

Canadian Law ■ Citizenship

Classes might want to learn more about ...

- ① common questions asked on the citizenship test (e.g. Canadian history, geography, the political system, aboriginal peoples of Canada)
- ① citizenship rights and responsibilities
- ① eligibility criteria for becoming a Canadian citizen
- ① how to apply for Canadian citizenship
- ① citizenship fee
- ① the sponsorship process

Learners find it useful to ...

- ◇ attend citizenship preparation classes
- ◇ practise answering common citizenship questions
- ◇ study the map of Canada to learn the names of provinces, territories and their capitals as well as important geographical features of Canada
- ◇ contact local settlement agencies of ethnocultural associations for information about citizenship preparation
- ◇ listen to recorded information from Citizenship and Immigration Canada
- ◇ find information on the Internet about how to become a Canadian citizen
- ◇ learn test-taking strategies

Suggested Resources

- The Canada Yearbook*
- A Look at the News (May 1999): "Citizenship Rules May Change"*
- Ontario Reader 1999: "How to become a Canadian citizen"; "Canada Quiz"*
- How Canadians Govern Themselves*
- A Look at Canada*
- Local library for books and videotapes about Canada
- Citizenship and Immigration Canada: <http://cicnet.ci.gc.ca/>
- A Look at Canada: <http://cicnet.ci.gc.ca/english/citizen/look/look-00e.html>
- Toronto Public Library Canadian Citizenship Information: <http://www2.tpl.toronto.on.ca/infexp/path/citizens.htm>
- citizenship** (Canadian sites)

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Canadian Law ■ Citizenship

Topic Outcomes

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

- follow spoken instructions in person and on the telephone to apply for Canadian citizenship
- ask for clarification, repetition about citizenship procedures
- identify applicant's rights and responsibilities in a short text about Canadian citizenship
- understand information about applying for citizenship in government brochures
- fill out form related to citizenship process using personal and other required information

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and expressions (*eligible, dual citizenship, permanent resident, qualify, notice to appear, take the oath of citizenship, swear, allegiance*)
- sequence markers
- modals for obligation (*must, have to*)
- wh-questions
- pronunciation: consonant contrasts “-j” and “-g” sounds

Sample Language Tasks

1. Quiz a partner about knowledge of Canada and Canadian citizenship.
2. Read a short paragraph about rights and responsibilities relating to Canadian citizenship and answer true/false questions.
3. Fill out a sample citizenship application form.

Sample Computer Tasks

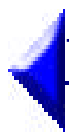
Computer Levels: All

Computer Skills: Highlight, Print

Open an instructor-made file related to Language Task 2. Use highlight to colour a grammar focus (e.g. modals of obligation). Print for peer correction.

Computer Skills: Open/Close application, select and navigate through options, mouse skills

Ellis-Master Pronunciation-Speech Acts-**Dealing with Language Problems (Ask for Repetition)**



Canadian Law ■ Family Law

Classes might want to learn more about ...

- ① the Child Protection Act
- ① the Children’s Aid Society
- ① legal definitions of child abuse; legal requirements to report child abuse and possible consequences of reporting
- ① legal supports for women who are victims of domestic violence
- ① senior abuse
- ① divorce laws in Canada
- ① child custody /support issues
- ① the legal implications of common-law relationships
- ① the legal rights of same sex couples
- ① kid’s help lines
- ① alternative families in Canada
- ① cultural differences in solving family disputes
- ① the role of mediators in family disputes

Learners find it useful to ...

- ◇ read about rights in simplified material
- ◇ seek assistance from an agency or immigrant settlement services to deal with a legal problem
- ◇ access legal counselling in first language
- ◇ find the telephone number of a community legal clinic in their area
- ◇ use repetition and rephrasing to verify understanding of information received over the telephone

Suggested Resources

- 📄 *A Look at the News* (June 1998): “The Child Support Guidelines”
- 🏠 Community Legal Education Ontario (C.L.E.O.) for information about legal rights and responsibilities and local sources of assistance
- 🗣️ Guest speakers from ethnic organisations, police departments and legal aid centres
- Kids Help line: <http://kidshelp.sympatico.ca/>
- List of shelters for men & women:
[http://ca.yahoo.com/Society and Culture/Issues and Causes/Housing/Homelessness/Organizations/Relief Organizations/Shelters/](http://ca.yahoo.com/Society_and_Culture/Issues_and_Causes/Housing/Homelessness/Organizations/Relief_Organizations/Shelters/)
- <http://www.headwaters.com/ftp/>
- <http://www.hnws.on.ca/>
- 🔑 **domestic violence, shelters, child abuse, children’s aid, elder abuse**

LINC 4

Canadian Law ■ Family Law

Topic Outcomes

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

- follow directions given over the phone to get to the nearest legal clinic
- request information from a local legal clinic about different issues relating to family law
- agree/disagree with information about family law in Canada
- understand the main ideas in authentic texts about a domestic incident and its legal repercussions
- understand information in brochures from social service agencies regarding different aspects of family law
- write a short text about family law in Canada

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*separated, common-law, custody, visitation rights*)
- adjectives (*dangerous, drunk, abusive/abused, violent*)
- sequence markers
- modals for requests (*can, could, would*)
- simple sentences with direct and indirect objects (*You shouldn't hit your child. Neighbours reported the incident to the police.*)
- pronunciation: voiced and voiceless “-s” sounds-see Ellis-Master Pronunciation

Sample Language Tasks

1. Reverse role-play: women play men and visa versa (old person/young person) in a role-play illustrating a domestic problem.
2. Read a text about a domestic confrontation and its outcome. Using a list of sentences about the story, write ‘before’ in front of sentences that describe what happened before the event and ‘after’ for those that describe what occurred after the event.
3. Write a short text comparing family law in Canada to own country.

Sample Computer Tasks

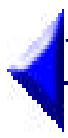
Computer Levels: All

Computer Skills: Insert Date and Time, Edit date format, Alignment, Header and Footer

Word-process text as in Language Task 3. Insert and justify name, date and time as header/footer. Choose a different date format to change date in header/footer.

Computer Skills: Open/Close application, select and navigate through options, mouse skills

Ellis-Master Pronunciation-Speech Acts - **Getting Things Done-Ask for Information-**
- **Conversing-Agree and Disagree, Disagree Politely, Give and Accept Opinions, Express Opinions**



Canadian Law ■ The Police

Classes might want to learn more about ...

- ① different police forces, such as the OPP, the RCMP and local police forces, and the different levels of government they are associated with
- ① filling out an accident report form for the police
- ① the role and responsibilities of the police in Ontario including helping to find missing persons, dealing with domestic disputes
- ① the proper use of 911 and other emergency numbers
- ① informing the police of lost or stolen identification documents, including driver's license
- ① cultural differences in policing

Learners find it useful to ...

- ◇ ask the police about crime rate in local area
- ◇ keep photocopies of personal papers and identification in case of loss
- ◇ keep emergency numbers next to the phone
- ◇ educate children about calling 911
- ◇ street-proof children
- ◇ organize ideas or information in logical sequence to help others understand them
- ◇ recognize situations in which a general sense of the meaning of an unfamiliar word or phrase, rather than a precise definition, is adequate

Suggested Resources

Understanding Community Resources

Ontario Reader 1997: "Police in Ontario"; "The police and your rights"

Local police stations: guest speakers and brochures on crime prevention and safety

RCMP: <http://www.rcmp.grc.org/>

Ontario Provincial Police: <http://www.gov.on.ca/opp/>

Niagara Regional Police Service: <http://www.vaxxine.com/nrpsweb/>

 **police**

LINC 4

Canadian Law ■ The Police

Topic Outcomes

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

- follow police instructions in an emergency situation
- express worry to a police officer
- ask and answer questions from the police in person or on the telephone
- describe a crime scene in some detail
- ask for clarification of police instructions by paraphrasing and repeating
- understand purpose and get information from police notices (about a missing person, dangerous criminal in the area)
- write a short text about a crime for the police

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and idioms (*warrant, charged, detained, arrested, acquitted, offence, suspect, cops, busted*)
- expressions for requesting help (*Could you help me?*)
- adjectives (*dangerous, armed, smashed, broken, violent, drunk, stolen*)
- sequence markers
- wh-questions
- simple tenses
- prepositions of location and time
- pronunciation: “-ed” endings

Sample Language Tasks

1. Role-play calling 911 and reporting a crime in progress.
2. Read a list of legal/illegal actions and decide if they are true or false.
3. Write a brief description of a burglary or car accident.

Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Drawing (AutoShapes), Fill Color, Line Color, Shadow, 3-D

Experienced/Advanced: Use Callouts in AutoShapes to create speech bubbles asking for help in an emergency. Follow instructions to apply shadow and 3-D effects to the callouts. Print and display in class.

Computer Skills: Open/Close application, select and navigate through options, mouse skills

All Levels: Ellis-Master Pronunciation-Speech Acts-**Getting Things Done-Leave and Take Phone Messages, Help: Offer/Accept/Refuse**