

# Canadian Environment

## Topic Development Ideas

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

- air pollution
- composting
- disposing of hazardous and renovation waste
- Earth Week
- endangered species of wildlife in Canada
- environmental protection groups such as Greenpeace, Pollution Probe
- legislation related to the environment, such as hunting and fishing regulations
- local green areas
- recycling programs
- reducing waste
- safety of drinking water
- waste management

## Strategies for Learners

### *Learners find it useful to...*

- ask for clarification by paraphrasing information
- guess the meanings of information words from context
- practice polite expressions for disagreeing; learn expressions for stronger/milder agreement and disagreement
- use a dictionary to understand unfamiliar vocabulary
- use free publications such as a recycling brochure to get information and expand vocabulary

## 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"
- 📖 *Canadian Concepts 4, Second Edition:* Unit 2, "Taking Care of the Earth"
- 📖 *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"
- 📖 *Take Part, Second Edition:* Unit 2, "Weather Watch"
- 📖 *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
- 🌿 Canadian Wildlife Service: <http://www.cws-scf.ec.gc.ca>
- 🌿 Environment Canada's Green Lane: <http://weatheroffice.ec.gc.ca>
- 🌿 Ontario Ministry of the Environment: <http://www.ene.gov.on.ca>
- 🌿 Recycling Council of Ontario fact sheets: <http://www.rco.on.ca/publication/factsheet.html>
- 🔍 **environment, recycling Ontario or Canada**

# Canadian Environment

## Topic Outcomes (CLB 4, 5)

### Possible outcomes for this topic:

- ask for and give information about recycling, composting
- give opinions, agree and disagree in a small group discussion about the environment
- express necessity, worry, or concern about the environment
- understand step-by-step instructions (e.g., for recycling or setting up and using a composter)
- understand factual details and some implied meanings in a descriptive text about the environment
- get information from short notices and flyers about local environmental and recycling initiatives
- get information from a simple two- to three-paragraph text
- write a one-paragraph description of an environmental concern in Canada or own country

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*biodegradable, recycle, compost, blue box, contamination, depletion, damage, protect, population growth, smog*)
- expressions for polite agreement and disagreement
- gerunds and infinitives (*They should stop cutting down all the trees, We need to protect the environment*)
- modals for necessity (*must, have to*)
- prepositional phrases of location and time (*We put bottles in the blue box, The truck comes in the morning*)
- wh- questions
- pronunciation: -ing endings of gerunds (*recycling, cutting, composting*)

## 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

- 📖 *Canadian Global Almanac*: “Canada,” “The Nation,” “Defence”
- 📖 *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):  
<http://www.dfait-maeci.gc.ca/peacekeeping>
- 🌐 Canadian Peacebuilding Coordinating Committee: <http://www.cpcc.ottawa.on.ca>
- 🌐 CBC: <http://www.cbc.ca> for information on current issues
- 🌐 United Nations: <http://www.un.org>
- 🌐 United Nations Canada

# The UN & Canada

## Topic Outcomes (CLB 4, 5)

### 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 peace-keeping missions
- copy information from an encyclopedia to complete a task about Canada's involvement in the UN

## Language Focus

### 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-maeci.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

📖 *Brainwaves*: Part 4, “World Issues”

📖 *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>

🌐 News Directory: <http://www.newsdirectory.com>

🌐 NewsConnect, Toronto Public Library: <http://newsconnect.tpl.toronto.on.ca>

🌐 Newspapers in Ontario: <http://www.altstuff.com>

🌐 Voice of America Special English: <http://www.manythings.org/voa>

🔑 world news, name of country 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