

ESLEO
Unit 6 Lesson 2 (6-2)
Globalization

Rosedale's Key Principles for Teaching English

Practice is key: Encourage students to speak freely in English with their peers. Remind them not to worry about accuracy in conversation.

Vocabulary is taught in context: Teach the vocabulary just before or during the activity. Note that the vocabulary list in the lesson is not complete. Other words new to students will arise in conversation. These words should be discussed and added to the vocabulary chart and notebook.

Use English in the classroom: The use of English by teachers and students is a priority in the Rosedale program. However, teachers may want to use their Native language to clarify instructions or explain difficult concepts as needed.

Ontario Curriculum Expectations

Listening and Speaking	1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations 1.2 demonstrate understanding of complex spoken English on a wide variety of topics in interactive situations 2.1 engage in complex spoken interactions on a wide variety of topics 2.3 present ideas and information orally for academic purposes in a wide variety of situations
Reading	1.1 read a wide variety of authentic texts of increased complexity on a range of topics 1.2 demonstrate an understanding of complex authentic texts in a variety of ways 4.1 locate information from a wide variety of print and electronic sources, and use it to answer student-generated research questions, acknowledging sources of information, ideas, and quotations in an approved reference list style 4.3 compare, synthesize, and evaluate the information gathered from a variety of sources for an independent research project
Writing	1.1 write complex texts to convey information and ideas for academic purposes using a wide variety of forms 2.1 organize information in a logically structured essay of five or more paragraphs that includes a thesis statement, body, and conclusion 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level
Socio-cultural Competence and Media Literacy	2.2 explain how government policies on equity and social justice apply to current social issues

Achievement Categories	Learning Goals & Success Criteria
New vocabulary and expressions	Globalization, world trade, factories, call centre, music collection, technological change, crossed borders, regional economy, connected world, shrinking world, integrated, global network, disposable society, pros and cons, decision matrix, ramifications, foreign direct investment, profitable, Multinational Corporations (MNCs), financial crisis, Non Government Organization (NGOs), investors, multi-ethnic, fizzy drinks, industrial development, drastic change, identical coffee, cappuccino, homogenization, loss of diversity, brand culture, westernization of society, consume, skyrocketing corporate profits, abundant natural resources, extinction, garage band, corporate scandal, Transnational Companies (TNCs), relocate, superannuation, orangutans, debate, mediator, resolution, rebuttal, chink in their armour, consumer watchdog
Grammatical structures	<ul style="list-style-type: none"> Punctuation with a variety of defining phrases and/or relative and subordinate clauses
Language Skills	<p>Reading Read a variety of texts. 1.1</p> <ul style="list-style-type: none"> I can read a variety of authentic texts based on the topic of globalization MO1, IL2 <p>Show you understand a complex text in different ways. 1.2</p> <ul style="list-style-type: none"> I can use graphic tools to organize the information obtained from the English text so as to show their understanding of the text. MO2 <p>Locate and cite information for a research project. 4.1</p> <ul style="list-style-type: none"> I can locate a variety of resources about the topic of globalization to answer a research question. MO3 I can properly acknowledge and reference sources of information. MO3 <p>Determine the authority, reliability, and objectivity of a reading. 4.3</p> <ul style="list-style-type: none"> I can compare and evaluate sources of information as I finish an independent research assignment. MO3 <p>Writing Write longer, more complex texts. 1.1</p> <ul style="list-style-type: none"> I can write a detailed essay clearly backing one side of globalization (either pro or con) and support it with three well-chosen arguments as well as supporting details and/or examples MO3 <p>Organize information in writing. 2.1</p> <ul style="list-style-type: none"> I can organize my writing into five paragraph essay which has effective use of transitions MO3

	<p>Use the grammar for this level in writing. 3.1</p> <ul style="list-style-type: none"> ▪ I can write sentences using relative and subordinate clauses. MO4, C3, IL5 ▪ I can write paragraphs which exhibit a variety of sentence structure and word choice. MO3 ▪ I can use proper grammar, spelling, and punctuation to increase understanding of my essay MO3 <p>Listening</p> <p>Understand specific information when listening. 1.1</p> <ul style="list-style-type: none"> ▪ I can take detailed notes while watching a video. MO2, IL1, IL2 ▪ I can record the main arguments presented during a debate. C2 <p>Understand a conversation. 1.2</p> <ul style="list-style-type: none"> ▪ I can present a rebuttal during a debate. C2 ▪ I can survey members of the class about their views on globalization. MO1, MO2, IL2, C1 ▪ I can collaborate with other students to prepare and present a debate. IL4, C2 <p>Speaking</p> <p>Have a conversation about a topic. 2.1</p> <ul style="list-style-type: none"> ▪ I can discuss the pros and cons of globalization. MO1, MO2, IL1, IL2, IL3, IL4, C1 ▪ I can talk about the economic, political, and cultural impacts of globalization. MO2, IL1 ▪ I can have a conversation about the homogenization of culture due to globalization. IL2, C1 <p>Give an academic presentation. 2.3</p> <ul style="list-style-type: none"> ▪ I can explain a viewpoint on globalization during a debate. IL4, C2
Academic Skills	<ul style="list-style-type: none"> ▪ Listening for main ideas ▪ Scanning in order to find missing facts ▪ Logical presentation of content ▪ Note taking to capture information in a systematic way
Global Awareness	<p>Understand Canadian constitutional and social policy documents. 2.2</p> <ul style="list-style-type: none"> ▪ I can understand how globalization leads to an increasingly homogenized popular culture. IL2, C1

Part 1 - Minds on	Part 2 - Integrated learning	Part 3 - Consolidation
Teacher: Local (in campus)	Teacher: Online (in Canada)	Teacher: Local (in campus)
Time: 45 minutes	Time: 90 minutes	Time: 45 minutes
Materials: <ul style="list-style-type: none"> Technology - Internet, audio visual player Word wall chart 6-2 Lesson Plan Printed worksheets: <ul style="list-style-type: none"> 6-2A What is Globalization? 6-2B The Pros and Cons of Globalization 6-2C Persuasive 5-Paragraph Essay 6-2D How to Punctuate Relative and Subordinate Clauses 6-2E Minds On – Success Criteria Video files: <ul style="list-style-type: none"> 6-2 Globalization <ul style="list-style-type: none"> http://www.rosedaletube.com/zfiles/esl/esleo/Unit6/6-2/6-2%20Globalization%20explained%20%28explainity%C2%AE%20explainer%20video%29.mp4 	Materials: <ul style="list-style-type: none"> Technology: Internet, PC, Zoom 6-2 Lesson Plan 6-2 PPT 6-2F Integrated Learning – Success Criteria 6-2G Exit Card Audio files: Video files: <ul style="list-style-type: none"> 6-2 Globalization Explained <ul style="list-style-type: none"> http://www.rosedaletube.com/zfiles/esl/esleo/Unit6/6-2/6-2%20Globalization%20explained%20%28explainity%C2%AE%20explainer%20video%29.mp4 6-2 How globalization effects our cultural identity <ul style="list-style-type: none"> http://www.rosedaletube.com/zfiles/esl/esleo/Unit6/6-2/6-2%20How%20globalization%20effects%20our%20cultural%20Identity.mp4 	Materials: <ul style="list-style-type: none"> Technology - internet, audio visual player Word wall chart 6-2 Lesson Plan Printed worksheets: <ul style="list-style-type: none"> 6-2H Taking Action over Globalization 6-2I Punctuation for Subordinate Clauses 6-2J Consolidation – Success Criteria

Evaluation Assignment

Activity number and name with marks

**6-2: Persuasive Essay Assignment (20 marks)*

Part 1 Minds on

Aim	Teacher Actions	Student Actions	Engagement	Time (mins)
Students will know the learning goals of this session	<p>Introducing Learning Goals for the Minds On section</p> <p>[whole class]</p> <p>Write the Learning Goals for this section of the lesson on the board:</p> <ul style="list-style-type: none"> ▪ Read a variety of texts. ▪ Show you understand a complex text in different ways. ▪ Locate and cite information for a research project. ▪ Determine the authority, reliability, and objectivity of a reading. ▪ Write longer, more complex texts. ▪ Organize information in writing. ▪ Use the grammar for this level in writing. ▪ Understand specific information when listening. ▪ Understand a conversation. ▪ Have a conversation about a topic. <p>Review them with students to ensure understanding</p>	<p>Students are to listen carefully to the learning goals and ask for clarification, if needed.</p>	<p>Teacher led/ whole class</p>	<p>1</p>
Students will be familiarized with key vocabulary	<p>Introducing Lesson's Vocabulary</p> <p>[whole class]</p> <p>Using the whiteboard, review the new vocabulary for this part of the lesson.</p>	<ul style="list-style-type: none"> ▪ Guess meanings of words ▪ Discuss with partner/teacher 	<p>Teacher led / whole class</p>	<p>3</p>

	<ul style="list-style-type: none"> ▪ Add new words and their meanings to this list as they occur throughout the lesson. ▪ Instruct students to record these words and their meanings in their vocabulary notebooks. 	<ul style="list-style-type: none"> ▪ Note down difficult words ▪ Clarify with teacher as needed 		
<p>Students are to explain what is meant by globalization and how it impacts their lives.</p>	<p>Warm Up: What is Globalization?</p> <p>Use 6-2A: Globalization worksheet</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Ask students if they can define globalization. ▪ Explain how the world is getting smaller like a 'village'. ▪ Explain how better transportation, Internet and trading between countries makes it easier for doing business. ▪ Ask students how globalization impacts their lives. ▪ Use the example of music to detail how globalization has helped music spread across borders. <p>[teacher prompts]</p> <ul style="list-style-type: none"> ▪ What does 'globalization' mean? ▪ How does globalization impact your life? ▪ How many languages and cultures are represented in your music collection? ▪ How has music changed in the last 50 years? ▪ How has technology influenced music? <p>[Pair Work]</p> <ul style="list-style-type: none"> ▪ Tell students that they are going to look at how a well-known company has gone through the process of 	<p>Students complete the worksheet and can volunteer to answer the questions</p>	<p>Teacher led / whole class discussion</p>	<p>10</p>

	<p>globalization as well ask and answer discussion questions.</p> <ul style="list-style-type: none"> ▪ Hand out Worksheet 6-2A 			
<p>Students are to discuss the driving forces behind globalization and complete a decision matrix</p> <p>Students will watch a video and fill-in-the-blanks with information from the video</p>	<p>Is Globalization Good or Bad?</p> <p>Use 6-2B: Is Globalization Good or Bad? (answer to the video fill-in-the-blank is in Teachers Resources)</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Provide formal definition of 'globalization' to students ▪ Explain to students that they are going to look at both positive and negative aspects of globalization in this lesson ▪ As an example, ask students if globalization supports the sustainable use of the environment. ▪ Ask students if they think that modern life is too easy. <p>[teacher prompts]</p> <ul style="list-style-type: none"> ▪ Does globalization support the sustainable use of the environment? ▪ Are we living in a more disposable world because of globalization? ▪ Has globalization make modern life too easy? ▪ Do we need world trade? <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Instruct student to watch the video <ul style="list-style-type: none"> ○ http://www.rosedaletube.com/zfiles/esl/esleo/Unit6/6-2/6-2%20Globalization.mp4 	<p>Students can volunteer to answer the questions</p> <p>Student are to complete worksheet 6-2B</p>	<p>Teacher led / whole class discussion followed by pair work</p>	<p>15</p>

<p>Students will write a five-paragraph persuasive essay about pros and cons to globalization Students will research and locate information to use in their essay</p>	<p>Assignment – Persuasive Essay</p> <p>[whole group]</p> <ul style="list-style-type: none"> Go over with students what they will be doing for their summative assignment Have students use the matrix from the previous activity, and continue to use that to write in the information they find and to choose a side Hand out 6-2C: Persuasive Essay and go over the organization of their essay, what they will research and answer any questions 	<p>Student researches and completes the pros and cons matrix and complete their write their essay</p>	<p>Individual work</p>	<p>5</p>
<p>Students are to review the use of relative pronouns and independent and dependent clauses as well as learn the proper use of commas</p>	<p>Grammar Point – Punctuation and Subordinate Clauses</p> <p>Use 6-2D: Punctuation and Subordinate Clauses handout (answer in Teachers Resources)</p> <p>[whole group]</p> <ul style="list-style-type: none"> Review how understanding the difference between independent and dependent clauses can help students to construct better sentences and avoid fragments. Explain that it is equally important to understand the punctuation rules for when to use commas (if at all) when attaching a subordinate clause to a main clause. <p>[pair work]</p> <ul style="list-style-type: none"> Hand out worksheet 6-2D Go over the answers with the class 	<p>Students are to work together to identify essential (Type 1) and nonessential (Type 2) relative clauses and the proper place of commas (if at all)</p>	<p>Teacher led / whole class discussion followed by pair/ small group activity</p>	<p>10</p>

	<ul style="list-style-type: none"> Depending on time, have students complete 2-3 sentences only 			
Students will get a recap of the learning session and reflect on the success criteria	<p>Wrap up & Reflection [whole class]</p> <ul style="list-style-type: none"> Go through the success criteria checklist and jointly affirm the learning. Use 6-2E: Minds On-Success Criteria 	Students will confirm whether or not they have achieved each of the learning outcomes for Minds On	<p>Teacher led / whole class</p> <p>Individual work to go through 6-2E</p>	1

Part 2 Integrated Learning

Aim	Teacher Actions	Student Actions	Engagement	Time (mins)
Students will know the learning goals of this session	<p>Introducing Learning Goals for the Integrated Learning section – Slide 2</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Read a variety of texts ▪ Understand specific information when listening ▪ Understand a conversation ▪ Have a conversation about a topic. ▪ Use the grammar for this level in writing. ▪ Give an academic presentation. ▪ Understand Canadian constitutional and social policy documents <p>Review them with students to ensure understanding</p>	Student are to read the learning goals and ask for clarification, if needed	Teacher led / whole class discussion	2
Students will review lesson's vocabulary	<p>Review of Lesson's Vocabulary Slide 3</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Using the whiteboard, review the new vocabulary for this part of the lesson and recap words introduced from previous section ▪ Add new words and their meanings to this list as they occur throughout the lesson. ▪ Instruct students to record these words and their meanings in their vocabulary notebooks. 	Students are to review the new vocabulary, expressions and phrases used in this lesson	Teacher led / whole class	5

<p>Student are to take a close look at the advantages and disadvantages of globalization from a video and discussion in class</p>	<p>Warm up: Advantages and Disadvantages of Globalization? Slides 4 - 11</p> <p>Slide 4</p> <p>[whole class]</p> <ul style="list-style-type: none"> Ask students to give you the definition for globalization which they learned in the Minds On section. <p>Slide 5</p> <p>[whole class]</p> <ul style="list-style-type: none"> After gathering feedback from students, provide the definition of globalization for the students. <p>Slide 6</p> <p>[whole class]</p> <ul style="list-style-type: none"> Ask students, “What has caused globalization?” <p>Slides 7-9</p> <ul style="list-style-type: none"> Provide a recap of some of the main reasons for globalization (advancement in digital technologies, decreasing transportation costs, increase of international trade) <p>Slide 10</p> <p>[pair work]</p>	<p>Students will review different phrases/vocabulary which can be used to describe globalization as well as weigh its advantages and disadvantages.</p>	<p>Teacher led / whole class discussion followed by small group activity</p>	<p>15</p>
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	<ul style="list-style-type: none"> ▪ Instruct students to watch the video 6-1 Globalization Explained and to write down both the advantages and disadvantages of globalization in the chart. <ul style="list-style-type: none"> ○ http://www.rosedaletube.com/zfiles/esl/esleo/Unit6/6-2/6-2%20Globalization%20explained%20%28explainity%C2%AE%20explainer%20video%29.mp4 ▪ Instruct students to add any other ideas to the chart. <p>Slide 11</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Ask students where they would sort each of the items and ask them to defend their answers (answers may vary) 			
<p>Student are to discuss the impacts globalization on Indigenous culture after reading a watching a video</p> <p>Students discuss and understand what is meant by a homogenization of culture</p>	<p>Challenges Globalization Presents to Cultural Identity</p> <p>Slides 12- 15</p> <p>Slide 12</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Ask students if they feel the traditional lands of Indigenous peoples are under threat. <p>[teacher prompts]</p> <ul style="list-style-type: none"> ▪ Does globalization mean the extinction of cultural diversity? Why or why not? ▪ Are we witnessing the rise of an increasingly homogenized culture heavily influenced by the Western world – ideals, values and culture? 	<p>Student are to understand the how Western culture is spread through globalization</p> <p>Students read a brief article</p> <p>Students watch a video</p> <p>Students have a discussion about homogenization of culture due to globalization</p>	<p>Teacher led / whole class discussion followed by small group activity</p>	<p>20</p>

Slide 13**[whole class]**

- Ask students what they know about Starbucks. Ask students if they go there? Why or why not?

Slide 14**[pair work]**

- Have students read the short article about the globalization of Starbucks.

[teacher prompts]

- Why has Starbucks been so successful? What role has globalization played?

Slide 15**[whole class]**

- Discuss the points on slide 15
- Watch the video **6-2: How Globalization Effects our Cultural Identity**
 - <http://www.rosedaletube.com/zfiles/esl/esleo/Unit6/6-2/6-2%20How%20globalization%20effects%20our%20cultural%20identity.mp4>

Slide 16**[whole class]****Discussion questions**

- Why is globalization good for some countries but not others?

	<ul style="list-style-type: none"> ▪ Do you think first world countries are taking advantage of third world countries' workers? Isn't it a good thing that globalization is creating jobs in poorer countries? ▪ What challenges to Indigenous (or any minority people) face when confronting globalization? Which of these challenges are positive? Which one are negative? ▪ What is 'containerization' and how has it helped globalization? ▪ What is cultural globalization? What are the other side effects of globalization? 			
<p>Student will have the opportunity to classify different scenarios in relation to globalization as positive, negative or depends</p>	<p>Globalization Scenarios Slides 17-18</p> <p>Slide 17</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Explain to students that they will read scenarios and decide if they are 'positive', 'negative' or 'depends' as it relates to globalization. ▪ Explain to students that they will have to justify their selection. <p>Slide 18</p> <p>[pair/group work]</p> <ul style="list-style-type: none"> ▪ Ask students to choose three of the scenarios which interest their group and justify their selection (positive, negative or depends) 	<p>Students are to discuss why they think certain scenarios are positive or negative or both</p>	<p>Teacher led whole class as well as pair/group activity</p>	<p>15</p>

<p>Student will discuss the structure of a debate Students have a debate with their classmates by using facts</p>	<p>Preparation for Debate</p> <p>Slides 19 -23</p> <p>Slides 19 & 20</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Ask student to explain what people do in a debate. ▪ Ask student why people debate ▪ Explain the there are two sides to a debate (i.e. pro and con) ▪ Ask students what side they are on if the resolution is “globalization is good for the world”. ▪ Students are to use the information which they gathered during the Minds On section to support their position <p>[teacher prompts]</p> <ul style="list-style-type: none"> ▪ What side of the debate are you on when it comes to the resolution, “Globalization is good for the world”? ▪ Based on the students’ feedback, divide the class into two groups (for and against). <p>[whole class]</p> <p>Slide 21 and 22</p> <ul style="list-style-type: none"> ▪ Explain the structure of a simple group debate ▪ Provide definitions for “refute” and “rebuttal” so student clearly understand each step 	<p>Student are to discuss why people debate before arranging themselves in groups (pro vs con) based on the topic of globalization</p> <p>Students have a debate and defend their side</p>	<p>Teacher led whole class as well as pair/group activity</p>	<p>20</p>
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	<p>[small group work]</p> <ul style="list-style-type: none"> ▪ Students are to meet in their groups to start to prepare for “The Big Debate” ▪ They will have this debate in class during Consolidation ▪ Have them prepare and form their arguments <p>[whole class]</p> <p>Slide 23</p> <ul style="list-style-type: none"> ▪ Explain the purpose of a debate and ask the students if they feel that was accomplished during this debate 			
<p>Students will practice using nonessential (Type 2) clauses</p>	<p>Grammar Point – Nonessential Relative Clauses</p> <p>Slides 24 - 25</p> <p>Slide 24</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Review relative pronouns and Relative Clauses with the class. ▪ Ask students to tell you the difference between essential (Type 1) and nonessential (Type 2) clauses <ul style="list-style-type: none"> ○ Type 1 = when information in the relative clause clarifies an otherwise general noun ○ Type 2 = when a relative clause follows a specific noun, the information in the relative clause is no 	<p>Students are to practice using relative pronouns</p>	<p>Teacher led / whole class followed by pair/group activity</p>	<p>10</p>

	<p>longer as important, and the cause becomes nonessential (comma required)</p> <p>Slide 25</p> <p>[pair work / small group]</p> <ul style="list-style-type: none"> ▪ Students are to work together to combine groups of two sentences into one sentence. ▪ Students are to add commas around any information which is not essential to the sentence. ▪ Some example answers: <ul style="list-style-type: none"> ○ She comes from Moscow, which is the capital of Russia ○ James is a surgeon, which is a very difficult job ○ Her son was born in 2007, when the crisis began ○ The camera, which is very difficult to learn, costs over 1000 dollars ○ Nelson Mandela, who was the president of South Africa, died in 2013 ○ Barclay Bank, where I have an account, is one of the world's biggest banks 			
<p>Students will get a recap of the learning session and reflect on the success criteria</p>	<p>Wrap up & Reflection</p> <p>Slide 26</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Show success criteria slide ▪ Go through the success criteria checklist and jointly affirm the learnings. ▪ 6-2F Integrated Learning: Success Criteria 	<p>Students are to check to confirm if they have achieved each of the learning criteria under Integrated Learning</p>	<p>Teacher led / whole class discussion</p>	<p>2</p>

<p>Students will be reminded to provide feedback on their learning experience</p>	<p>Exit Card</p> <p>Slide 27</p> <p>Explain the purpose of exit card</p> <ul style="list-style-type: none"> Remind students to complete the exit card (6-2G) after this session. 	<p>Students fill out Exit Card (6-2G)</p>	<p>Teacher led / whole class discussion following by individual work filling out the exit card</p>	<p>1</p>
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Part 3 Consolidation

Aim	Teacher Actions	Student Actions	Engagement	Time (mins)
Students will know the learning goals of this session	<p>Introducing Learning Goals for the Consolidation section</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Use the grammar for this level in writing. ▪ Understand specific information when listening ▪ Understand a conversation. ▪ Have a conversation about a topic. ▪ Give an academic presentation. ▪ Understand Canadian constitutional and social policy documents <p>Review them with students to ensure understanding</p>	Students listen and ask questions as necessary	Teacher led / whole class discussion	1
Students will review lesson's vocabulary	<p>Review of Lesson's Vocabulary</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Using the word wall chart, review the new vocabulary for this part of the lesson and recap words introduced from previous sections ▪ Add new words and their meanings to the class word chart as they occur throughout the lesson. ▪ Instruct students to record these words and their meanings in their vocabulary notebooks. 	Student listen and ask questions as necessary	Teacher led whole class discussion	2

<p>Students are to discuss and reflect on their thoughts about globalization and corporations</p>	<p>Warm up: Globalization Action</p> <p>Use 6-2H: Globalization Action handout</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Discuss with the students how multinational companies depend on ordinary people to run ▪ Ask students the questions on Moodle <p>[pair work]</p> <ul style="list-style-type: none"> ▪ Hand out 6-2H: Globalization Action handout and have partners read at least 5 questions to each other each 	<p>Students discuss their thoughts with their partner or small group</p>	<p>Teacher led / whole class discussion followed by pair/small group discussion</p>	<p>8</p>
<p>Students will review the people's motivations for "going green"</p>	<p>The Big Debate</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Explain that students will be presenting their case and debating with the other side based on what they did in Integrated learning ▪ Give students time to prepare and organize who will say what ▪ Remind them that they need 3 main arguments <p>[Debate]</p> <ul style="list-style-type: none"> ▪ Have the affirmative group go first (2 minutes) ▪ Then negative group go for 2 minutes ▪ Give two minutes for groups to prepare a rebuttal and summary 	<p>Students can volunteer to answer the questions</p> <p>Students are to complete worksheet: 6-11</p>	<p>Teacher led / whole class following by pair work</p>	<p>25</p>

	<ul style="list-style-type: none"> ▪ Negative side rebuttals and provides a summary for 2 minutes ▪ Affirmative does the same ▪ Choose a winner! 			
Student review and write down sentences using subordinate clauses	<p>Essential and Nonessential Relative Clauses</p> <p>Use 6-2I: Punctuation for Subordinate Clauses handout (answers in Teachers Resources)</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Go over once again or ask students what an essential and a nonessential relative clause is and when to use a comma and when not to use a comma <p>[pair work]</p> <ul style="list-style-type: none"> ▪ Each pair will complete the sentences in the handout <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Take up the answers with the students 	Students complete the worksheet in partners	Teacher led / whole class following by pair/group work	8
Students will get a recap of the learning session and reflect on the success criteria	<p>Wrap up & Reflection</p> <p>[whole class]</p> <ul style="list-style-type: none"> ▪ Go through the success criteria checklist and jointly affirm the learnings. ▪ Hand out 6-2J: Consolidation-Success Criteria 	Students will listen to the teacher	Teacher led /whole class	1