

# Global Issues ■ Canada in the Global Village

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

- ① ethnic, racial and cultural diversity
- ① Canada and global economy (e.g. NAFTA, APEC, GATT)
- ① concerns about globalization (e.g. unequal distribution of wealth, growing monopolies, environmental issues, international anti-child labour movement)
- ① international labour issues (e.g. child labour issues, “sweat shops”, maquiladoras in Latin America)
- ① advantages and disadvantages of free trade agreements
- ① global trends towards partnership between private and public sectors
- ① EURO currency

### Learners find it useful to ...

- ◇ practise giving reasons, agreeing and disagreeing
- ◇ practise skimming and scanning texts
- ◇ highlight information when making notes
- ◇ use a unilingual dictionary to look for the meaning of unfamiliar words
- ◇ use the Internet to find information about globalization

## Suggested Resources

*Read On Canada*

Social Consequences of Globalization: <http://www.brasil.emb.nw.dc.us/fpst06gl.htm>

Globalization and Human Rights: <http://www.pbs.org/globalization/home.html>  
<http://www.islandnet.com/~ncfs/maisite/>

**globalization**

## Global Issues ■ Canada in the Global Village

### Topic Outcomes

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

- explain what isn't/wasn't known about globalization
- predict consequences of globalization for Canada
- understand main ideas in authentic texts about globalization
- get specific information from news items about globalization
- write a brief report about some of the impacts of globalization

### Language Focus

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

- vocabulary (*migration, barriers, globalization, ethnic diversity, global markets, barriers, downsizing, information age, "sweat shops", child labour, free trade agreement*)
- simple tenses
- simple and compound sentences
- pronunciation: intonation and word stress in conditional sentences

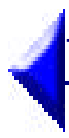
### Sample Language Tasks

1. Brainstorm different aspects of globalization and debate the advantages and disadvantages.
2. Read a newspaper text about issues pertaining to globalization. Answer multiple choice questions.
3. Write a paragraph about the impact of globalization on your present or future career, education goals or personal life.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Open/Close application, select and navigate through options, Mouse Tutorial  
Explore Canada-**History-Canada Today-Page 16-The NAFTA Treaty-Levels 1 & 2**



# Global Issues ■ Environment

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

- ① specific environmental issues: global warming, ozone layer depletion, acid rain, hazardous wastes, natural disasters, endangered species
- ① regulations concerning environmental protection
- ① federal government participation in international conferences
- ① international protests about environmental issues (Anti-Nuclear Movement, Green Peace)

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

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

## Suggested Resources

*Read On Canada*

*Gateway to Canada*

weather forecasts

*Green Talk, Divine Faith, Deadly Deposits*

CBC News in Review: *Global Warming: A Progress Report (May 1995); Disappearing Ozone: Danger in the Sun (March 1992)*

Environment Canada: <http://www.ec.gc.ca/> (e.g. Canadian Environment Protection Act)

Global Climate Change: <http://www.ec.gc.ca/climate/>

Green Peace International: <http://www.greenpeace.org/>

**environment**

# LINC 5

## Global Issues ■ Environment

### Topic Outcomes

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

- ask for information in person and on the telephone regarding environmental issues
- express obligation and ability when discussing the environment
- understand main ideas in authentic texts (e.g. newspapers) pertaining to the environment
- find specific information in brochures about the environment
- write down information received in person or by telephone

### Language Focus

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

- vocabulary (*hazardous waste, acid rain, UV factor, ozone layer depletion, contamination, desertification, erosion*)
- wh-questions
- modals and expressions for obligation and ability (*must, should, can, could; It is necessary to.../ We could...to resolve the problem.*)
- pronunciation: intonation patterns in wh-questions

### Sample Language Tasks

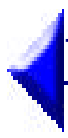
1. Discuss a list of statements about the environment. Decide which statements are controversial.
2. Read a newspaper text about any environmental issue. Complete sentences with information from the text.
3. Look at a photograph of an environmental disaster (e.g. rainforest destruction). Write about what happened and suggest possible ways to avoid similar problems in the future.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Insert/Format Date, Alignment, First Line Indent, Spacing, Print

Word-process Language Task 3. Follow instructions to format document. Print for peer evaluation.



# Global Issues ■ International Human Rights


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


- ① the UN Universal Declaration of Human Rights and Freedoms
- ① community agencies providing counselling and advocacy
- ① Amnesty International
- ① The International War Crimes Tribunal
- ① how rights are defined, perceived and protected around the world

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


- ◇ ask for explanation, clarification of unknown vocabulary
- ◇ ask local or government agencies for assistance in obtaining information and advice about one's rights
- ◇ ask for written version of verbal information
- ◇ read pamphlets pertaining to human rights and highlight important information
- ◇ practise note-taking techniques

## **Suggested Resources**

 *Read On Canada*

 *Gateway to Canada*

 government publications: *The Canadian Human Rights Act: Guide*

 CBC News in Review: *Canada's Anti-hate Law. The Keegstra Case* (February 1991)

Human Rights Web: <http://www.hrweb.org/>

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

Amnesty International Canada: <http://www.amnesty.ca/>

 **international human rights**

## Global Issues ■ International Human Rights

### Topic Outcomes

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

- ask for and give information about incidents of discrimination in person and on the telephone
- understand main ideas in authentic texts about human rights
- find specific information in government and community brochures about discrimination to confirm understanding of human rights issues
- write down information received in person or by telephone
- write a brief report about forms of discrimination

### Language Focus

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

- vocabulary (*systemic discrimination, prejudice, tolerance, race, minority group, handicapped*)
- wh-questions
- prepositions of time and location
- compound sentences
- pronunciation: stressed and unstressed vowels; intonation patterns in wh-questions

### Sample Language Tasks

1. Brainstorm various types of discrimination (e.g. racial, religious, overt, systemic) and discuss possible solutions.
2. Read a newspaper text on issues about international human rights violations. Answer multiple choice questions.
3. Write a brief report comparing how discrimination is handled in own country and Canada.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Format Painter

Open 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.

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

Ellis-Master Pronunciation-Speech Acts-**Dealing with Language Problems-Paraphrase, Reformulate what another said, Reformulate what you said**