

# Canada ■ Famous Canadians

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

- ① Canadian entertainers and artists
- ① historical figures (prime ministers, folk heroes like Laura Secord)
- ① Canadian scientists and inventors
- ① qualities that Canadians admire
- ① annual events related to famous Canadians (Terry Fox Run)
- ① women heroes

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

- ◇ visit art gallery/museum
- ◇ listen to contemporary songs by Canadian artists
- ◇ read excerpts from Canadian poems or stories
- ◇ talk to Canadians about who they consider to be a hero
- ◇ memorize polite expressions for disagreeing with another's opinion

## Suggested Resources

- 📖 *Canada From Eh to Zed*
- 📖 *Ontario Reader 1997: "The fastest man in the world"*
- 📖 *Ontario Reader 1998: "Elvis aims for the gold"*
- 📖 *Ontario Reader 1999: "Canada's ambassador of jazz"*
- 🎬 National Film Board short films based on works by variety of Canadians (*The Sweater/ My Financial Career/ The Log Driver's Waltz*)

Macleans's cover: 100 Canadians: <http://www.macleans.ca/newsroom070198/cov1070198.html>

Alexander Graham Bell-click the Man: <http://www.fitzgeraldstudio.com/html/bell/>

Well-known people who happen to be Canadians: <http://alvin.lbl.gov/terning/canadians.html>

🔑 **biography, famous Canadians**, or name of famous person

# LINC 5

## Canada ■ Famous Canadians

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- relate a story explaining and giving reasons why a person became or has become famous
- describe the characteristics and strengths of a remarkable person
- identify main ideas and supporting details in a story about a famous Canadian
- write a brief report about a famous Canadian

### Language Focus

**Items to help learners achieve the outcomes:**

- adjectives, expressions to describe characteristics (*courageous, ambitious, intelligent, persistent, energetic, discouraged, to not give up, to be ahead of one's time*)
- adjectives: comparatives and superlatives
- compound sentences
- logical connectors (*after, later, in conclusion, in addition*)
- report-writing conventions including introductory, body and concluding paragraphs
- pronunciation: non-final intonation in two clause sentences

### Sample Language Tasks

1. Listen to a song by a current Canadian singer. Do a cloze exercise based on the lyrics.
2. Read a text about a famous Canadian of past or present. Identify information from the text as fact or opinion.
3. Write a short story about a famous person in own country.

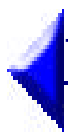
### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Open/Close application, select and navigate through options, Mouse Tutorial

Explore Canada-click **Index**-double click any famous Canadian e.g. **Alexander Graham Bell, Jacques Cartier. Do Exercise.**

Tense Buster-Lower Intermediate-**Simple Past-Practice Questions**



# Canada ■ Immigration History

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

- ① major events in Canada’s history (Confederation, War of 1812)
- ① famous Canadians from history
- ① pioneer life
- ① contributions made by immigrants
- ① immigration patterns in Canadian history
- ① discriminatory practices against minority groups in the past (e.g. Chinese poll tax, internment of Japanese Canadians)
- ① why immigrant groups settled in certain regions of Canada

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

- ◇ read Canadian history texts from “Youth” section of library
- ◇ visit a historic house or museum for first-hand experience of life in early Canada
- ◇ watch short videos about historic events e.g. Canada Post ads, Canada Vignettes
- ◇ use repetition and rephrasing to verify understanding of spoken instructions, directions

## **Suggested Resources**

- 📄 *The Ontario Times* (February 1996): “Canada: Land of Immigrants”
- 🎬 *Oh Canada; Speaking of Canada* (National Film Board of Canada)  
 Maclean’s cover: 100 Canadians: <http://www.macleans.ca/newsroom070198/cov1070198.html>  
 Today’s Canadian Headline: [http://www1.sympatico.ca/cgi-bin/on\\_this\\_day](http://www1.sympatico.ca/cgi-bin/on_this_day)  
 Today in History: <http://www.canoe.ca/CNEWS/history.html>
- 🔑 **Canadian history**

# LINC 5

## Canada ■ Immigration History

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- give and follow instructions involving a sequence of steps
- get information about a local historic site or museum in person or on the telephone
- understand texts about immigration patterns in Canadian history
- find specific information about museums in brochures
- write a brief report about the struggles and hardships of immigrants in the past

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary for countries, nationalities (*British, Britain, Irish, Ireland, French, France, Chinese, China*)
- vocabulary for reasons for migrating (*famine, persecution, flee, religious freedom, opportunity*)
- other vocabulary (*settlers, pioneers, Confederation, Upper Canada, Lower Canada, Iroquois, Huron*)
- simple past tense in declarative and interrogative sentences
- compound and complex sentences
- conjunctions (*because, but, so*)
- past necessity (*had to*)
- sequence and time markers
- wh-questions

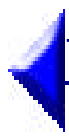
### Sample Language Tasks

1. Listen to a recorded message from a museum and take notes of details such as hours of operation, major attractions, special programs and admission prices.
2. Read brochure from museum/historic house to find features, hours of operation, admission costs, tour information, location.
3. Information gap: Read brief texts about immigration waves in Canada; groups create timelines with dates and important information about the immigrant groups.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Open/Close application, select and navigate through options, Mouse Tutorial  
Explore Canada-**History-Canada Today, Page 1 (Levels 1 & 2)**. Do **Exercise**.



# Canada ■ Rights & Freedoms

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

- ① community services and agencies that can provide information and advice
- ① rights related to specific areas, such as employment, housing, family law
- ① Ontario Human Rights Code (and Commission)
- ① Canada’s Charter of Rights and Freedoms
- ① Canadian Human Rights Commission
- ① common situations where newcomers are often unaware of their rights (e.g. landlord - tenant, employment standards)

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

- ◇ develop listening skills by listening to recorded telephone messages about rights (Employment Standards, E.I.)
- ◇ listen for main ideas and identify key words
- ◇ seek out advice and information from agencies in own ethnic community
- ◇ talk to an expert (e.g. legal counsellor) about problem before taking any action
- ◇ access education sites about rights on the Internet geared to school children

## **Suggested Resources**

*It’s Your Right*

*A Look at the News (May 99): “Tyrell Dueck’s Cancer Care”; (Nov 98) “National Government Registry”; “APEC Inquiry”*

CLEO (Community Legal Education Ontario)

literature on a variety of rights-related topics from Law Society of Upper Canada: <http://www.lsuc.on.ca>

Ontario Human Rights Commission: <http://www.ohrc.on.ca/index2.htm>

Canadian Charter of Rights and Freedoms: <http://www.laurentia.com/ccrf-ccd1/>

<http://www.gc.ca/canadiana/>

Canadian Human Rights Commission: <http://www.chrc-ccdp.ca/>

**human rights, rights and freedoms Canada**

# LINC 5

## Canada ■ Rights & Freedoms

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- ask for and give information about rights
- relate a story or event about rights
- give advice and suggestions about action to take when rights are violated
- understand rights and freedoms guaranteed by law in Canada
- write about a situation where rights have or may have been violated
- write a description of rights and freedoms in Canada compared with those in other countries

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*equal pay, violate, discrimination, harassment, privacy*)
- modals for obligation and necessity
- modals, expressions for suggestions (*should, could, might, may, maybe, try ---ing*)
- simple present and past tenses in negative and interrogative sentences
- prepositions of time
- equality (*as important as*)
- pronunciation: “sh”/”ch” contrast - see Ellis - Master Pronunciation

### Sample Language Tasks

1. Brainstorm types of rights and freedoms enjoyed by people in Canada and compare to Canada's Charter of Rights and Freedoms.
2. Jigsaw reading: read and discuss situation about conflicting rights or freedoms from different points of view (e.g. freedom of speech).
3. Write a paragraph describing rights and freedoms guaranteed by law in Canada or another country.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Open/Close application, select and navigate through options, Mouse Tutorial  
Explore Canada- Index-**Rights, Constitution, and Laws.** Do **Exercise.**