

Canada in the Global Village

Topic Development Ideas

Classes might want to learn more about...

- advantages and disadvantages of free trade agreements
- Canada's role in international organizations (e.g., G-8, the Commonwealth, the United Nations)
- concerns about globalization (e.g., unequal distribution of wealth, growing monopolies, environmental issues)
- effects of globalization on language and culture
- effects of modern methods of communication on personal and business life
- global trends toward partnership between private and public sectors
- international labour issues (e.g., child labour, "sweat shops," maquiladoras in Latin America)

Strategies for Learners

Learners find it useful to...

- highlight information when making notes
- practice giving reasons, agreeing and disagreeing
- practice skimming and scanning texts
- understand acronyms commonly used when talking about the global village, (e.g., NAFTA, APEC, GATT, etc.)
- use a unilingual dictionary to look for the meaning of unfamiliar words
- use the Internet to find information

Resources for Developing and Teaching Topic

- 📖 *Brainwaves*: Part 4, "World Issues"
 - 📖 *Interactions 2, A Listening/Speaking Skills Book*: Chapter 6, "The Global Village"
 - 📖 *New Interchange 3*: Unit 10, "The past and future"
 - 📖 *Read On Canada*: Chapter 5, "Canada in the Global Village"
 - 🌐 Explore Canada – History – Canada Today
 - 🌐 Canadian International Development Agency: <http://www.acdi-cida.gc.ca/education-e>
 - 🌐 Commonwealth Secretariat: <http://www.thecommonwealth.org>
 - 🌐 Council of Canadians: Publications: <http://www.canadians.org/publications/publications-speeches.html>
 - 🌐 Global Village: <http://www.radio.cbc.ca/programs/global>
 - 🌐 Statistics Canada: <http://www.statcan.ca/start.html>
 - 🌐 University of Toronto G-8 Information Centre: <http://www.g7.utoronto.ca>
 - 🌐 Welcome to Connecting Canadians: <http://www.connect.gc.ca>
- 🔗 globalization, global village

Canada in the Global Village

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- give a summary of the main points of a presentation about a global issue
- participate in a small group discussion and express opinions, qualify own opinion
- identify rhetorical signals of cause and effect in an oral text about globalization
- find information in an extensive directory (e.g., Statistics Canada)
- understand a one-page moderately complex news item
- find and compare two to three pieces of information in a CD-ROM reference source
- reduce a page of information about Canada in the global village to a list of seven to 10 points
- write a one- to two-paragraph report

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*migration, barriers, globalization, global markets, downsizing, information age, "sweat shops," child labour, free trade agreement, foreign affairs*)
- expressions for giving opinions (*I think that..., In my opinion...*)
- real conditional sentences (*If companies move to Mexico, many Canadians will lose their jobs*)
- compound sentences
- passive voice
- pronunciation: reduction of auxiliary verbs (*Jobs have been lost in Canada because of free trade*)

Sample Tasks

1. Brainstorm different aspects of globalization and debate the advantages and disadvantages.
2. Listen to a presentation and identify the causes and effects of an issue (e.g., poverty).
3. Read a newspaper text about an issue pertaining to globalization (e.g., unemployment). Answer multiple-choice questions.
4. Research one aspect of globalization and reduce a page of information to a list of seven to 10 points.

Additional Tasks

• **All Levels:** Use the Internet to search for the meanings of acronyms (e.g., NAFTA, APEC, GATT, EUC, OECD, G-8, WTO, etc.). Record and report back to class.

Skills: Internet Basics, Browsers, URL, Hyperlink, Buttons, Controls

• **All Levels:** Explore Canada – **History – Canada Today – Page 16 – The NAFTA Treaty – Levels 1, 2.** Find references to trading agreements and countries Canada trades with. Report your findings.

Skills: Open/Close Application, Select and Navigate Through Options, Mouse Tutorial

Global Environment

Topic Development Ideas

Classes might want to learn more about...


- federal government participation in international conferences
- international protests about environmental issues (e.g., Anti-Nuclear Movement, Greenpeace)
- Kyoto Protocol on Climate Change
- regulations concerning environmental protection
- specific environmental issues: global warming, ozone-layer depletion, acid rain, hazardous wastes, natural disasters, endangered species

Strategies for Learners


Learners find it useful to...


- learn abbreviations and symbols for hazardous chemicals
- phone local environmental authorities to request information on hazardous wastes
- use photos, videos, maps to discuss climatic changes
- use visual aids such as graphs, charts, maps to help them understand and remember information
- use word association and visualization to remember new vocabulary

Resources for Developing and Teaching Topic


 *All Sides of the Issue*: “Saving the Biramichi”


 *Gateway to Canada*: “Challenges for Canadians”

 *New Interchange 3*: Unit 7, “The world we live in”

 *Read On Canada*: Chapter 1, “Sun, Sea, Wind and Sky”

 fact sheets from Environment Canada


 news stories about environmental issues


 *Deadly Deposits*


 *Green Talk*


 weather forecasts

 guest speaker from a local environmental group

 Climate Change: <http://www.climatechange.gc.ca>

 Environment Canada: <http://www.ec.gc.ca> (e.g., Your Environment, Global Climate)

 Greenpeace International: <http://www.greenpeace.org>

 **environment**

Global Environment

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- participate in a small group discussion about the environment and express feelings, opinions; qualify own opinion
- express possibility and probability when discussing the environment
- understand facts and some implied meanings in a 10- to 15-minute presentation about an environmental issue
- understand a one-page moderately complex news item or story
- write a one- or two-paragraph report

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*hazardous waste, acid rain, UV factor, ozone-layer depletion, contamination, desertification, erosion*)
- expressions for giving opinions (*I think that..., In my opinion...*)
- modals for possibility and probability (*might, may*)
- passive voice
- wh- questions
- verb tenses: present perfect, future perfect (*There has been an increase..., By next year more people will have become sick from ...*)
- pronunciation: intonation patterns in wh-questions

Sample Tasks

1. Read a list of true and false statements about the environment and discuss which statements are likely true and why.
2. Listen to a presentation on an environmental issue (e.g., climate change). Take notes and recall the important points.
3. Read a newspaper text about an environmental issue and answer questions.
 - **Novice:** Open an instructor-made file containing the text from Language Task 3. Highlight text required to answer the questions.
Skills: Open, Highlight, Close
4. Write a report describing environmental issues affecting Canada and compare to own country.
 - **Novice:** Word-process Language Task 4. Follow instructions to format document. Print for peer evaluation.
 - **Experienced:** Add a title to Novice Task document by inserting WordArt. Follow instructions to edit or format the WordArt.
Skills: Insert Date and Time, Format Paragraph (Alignment, Indent, Spacing), Insert/Format WordArt, Print

Additional Tasks

- **All Levels:** Visit an environment-related web site (e.g., <http://www.ec.gc.ca>). Find information to answer the question “What can I do to help save the environment?” Prepare a short report.
Skills: Internet Basics, Browsers, URL, Hyperlink, Buttons, Controls

International Human Rights

Topic Development Ideas

Classes might want to learn more about...


- Amnesty International
- Canadian Human Rights Act
- community agencies providing counselling and advocacy
- how rights are defined, perceived, and protected around the world
- human rights violations and the impact on democracy
- International War Crimes Tribunal
- political asylum
- UN Universal Declaration of Human Rights and Freedoms


Strategies for Learners

Learners find it useful to...

- ask for explanation, clarification of unknown vocabulary
- ask for written version of verbal information
- ask local or government agencies for assistance in obtaining information and advice about one's rights
- practice note-taking techniques
- read pamphlets pertaining to human rights and highlight important information
- understand that fellow classmates may have experienced human rights violations and that sensitivity is required in discussions


Resources for Developing and Teaching Topic

 *Brainwaves*: Part 4, “World Issues”


 *Read On Canada*: Chapter 5, “Canada and the Global Village”

 *Teaching Human Rights in Ontario*


 *The Canadian Human Rights Act: Guide*

 guest speaker from a local human rights or advocacy group

 ELLIS – Master Pronunciation – Speech Acts – Dealing with Language Problems

 Amnesty International: <http://www.amnesty.org>


 Canadian Human Rights Foundation: <http://www.chrf.ca>

 Department of Justice Canada: <http://laws.justice.gc.ca/en/H-6/index.html> (The Canadian Human Rights Act)

 Human Rights for Workers: <http://www.senser.com>

 Human Rights Watch: <http://www.hrw.org>

 Settlement.org: <http://www.settlement.org> (Legal Information, Human Rights, International Human Rights)

 United Nations: <http://www.un.org> (Human Rights)

 **international human rights**

International Human Rights

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- 🗣️ make an extended suggestion on how to resolve current human rights violations
- 🗣️ participate in a small group discussion and express opinions; qualify own opinion; express reservations, approval, disapproval
- 👂 identify mood and attitude of speaker
- 👂 understand factual details and some implied meanings in a 10- to 15-minute report on a human rights issue
- 📖 understand a one-page moderately complex story or news item
- ✍️ write a one- or two-paragraph story or report about a human rights violation

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*systemic discrimination, prejudice, tolerance, race, minority group, handicapped*)
- modals and expressions for suggestions (*should, could, might, may, try + ...ing*)
- prepositions of time and location
- wh- questions
- compound sentences
- report-writing conventions including introduction, body, conclusion
- pronunciation: past tense -ed endings: /t/ (*handicapped*), /d/ (*complained*), /əd/ (*violated*)

Sample Tasks

1. Brainstorm various types of discrimination (e.g., racial, religious, overt, systemic) and offer possible solutions.
 - 📖 **Novice:** Open an instructor-made document with case studies about types of discrimination. Match type of discrimination to case study. Follow instructions to format one case study (e.g., change font style, size, shade title, justify). Use Format Painter to apply format to other cases. (See <http://alphaplus.ca/linc/topic10.htm> for a sample activity.)
 - Skills:** Open, Font, Font Style (Bold, Italic, Underline), Font Color, Borders and Shading (Paragraph), Format Painter
2. Listen to a news report about a human rights violation. Identify the country involved, the problem, and other important facts in the case.
 - 📖 **Novice:** Create and show a presentation from the information in Language Task 2.
 - Skills:** (PowerPoint) Create a New Presentation, Font
3. Read a newspaper article about an international human rights issue. Answer multiple-choice questions.
4. Write a brief report comparing how discrimination is handled in own country and Canada.