Canadian Environment

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<tr>
<th>Topic Development Ideas</th>
<th>Strategies for Learners</th>
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<tr>
<td><strong>Classes might want to learn more about...</strong></td>
<td><strong>Learners find it useful to...</strong></td>
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<tr>
<td>• air pollution</td>
<td>• ask for clarification by paraphrasing information</td>
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<td>• composting</td>
<td>• guess the meanings of information words from context</td>
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<td>• disposing of hazardous and renovation waste</td>
<td>• practice polite expressions for disagreeing; learn expressions for stronger/milder agreement and disagreement</td>
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<td>• Earth Week</td>
<td>• use a dictionary to understand unfamiliar vocabulary</td>
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<td>• endangered species of wildlife in Canada</td>
<td>• use free publications such as a recycling brochure to get information and expand vocabulary</td>
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<td>• environmental protection groups such as Greenpeace, Pollution Probe</td>
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<td>• legislation related to the environment, such as hunting and fishing regulations</td>
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<td>• local green areas</td>
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<td>• recycling programs</td>
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<td>• reducing waste</td>
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<td>• safety of drinking water</td>
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<td>• waste management</td>
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**Resources for Developing and Teaching Topic**

- *A Newcomer's Introduction to Canada: “The Environment”*
- *Amazing 2!: Chapter 4, “Cycling for Air – With Love”; Chapter 12, “The Edible Cup”*
- *Amazing! Interviews and Conversations: Chapter 10, “The Environment”*
- *Gateway to Canada: “Challenges for Canadians”*
- *LINC Classroom Activities, LINC 4: “Canada’s Outdoors”*
- *New Interchange 3: Unit 7, “The World We Live In”*
- *Read On Canada: Chapter 1, “Sun, Sea, Wind and Sky”*
- *Words We Use: Unit 7, “Environmental Concerns”*
- local municipality fact sheets about composting, recycling, and garbage pickup schedules
- conservation areas, recycling depots and plants, tree-planting farms, water sewage plants
- *Green Talk*
- municipal department representatives for presentations about recycling and composting
- Environment Canada’s Green Lane: [http://weatheroffice.ec.gc.ca](http://weatheroffice.ec.gc.ca)
- Ontario Ministry of the Environment: [http://www.ene.gov.on.ca](http://www.ene.gov.on.ca)
- Recycling Council of Ontario fact sheets: [http://www.rco.on.ca/publication/factsheet.html](http://www.rco.on.ca/publication/factsheet.html)
- environment, recycling Ontario or Canada
Canadian Environment

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<tr>
<th>Topic Outcomes (CLB 4, 5)</th>
<th>Language Focus</th>
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<tr>
<td><strong>Possible outcomes for this topic:</strong></td>
<td><strong>Items to help learners achieve the outcomes:</strong></td>
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<tr>
<td>🌱 ask for and give information about recycling, composting</td>
<td>• vocabulary (biodegradable, recycle, compost, blue box, contamination, depletion, damage, protect, population growth, smog)</td>
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<td>🌱 give opinions, agree and disagree in a small group discussion about the environment</td>
<td>• expressions for polite agreement and disagreement</td>
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<td>🌱 express necessity, worry, or concern about the environment</td>
<td>• gerunds and infinitives (They should stop cutting down all the trees, We need to protect the environment)</td>
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<td>🌱 understand step-by-step instructions (e.g., for recycling or setting up and using a composter)</td>
<td>• modals for necessity (must, have to)</td>
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<td>🌱 understand factual details and some implied meanings in a descriptive text about the environment</td>
<td>• prepositional phrases of location and time (We put bottles in the blue box, The truck comes in the morning)</td>
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<td>🌱 get information from short notices and flyers about local environmental and recycling initiatives</td>
<td>• wh- questions</td>
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<td>🌱 get information from a simple two- to three-paragraph text</td>
<td>• pronunciation: -ing endings of gerunds (recycling, cutting, composting)</td>
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<td>🌱 write a one-paragraph description of an environmental concern in Canada or own country</td>
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**Sample Tasks**

1. Interview a partner and ask about her/his efforts to recycle and reduce waste.
2. Listen to a news item about an environmental issue. Check off words used in the newscast on a list of environmental vocabulary.
3. Read a text about recycling. Look at a list of materials and decide how to reuse or dispose of them.
   - **Novice:** Choose five to 10 unfamiliar words in Language Task 3. Insert each word as a bulleted item in a new document. Type three meanings or synonyms you have chosen from the thesaurus for each word. Discuss with a partner which meaning best replaces the original word in the text.
   - **Experienced:** Follow instructions to change the bullets in the Novice task and customize with appropriate characters.
     - **Skills:** Keyboarding, Insert Bullets and Numbering, Customize Bullets, Thesaurus
4. Write a paragraph about an environmental issue in Canada or own country and what is being done about it.
The UN & Canada

Topic Development Ideas

*Classes might want to learn more about...*
- contemporary world issues
- departments in the UN (e.g., Security Council)
- how the UN operates
- role of the UN in maintaining world peace
- UN agreements (e.g., Nuclear Non-Proliferation Treaty)

Strategies for Learners

*Learners find it useful to...*
- access the Internet for information
- highlight information when reading pamphlets
- listen to radio broadcasts
- use dictionary for unfamiliar words
- watch news programs about UN activities

Resources for Developing and Teaching Topic

- *Ontario Reader 1999:* “Refugees”
- *Read On Canada:* Chapter 5, “Canada in the Global Village”
- government publications on Canadian peacekeeping missions
- *Explore Canada – History – Canada Today*

*Canada and Peacekeeping Site (Department of Foreign Affairs and International Trade):*
  

*Canadian Peacebuilding Coordinating Committee:*[http://www.cpcc.ottawa.on.ca](http://www.cpcc.ottawa.on.ca)*

*CBC:* [http://www.cbc.ca](http://www.cbc.ca) for information on current issues


*United Nations Canada*
Possible outcomes for this topic:

- give opinions, agree and disagree in a small group discussion about Canada’s involvement in the UN
- understand factual details and some implied meanings in a news report about contemporary world issues
- get information from a simple two- to three-paragraph text
- use a complex reference text to locate countries around the world where Canada has peacekeeping missions
- copy information from an encyclopedia to complete a task about Canada’s involvement in the UN

Items to help learners achieve the outcomes:

- vocabulary (peacekeeping, international relations, Security Council, UNICEF)
- expressions for giving opinions (I think that..., In my opinion...)
- adjectives followed by prepositions (worried about, interested in, disappointed with)
- definite articles for geographic regions
- wh- questions
- compound sentences
- pronunciation: appropriate intonation when expressing opinions

Sample Tasks

1. Participate in a small group discussion about the role of peacekeepers and whether Canada should continue to be involved in peacekeeping missions.
2. Listen to a short news report about Canada and the UN. Circle keywords on a worksheet.
3. Read a text about Canada’s UN peacekeeping missions. In a list of sentences, find the statements that are incorrect and correct them.
4. Research and complete a chart or timeline about Canada’s peacekeeping missions (countries, dates, activities).

All Levels: Research the information for Language Task 4 on the Internet by entering appropriate keywords (e.g., peacekeeping Canada) in a search engine, or go to http://www.dfait-maeec.gc.ca/peacekeeping (Missions).

Skills: Internet Basics, Browsers, Search Engines, Search Types, URL, Bookmarks/Favorites, Hyperlink

Additional Tasks

All Levels: Explore Canada – History – Canada Today – Page 11 – Canada and the World – Levels 1, 2

Skills: Open/Close Application, Select and Navigate Through Options, Mouse Tutorial
**World News**

### Topic Development Ideas

**Classes might want to learn more about...**
- bias of news reporting in the media (political, racial, gender)
- censorship and freedom of the press
- difference in focus of American, Canadian, and home country news reporting
- Internet web sites that offer news
- local radio and television stations
- newspapers available in community
- public and private radio and television broadcasting
- sensitivity to the variety of cultures and opinions in Canada when discussing world events
- use of world news and events in small talk

### Strategies for Learners

**Learners find it useful to...**
- listen for main ideas and keywords in news broadcasts
- practice talking with a classmate about news event
- read for the main meaning without resorting to a dictionary each time an unfamiliar word is encountered
- read headlines and summaries of news stories on news web sites
- read newspapers in own language
- record a news broadcast for independent listening practice
- use closed-captioning if available when watching television news
- use the Internet to access news from own country

### Resources for Developing and Teaching Topic

- Great Ideas: Unit 13, “In the News”
- New Interchange 3: Unit 4, “What a Story!”
- Take Part, Second Edition: Unit 14, “Running the Country”
- newspapers
- television news broadcasts
- radio news broadcasts
- CBC: [http://www.cbc.ca](http://www.cbc.ca)
- NewsConnect, Toronto Public Library: [http://newsconnect.tpl.toronto.on.ca](http://newsconnect.tpl.toronto.on.ca)
- Newspapers in Ontario: [http://www.altstuff.com](http://www.altstuff.com)
- Voice of America Special English: [http://www.manythings.org/voa](http://www.manythings.org/voa)
- world news, name of country news
World News

**Topic Outcomes (CLB 4, 5)**

*Possible outcomes for this topic:*

- participate in a conversation about world news by showing interest and taking turns
- tell a detailed story about a news event
- give opinions, agree and disagree in a small group discussion
- understand factual details and some implied meanings in a radio or television news broadcast
- get information from a simple two- or three-paragraph news article
- write a one-paragraph description of a recent news event

**Language Focus**

*Items to help learners achieve the outcomes:*

- vocabulary (crisis, threat, target, rescue, struggle, suspect, announce, broadcast, correspondent, terrorism, invade, peace)
- expressions for giving opinions, agreeing, disagreeing (Personally, In my opinion, If you ask me)
- adverb clauses with after, before, when
- logical connectors: conjunctions and transition words
- prepositions of time
- verb tenses: simple past, past continuous, past perfect
- pronunciation: sentence stress and rhythm in telling a story

**Sample Tasks**

1. **Jigsaw:** In small groups read news stories (each group has a different story). Regroup and tell stories.
2. **Listen to a newscast** and complete a table with information about the locations of the events and some of the details in the stories.
3. **Read a short newspaper article** and complete sentences about the text.
   - **Novice:** Create and show a presentation from the information in Language Task 3.
     - **Skills:** (PowerPoint) Create a New Presentation, Font, Font Alignment, Insert Bullets and Numbering, Insert ClipArt, Show a Presentation
4. **Write a paragraph** to retell a news story in own words.
   - **Novice:** Word-process the news story from Language Task 4. Insert and justify name and date as a header or footer. Insert Clip Art to illustrate the story.
     - **Skills:** Keyboarding, Insert Header and Footer, Insert Date and Time, Edit Date Format, Insert Picture, Save As, Print Preview, Print
   - **All Levels:** Visit a news web site (e.g., http://dailynews.yahoo.com/h/ts). Find an international news story, make notes about the story, and retell the story to a small group.
     - **Skills:** Internet Basics, Browsers, URL, Hyperlink, Buttons, Controls