### Conflict Resolution

**Topic Development Ideas**

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

- cultural differences related to dealing with conflicts
- dealing with personality clashes
- personality typing tools (e.g., True Colors, Myers-Briggs)
- professional counsellors who specialize in conflict resolution
- types of common conflicts (e.g., between spouses, parents and children, co-workers, people from different cultures, customers and businesses, neighbours)
- ways of avoiding or solving different types of conflict
- ways to avoid miscommunication

**Strategies for Learners**

*Learners find it useful to...*

- apply newly learned strategies to own circumstances
- ask for written version of verbal counselling information
- improve communication skills to avoid conflict
- listen attentively and delay speaking when resolving conflicts
- locate professional help in directories
- observe and use appropriate body language and tone of voice
- recognize signals such as facial expressions or hesitations in speech as predictors of a conflict
- role-play conflict-related situations
- talk to Canadians about issues pertaining to conflict resolution

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**Resources for Developing and Teaching Topic**

- Dinner for Two
- Neighbours
- The Big Suit
- Conflict Resolution Network: [http://www.crnhq.org](http://www.crnhq.org)
- Conflict resolution resources on 211Toronto.ca: [http://www.211toronto.ca](http://www.211toronto.ca) (enter *conflict resolution* in search box)
- Family Mediation Centre: [http://mediationcentre.com](http://mediationcentre.com)
- conflict resolution, family mediation
Conflict Resolution

Topic Outcomes (CLB 5, 6, 7)

**Possible outcomes for this topic:**
- express and respond to a complaint, apology, regrets, excuses, disappointment, dissatisfaction
- ask for and respond to recommendations and advice
- express feelings, opinions; qualify own opinion in a small group discussion
- identify facts and inferences in a conversation expressing or responding to complaints, disappointment, dissatisfaction, or disapproval
- identify mood and attitude of speakers in an oral text
- suggest an appropriate conclusion to a story based on inferences
- understand a one-page moderately complex report, interview, or news item
- write a one- or two-paragraph story or report to narrate a sequence of events, describe a simple process, give a detailed description

**Language Focus**

**Items to help learners achieve the outcomes:**
- vocabulary (attitude, frustration, racism, prejudice, attack, stereotyping, blame, miscommunication, communication skills, mediation)
- idioms (cool off, blow one’s top, have a chip on one’s shoulder, let it go, sleep on it, take it easy, be fed up with, get out of hand, jump all over someone)
- expressions for apologizing and expressing disappointment (I apologize…, I am surprised that…)
- conditional sentences: real and unreal
- modals: suggestion, advice, advisability
- pronouns: reflexive, reciprocal
- speech: direct, reported
- pronunciation: using sentence stress to change meaning (I’m angry about that, I’m angry about that, I’m angry about that)

**Sample Tasks**

1. Brainstorm possible solutions for different types of conflict (e.g., between spouses, parents and children, co-workers, people from different cultures).
2. Listen to a dialogue about a conflict situation. Identify the mood and attitude of the speakers. Check off the complaints and responses you hear on a worksheet.
3. Read a newspaper story about a conflict situation and answer questions. (See http://alphaplus.ca/linc/topic2.htm for a sample activity.)
4. Write a story about dealing with an interpersonal personal conflict.

**Additional Tasks**

- **All Levels:** ELLIS – Senior Mastery – **Discussing Business.** Identify complaint and possible solution. Role-play situation with a partner.
- **All Levels:** ELLIS – Master Pronunciation – **Speech Acts – Social Interactions – Apologize, Make Excuses; Dealing with Language Problems – Express Disappointment; Getting Things Done – Offer Suggestions**

  **Skills:** Open/Close Application, Select and Navigate Through Options, Mouse Skills
### Professional Relationships

#### Topic Development Ideas

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

- appropriate and inappropriate behaviour in the workplace
- cultural comfort levels with space and touching
- cultural differences in understanding professional relationships
- cultural miscommunication in the workplace
- differentiating between personal and professional matters
- importance of team building
- levels of formality including correct register usage
- organizational culture
- personality typing tools (e.g., True Colors, Myers-Briggs)
- professional rules of conduct

#### Strategies for Learners

*Learners find it useful to...*

- become aware of and use culturally appropriate body language, facial expressions, tone of voice
- identify own strengths and weaknesses to better understand relationships with others
- learn strategies for starting and closing conversations
- learn techniques to keep a conversation going

#### Resources for Developing and Teaching Topic

- *Communicating In The Real World:* Unit 10, “Conflict Management: What’s the Problem?”
- *Crosstalk*
- *CLB Listening/Speaking Resource:* Stage II, Workplace dialogues
- Ellis – Senior Mastery – Discussing Business
- Communication Skills Test: [http://www.queendom.com/tests/relationships/communication_skills_r_access.html](http://www.queendom.com/tests/relationships/communication_skills_r_access.html)
- Register Use in English: [http://esl.about.com/library/weekly/aa091001a.htm](http://esl.about.com/library/weekly/aa091001a.htm)

*professional relationships, networking tips*
ProfeSSional Relationships

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- open and close a short routine formal conversation
- maintain a conversation by asking follow-up questions, confirming comprehension, holding the floor, changing the topic, continuing after an interruption
- express and respond to gratitude, appreciation, complaint, apology, regrets, or excuse
- make simple and extended suggestions on how to solve an immediate problem and provide reasons
- identify facts and inferences in a conversation expressing and responding to gratitude and appreciation, complaint, or hope
- get factual details in a moderately complex one-page note, e-mail message, or letter
- write a one- to two-paragraph letter, or one-paragraph e-mail expressing or responding to congratulations, thanks, apology, offer of assistance, or invitation

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, company policies and procedures)
- idioms (put oneself in the other person’s shoes, bite off more than one can chew, do a bang-up job, call it a day)
- expressions for apologizing and making excuses
- gerund as object of a preposition (apologize for being late, complain about having no training)
- questions: embedded, wh-, yes/no
- formal letter writing conventions
- pronunciation: proper intonation for apologizing and making excuses

Sample Tasks

1. Discuss problems in various workplace situations and brainstorm possible solutions in small groups. (See http://alphaplus.ca/linc/topic18.htm for a sample activity.)
2. Listen to short workplace conversations. Match the conversations with a list of functions (e.g., thanking, appreciating, complaining).
3. Read a letter of invitation to an orientation day for new employees. Answer questions.
4. Write a letter or e-mail note responding to an invitation.
   - Advanced: Use the Letter Wizard to complete the letter in Language Task 4. Create an envelope.
   Skills: Keyboarding, Letter Wizard, Envelopes and Labels

Additional Tasks

* All Levels: Tense Buster – Advanced – Reported speech – Introduction: gossip!; Practice: direct speech
   Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills
## Senior Citizens

### Topic Development Ideas

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

- discounts for seniors
- elder abuse (physical, psychological, or financial)
- financial assistance for seniors (Canada Pension Plan, Old Age Security, Widowed Spouses’ Allowance)
- health services for seniors (e.g., Ontario Drug Benefit Plan)
- housing for seniors (retirement homes, seniors’ apartments, nursing homes for long-term care)
- local services for seniors (e.g., library and recreation programs)
- programs encouraging interaction between seniors and young people
- socio-cultural factors in dealing with seniors

### Strategies for Learners

*Learners find it useful to...*

- ask classmates, teachers, or neighbours about local resources for seniors
- ask for written information about seniors’ rights
- attend workshops about issues concerning seniors
- use the Government Blue Pages and Yellow Pages to locate services and programs

### Resources for Developing and Teaching Topic

- *Amazing! Interviews and Conversations*: Chapter 8, “Senior Citizens”
- *Ontario Reader 1999*: “Elliot Lake: Mining town becomes retirement centre”
- *Seniors’ Guide to Federal Programs and Services*
- *CLEO (Community Legal Education Ontario)*: [http://www.cleo.on.ca](http://www.cleo.on.ca)
- *Settlement.org*: [http://www.settlement.org](http://www.settlement.org) (Social Services, Seniors)
- seniors, senior citizens
Topic Outcomes (CLB 5, 6, 7)

**Possible outcomes for this topic:**
- ask for and give detailed information related to personal needs in an inquiry about services for seniors
- express feelings, opinions; qualify own opinion in a small group discussion
- understand details in a spoken exchange that involves suggestions, advice, and encouragement
- understand factual details and some implied meanings in a 10- to 15-minute presentation
- find information about programs for seniors in an extensive directory
- understand a one-page moderately complex report, news item, or story
- write a one- to two-paragraph text to compare senior citizens in Canada and own country

**Language Focus**

**Items to help learners achieve the outcomes:**
- vocabulary (abuse, aging, dependence, elderly, fixed income, golden years, lifestyle, nursing home, retirement home, snowbird)
- expressions for indicating feelings
- adjectives: equative, non-equative
- logical connectors: transition words, adverbial clause words
- modals: advice, suggestions
- questions: embedded, wh-, yes/no
- pronunciation: intonation in yes/no and wh-questions

**Sample Tasks**

1. In a group, discuss the pros and cons of a policy related to age in Canada (e.g., mandatory retirement at 65) and present to class.
2. Listen to a conversation of someone giving an ESL student information about resources available in the community for an elderly parent. Complete a chart with information about financial, medical, housing, and recreation services.
3. Read a news story involving a seniors’ issue. Answer multiple-choice questions.
4. Compare the life of an older person in own country and in Canada (e.g., daily routines, activities, rights).
   - **Novice:** Word-process Language Task 4. Spell-check, preview, and print for peer or instructor evaluation.
   - **Experienced:** Open an instructor-made document and use Format Painter to replicate the instructor's format in own document.
     - **Skills:** Keyboarding, Save As, Spelling, Format Painter, Switch between Multiple Windows, Print Preview, Print

**Additional Tasks**

- **All Levels:** ELLIS – Master Pronunciation – Speech Acts – Conversing – Express Opinions; Getting Things Done – Ask for Information
  - **Skills:** Open/Close Application, Select and Navigate Through Options, Mouse Skills