



# 3b: Communities

## Global Communities & Globalization

This module is about globalization. Through a variety of activities in the core and project tasks, learners will research and write about an international issue, event, or organization, learn more about Canada's role in international affairs, and examine the role immigration is playing in a global world.

*Track 3b is adapted from ELSA 7 Unit 7: Global Communities.*

# Learning Outcomes

## Content Outcomes

Learners will do the following:

- deepen their understanding of the impact of globalization in Canada and other countries.
- evaluate language of diplomacy for tone and purpose.
- engage with scenarios and conflicts related to globalization.
- improve research, test-taking, and academic writing skills.

## Target CLB 8 Outcomes

### 8-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of or responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).

### 8-IV Comprehending Information

Understand extended monologues or presentations on topics that are generally familiar, and related to general knowledge or technical/work-related issues in own field.

### 8-IV Sharing Information

Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.

### 8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

### 8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

### 8-IV Sharing Information

Write 3 to 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

## Target CLB 7 Outcomes

### 7-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).

### 7-IV Comprehending Information

Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.

### 7-IV Sharing Information

Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.

### 7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

### 7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

### 7-IV Sharing Information

Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

## At a Glance

Needs  
Assessment



Core Tasks



Project Tasks

### Overview and Outcomes

#### Core Task 1

Learners watch or listen to a feature broadcast or documentary about an issue related to globalization.

#### Core Task 2

Learners listen to news clips of interactions, introductions, and responses from business people, activists, politicians, diplomats and other individuals involved in or affected by global affairs.

#### Core Task 3

Learners conduct research on the internet about an international organization or company, two nations on the world stage, or an issue related to globalization.

### Overview and Outcomes

Learners write a report, profile, or essay related to a company, an organization, nations, or individuals affected by global affairs.

#### Community Project

Learners write about the effects of globalization on the local community, or an international organization with branches in the local community or region.

#### Workplace Project

Learners write a profile about an international business with branches in the local community or region, or a Canadian industry and its global partners and markets.

#### Study Project

Learners profile and present an educational initiative or program in the community or region that supports global initiatives. Alternatively, learners compare and contrast two nations and their influences and actions on the global stage.

## 3b: Global Communities & Globalization At a Glance

### Possible Topics for the Core Tasks

#### Global Communities

- the impact of overseas manufacturing on Canada's employment rate and the economy
- environmental challenges and consumer benefits of low cost imports
- British Columbia's economy and its dependence on global commodity prices
- international trade agreements and disputes

#### Globalization

- refugees & international borders
- temporary foreign worker programs
- international aid
- the United Nations, the Group of Eight, the International Monetary Fund

# Core Task 1

## Overview

Learners listen to or watch broadcasts, features, or documentaries on issues related to globalization.

## Target CLB Outcome: 8-IV Comprehending Information

Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.

## Modify to CLB 7-IV Comprehending Information

Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.

## Description

In this core task learners will listen to extended semi-formal monologues or presentations (such as a documentary or discussion). The broadcast can compare Canada to a developing nation or focus on the foundations of contemporary globalization. The oral discourse should be no more than 20 minutes at a time.

Take notes on the listening and answer comprehension questions to do the following:

- identify implied main ideas and supporting details.
- identify phrases and sentences that mark topic introductions, topic development, topic shift, and topic conclusion.
- identify rhetorical discourse markers, patterns of chronological order and sequence, comparison and contrast, and cause and effect.
- interpret factual information, explanations, and opinions.
- identify facts, opinions, and attitudes.
- summarize the passages and reduce information to main points with accurate supporting details and no major omissions.
- integrate and convey the essential information through a group presentation in either PowerPoint or poster format.
- participate effectively in interactions.

## Formative Assessment

See the Score Sheet, *Formative Assessment Toolkit* (CLB  8-IV), p. 114. Find this on Tutela.ca.

## 3b: Global Communities & Globalization Core Tasks

### Skill Building Tasks for Core Task 1

#### Documentaries

It's worth pointing out to students that Canada has a rich documentary film tradition. There are also many documentaries about historical topics that might be shown in this module.

Learners should be aware that some documentaries are more objective than others and so they will need to evaluate videos carefully for the director's purpose and bias.

The teacher resources at [www.hotdocs.ca](http://www.hotdocs.ca)

<http://www.hotdocslibrary.ca/en/playlist.cfm?communityId=3>, highlights differences between documentaries and fictive cinema, and also reveal how editing, music, imagery, and the choice of sources interviewed all contribute to a film's portrayal of an event or issue.

#### Listening Techniques (Main Ideas and Supporting Details)

Review listening techniques. Have learners employ these techniques to take notes on the most important parts of the listening texts. The content in the listening texts should be related to the task. See **LINC Vol. 1, 35, 36** for more information.

#### Note-taking

As a class, review how to use abbreviations, symbols and phrases in note-taking. Use the worksheets provided in the appendix. Have learners take notes using abbreviations or symbols. See **LINC Vol. 1, 37 & 39** for more information.

#### Fact versus Opinion

The ability to evaluate information for objectivity is challenging for many students. The following website has multiple practice activities for students to refine their skills.

<http://www.ereadingworksheets.com/free-reading-worksheets/fact-and-opinion-worksheets/>

## Core Task 2

### Overview

Learners participate in a class discussion in response to the broadcasts, documentaries or features from Core Task 1.

### Target CLB Outcome: 🗣️ 8-IV Sharing Information

Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.

### Modify to 🗣️ 7-IV Sharing Information

Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.

### Description

This task asks learners to contribute to a class discussion on the issues raised in Core Task 1. Some topics of discussion might include perspectives on current attitudes about society's responsibility for historic wrongs, official apologies and acts of restitution, First Nations Treaty claims and challenges, etc. Assign different issues to different groups in a jigsaw model activity and allow time for groups to become familiar with their topics. Follow this up with a class discussion wherein various topics are presented and debated. Learners should practice the following:

- express and qualify opinions, feelings, doubts, and concerns using diplomatic language.
- ask relevant questions to gather, share, analyze, and compare information.
- summarize information and use clarification techniques to expand understanding.
- hold the floor, share the floor, draw others out, and thank them for their contribution and information.
- participate effectively in interactions.

While learners are engaged in conversation, the instructor could walk around the room with a stack of cards listing different functions for discussing opinions. Hand out these cards to random students instructing the student to, for example, "disagree with someone now," or "politely interrupt the conversation now." Alternatively, have two groups participate in a discussion while another group assesses learners for different conversational skills. For example, listeners check off a box if they hear the speakers "draw someone in," "present a solution," etc.

### Formative Assessment

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

## 3b: Global Communities & Globalization Core Tasks

### Skill Building Tasks for Core Task 2

#### Strong Adverbs

Provide learners with adverb cards for modifying verbs, adjectives, other adverbs, or complete sentences, and have them make sentences related to the topics of study this module. (E.g. *Hopefully, we'll sign a trade agreement with Europe; Unfortunately, the new owners decided to shut down our town's sawmill.*)

<http://www.oxforddictionaries.com/words/adverbs>

#### Emphasis (pronunciation)

Follow up the previous activity with some pronunciation practice. Learners can practice using a rising intonation pattern when pronouncing “attitude” words, to signal stronger opinions, or to contradict a previous speaker, (e.g. *Actually ↗, they didn't sign a treaty.*) See **English Pronunciation in Use: Advanced, 106** for more information.

#### Diplomatic Language

Review diplomatic language and strategies for giving opinions, agreeing and disagreeing, interrupting, and maintaining a conversation. Participate in a group discussion about a controversial topic or practice using the language while reaching a group or pair decision. Encourage learners to apply the strategies during the conversation See **LINC Vol. 1, 378** for more information.

#### Intercultural Discussion Styles

Class discussions in a multicultural classroom can go awry due to cultural clashes. Discussions between acquaintances in Canada tend to be fairly subdued, unlike discussions in other cultures where it's common for debates to become very heated. Learners should be taught to be aware of this distinction. See **You're Hired ... Now What, 109-110** for more information.



## Core Task 3

### Overview

Learners listen to or watch movie or TV clips, news broadcasts, or documentaries featuring social interactions, both public and private, which are influenced by global events.

### Target CLB Outcome: 🗣️ 8-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).

### Modify to 🗣️ 7-I Interacting with Others Information

Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).

### Description

In this core task, learners will watch videos or listen to audio clips of first-hand accounts, interviews, or conversations that are influenced by global events. These excerpts may feature reactions to the issues discussed in Core Tasks 1 and 2, but should represent both formal and informal social interactions so students are exposed to a variety of language structures and registers. For instance, examples of public interactions could include apologies from company leaders for their role in the 2008 economic collapse, and reactions of shareholders to these concessions. Examples of private interactions could include offering condolences to a neighbor who has lost her job, expressions of disapproval about a spouse's plan to start a business, conversations in response to global issues and events, etc.

Listen to the audio. While listening, take notes to:

- identify implied meanings and stated and unspecified details.
- identify situations and relationships between participants.
- identify speakers' purpose and intent.
- identify emotional states, and attitude from tone and intonation.
- interpret feelings such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval, and disapproval.
- identify the purpose of expressions of formal welcomes, farewells, condolences, and congratulations.
- understand the intent of expressions and responses.
- identify some nuances in attitude, emotional tone and register.

### Formative Assessment

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

## 3b: Global Communities & Globalization Core Tasks

### Skill Building Tasks for Core Task 3

#### Identifying Emotions in Conversations

Teach learners some vocabulary for identifying emotions in social interactions and review the pronunciation. **LINC Vol. 1, 267**, provides a good list, and some listening activities. Watch other clips and videos from news broadcasts, movies, TV shows, historical dramas, and have learners identify the emotion and attitude of the speakers.

#### Formal and Informal Apologies

Locate clips and dialogues of authentic public apologies, or private apologies (most likely these will not be authentic, but strive to find language as natural as possible). The following website has a detailed list of apologies, and regrets, <http://www.english-online.org.uk/adv3/sorry1a3.htm> in addition to expressions used to receive apologies. See the resource list at the end of this module for links to lessons about recent public apologies.

#### Expressing Shock and Disbelief

This worksheet contains language that we can use to respond to information that shocks or upsets us, or that doesn't surprise us. The content of the worksheet relates to global issues. After the learners practice these structures, have them listen for similar expressions in documentaries or interviews related to first-hand accounts of global tragedies. **Learning English With the CBC: Where Have all the Children Gone? 14** is a great resource for this task.

## Project Overview

### Write an Essay, Report, or Profile about an Historic Issue, People, Industry or Individual

#### Description

Learners analyze longer readings, conduct research, and write an essay related to a global topic of personal interest.

In this project, learners will do the following:

**Pre-task** As a class, identify local companies, industries, individuals, or issues influenced by global events.

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 two resources 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** Read and analyze typical elements of extended descriptions, feature articles, reports, or narrations on topics related to globalization.
- Task 2** Choose one topic from the brainstorming session, and conduct research from online resources.
- Task 3** Write a report, essay, or profile about the chosen topic.

## 3b: Global Communities & Globalization Project Tasks

### Content Outcomes

#### Learners will:

- research an issue, community, business or workplace, or academic topic from a global or local perspective.
- improve their understanding of a topic through the development of writing skills.

### Target CLB 8 Outcomes

#### 8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

#### 8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

#### 8-IV Sharing Information

Write 3 or 4 connected paragraphs to relate an historic event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

### Target CLB 7 Outcomes

#### 7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

#### 7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

#### 7-IV Sharing Information

Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

### Possible Topics

#### Community

- current and historical immigration & demographic patterns of the local community
- big box stores versus independent retailers and service providers
- a local branch of an international non-profit or a local non-profit and their international initiatives
- efforts to attract international tourist markets

#### Workplace

- a major company (e.g. mining, pulp and paper, shipping and transportation, telecommunications) in the community and its international connections
- workplace initiatives to reach global markets
- global investments in local resource based industries
- new development by international companies

#### Study

- a large university in the community and its international connections (visiting professors, international studies programs, international research collaborations)
- international students in the community and the programs that support them
- international student exchange opportunities for local students

# Project Task 1

## Overview

Learners read and present on the connection between globalization and the local community or learners read and report on an international brand or global issue.

## Target CLB Outcome: 8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

## Modify to CLB 7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

## Description

In this task, students will work in jigsaw groups or as a class. They will read a topical feature story related to a historical event, individual, or issue in Canada. Texts should be continuous and four to five pages long. Learners read to do the following:

- identify the organization of the texts and links between paragraphs.
- follow sequences of narrations.
- distinguish facts from opinions.
- evaluate the ideas in the texts, draw conclusions, and express their own opinion about the texts.
- identify supporting details, implied meanings, and the writers' bias and opinion.
- locate and integrate relevant information across paragraphs or sections of the text.

Learners will summarize by taking notes on the articles and reducing information to main points with accurate supporting details and no major omissions. Compare the results in groups or as a class. As a follow up, learners will choose a new article about a topic of their choice related to globalization to read and analyze.

## Formative Assessment

See the Score Sheet, *Formative Assessment Toolkit*, (CLB  8-IV), p. 113. Find this on Tutela.ca.

## 3b: Global Communities & Globalization Project Tasks

### Skill Building Tasks for Project Task 1

#### Relative Clauses

Review relative clauses by scanning a text related to the task. Have learners identify relative clauses and relative pronouns. As a class, discuss the difference in the use of defining and non-defining relative clauses. See **LINC Vol. 2, 149** for more information.

#### Reading Techniques

Review different reading techniques appropriate for the task's purpose (such as asking questions about the text, identifying main ideas, and paraphrasing) as in **LINC Vol. 2, 171**. Encourage learners to employ these techniques while reading to find information suitable for their needs

#### Phrasal Verbs

Review separable and non-separable phrasal verbs. Use **EFW 15, 26, 31** and the worksheets in the appendix as an aid. Encourage learners to find and underline examples in a text with content related to the task

#### Note-taking While Reading

Elicit ideas from students about taking notes and other study strategies (such as highlighting) while reading. See **LINC Vol. 1, 34** for more information. The LINC reading on this worksheet is about Employment Insurance, but the skills learned therein are suited to this module.

## Project Task 2

### Overview

Learners use good academic skills, such as note-taking and paraphrasing, to research a topic related to Globalization on the internet.

### Target CLB Outcome: 8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

### Modify to CLB 7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

### Description

In this task learners will develop their research skills in order to access several pieces of information from different online reference sources. After completing a lesson on effective internet searches, learners work in pairs to come up with good search terms for their topics. In the course of their research students will do the following:

- access information using effective search strategies.
- compare, evaluate, and integrate the information accessed.
- obtain relevant and current information.
- take organized and accurate notes, and cite sources.

Have students summarize by taking notes on the articles and reducing information to main points with accurate supporting details and no major omissions. They should integrate and convey the essential information to others in pairs or groups.

### Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB  7-ALL), p. 62. Find this on Tutela.ca.

## 3b: Global Communities & Globalization Project Tasks

### Skill Building Tasks for Project Task 2

#### Efficient Internet Searches

Some learners at this level will need to learn how to perform effective Internet searches. As a warm-up to the reading, suggest a series of possible essay topics, and have learners write down two or three suitable Internet search terms. Compare the results first in pairs, and then hand out the reading. As a follow up ask learners how they would change their search terms in light of the new information. See this resource for help:

<http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/2439/>.

#### K-W-L Charts

K-W-L Charts, or “Know, Want to Know, and Learned” charts help focus the learner’s research and reading. Conduct a K-W-L session with the class before the learners go off on their own. See this resource for more information:

<http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>.

#### Note-taking

As a class, review how to use abbreviations, symbols and phrases in note-taking. Have learners take notes using abbreviations or symbols. See **LINC Vol. 1, 37 & 39** for more information.

#### Citations

Learners planning to continue on to academic studies should begin to learn the basics of citing resources. A simple graphic organizer for four resources can be found on the [Read Write Think website](#).



## Project Task 3

### Overview

Learners integrate the information they sourced in their research, develop an outline, and write an essay, report, or profile.

### Target CLB Outcome ✍️ 8-IV Sharing Information

Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic

### Modify to CLB ✍️ 7-IV Sharing Information

Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

### Description

In this activity, learners will complete lessons about writing an essay or profile about the topic they researched in the earlier project tasks.

Topics of instruction should include the following:

- brainstorming and outlining
- topic sentences
- main ideas and supporting details
- connectors and cohesive devices
- introductions and conclusions

The finished product should also do the following:

- address the purpose of the task.
- provide accurate and detailed descriptions, explanations and accounts of events in a clear sequence.
- Present text as a coherent connected whole with good use of appropriate connective words and phrases.

### Formative Assessment

See the Rating Scale, *Formative Assessment Toolkit* (CLB ✍️ 8-IV), p. 118. Find this on Tutela.ca.

## 3b: Global Communities & Globalization Project Tasks

### Skill Building Tasks for Project Task 3

#### Introduction to Essay Writing

The introduction to the 6/7 essay-writing chapter begins with a breakdown of the main components of the essay (in a handout), as well as a sample essay about urban sprawl. See **LINC Vol. 1, 69-71** for more information.

#### Relative Clauses

Learners should review the worksheet about relative clauses from the Core Tasks and incorporate some adjective clauses into their own writing. Encourage students to add at least five of these to their first draft. Learners can peer edit one another's work. See **LINC Vol. 2, 149** for more information.

#### Pre Writing

Pre-writing tasks are featured on [Everyday Life-Global Post](#) website, and cover strategies such as free-writing, brainstorming and outlining. Also discussed is the importance of reviewing the rhetorical mode of the essay assignment, so that learners don't get too far off track in the research stage. To practice outlining, provide a reading to the class and have them reduce it to an outline.

#### Supporting Details

Students learn to add details to their essays to make them more substantive, while at the same time they are cutting out sentences that are redundant and off topic. See **LINC Vol. 1 59-60** for more information.

#### Thesis Statement

Learners should be familiar with topic sentences from their experiences writing paragraphs. The lesson in **LINC Vol.1, 72** introduces the thesis statement. Be sure that learners understand they must still write topic sentences for the body and concluding paragraphs. (**LINC Vol.1, 72**)

#### Cohesion

Review adverbs of sequence, signaling phrases, and transitional devices. Have learners write a sequence of connected paragraphs that integrates information collected from the texts, focusing on cohesive devices such as adverbs of sequence, signaling phrases, and transitional devices. See **LINC Vol. 1, 61-62** for more information.

#### Pronoun Reference

Learners should review their drafts, or their peers' draft, checking particularly for clear pronoun references. See **LINC Vol. 2, 149** for more information.

## Global Communities & Globalization Resources

### [Beyond Intractability: A Free Knowledge Base on More Constructive Approaches to Destructive Conflict](#)

This site offers articles on almost 400 topics related to global peace and conflict studies, including political, cultural, workplace, and interpersonal peace, conflict, and communication issues. Instructors could also look at the Peacebuilder Profiles. These 13 interviews and profiles offer insights into the work of international humanitarian peace builders like Canadian Craig Kielburger.

### [Canada International](#)

This website gives various information on topics such as visas, immigration, foreign policy, studying in Canada, doing business in Canada, tourism, and services for Canadian travelers.

### [Migration Information Source](#)

The site offers information and links to sites and articles on migration to and from Canada, including information on the number of Canadians in the USA. It has an interactive "Data Hub" in the Global Data Centre link that enables learners to search data on immigration in Canada.

### [Foreign Affairs and International Trade Canada: Canada and the North American Free Trade Agreement](#)

This is a government website that describes NAFTA.

### [Citizenship and Immigration Canada: Working temporarily in Canada: Special categories: Business people](#)

This website describes the work permits for business people looking to do business in Canada

### [NAFTA Secretariat](#)

This site contains information on the dispute settlement proceedings, legal texts and panel decisions and reports respecting NAFTA.

### [Worldwatch Institute](#)

This organization and site provides research and publications for public policy and decision-makers on global trends. The Blog and Vital Signs sections may be of interest to learners.

### [Global Envision](#)

This website raises awareness of the spread of more open markets and the global fight against poverty. It contains lesson plans and ideas for teachers of all levels.

### [PBS \(Public Broadcasting System\): Commanding heights: The battle for the world economy](#)

This is a website developed to help people better understand globalization, trade, and world development. It contains videos on the history of globalization as well as articles and essays in the Ideas section. Interviews with key thinkers can also be found in the People section.

## ESL and Skill Building Resources

### [Learning English with the CBC Manitoba: Where Have all the Children Gone, 51](#)

"*Worksheet 6: Expressing Shock and Disbelief.*" This worksheet contains language that we can use to respond to information that shocks or upsets us, or that doesn't surprise us. The content of the worksheet relates to global issues and tragedies.

### [English-online.org.uk](http://www.english-online.org.uk)

The lessons below reveal all of the different functions that words we use to apologize can have. The lesson is available in two levels.

Advanced: <http://www.english-online.org.uk/adv3/sorry1a3.htm>

Intermediate: <http://www.english-online.org.uk/int3/sorry1i3.htm>

### [Reassuring Someone: International House, Bristol](#)

This lesson provides useful expressions for giving and responding to bad news and includes a listening text.

### [Teaching With Technology: Determining the Credibility of Sources](#)

This website contains a good article about evaluating online resources to determine their value, bias, and purpose. The article is difficult, so it would be good for learners whom are planning on attending post-secondary classes. Lower level readers can refer to an easier, but still good reference at <http://www.wikihow.com/Evaluate-the-Credibility-of-a-Source> .

## ESL and Skill Building Print Resources

**Breakthroughs: An Integrated Upper Intermediate English Program; Engelking, M. & McPherson, G. Ontario: Oxford University Press. (2011)**

This upper-intermediate textbook and workbook has many relevant themes and skill building activities. Find narrative tenses on pp. 15-17.

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

The first chapter of this Canadian academic preparation textbook contains a great graphic organizer that alerts learners to different layers of listening and understanding. It includes the following categories: listening for basic information, connecting and combining information, understanding of purpose, and inference.

**Citizenship Resource: A Classroom Resource for Teaching Citizenship Topics to Adult English Language Learners; Citizenship and Immigration Canada. (2013).**

This resource was developed by the Toronto Catholic School Board and includes CLB aligned lessons for Stage II learners. Chapter 7, "Canada's Regions and Economy," has correlations to this unit (NAFTA, reliance on resource industries and world economy, changing economy of local region). Skills in this chapter include, reading tables, note-taking with graphic organizers, and listening for main ideas and supporting details. *The Citizenship Resource* also contains many study and test-taking tips, both in the introduction to the workbook, and after each chapter.

**Creating Meaning: Reading and Writing for the Canadian Classroom; Advanced. Block, K. & Friesen, H. Don Mills, Ontario: Oxford University Press. (2012).**

Chapter 10 of the textbook, "Global Citizenship," includes a note-taking template for organizing ideas from a reading, practice guessing meaning of new vocabulary from context, and lessons for conducting research and synthesizing the ideas from your research.

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

The themes of friendship and war and peace are explored in Chapter 12, "Together on a Small Planet." Language structures in this chapter include reported speech, noun clauses, if/whether, and clause to phrase reductions.

**LINC 5-7 Classroom Activities, Volumes 1 & 2. Toronto Catholic District School Board. (2010) .**

Volume 1, Chapter One of this curriculum contains everything your students need to know about academic paragraph and essay writing.