



Topic 1

**The Good Ol' Days:
Back to the Future?**

(1 lesson, plus some out-of-class time)

This lesson focuses on a video interview with a nonagenarian about life in the past. Students will listen to and discuss the interview, and then they will prepare for and conduct an interview of their own. Their final writing activity will be to write a report about their interview. Some of the other main academic tasks are: pronunciation— focusing on voice and spoken language; making

and using notes to speak from; directing a discussion; asking questions, interrupting politely; checking for comprehension; recognizing indicators in discourse; note taking; recognizing the speaker's attitude; understanding intonation; voice emphasis; paraphrasing; quoting directly; referring to sources; academic writing; revising; and proofreading.

Outcomes	Instructional and Learning Sequence
----------	-------------------------------------

- SLO 1.3** Develop and express a personal position in a variety of ways...
- SLO 2.1.4** Refine pronunciation to increase intelligibility...
- SLO 4.1** Use language to encourage...
- SLO 6.1.1** Use advanced organization...
- SLO 6.1.3** Use directed attention...
- SLO 6.1.5** Use selective attention...
- SLO 6.2.12** Use inferencing to guess the meanings...
- SLO 6.3.2** Use co-operation...

Sequence 1

Activation

This module will explore some of the technological developments and other changes we commonly experience in today’s fast-paced world. To begin, students will look at the past in order to be more aware of the many differences between past and present.

Step 1: Have students reflect on their childhood using the questions provided (see Student Learning Tasks).

Step 2: Next, have students think about their parents’ youth using the questions provided (see Student Learning Tasks).

Step 3: Ask students if they get the feeling that things are changing rapidly and that the world is getting smaller. How has technology made this possible?

Refer to a question posed by poet Mark Link in his poem “Different,” which is about this world that is changing so quickly: “In moments of reflection we wonder / are we gaining touch with the world at the expense of losing touch with ourselves?” (This question can be applied to a number of the ideas presented in the modules of this course.)

Tell students they will begin thinking about the question posed at the end of the poem by learning about a simpler, more slow-paced time. They will be viewing a video clip about a woman’s experiences as a child and teen living in rural Manitoba in the 1920s and 1930s.

Step 4: Students first have a quick round-table discussion, predicting some of the ideas they think will be discussed in the video.

Language Features	Vocabulary
	Idioms: gaining touch, losing touch
	Structures
	past tense adjectives for description appropriate use of articles use of subordinate conjunction “because” in predictions
	Discourse Features
	Expressions for prediction: I think...; perhaps...; maybe...; I predict...; I believe...
	Academic Language Function
	comparing, contrasting and predicting



Student Learning Tasks**Teacher Notes and References**

Lead the discussion so that the topics covered in the resource video (see next page) are addressed or mentioned in the discussion.

Class Discussion

- Reflect on your childhood.
Discuss the following questions: What did you do in your free time? What types of technology were available to you? How much time did you spend playing electronic games? Watching television? Playing sports? Doing homework? Talking to friends? How did you get to school?
- Compare and contrast this with your life at this moment. (C)
- Compare and contrast your youth to your parents' and grandparents' youths.

Discussion Questions:

- How do you think your parents' growing-up years might compare to yours? Did they get more physical activity? What kind of technology did they have? Did they spend more time with their friends and families? How did they entertain themselves? How about their grandparents? Was life different depending on the country of origin, or whether home was in a rural or urban setting? What the financial status of the family was?
- Things are changing rapidly and the world is getting smaller. How has technology made this possible? (C)
- Predict some of the ideas you think will be discussed in the video. (C)

Outcomes	Instructional and Learning Sequence
----------	-------------------------------------

SLO 1.1 Engage with increasingly difficult oral and/or visual texts...

SLO 1.2 Respond to texts with increasing independence...

SLO 1.5 Examine and interpret various visual media...

SLO 2.2 Use several visual techniques...

SLO 6.1.1 Use advanced organization...

SLO 6.1.5 Use selective attention...

SLO 6.1.6 Use self-monitoring to check...

SLO 6.1.8 Use self-evaluation to check...

SLO 6.2.4 Use note taking...

SLO 6.2.11 Use transfer...

SLO 1.3 Develop and express a personal position in a variety of ways...

SLO 2.1.3 Use developing control of grammatical features...

SLO 4.2 Communicate effectively to work with others...

SLO 4.6 Respond to and critique a variety of individual perspectives...

SLO 6.3.1 Use questioning for clarification...

SLO 6.3.2 Use co-operation...

Step 1: Give each student a copy of **Handout 3-1:** “Graphic Organizer: The Good Ol’ Days with Mrs. MacLeod.” Review active listening skills and note-taking practices. Students view the video, taking notes to fill in the graphic organizer. After viewing, check for comprehension. If necessary, show the video again so that all questions can be answered.

Language Features	Structures
	past tense
	Discourse Features
	Response words to wh questions: Why~because; When~in, on, at; Who~name; What~(various); Where~name of place; How~(various)

Step 2: Divide students into small groups. Have them discuss Mrs. MacLeod’s description and view of the past. They should decide if she feels that the technology and lifestyle available today would have made life at that time better, worse, or just different. What of the past does she feel has been lost in today’s world? What does she feel has been gained due to the technology we have today? Students should decide if they agree or disagree, and why.

Step 3: Using Appendix 13: “Preparing Interview Questions” as a guide, students review the video and focus on the way the interviewer begins, indicates new questions, probes, adds information, signals that the conclusion is near, signals the conclusion, and thanks the speaker. What techniques and expressions are used? What could the interviewer have done better?

Record this information for use in the final activity.

Language Features	Structures
	who, what, when, where, why, and how questions
	Discourse Features
	Discussion expressions: to agree or disagree, to encourage, to elaborate, to summarize, to clarify, to question transition markers
	Academic Language Functions
	agreeing, disagreeing, explaining, and summarizing

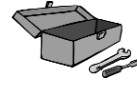
Student Learning Tasks

View the video and take notes by filling in **Handout 3-1**: “Graphic Organizer: The Good Ol’ Days with Mrs. MacLeod.” **(I)**

In small groups, discuss Mrs. MacLeod’s description and view of the past based on the teacher’s questions. **(G)**

Review the video to focus on the way the interviewer conducts the interview. Record this information. **(I)**

Teacher Notes and References



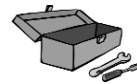
Handout 3-1: “Graphic Organizer: The Good Ol’ Days with Mrs. MacLeod”

Resource Video: *Mrs. MacLeod: The Good Ol’ Days*



A copy of this video can be obtained on the Manitoba Education, Citizenship and Youth website at

<www.edu.gov.mb.ca/ks4/cur/diversity/eal/senior4/index.html>.



Appendix 13: Preparing Interview Questions: A Student’s Guide

Outcomes	Instructional and Learning Sequence
----------	-------------------------------------

- SLO 1.2** Respond to texts with increasing independence...
- SLO 1.4** Show an awareness of organizational patterns...
- SLO 2.1.3** Use developing control of grammatical features...
- SLO 2.1.4** Refine pronunciation to increase intelligibility...
- SLO 2.3.1** Use the structures and language features...
- SLO 2.3.2** Demonstrate increasing awareness of... rhetorical forms...
- SLO 2.4** Use the steps of the writing process...
- SLO 4.3** Use clear and respectful language...
- SLO 4.4** Manage group action...
- SLO 4.7** Use the English language to participate in community...
- SLO 6.1.1** Use advanced organization...
- SLO 6.1.2** Use organizational planning...
- SLO 6.1.6** Use self-monitoring to check...
- SLO 6.1.8** Use self-evaluation to check...
- SLO 6.2.4** Use note taking...
- SLO 6.2.10** Use translation...
- SLO 6.3.1** Use questioning for clarification...

Final Step (listening, speaking, reading writing, translating): Have students find an octogenarian or a nonagenarian to interview, using Mrs. MacLeod’s interview as a model and the questions they prepared in Step 3.

The interview should be done with a person who speaks the student’s first language. It should last about 10 minutes, with the student taking point-form notes during the interview. Encourage students to get permission to audiotape or videotape the interviews. Once the information is gathered, each student will use it to write a short report.

- The report should include three direct quotations from the interviewee.
- Students must use a variety of reporting verbs.
- The reports will be shared with at least one classmate for peer editing and evaluation before they are handed in for assessment.

Language Features	Structures
	Reporting verbs: stated, reported, suggested, mentioned
	Discourse Features
	quotation integration note-taking symbols
	Academic Language Functions
	questioning, clarifying, summarizing, restating, and reporting

Roundup Suggestions

1. Have students write a thank-you note (in their first language) to the person they interviewed.
2. Have students research one prediction that was written in the past about the future. These may be predictions that have or have not come true.

Language Features	Discourse Features
	format of a thank-you letter

Student Learning Tasks**Teacher Notes and References**

Find an octogenarian or a nonagenarian to interview.

- a) Use the questions developed in Step 3. Take point-form notes.
- b) Write a short report. **(I)**
- c) Share the report with at least one classmate for peer editing. **(P)**

Write a thank-you note to the person you interviewed. **(I)**

Research one prediction written in the past about the future. **(I)**



Decide on the format you want the students to use for their report beforehand.

**Graphic Organizer:
The Good Ol' Days with Mrs. MacLeod**

Take point-form notes as you watch and listen to this video. Decide which important points to record under each heading.

When you are finished, compare your notes with a partner. Come to a consensus on the most important points. Redo your notes to reflect this.

Topic	Response
1. School	
2. Travel	
3. Leisure time activities	
4. Meeting places	
5. Modes of communication	
6. Food and its storage	
7. What we've lost from the past in today's world	
8. Technology and advances that would have been helpful in the past	



**Topic 2
Inventions**

(1–2 lessons)

This lesson requires students to search for information on the Internet, work in a group to reach consensus, rank items according to importance and justify their decision, examine the structure of an encyclopedia entry, practise note taking and reconstruction of text, practise analogies, read a challenging text for the main ideas, and discuss personal opinions and evaluations.

Optional experiences encourage listening skills and representing information for different audiences.

Outcomes

SLO 1.4 Show an awareness of organizational patterns...

SLO 2.1.3 Use developing control of grammatical features...

SLO 4.1 Use language to encourage...

SLO 4.2 Communicate effectively to work with others...

SLO 6.2.7 Use elaboration...

SLO 1.1 Engage with increasingly difficult oral and/or visual texts...

SLO 3.2 Develop and implement a plan for researching...

SLO 1.5 Examine and interpret various visual media...

SLO 5.1 Identify common themes and symbols...

SLO 5.2 Analyze and use the appropriate level of formality...

SLO 5.3 Analyze ways in which language and text affect ... contemporary culture...

SLO 6.1.5 Use selective attention...

SLO 6.2.4 Use note taking...

Instructional and Learning Sequence

Sequence 1

Activation

Have students respond to the following questions in their journals: “What does “technology” mean to you? What did it mean to your parents? What did it mean 200 years ago?”

Have students share their responses. How would you like to live with the technology of the past? (Make reference to the video interview with Mrs. MacLeod.) What are the positive and negative features of technology?

Language Features

Vocabulary

names of technology
fashion (verb), manipulate

Academic Language Functions

expressing opinion, defining, retelling information

Activity

Have students search the Internet with a partner to answer a set of questions about great inventions, using **Handout 3-2: “Great Inventions”** or teacher-prepared questions. Include inventions from students’ home cultures, if possible.

Language Features

Vocabulary

names of inventions

Structures

question form (review)

Academic Language Functions

framing effective search items

Student Learning Tasks

Respond to given questions in a journal. (I)

Share responses and discuss. (C)

Discuss what causes technology to change. (C)

Search the Internet with a partner to answer a set of teacher-prepared questions. (P)

Teacher Notes and References



“Technology may be defined as the process by which human beings fashion tools and machines to change, manipulate, and control their environment.”
(*Britannica Concise Encyclopaedia*)



Use the Internet (possible search terms: “great inventions” “invention timeline”).

OR

Use reference books or posters of important inventions.

Handout 3-2: “Great Inventions” This is a sample that may be used as is, or as a guide for a teacher-created set of questions. Students should be provided with at least 10 questions.

Outcomes	Instructional and Learning Sequence
----------	-------------------------------------

SLO 1.3 Develop and express a personal position in a variety of ways...

SLO 1.7 Evaluate a given text...

SLO 2.1 Show sufficient control over linguistic structures...

SLO 6.1.2 Use organizational planning...

SLO 6.1.3 Use directed attention...

SLO 6.2.7 Use elaboration...

SLO 6.2.12 Use inferencing to guess the meanings...

SLO 6.3.1 Use questioning for clarification...

Have students brainstorm in small groups to identify and rank in importance the 10 most important technological breakthroughs, discoveries, or inventions in the last 100 years.

Groups should come to a consensus as far as possible and justify choices. Share and discuss responses. Record answers on board. Discuss and add to the list any other important inventions. Note any items that are everyday items (like “zipper”) and discuss the contribution of “small inventions.”

Language Features	Discourse Features
	<p>Expressions for clarification: “What do you mean...?” “Could you explain?”</p>
	Academic Language Functions
	volunteering an answer, asking for more details, comparing, expressing an opinion



Student Learning Tasks

Teacher Notes and References

Brainstorm in small groups to identify and rank in importance the 10 most important technological breakthroughs, discoveries, or inventions in the last 100 years. **(G)**

Discuss responses and add to the list of important inventions. **(C)**



Large newsprint sheets and markers (teacher-provided)

Outcomes	Instructional and Learning Sequence
----------	-------------------------------------

SLO 1.1 Engage with increasingly difficult oral and/or visual texts...

SLO 1.4 Show awareness of organizational patterns...

SLO 6.1.5 Use selective attention...

SLO 6.1.6 Use self-monitoring to check...

SLO 6.1.7 Use problem identification...

SLO 6.2.2 Use repetition to imitate a language model...

SLO 6.2.5 Use deduction and induction...

Introduction

Discuss with the students the format of encyclopedia entries.

a) Have students read the jumbled entry (**Handout 3-3**: “Technology (Student Version)”) and number the sentences in a logical sequence. Check answers together, using **Handout 3-4**: “Technology; Britannica Concise Article (Teacher Version),” and ask students what clues they used. Did knowing the likely organizational structure help? (See Teacher Notes and References column.)

b) Using **Handout 3-4**: “Technology: Britannica Concise Article (Teacher Version),” the reconstructed reading, ask students to answer the following questions:

1. What is the difference between technology and science?
2. How old is technology?
3. What is the difference in the use of the word “accelerated” in sentences c) and d)?
4. Find a word or phrase that means a) the use of one thing instead of another. (the substitution of x for y). What is the verb form of this expression? (to substitute x for y)
5. Find two verb phrases that mean “to be about (something).” (is concerned with, focuses on)
6. Find one word that introduces a contrast. (whereas)
7. Find a phrase that lets you specify exactly what a more general term includes. (in terms of)

Language Features	Vocabulary
	encyclopedia, breakthrough, genome, endeavour, substitution, Industrial Revolution, manipulate, whereas, in terms of names of inventions and technological devices
	Discourse Features
	definition patterns description

Student Learning Tasks

a) Read the jumbled entry (**Handout 3-3: “Technology (Student Version)”**) and number the sentences in a logical sequence. (I)

b) Answer seven questions using **Handout 3-4: “Technology; Britannica Concise Article (Teacher Version).”** (I)

Teacher Notes and References



Handout 3-3: “Technology (Student Version)”

Handout 3-4: “Technology: Britannica Concise Article (Teacher Version)”



A formal definition sentence usually states the term, then the class to which the term belongs, followed by the characteristics that distinguish the term from other members in its class.

For example: “Technology (term) is the application of knowledge (class) to the practical aims of human life... (distinguishing details).”

