intended to persuade, a debate presenting two opposing viewpoints, an evaluation of a current event?). Additionally, introduce the concept of register and have students decide which news clips are more formal and than others.

Collocations

Use the ELSA Net Resources for Higher Learners lesson based on the short film, "Words," which can be found on Tutela.ca, and develop a lesson on "green" collocations and idioms (green washing, green products, non-renewable resources, etc.).

Core Task 2

Overview

Learners listen to an extended fact-based presentation, such as a presentation relating a cause and effect process (e.g., the causes of climate change) and reduce the main ideas to notes.

Target CLB Outcome 8-II Reproducing Information

Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.

Modify to CLB 7-II Reproducing Information


Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.

Description

This task introduces students to a variety of note-taking formats and techniques. Students will review common abbreviations and symbols used in note-taking, and sample a variety of note-taking formats while listening to sample audio broadcasts, features, or public service announcements that highlight a process, describe a technological system, explain a causal relationship in the physical world, or present other fact-based information. Instructors could initially provide note-taking models and guided writing tasks (e.g., add key words, main ideas, supporting details in the blanks of a note-taking chart). In the final tasks of this lesson, students should be able to produce comprehensive, accurate, and usable notes independently. Students will also do the following:

- identify phrases and sentences that mark topic introduction, topic development, topic shift and conclusion.
- interpret factual information, explanations, and opinions.
- Identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.

Formative Assessment

See the Writing Task Scoring Grid tool, *Formative Assessment Toolkit* (CLB  7-IV) p. 102. Find this on Tutela.ca.

See the Summary Evaluation Rating Scale tool, *Formative Assessment Toolkit* (CLB  8-II), p. 118. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Note-taking Strategies

Review note-taking strategies to help record the most important information and relevant details in a broadcast, podcast, feature, etc. Encourage learners to take notes on a listening to use in their upcoming presentations. Use the worksheet in **LINC Vol. 2, 148** for support.

Rhetorical Modes: Cause and Effect

Students at this level have a difficult time using cause and effect structures and would benefit from review. When students are watching or listening to audio texts in class, have them identify causal connectors and break down cause and effect sentences into two clauses, identifying which clause contains the cause and which clause contains the effect. The ELSA Net produced workshop materials, "Global Warming Awareness," for ELSA 4/5 learners can be adapted and used for skill-building tasks. This can be found at <http://www.elsanet.org/site/resources/resources-for-teachers/elsa-net-resources>

Verbal Cohesive Devices and Discourse Indicators

As a class, go over verbal cohesive devices and discourse indicators (such as conjunctive adverbs or adverbials) that signal meaning, contrast, or examples that help with understanding oral discourse. Then, while listening to the audio, ask learners to write down cohesive devices and discourse indicators. Consult the following resource for review before listening: [Capital Community College: Coherence: Transitions Between Ideas](#).

Scientific and Technical Terms

Review common vocabulary related to the environment, science and ecology. Identify common prefixes, suffixes and stress patterns in technical language. See "Stress in Words" (Part 2), from *Well Said*.

Core Task 3

Overview

Learners read about a program, technological development, process, or system related to consumption or ecology. Students demonstrate their reading and note-taking skills by producing an outline or summary of readings of up to two pages.

Target CLB Outcome 8-II Reproducing Information

Reduce a text of up to about 2 pages to an outline or summary.

Modify to CLB 7-II Reproducing Information

Reduce a text of up to about 2 pages to an outline or summary.

Reduce amount of reading text required.

Description

In this task, students will apply the note-taking and comprehension skills they have learned thus far in the unit, which include identifying discourse markers, understanding the difference between fact and opinion, and recognizing patterns of organization (chronological, comparing, contrasting, cause and effect). In addition, students continue to practice their vocabulary building skills, such as guessing meaning from context, and identifying common medical root words, prefixes, and suffixes. Students will also learn to avoid plagiarizing difficult concepts. They will do this by manipulating word forms and sentence constructions and using synonyms. Students will then choose a note-taking format, practice reducing readings to notes, and learn strategies for writing summaries of the original readings. When writing, learners will do the following:

- reduce information to main points with accurate supporting details and no major omissions.
- convey essential information.
- demonstrate an understanding of the reading audience through appropriate language, format, and content.

Formative Assessment

See the *Formative Assessment Toolkit* on Tutela.ca for ideas and templates for creating formative assessment tools.

Skill Building Tasks for Core Task 3

Note-taking Strategies

Students continue to practice their note-taking techniques. As a practice task, have students highlight important details from a reading and compare with a partner to examine similarities and differences.. See the **LINC Vol. 1, Chapter 1 worksheets** for support for CLB 6 learners. Additionally, the lesson on note-taking formats (p. 41) is about green energy.

Paragraph Writing

Students with writing skills at CLB 6 may need to review the elements of a paragraph (topic sentences, supporting details, transitions, pronoun reference, and concluding sentences). See **LINC Vol. 1, 58-63** for support.

Describing a Process

As class, review structures and language to describe processes. Use the worksheets for support. Provide the class with samples for reading and analyzing. Have students identify sequencers and other cohesive devices in the readings. See **LINC Vol. 1, 65** for support.

Summarizing

Students at this level often have a difficult time writing summaries, as they don't know what they should include or exclude from the original source. See the lesson about summary writing at the following location: [University of Victoria's Intermediate Writing Tips](#) for support.

Passive Forms

Scientific descriptions of processes or official policies and programs are often written in the passive voice, so it's essential that students be familiar with this structure. Review passive forms in written text with the worksheet from **LINC Vol.2, 65**. Students could circle passive forms in readings and practice turning them into active sentences. Alternatively, students could turn sentences written in the active voice, into the passive.

Paraphrasing

Many students will have to be taught that copying information word for word is considered plagiarism in Canada. Teaching students paraphrasing techniques will help them break this habit. The lessons at www.eslwriting.org provide students with techniques to help put ideas in their own words.

Project Overview

Present on an Ecology or Consumption Issue

Description

In this project, learners will deepen their understanding of how a significant environmental or sustainability issue affects individuals, communities, and countries. The purpose of this project is to improve learners' research, listening, speaking, and presentation skills. Learners will also use self-directed inquiry as a tool to improve their ecological literacy skills.

In this project, students will do the following:

Pre-task: Identify an issue related to consumption or ecology, a service, an initiative, a program, or a process to research. Research information on services, initiatives, and programs related to the issue. During their research, learners will employ the skills learned in the core tasks, for instance, choosing resources that are as free from bias and as objective as possible. Students should use a minimum of one reading resource, and one listening, and show evidence of good note-taking and summarizing skills. Students can be working on their research concurrently as they are introduced to other skills in the project tasks.

- Task 1** Research and interpret information in reports, features, policies, descriptions, or processes that contain a variety of moderately complex formatted text.
- Task 2** Synthesize findings, and finish with an oral presentation.

Content Outcomes

Learners will do the following:

- deepen their understanding of an environmental issue that affects a local community.
- develop their ecological literacy skills through self-directed inquiry.

Target CLB 8 Outcomes

8-IV Sharing Information

Give presentations to describe and explain complex structures, systems or processes based on research.

8-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts and website navigation menus).

Target CLB 7 Outcomes

7-IV Sharing Information

Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail two events, jobs or procedures.

7-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).

Possible Topics

Community

- a local campaign to reduce water usage or encourage waste reduction
- a community garden project to raise awareness of sustainable food systems
- an organization in the region working to reduce Canada's carbon footprint

Workplace

- a cycle-to-work campaign
- energy conservation in office buildings or local housing
- an office no-Styrofoam policy
- a local or Canadian small business developing green technology
- green buildings and workplaces (e.g., green roofs, passive energy)

Study

- a school's organic garden, or other green research projects or initiatives
- the implications of climate change for life in a local bioregion, or nationally
- the process of creating alternative or non-renewable energy sources
- any academic topic related to sustainability, ecology, etc.

Project Task 1

Overview

Learners read information on services, initiatives, and programs on a selected climate-change, global-warming, or sustainability issue.

Target CLB Outcome 8-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).

Modify to CLB 7-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).

Reduce the amount of reading text required.

Description

In this task, students will locate and interpret information contained in moderately complex formatted texts that relate to the chosen issue, such as reports published by local, provincial, or federal governments, non-profit organizations, or businesses. Describe services, initiatives, programs, or other means to address or spread awareness of the chosen issue. Students could also use feature articles from newspapers or magazines that highlight statistics and research (such as stories based on Statistics Canada releases, science and ecology themed exposés, etc.) Texts should be up to about three pages.

The following are examples of texts suitable for this task:

- tables, graphs or diagrams used to spread awareness of the issue (e.g., a chart showing the disappearance of Arctic sea ice)
- documents that contain workplace policies and procedures related to either consumption or ecology

Learners should read the selected texts to do the following:

- identify organization of text.
- follow sequences of narrations or processes depicted in flow charts, illustrations, etc.
- locate and integrate relevant information across paragraphs or sections of the text.
- present the information contained in charts, diagrams, and tables in an alternate form.
- evaluate ideas in text, draw conclusions and express own opinion.

Learners will present the key information from the texts on the chosen issue in an alternate form by creating visual aids or handouts for use in the presentation in Task 2.

Skill Building Tasks for Project Task 1

Charts, Statistics, Graphs, and Other Visual Aids

Elicit or introduce vocabulary for various types of charts, statistics, tables, maps, floor plans, diagrams, flow charts, etc. Review the function of each type of visual aid. As an activity, posit questions related to data and processes, and elicit which type of visual aid would be the most appropriate for displaying the information. Students could also be taught to create their own visuals using application software such as Excel, PowerPoint or Word. Although for LINC 5 learners, **LINC Vol. 2, Chapter 5** in Managing Information provides a detailed overview for students unfamiliar with this language.

Reading Techniques

Review reading techniques such as asking questions about the text, identifying main ideas, and paraphrasing. See **LINC Vol. 2, 171 in Managing Information** for support.

Language for Describing Visual Aids

Learners must study language for writing or orally describing visual aids such as charts, tables, and diagrams. Use the worksheets from **LINC Vol. 2, 66-67 & 145** as a reference and have students reproduce information in written form for practice. Students should then practice describing visual aids orally.

Project Task 2

Overview

Learners present on a selected climate-change, or sustainability issue and related services, initiatives, programs, or other means developed to address the issue.

Target CLB Outcome 🗣️ 8-IV Sharing Information

Give presentations to describe and explain complex structures, systems or processes based on research.

Modify to CLB 🗣️ 7-IV Sharing Information

Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail 2 events, jobs or procedures.

Reduce the presentation to **10 minutes**.

Description

Students compile research on chosen topics (i.e. notes from audio-video resources and features and websites or reports containing charts, tables, or other visuals) and give a 10 to 20-minute presentation to do the following:

- provide an overview of the chosen issue.
- report the key findings on services, initiatives, programs, or other means used to address or spread awareness of the chosen issue.
- provide a conclusion to the presentation.
- support the presentation with the use of visual aids or handouts.

In the presentation, students do the following:

- present information using coherent, connected discourse with clear agents, actions, circumstances and sequences.
- express main ideas and support them with details.
- provide an introduction, development and conclusion.
- use appropriate style and register.
- provide accurate and detailed descriptions and explanations or accounts of the issue, event, program, or process.
- speak with appropriate eye contact, body language, volume, rate, fluency, and comprehensibility.

Formative Assessment

See the Rubric tool, *Formative Assessment Toolkit* (CLB 🗣️ 7-IV), p.91. Find this on Tutela.ca.

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit Complete Package* (CLB 7), p. 60. Find this on Tutela.ca.

1b: Consumption & Ecology Project Tasks

Skill Building Tasks for Project Task 2

Presentations

Review components of a presentation and go over how to create a presentation with the class. Encourage learners to consider audience, purpose, length, and visual aids in their presentations Use the worksheets in **LINC Vol. 2 p. 139** for support.

Describing Processes

As class, review structures and language to describe processes. Use the worksheets for support. Encourage learners to incorporate this language when describing their topic as in **LINC Vol. 2, 144**.

Verbal Cohesive Devices and Discourse Indicators

As a class, review the verbal cohesive devices and discourse indicators (such as conjunctive adverbs or adverbials) from Core Task 2. Students incorporate the signal words into their presentations.

Adjective Clauses

Review adjective clauses with the class. Use the worksheets from **LINC Vol. 2, 149** as an aid. Have learners incorporate adjective clauses into the introductions of their presentations.

Outlining

Review how to outline a presentation with learners. Use the worksheet for support. Encourage learners to start their presentation with an outline as in **LINC Vol. 2, 141**.

Body Language

Before giving the oral summary, review appropriate body language to emphasize key words and phrases. During the oral summaries, have learners use effective and appropriate body language while describing the topic See **EFW 179** for support.

Body Language and Visuals

As a class, review using visuals and body language in presentations. Use the worksheets for support. Encourage learners to incorporate appropriate and effective body language and visuals into their presentations See **LINC Vol. 2, 145** for support.

Pitch, Volume, Intonation, and Stress

Review pitch, volume, intonation, and stress with learners. Encourage learners to write parts of their presentations. Ask learners to add intonation and stress markers to the writing. Encourage learners to practice their presentations, reading them aloud and focusing on using the intonation and stress markers. See **LINC Vol. 2, 81-82** for support.

Syllable Stress

Have learners determine syllable stress and proper pronunciation of new and key-words in their presentations. Ask them to practice proper pronunciation before presenting. See **EFW 44** for support.

Consumption & Ecology Resources

[Energy BC](#)

The website is an excellent resource for students to consult for descriptions of processes of energy production.

[Climate Change and Ecology](#)

This site contains 13 half-hour video programs, online text, a professional development guide, and links to other websites.

[Health Canada: Media Room](#)

This is Health Canada's official website. The media room page has links to many articles on topical issues.

[David Suzuki Foundation](#)

This site offers pages on hot issues, blogs, and suggestions and recommendations for individual action and change.

[World Wildlife Fund Canada](#)

World Wildlife Fund (WWF) Canada has become one of the country's leading conservation organizations.

[Worldwatch Institute](#)

This organization's site provides research and publications for public policy and decision-makers on global environmental trends related to energy and transportation, environment and climate, food and agriculture, global economy and resources, and population and society.

[Smart Aid: Why Bother?](#)

This link leads to a commercial for a charity organization, which features children voicing the typical responses and attitudes adults, espouse about the problems of the world. It is a great short clip for introducing students to idioms and expressions related to personal attitudes.

[The Story of Stuff Project](#)

This link leads to a series of videos with a strong anti-consumerism message and is a good scaffolding activity for students to analyze for tone, loaded words, attitude, etc. before they move on to more difficult listening activities.

[Overpopulation: The Making of a Myth](#)

This link leads to a short video that could be played after "The Story of Stuff" and students could compare and contrast the language, tone, and perspectives presented in the two videos.

[United Nations Environmental Programme: Vital Climate Graphics: Potential climate change impacts](#)

This site has a drop-down menu to access dozens of graphics depicting various factors and data on environmental issues.

[Greendex: Consumer Choice and the Environment – A Worldwide Tracking System](#)

This website publishes an annual survey conducted by National Geographic Globescan of 170,000 consumers in 17 countries. There are plenty of charts and reports available that measure consumer habits and attitudes worldwide and rank countries accordingly.

ESL and Skill Building Resources

[Capital Community College: Principles of Composition](#)

This site includes an overview of the writing process, structural considerations, and patterns of composition including those for cause and effect and procedures. This would be good for students to practice writing sentences in order to analyze the language used in the videos and readings in this module.

[TOEFL Prep Writing Practice](#)

This is an older website that isn't associated with a college or university. However, it includes a sample cause and effect paragraph about the growth of urban cities. The exercises that follow the lesson require students to write sample cause and effect sentences, and provide instant feedback on common errors of subordination, punctuation, etc.

[A TESOL ESL File Drawer \(Higher Ed.\)](#)

This is a WordPress Blog written by a TESOL instructor. This link features sample lessons, and an amusing interactive online concentration game in which teams compete to write accurate cause and effect sentences. The webpage provides an explanation of the game, while a link to the game itself, which opens in PowerPoint, is at the bottom of the blog post.

[LISELL Lesson Starters: Explaining Cause and Effect Relationships](#)

This link leads to a set of lessons aimed at adolescent second language learners, that seeks to help students develop the complex skills needed for causal reasoning.

[LISELL Lesson Starters: Using the Academic Language of Science](#)

This is a lesson developed by The University of Georgia's College of Education. Entitled, "Language-Rich Inquiry Science with English Language Learners" (LISELL), the provided lesson is more user friendly than it sounds.

[The Language Teacher Online: Building Vocabulary: Guessing Meaning from Context](#)

This link leads to an interesting lesson using Yiddish in the place of English words to encourage students to identify parts of speech patterns to aid in the comprehension of new vocabulary. The Lewis C. Carol poem, *Jabberwocky*, is also a great resource for this activity too.

[Douglas College Learning Centre: Understanding Vocabulary in Context](#)

This link leads to exercises of the various techniques employed in guessing meaning from context (definition clues, example clues, comparison clues, etc.)

[A TESOL ESL File Drawer \(Higher Ed.\)](#)

This WordPress Blog written by a TESOL instructor features a lesson on fact versus opinion created in PowerPoint.

ESL and Skill Building Print Resources

***English Pronunciation in Use: Advanced.* Hewings, M. Cambridge: Cambridge University Press. (2007).**

Chapters 49 – 51: "Attitude Words and Phrases; Exclamations," cover vocabulary and expressions that are often used to add emphasis or express different emotions. Students learn how to identify and produce language that reflects the speaker's attitude.

***Move Up: Advanced Practice Book.* Pye, D & Greenall, S. Oxford University Press. (1996).**

This chapter is about climate change and includes a lesson on note-taking, outlining, and editing.

***LEAP (Learning English for Academic Purposes): Listening & Speaking; 2nd ed.* Beatty, K. Montreal: Pearson. (2012).**

Chapter 2; "Lifelong Learning" 29 – 32 contains a lesson about working with charts and talking about data.

***LEAP: (Learning English for Academic Purposes): Listening and Speaking; 2nd ed.* Beatty, K. Montreal: Pearson. (2012).**

Chapter 1; "Playing to Win," 16 – 21 is not related thematically to this module, this lesson about preparing and delivering a presentation could easily be adapted.

***Present Yourself 2: Viewpoints.* Steven Gershon. New York: Cambridge University Press. (2008).**

Unit 4, "How the World Works," consists of a sample process presentation, and planning tips.

***MOSAIC 1 Grammar; 4th ed.* Werner, P & Spaventa L. New York: McGraw-Hill Contemporary. (2002).**

This is an older textbook, but Chapter 11, "The Physical Worlds" contains a great lesson on causal structures in a chapter about climate change and ecological processes.

***Have Your Say! Communication Activities; 2nd ed.* McKay, I. Don Mills: Oxford University Press. (2011).**

Chapter 8; "Nature and the Environment" includes discussion questions and lessons about expressing opinions, and also grammar lessons about hypothesizing, reported speech, and passive forms.

***Breakthroughs: An Integrated Upper Intermediate English Program: Workbook.* McPherson-Ramirez, G & Engelking, M. Don Mills, Ontario: Oxford University Press. (2011).**

Unit 6 contains a lesson on writing process paragraphs, including tips on common conventions such as passive forms and sequencers.

Unit 7 has a lesson in cause and effect paragraphs, and includes a checklist for student writing.

***Being Canadian; 3rd Edition.* Cameron, J and Derwing, T. Quebec: Pearson Longman. (2010).**

Chapter 8; "Canada in a Global World," is suitable for lower level students and includes discussion questions, and lessons on identifying the main idea, outlining and cause and effect essay writing.