

# Global Issues ■ Hunger

### **Classes might want to learn more about ...**

- ① Canadian government agencies that provide international food aid (e.g. CIDA)
- ① non-government development organizations (e.g. World Vision, OXFAM, CUSO, the Canadian Hunger Organization)
- ① UN organizations (UNICEF, WFO)
- ① local food banks
- ① interrelationship between globalization and poverty at a local level

### **Learners find it useful to ...**

- ◇ use telephone books (hardcopy or on-line) to find addresses and telephone numbers
- ◇ highlight important information in publications that address issues of poverty and hunger
- ◇ access the Internet in public places for information

## Suggested Resources

- 📄 Brochures from world aid organizations such as: OXFAM, World Vision, Red Cross
  - 📄 World Vision Canada publication: Myth Busters!
  - 🎥 World Vision Canada video: *"Hunger: Not so Far Away"*
  - 🗣️ Guest speakers from organizations that deal with eliminating poverty and hunger
- The World Hunger Program:  
[http://www.brown.edu/Departments/World\\_Hunger\\_Program/hungerweb/WHP/overview.html](http://www.brown.edu/Departments/World_Hunger_Program/hungerweb/WHP/overview.html)
- OXFAM International: <http://www.oxfamamerica.org/OI.HTML>
- Canadian International Development Agency (CIDA): <http://www.acdi-cida.gc.ca/index.htm>
- 🔍 **hunger, world hunger**

# LINC 4

## Global Issues ■ Hunger

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- agree, disagree with opinions about causes of hunger
- identify main idea in a paragraph about poverty or hunger
- understand information in news items and brochures
- write a short text about poverty and hunger

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*starvation, malnutrition, famine, food relief, food deprivation*)
- modals for suggestions (*You might want to...*)
- real conditional (*If we try to help others, there will be less poverty in the world.*)
- unreal conditionals (*They would send food relief if they had enough resources.*)
- basic paragraph-writing conventions
- pronunciation: intonation patterns and word stress in conditional sentences

### Sample Language Tasks

1. Brainstorm and list the main causes of hunger.
2. Read “Myth Buster” text (see Suggested Resources) about poverty and hunger. Compare facts to myths.
3. Write a letter or email a message to an international development agency (e.g. OXFAM International, Red Cross, etc.) requesting information about food relief efforts.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Internet basics, browsers, search engines, search types, URL, Bookmarks/ Favorites, Hyperlink

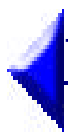
Search the Internet on Hunger by entering appropriate key words (e.g. hunger, world hunger) in the search box. Present findings to class.

**Computer Skills:** Keyboarding, Save As, Letter Wizard

Word-process the letter or email message in Language Task 3.

**Computer Skills:** Open/Close application, select and navigate through options, mouse skills

Ellis-Master Pronunciation-Speech Acts-**Conversing-Agree and Disagree, Disagree Politely**



# Global Issues ■ Population

### **Classes might want to learn more about ...**

- ① life expectancy in the world and in Canada
- ① migration patterns
- ① attitudes toward birth / population control
- ① family planning in Canada and home country
- ① the implications of an ageing population
- ① government incentive programs related to family planning in Canada and other countries

### **Learners find it useful to ...**

- ◇ learn what factors influence life expectancy
- ◇ access community agencies for help and advice on issues of family planning
- ◇ use the Internet in public libraries to look for information
- ◇ practise expressions for agreeing, disagreeing with another's point of view; learn which expressions are appropriate for formal/informal situations
- ◇ practise expressing strong or mild agreement/disagreement
- ◇ organize information in a logical way to help others understand it

## Suggested Resources

📄 Statistics Canada publications

📺 CBC News in Review: *World Population: Controlling the Explosion*

Statistics Canada: <http://www.statcan.ca>

World population: <http://www.stats.demon.nl>. Click: the World. Click pop.I, pop.II, or pop.98 UN

🔑 **population**

# LINC 4

## Global Issues ■ Population

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- give suggestions about how to deal with growing world population
- express necessity and reason when discussing solutions to world overpopulation
- agree and disagree with statements about causes of overpopulation
- identify main idea and supporting points in a text about population
- write a short text about the impact of overpopulation

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*population density, birth control, baby boom, overpopulated*)
- modals for necessity and suggestions
- simple tenses in declarative and negative forms
- real conditionals (*If we don't find solutions to overpopulation, we will have many problems in the future.*)
- pronunciation: intonation and word stress patterns in conditional sentences

### Sample Language Tasks

1. Debate state control versus individual choice in matters of family planning.
2. Read a text on population issues. Find the main idea and supporting points.
3. Write a paragraph about possible implications of the growing world population.

### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

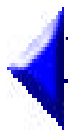
**Computer Skills:** Create a worksheet, Insert/Edit Cell, Format Cell, Create Chart, Print Chart

**Experienced/Advanced:** Insert demographic and other information about 5 countries in a worksheet. Follow instructions to chart the data and print for display in class.

**Computer Skills:** Open/Close application, select and navigate through options, mouse skills

**All levels:** Ellis-Master Pronunciation-Speech Acts-**Getting Things Done-Offer Suggestions**

**-Conversing-Agree and Disagree, Disagree Politely**



## Global Issues ■ The UN & Canada


### ***Classes might want to learn more about ...***

- ① the role of the UN in world peace
- ① how the UN operates
- ① different departments in the UN (e.g. Security Council)
- ① UN agreements (e.g. Nuclear Non-Proliferation Treaty)
- ① contemporary world issues

### ***Learners find it useful to ...***

- ◇ use dictionary for unfamiliar words
- ◇ highlight information when reading pamphlets
- ◇ watch news programs about UN activities
- ◇ access the Internet for information

## Suggested Resources

 *Read On Canada*

 Government publications on Canadian peacekeeping missions

The Canadian Peacebuilding Initiative: <http://www.dfait-maeci.gc.ca/peacebuilding/>

United Nations: <http://www.un.org/>

UN peacekeeping operations: <http://www.un.org/Depts/dpko/>

 **united nations, peace building**

# LINC 4

## Global Issues ■ The UN & Canada

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- express worry or concern about current world issues
- express necessity and reason pertaining to Canada's involvement in peacekeeping missions
- agree and disagree with Canada's participation in UN missions
- understand information in news items about contemporary world issues
- write a short text about Canada's role in the UN

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*peacekeeping, international relations, Security Council, UNICEF*)
- adjectives followed by prepositions (*worried about, disappointed with, challenged by*)
- simple tenses
- wh-questions
- modals for obligation and necessity (*should, must*)
- compound sentences
- pronunciation: adjectives with -ed endings

### Sample Language Tasks

1. Debate whether Canada should continue to be involved in peacekeeping missions.
2. Read a text about Canada's UN peacekeeping missions. In a list of sentences, find the statements that are not correct.
3. Research and complete a chart about Canada's peacekeeping missions (countries, dates, activities).

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Internet basics, browsers, search engines, search types, URL, Bookmarks/ Favorites, Hyperlink

Research Language Task 2 on the Internet by entering appropriate key words (e.g. united nations, peace building) in the search box.

**Computer Skills:** Open/Close application, select and navigate through options, Mouse Tutorial  
Explore Canada-**History-Canada Today-Page 11-Canada and the world-Levels 1 & 2**