

Relationships ■ Conflict Resolution

Classes might want to learn more about ...

- ① types of conflicts (e.g. between spouses, parents and children, co-workers, people from different cultures)
- ① solutions to conflict
- ① managing miscommunication
- ① cultural and social differences related to dealing with conflicts
- ① dealing with personality clashes
- ① professional counsellors who specialize in conflict resolution

Learners find it useful to ...

- ◇ apply newly learned strategies to own circumstances
- ◇ ask for written version of verbal counselling information
- ◇ observe and use body language and tone of voice
- ◇ recognize such signals as facial expressions or hesitations in speech
- ◇ rehearse and role-play conflict-related situations
- ◇ talk to a native Canadian about issues pertaining to conflict resolution
- ◇ improve communication skills
- ◇ predict and avoid potential conflict situation
- ◇ listen attentively and delay speaking when resolving conflicts

Suggested Resources

 *The Big Snit*

 *Dinner for Two*

Conflict Resolution Network: <http://www.crnhq.org/>

Family Mediation Centre: <http://info.london.on.ca/learn/mediate.html>

Tips for Parents: <http://www.commnet.edu/QVCTC/classes/conflict/michtips.html>

 **conflict resolution, family mediation**

LINC 5

Relationships ■ Conflict Resolution

Topic Outcomes

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

- apologize and make excuses to resolve a conflict
- express and respond to disappointment in relations with others
- relate a story about a conflict
- give suggestions and advice about solving conflicts
- understand main ideas in authentic texts pertaining to conflict resolutions
- write a story about resolving a conflict

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and expressions (*attitude, frustration, racism, prejudice, stereotyping, blame, attack, miscommunication, communication skills*)
- idioms and expressions (*generation gap, cool off, blow your top, have a chip on my shoulder*)
- expressions for apologizing and expressing disappointment (*I apologize..., I am surprised that...*)
- modals for suggestions and advice (*I think you could...*)
- simple and compound sentences
- real conditionals (*If I were you, I would...*)

Sample Language Tasks

1. Brainstorm possible types of conflict (e.g. between spouses, parents and children, co-workers, people from different cultures) and recommend solutions.
2. Read newspaper texts about various conflicts. Match type of conflict with story.
3. Write about own experience dealing with a conflict.

Sample Computer Tasks

Computer Levels: All

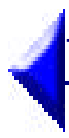
Computer Skills: Open/Close application, select and navigate through options, mouse skills

Ellis-Senior Mastery-**Discussing Business**

Ellis-Master Pronunciation-Speech Acts-**Social Interactions-Apologize, Make Excuses, Respond**

-Dealing with Language Problems-Express Disappointment

-Getting Things Done -Offer Suggestions



Relationships ■ Senior Citizens

Classes might want to learn more about ...

- ① local services available for seniors (e.g. library and recreation programs)
- ① cultural differences concerning social role of seniors
- ① nursing and retirement homes for the elderly
- ① sociocultural factors in dealing with seniors
- ① Canada Pension Plan
- ① abuse of older persons
- ① programs encouraging interaction between seniors and young people
- ① benefits and government programs to help seniors (e.g. pension plans, drug plans)
- ① senior discounts

Learners find it useful to ...

- ◇ attend workshops for seniors
- ◇ ask for written version of verbal information about senior's rights
- ◇ guess meaning of unfamiliar words from context
- ◇ organize information in a logical sequence to help others understand it
- ◇ talk to seniors
- ◇ ask classmates, teachers or neighbours about counselling services and local resources for seniors

Suggested Resources

- 📖 *Ontario Reader 1999*: "Elliot Lake mining town becomes retirement centre"
- 📖 *Ontario Reader 1999*: "Tough grandmother heads major city"
- 📖 *Amazing – Interviews and Conversations*
- 📄 Government publications: *Seniors' Guide to Federal Programs and Services*
- 📄 Community newspapers and bulletin boards
- Elderly persons: <http://www.canada.gc.ca/>

🔑 **seniors**

LINC 5

Relationships ■ Senior Citizens

Topic Outcomes

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

- relate a story about the life of an elderly person
- ask for and give information on the telephone about services for seniors
- give suggestions and advice to an elderly person
- find specific information in authentic texts about senior citizens
- write a brief report about services and privileges available for seniors

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*elderly, nursing homes, aging, dependency, lifestyle, Canada Pension Plan, fixed income, abuse*)
- idioms (*snowbirds, old folks, golden years*)
- wh-questions
- past tenses
- sequence markers
- report-writing conventions
- pronunciation: intonation patterns in information and wh-questions

Sample Language Tasks

1. Groups discuss the pros and cons of a policy related to age in Canada (e.g. mandatory retirement at 65) and present to class.
2. Read a text about senior citizens in Canada. List facts.
3. Compare the life of an older person in own country and in Canada (daily routines, activities, rights, etc.)

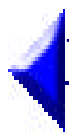
Sample Computer Tasks

Computer Levels: All

Computer Skills: Keyboarding, Save As, Spelling, Print Preview, Print

Word-process Language Task 3. Spell check, print preview, and print for peer evaluation.

Computer Skills: Open/Close application, select and navigate through options, mouse skills
Ellis-Master Pronunciation-Speech Acts-**Getting Things Done-Offer Suggestions**



Relationships ■ Professional Relationships


Classes might want to learn more about ...


- ① professional rules of conduct
- ① organizational culture
- ① the importance of team building
- ① differentiating between personal and professional matters
- ① cultural miscommunication in professional relationships
- ① cultural differences in understanding professional relationships
- ① levels of formality including register
- ① appropriate and inappropriate behaviour in workplace


Learners find it useful to ...

- ◇ learn techniques to keep a conversation going (e.g. agreeing, disagreeing)
- ◇ practise giving reasons and making excuses
- ◇ ask for explanation, clarification
- ◇ ask for written version of verbal information
- ◇ observe and use body language and tone of voice
- ◇ identify own strengths and weaknesses
- ◇ develop good communication skills
- ◇ learn how to avoid miscommunication
- ◇ highlight information when making notes
- ◇ practise note-taking techniques in professional meetings

Suggested Resources

 *Take Part: Speaking Canadian English*

 *Communicating In The Real World*

 *Crosstalk*

Communication Skills Test: <http://www.queendom.com/communic.html>

 **professional relationships**

Relationships ■ Professional Relationships

Topic Outcomes

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

- apologize and make excuses in relations with others
- ask for and give information in person and on the telephone about professional matters
- express obligation, ability, inability and certainty in relations with others
- give suggestions and advice about professional matters and predict consequences
- clarify meaning and paraphrase
- understand main ideas in authentic texts about professional relationships
- write down messages received in person or by telephone
- write a brief report about professional relationships in the workplace

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*rules of conduct, point of view, miscommunication, attitudes, criticism, body language, gestures, frustration, discouragement, sexual harassment, discrimination*)
- idioms (*put oneself in the other person's shoes, glass ceiling*)
- expressions for apologizing and making excuses
- wh-questions
- modals and expressions for obligation, ability (*You must/should...*)
- compound sentences
- reported speech
- pronunciation: intonation when apologizing and making excuses, sentence stress in compound sentences

Sample Language Tasks

1. Watch a part of video about a doctor-patient interaction and predict consequences.
2. Read cases studies of professional relationships and answer questions.
3. Look at a photograph of a conflict situation and write a story.

Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Font Color, Find and Replace

Novice: Use font colour to change the colour of specific words or expressions (e.g. idioms) in Language Task 3.

Experienced/Advanced: Using find and replace, follow instructions to replace selected words in Language Task 3.

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

All levels: Tense Buster- Advanced-**Reported speech-**

-Introduction: gossip!

-Practice: Direct speech