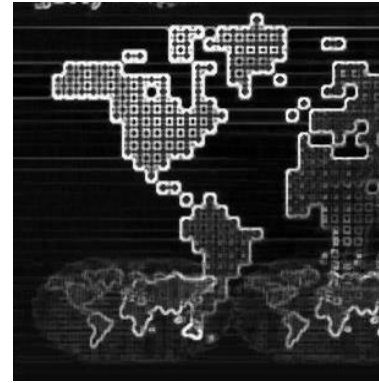


# Learning in communities: Unit 7

# GLOBAL COMMUNITIES



ELSA 7  
CLB 8

## Introduction

In this unit, learners will explore the concept of globalization. In the past fifty years, there have been few forces in this world as powerful as globalization. Globalization has had a profound effect on the lives of almost everyone on the planet. It is therefore important to examine the forces of globalization and its effect on societies, economies, and cultures.

Through rigorous listening, reading and writing activities, the **Core Curriculum** helps learners to define and contextualize globalization. The unit surveys causes of globalization and closes with learners proposing solutions to global challenges.

The **Project** component of the unit invites learners to debate a topic related to globalization. Learners will first learn how to debate effectively through listening to and analyzing debates. They will also develop speaking skills by practicing structures associated with effective debating and public speaking. After practicing the language, learners will choose a topic related to globalization, research it, and debate it. The goal of this project is to give learners an opportunity to develop speaking and critical thinking skills while gaining a better understanding of a topic related to globalization.






## Teaching Suggestions

- Expose learners to a variety of formatted text: charts, tables, maps, and diagrams.
- Review or teach the language needed to describe data contained in formatted text.
- Review or teach paragraph writing, including observing conventions around the use of margins, spacing, spelling, and punctuation.
- Provide many samples of paragraphs and short essays and have learners identify paragraph components.
- Use common errors from learners' writing to develop editing checklists for learner use.
- Encourage learners to use computers during the writing process for the following tasks: word processing, using online thesauri and dictionaries, and submitting work by email.

# Target OUTCOMES

## CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 <b>CLB 8-I:</b>	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).
Speaking	
 <b>CLB 8-III:</b>	Propose or recommend solutions to problems in a familiar area.
Reading	
 <b>CLB 8-IV:</b>	Understand moderately complex extended descriptions, feature articles, reports and narrations.
 <b>CLB 8-IV:</b>	Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).
Writing	
 <b>CLB 8-IV:</b>	Write a paragraph to explain information in a table, graph, flow chart or diagram.

## Content and Other Outcomes

Learners will

- increase their ability to integrate multiple sources of information into a cohesive summary
- read and interpret formatted texts such as timelines, charts, and graphs
- develop their ability to describe scenarios or conflicts and suggest solutions related to globalization
- develop their note-taking and research skills while learning about topics related to globalization
- learn and practice language structures used in formal debates
- develop presentation and public speaking skills

# POSSIBLE TOPICS

<b>Topic</b>	<p>This unit considers the impact of globalization on Canada. Globalization refers to the increasing internationalization and interdependence of human economic and social relations. The unit recognizes the singular and unique perspectives newcomers bring to the topic of globalization, given their direct experience of one of its key characteristics—migration. Yet, globalization goes well beyond migration and includes our increasing reliance on international trade in resources and manufactured goods. Furthermore, it is a highly contested topic that invites disagreements, debates, and conflicts. The following are possible topics for this unit:</p> <ul style="list-style-type: none"><li>• migration</li><li>• new transportation and communication technologies</li><li>• the flow of natural resources and manufactured goods</li><li>• multinational corporations</li><li>• economic integration</li><li>• global finance</li><li>• tourism</li><li>• English as the global lingua franca</li></ul>
<b>Cross-cultural Perspectives</b>	<p>Globalization affects the developing world in very different ways from the developed world. This unit offers a good opportunity to explore the following across-cultures:</p> <ul style="list-style-type: none"><li>• global inequities in income, lifestyles, access to health, education and food, and social services</li><li>• multiculturalism in Canada through a global lens</li><li>• the difference between global citizenship and Canadian citizenship</li><li>• views about globalization in learners’ home countries and Canada</li></ul>
<b>Systems and Practices in BC and Canada</b>	<p>The following are topics instructors could explore with learners:</p> <ul style="list-style-type: none"><li>• economic implications and impact of globalization in Canada and BC</li><li>• government agencies that support Canada’s international or global business activities</li><li>• working in economically privileged jurisdictions as a strategy for newcomers to support friends and family members in economically disadvantaged countries of origin.</li></ul>

# PLANNING GUIDELINES

## Linguistic Competencies

### Vocabulary

- nouns related to paragraphs and essays
- actions related to paragraphs, reports, and essays
- reporting verbs for indirect quotations from sources in paragraphs and essays
- verbs for essay writing
- transition words and phrases to identify structure of a paragraph or essay sequence and cause and effect

*footnotes, bibliography, quotations, topic sentence, main idea, thesis statement, factual and supporting detail*  
*say, claim, report*  
*informing, persuading, comparing, contrasting, proposing, solving, evaluating, brainstorming, outlining, mapping, clustering, summarizing, paraphrasing*  
*analyze, discuss, compare, contrast, critique, define, summarize, illustrate, outline, prove, evaluate, relate*  
*first, second, third, previously, prior to this, soon, at this time*  
*consequently, therefore, as a result*

### Grammar

- coordinating conjunctions to combine two independent clauses in descriptive paragraphs
- definite and indefinite articles and subject-verb agreement

*and, but, nor, yet, so, or*  
*There are a number of books on the floor.*

### Pronunciation

- low-rise intonation on transition words when reading aloud to make the purpose clear
- reading aloud to help with editing for grammatical correctness and tone

*previously//, afterwards//, however//*

# RESOURCES

## Globalization

### [Blogs at Worldwatch](#)

This region of the WorldWatch site provides blogs, which include scientific data on global trends related to energy and transportation, environment and climate, food and agriculture, the global economy and resources, and population and society. The site also includes related sections and videos categorized by programs, research, vital signs online, and more.

**Uses:** Learners understand moderately complex extended descriptions, feature articles, reports, and narrations.

### [Canada and Globalization – David Kilgour](#)

This page has notes for an address given by David Kilgour, MP. The address outlines the benefits of globalization for the developing world, the future, and required action. The page also has links to more related resources.

**Uses:** Learners understand moderately complex extended descriptions and narrations.

### [Canada's International Gateway – Government of Canada](#)

This government site includes information about international development and cooperation, foreign policy, doing business with Canada, offices abroad, and more.

**Uses:** Learners understand moderately complex extended descriptions and reports.

### [Charts and Tables – Global Sherpa: Globalization, International Development and World Rankings from a Positive, Comparative Perspective](#)

This page has extensive links to charts and tables about topics around globalization. Topics include population and demographics, economies, the environment and sustainability, global health, and more.

**Uses:** Learners summarize charts and tables to support presentation skills and planning.

### [Commanding Heights: The Battle for the World Economy – Public Broadcasting System \(PBS\)](#)

This extensive website has the complete video, an interactive time-map, comparisons of economic development on the six continents, extensive interviews with professionals in the field, trends and facts, educator guides, and more.

**Uses:** Learners understand moderately complex social exchanges.

### [Corporate Social Responsibility – Industry Canada](#)

This page is the government site for Industry Canada's principles and practices for Canadian business. The page includes links to initiatives by industry, standards, a CSR toolkit, a sustainability roadmap, forms, reports, guides, and more.

**Uses:** Learners understand moderately complex extended descriptions and reports.

### [Economic Accounts – Statistics Canada](#)

This page has links to extensive charts and tables about Canada's economic activity. Topics include the balance of international payments, environmental resource accounts, government financial statistics, gross domestic product, income expenditure accounts, productivity accounts, and more.

**Uses:** Learners write a paragraph to explain information in a table, chart or diagram.

### [How Canada Should Respond to Globalization's Inequities with Stephen Clarkson and Stepan Wood \(Sep. 21, 2010, 1:36:47\) – YouTube](#)

This video lecture explores the issues of globalization in relation to Canada in advance of the G20 summit in Toronto.

**Uses:** Learners understand a moderately complex video lecture.

# RESOURCES

## Globalization (cont.)

### [How Products Are Made](#)

This extensive website provides information on an incredible range of common products that are manufactured today. The information includes the information about the assembly and the manufacturing process with illustrations and diagrams, background, how the item works, who invented the product, raw materials used, by-products that are generated, and more.  
**Uses:** Learners understand moderately complex extended descriptions of product manufacture.

### [Globalization 101.org – YouTube Channel](#)

This collection of 45 videos covers a wide range of topics related to globalization. The videos include interviews, lectures, and panel discussions.  
**Uses:** Learners understand moderately complex social exchanges about globalization.

### [Globalization – Is Canada ready? – Global Envision](#)

This article is written in a narrative style and includes information about Canada in relation to globalization. Sections include the cost of globalization, inequalities, paradoxes, the G20, and more.  
**Uses:** Learners understand moderately complex extended descriptions and narrations.

### [Indepth: Summit of the Americas: What is Globalization? – CBC News](#)

This lengthy online article outlines globalization in the context of the Summit of the Americas. Sections include globalization history, Canada and globalization, and more. The page also has links to further information from external sites.  
**Uses:** Learners understand moderately complex extended descriptions, feature articles, and reports.

### [International Trade – Statistics Canada](#)

This page has links to tables and charts that relate to Canada’s international trade. Topics include international trade, merchandise exports and imports, service exports and imports, and more.  
**Uses:** Learners write a paragraph to explain information in a table, graph, flow chart or diagram.

### [NAFTA Secretariat](#)

This website is devoted to dispute resolution between NAFTA partners. The site includes dispute settlement proceedings, legal texts, panel decisions, reports, and more.  
**Uses:** Learners understand moderately complex extended descriptions and reports.

### [North America Free Trade Agreement \(NAFTA\) – Foreign Affairs and International Trade Canada](#)

This page has an overview of NAFTA and how it relates to the Canadian context. Sections include background, multilateral agreements, and related links.  
**Uses:** Learners understand moderately complex extended descriptions and reports.

### [One Planet Radio Program – BBC](#)

This radio program has over 100 archived episodes online that cover a wide range of topics that relate to globalization, sustainability, and environment.  
**Uses:** Learners understand moderately complex social exchanges on a given topic.

# RESOURCES

## Globalization (cont.)

### [Over 1 Billion not Served: The Global Economic Crisis and Food Governance with Jennifer Clapp \(Sep. 21, 2010, 1:02:46\) – YouTube](#)

This is a video of a talk given at a Centre for International Governance Innovation (CIGI) conference that addresses issues surrounding world hunger and distribution problems as a result of globalization.

**Uses:** Learners understand moderately complex lecture on the global food crisis.

### [Population and Demographics – Statistics Canada](#)

This page has links to tables and charts about topics about population.

Topics include births and deaths, mobility and migration, changes resulting from an aging population, and more.

**Uses:** Learners write a paragraph to explain information in a table, chart, or diagram.

## Writing, Debate, and Research

### [5 Tips for Writing Great Chart Captions – Fusion Charts](#)

This interesting article gives five tips for writing chart captions. The article uses charts, tables, and diagrams to demonstrate the skills.

**Uses:** Learners access the resources online and apply the principles to write a paragraph to explain information in a table, chart, or diagram.

### [Advice on Academic Writing – University of Toronto](#)

This page has links to writing resources in categories like planning and organizing, reading and researching, using sources, style and editing, and more.

**Uses:** Learners use the site to support writing a paragraph to explain information in a table, chart, or diagram.

### [The Implications of Globalization for the Economy and Public Policy – Bank of Canada](#)

This page has a transcript of a speech that was given by Governor of the Bank of Canada Mark Carney in 2008. The narrative includes the economic implications of globalization, policy challenges, economic and financial developments, and more. The page also has links to further related resources and information about the Bank of Canada.

**Uses:** Learners understand moderately complex extended descriptions and narrations.

### [What is Glocalization? – How Stuff Works](#)

This four-page article examines the new idea of “glocalization,” a combination of the words “global” and “local.” The article looks at globalization in relation to local cultures and producers and includes embedded videos that relate to the subject. The last page includes a list of related resources with links.

**Uses:** Learners understand moderately complex extended descriptions and narrations.

### [Guidelines for Oral Presentations – Ohio Wesleyan University](#)

This page has an excellent overview of oral presentation skills from preparation through to evaluation. The page offers many useful tips for each stage of a presentation.

**Uses:** Learners access the resources online and apply the principles to an in-class presentation.

### [Oral Presentations: Tips on How to Deliver a Speech for School or Work – Jerz's Literacy Weblog](#)

This extensive blog outlines tips for better oral presentations. It includes a video, with tips for planning, delivery, language, questions, and more.

**Uses:** Learners access the resources online and apply these principles to an in-class presentation.

# RESOURCES

## Writing, Debate, and Research (cont.)

### [Presentation Skills – UBC Wiki](#)

This wiki has concise summaries about presentation structure, design, tone, body language, and more. There is also a great introductory video about presentation skills.

**Note:** This resource also appears in ELSA 6 Unit 5.

**Uses:** Learners access the resources online and apply the principles to an in-class presentation.

### [Resources – Canadian Student Debating Federation](#)

This page has links to extensive debate resources including rules, types of debates, research aids, judging, and links to other external debate resources.

**Uses:** Learners access information and summarize it to support in-class debate planning and delivery.

### [The Presentation – English Club](#)

This article outlines the parts of a presentation and provides useful functional language items to support building an introduction, the body, and conclusion.

**Uses:** Learners summarize the article to support presentation skills and planning.

### [Web Eval – British Columbia Institute of Technology \(BCIT\)](#)

This online game leads learners through a museum of puzzles and tests to support effective website evaluation skills. The game is interactive, informative, and engaging.

**Uses:** Learners follow online prompts to play the game and take notes about website evaluation techniques.

### [Writing with Statistics – Purdue Online Writing Lab](#)

This page provides an overview of an online lesson about writing with statistics. The lesson includes sections on descriptive statistics, inferential statistics, using visuals, and more

**Uses:** Learners complete the lesson online or in class to support presentation skills and planning.



# RESOURCES

## CLB Aligned Resources

### [ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner’s [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

**Uses:** This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

### [LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA teacher and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC

levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

**Uses:** The following chapters are particularly useful for this unit:

*Chapter 1, Volume 1: Academic Skills*

*Chapter 5, Volume 2: Managing Information*

### [LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

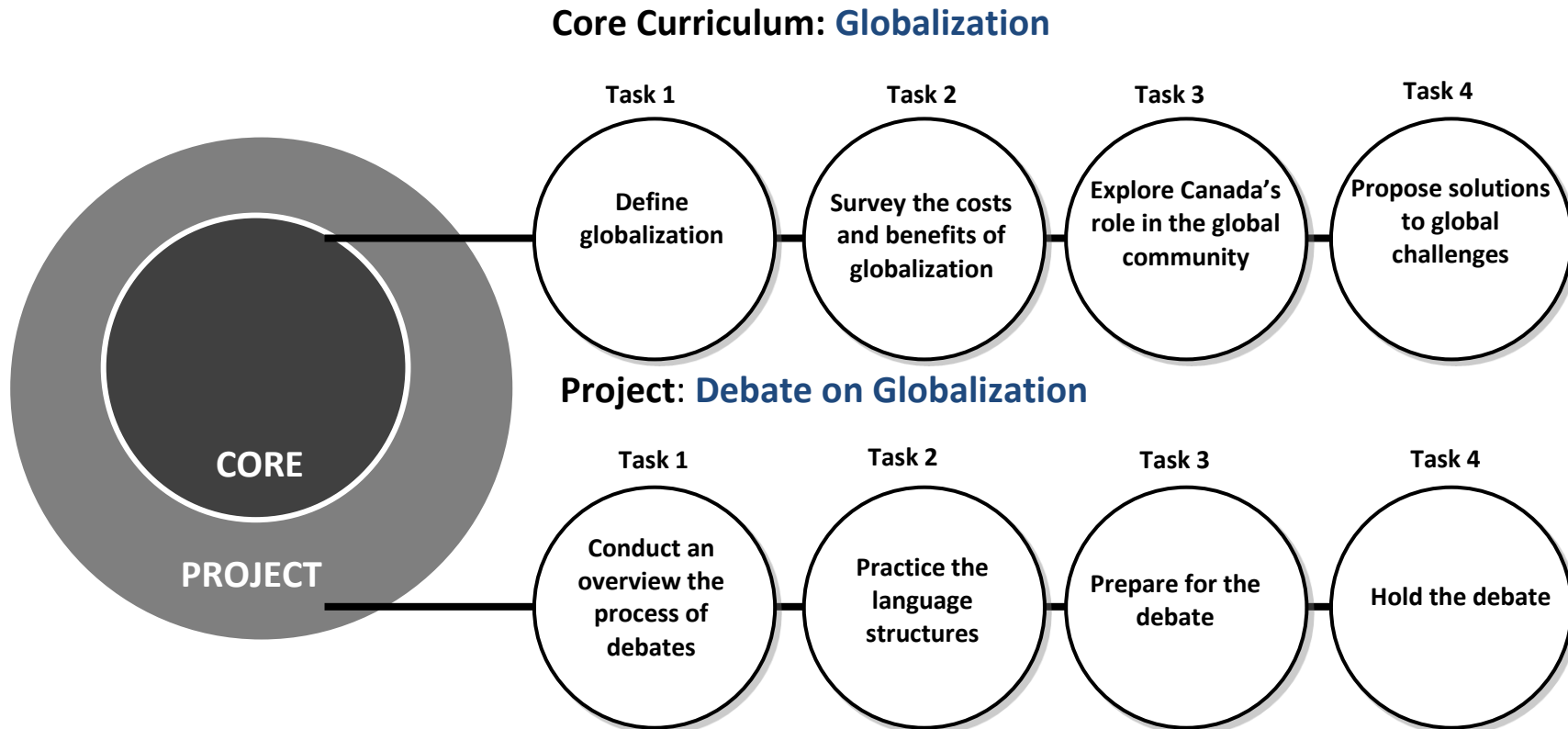
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

**Uses:** The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 5, Volume 2: Managing Information](#)

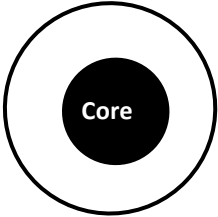
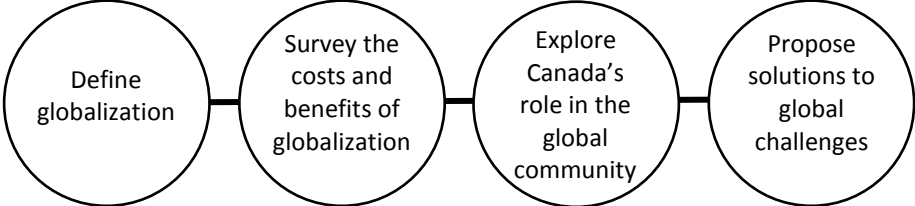
# At a glance: GLOBAL COMMUNITIES











# SCOPE & SEQUENCE

# ELSA 7

## of Sample Tasks

<b>UNIT 7: Global Communities</b>	<b>CORE CURRICULUM: Globalization</b> PROJECT: Debate on Globalization	
		
<b>CLB OUTCOME</b> 🗣️📖📝	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<p>🔗 <b>CLB 8-1:</b>          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).</p>	<p><b>Task 1: Define globalization</b></p> <ul style="list-style-type: none"> <li>• Watch videos about globalization and do the following:             <ul style="list-style-type: none"> <li>○ identify implied meanings and stated and unspecified details</li> <li>○ identify situations and relationships between participants</li> <li>○ identify speakers' purpose and intent</li> <li>○ identify emotional state, mood and attitude from tone and intonation</li> <li>○ interpret feelings such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval, and disapproval</li> <li>○ identify the purpose of expressions of formal welcomes, farewells, condolences, and congratulations</li> <li>○ understand the intent of expressions and responses</li> <li>○ identify some nuances in attitude, emotional tone, and register</li> </ul> </li> <li>• evaluate different definitions of globalization and select one for use in class</li> <li>• identify global issues of interest to learners (e.g. distribution of wealth, food security, the International Monetary Fund, trade imbalances)</li> </ul>	<p><b>Globalization 101.org – YouTube Channel</b></p> <p><b>Over 1 Billion not Served: The Global Economic Crisis and Food Governance with Jennifer Clapp – YouTube</b></p> <p><b>How Canada Should Respond to Globalization's Inequities with Stephen Clarkson and Stepan Wood – Youtube</b></p> <p><b>Commanding Heights: The Battle for the World Economy – Public Broadcasting System (PBS)</b></p>


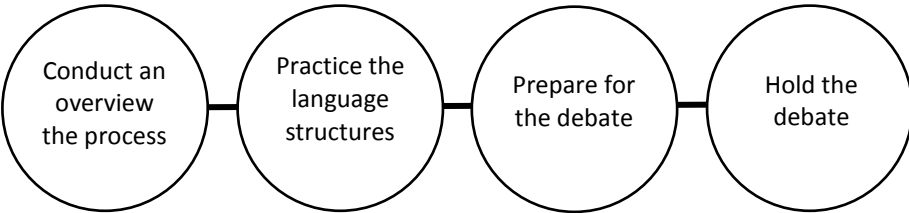





UNIT 7: Global Communities	CORE CURRICULUM: Globalization PROJECT: Debate on Globalization	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> <b>CLB 8-IV:</b> Understand moderately complex extended descriptions, feature articles, reports and narrations.</p>	<p><b>Task 2: Survey the costs and benefits of globalization</b></p> <ul style="list-style-type: none"> <li>• read various articles and reports on globalization doing the following: <ul style="list-style-type: none"> <li>○ identify the organization of the text and links between paragraphs</li> <li>○ follow sequences of narrations or processes</li> <li>○ locate and integrate relevant information across paragraphs and sections of text</li> <li>○ evaluate ideas in the text, draw conclusions, compare the writer’s opinion with your own</li> </ul> </li> <li>• analyze the costs and benefits for different communities of a variety of results of globalization (e.g., the building of a gas pipeline: costs and benefits for local communities, the provincial government and the purchasers of the natural gas)</li> </ul>	<p><b>Canada and Globalization – David Kilgour</b></p> <p><b>Blogs at WorldWatch</b></p> <p><b>Canada’s International Gateway – Government of Canada</b></p> <p><b>Globalization – Is Canada Ready? - Global Envision</b></p>
<p> <b>CLB 8-IV:</b> Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).</p> <p> <b>CLB 8-IV:</b> Write a paragraph to explain information in a table, graph, flow chart or diagram.</p>	<p><b>Task 3: Explore Canada’s role in the global community</b></p> <ul style="list-style-type: none"> <li>• read tables, graphs and diagrams that present information about how globalization affects Canada, and our role in the global community: <ul style="list-style-type: none"> <li>○ present the information contained in charts, diagrams, graphs, and tables in an alternate form</li> <li>○ analyze the information, supporting details, implied meanings, and the writer’s point of view</li> </ul> </li> <li>• choose one global issue and summarize the information contained in one or more tables, charts, or diagrams in a paragraph as follows: <ul style="list-style-type: none"> <li>○ address the purpose of the task</li> <li>○ provide accurate and detailed descriptions, explanations, and accounts in a clear sequence</li> <li>○ present the text as a coherent, connected whole with good use of appropriate connective words and phrases</li> </ul> </li> <li>• share the summary with the rest of the class</li> </ul>	<p><b>International Trade – Statistics Canada</b></p> <p><b>Population and Demographics – Statistics Canada</b></p> <p><b>Economic Accounts – Statistics Canada</b></p> <p><b>Writing with Statistics – Purdue Online Writing Lab</b></p> <p><b>5 Tips for Writing Great Chart Captions – Fusion Charts</b></p> <p><b>Advice on Academic Writing – University of Toronto</b></p>



<b>UNIT 7:</b> Global Communities	<b>CORE CURRICULUM: Globalization</b> PROJECT: Debate on Globalization	
<b>CLB OUTCOME</b>    	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<b>CLB 8-III:</b> Propose or recommend solutions to problems in a familiar area.	<b>Task 4: Propose solutions to global challenges</b> <ul style="list-style-type: none"> <li>• select a global issue (the same as in Task 3 above, or another one)</li> <li>• write an outline and speaking notes for a proposal or recommendations to solve the issue</li> <li>• deliver an oral report about the global issue and provide a potential solution as follows:             <ul style="list-style-type: none"> <li>○ describe the problems and clarify the details</li> <li>○ indicate possible solutions, recommend the best ones with reasons for doing so</li> </ul> </li> </ul>	<b>Guidelines for Oral Presentations – Ohio Wesleyan University</b>

# SCOPE & SEQUENCE

## of Sample Tasks

# ELSA 7

<b>UNIT 7: Global Communities</b>	<b>CORE CURRICULUM: Globalization</b> <b>PROJECT: Debate on Globalization</b>	
		
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
 <b>CLB 8-IV:</b> Understand moderately complex extended descriptions, feature articles, reports and narrations.	<b>Task 1: Conduct an overview of the process</b> <ul style="list-style-type: none"> <li>• read a variety of recommendations on how to conduct a debate with a class</li> <li>• select or create a debate process that is appropriate for the class</li> <li>• post the steps in the debate process on the wall for future reference</li> </ul>	<b>Resources – Canadian Student Debating Federations</b>
 <b>CLB 8-III:</b> Propose or recommend solutions to problems in a familiar area.	<b>Task 2: Practice the language structures</b> <ul style="list-style-type: none"> <li>• research and practice the formal language used in debates (e.g., be it resolved that, the affirmative, and now for a rebuttal, etc.)</li> <li>• research and practice the functional language used in debates (e.g., I'd like to deal with two points here..., Our opponents have claimed...etc.)</li> </ul>	<b>Resources – Canadian Student Debating Federations</b>  <b>Guidelines for Oral Presentations</b>
 <b>CLB 8-IV:</b> Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).   <b>CLB 8-IV:</b> Write a paragraph to explain information in a table, graph, flow chart or diagram.	<b>Task 3: Prepare for the debate</b> <ul style="list-style-type: none"> <li>• select a resolution for the debate</li> <li>• assign roles (e.g., the moderator, judges, debaters)</li> <li>• do some research about debate resolution by reading formatted and unformatted text</li> <li>• set criteria for feedback from the judges and audience</li> <li>• formulate positions and arguments based on research</li> <li>• create speaking notes</li> <li>• publicize the debate and invite others to attend</li> </ul>	<b>Indepth: Summit of the Americas: What is Globalization? - CBC News</b>  <b>Charts and Tables – Global Sherpa: Globalization, International Development and World Rankings</b>  <b>The Presentation – English Club</b>  <b>Presentation Skills – UBC Wiki</b>

<b>UNIT 7:</b> Global Communities	CORE CURRICULUM: Globalization <b>PROJECT: Debate on Globalization</b>	
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<p> <b>CLB 8-I:</b>          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).</p>	<p><b>Task 4: Hold the debate</b></p> <ul style="list-style-type: none"> <li>• follow the debate process agreed upon by the class</li> <li>• listen for expressions and responses and for nuances in attitude and register</li> <li>• videotape or record the debate for review and for fun</li> <li>• write a journal entry about the debate project</li> </ul>	