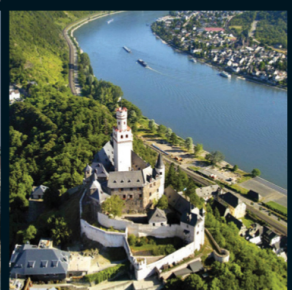


CANADIAN - GERMAN - HUNGARIAN

CULTURAL READER *TEACHER'S NOTES*



FOREWORD FROM THE EDITORS

The *Teacher's Notes* is a teacher's companion to the **Canadian-German-Hungarian Cultural Reader Student's Book**.

The *Teacher's Notes* is broken down into 28 sections corresponding to the 28 units in the *Student's Book*. Each section contains the detailed description of the activities in the units of the *Student's Book*, a key to the activities as well as some further teaching ideas for the teacher.

The **detailed description** of the activities in the units extends to the following information.

- **Level:** it is the level of language proficiency that is required for students to successfully complete the tasks. The level is given in the conventional system of level of proficiency (ranging from beginner to proficiency level) as well as in the Common European Framework of Reference for Languages (ranging from A1 to C2).
- **Time:** it is the intended and approximate duration of the activity and is given in minutes.
- **Skills:** it provides information on what language skills are practised during the activities in the unit.
- **Activity:** it provides a concise description of the activities in the unit.
- **Preparation:** it informs the teacher about any preparation (photocopying, etc. and looking up information) necessary prior to using the activities in class.
- **Procedure:** it describes the different stages of each activity and their interrelatedness within the unit containing them.
- **Extension/variation:** it explains and describes easy-to-realise alternatives and/or possible further activities connected to the original activity.

A **key** to each unit contains the right (or the suggested) solutions to the activities.

Further teaching ideas are provided under the following headings.

- **Sources:** it provides details about the texts and illustrations used in the Student's Book.
- **Further information:** it provides further information and readings related to the topics of the units and/or the ideas under the 'extension/variation' heading. These references direct teachers primarily to web-based links or occasionally provide further texts for reading printed in the Teacher's Notes.

The editors hope that you will find the Teacher's Notes useful and practical. Should you have any comments, feel free to contact us at banhegyi_matyas@kre.hu or judit_nagy@kre.hu.

Judit Nagy, Mátyás Bánhegyi, Dóra Bernhardt, Albert Rau

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1. National Symbols

Description

Level: intermediate (B1-B2)

Time: app. 45 min.

Skills: writing, reading and speaking

Activity: This unit features the Canadian, German and Hungarian national anthem, facts about the national flags of the three countries, and Canadian national symbols. Students will also be invited to discuss differences and similarities concerning the national symbols of the three countries.

Preparation: Copy a worksheet for each student or for each pair of students.

Procedure: Activity 1: Ask students to browse through the three texts and ask for unknown words. Put these on the board. Then ask students to read the three stanzas and to collect as many similarities and differences as they can in pairs or in small groups. Set a time limit and ask each pair or small group to put their ideas forward in simple sentences such as: “The Canadian anthem has nine lines, the German and the Hungarian have only eight.” “The Canadian and the German anthem speaks to the country, the Hungarian speaks to God.” If students do not know where to start, you may want to put the following questions on the board:

- 1.) Who is addressed?
- 2.) How about the mood of these lines?
- 3.) What is mentioned about the given country?
- 4.) Are these images positive or negative?

Discuss students’ ideas together in class.

Activity 2: Ask students to work in pairs. They should guess whether the statements are true or false. Set a time limit and discuss the answers together. Each correct guess is worth a point. Ask students to count their score at the end of the activity and see how well they did. (You may want to use peer correction to make the task even more exciting.)

Note: it is perhaps an interesting flag fact that before the German unification in 1990 East German people cut out the socialist coat of arms from the flag so it had a hole in the middle, just like the Hungarian flag in 1956.

Activity 3: After checking whether students understand the words in the vocabulary box, they should fill in the gaps. Discuss the answers and ask students if they know about similar Hungarian and/or German national animals.

Activity 4: Ask students to study the three images for some time. In pairs, they should write down words that come to their mind looking at the images. They can start with concrete words, such as *canoe* or *bear*, and move to more abstract ones, such as *nature* or *national pride*. Have students read out their words and try to guess as a class what the three images may reveal about Canada and Canadians. As a follow-up, ask students to browse the web at home for one more Canadian symbol, and prepare a short description of it.

Extension/variation: As for Activity 1, if the group speaks French, too, show them the French version of the Canadian national anthem, too, and compare the differences between the two versions. This can be a good starting point to discuss how French Canadian mentality may be different from English Canadian identity.

You may want to take the original text of the German and the Hungarian national anthem to class, and see if the class understands some words. It is important to note that the current first stanza of the German anthem is actually the third stanza of the original text (*Deutschlandslied*), and German people are not allowed to sing the original first two stanzas. You can ask students if they can guess why. (If they do not know, you can help them with a clue – e.g. “WWII”)

Teachers in Hungary and Germany can ask students to translate the Canadian national anthem into Hungarian/ German and ask the class to compare students’ versions. Below you will see Anna Peller’s Hungarian translation:

Ó Kanada, otthonunk és hazánk,
Honszeretettel magasztal a szánk!
Hő szívvel nézzük kelteget,
Szabad észak felett.
Bárhon élünk, Ó Kanada,
Vigyázva örködünk.
Tarts szabadon, ó Istenünk!
Ó Kanada, vigyázva örködünk.

You may give your students the following task, too:

Based on the above text, can you collect and write down similar pieces of information on the Hungarian/ German national anthem?

To extend the discussion on the three texts, students can work in small groups to answer the following questions, which can also be presented as homework/ an Internet research task:

1. On which occasions do people sing their national anthem?
2. Can you mention Canadian, German and Hungarian national holidays? What do you know about their history?
3. The song “God Save the Queen” is the national anthem of the United Kingdom. How is it related to Canada?

For Activity 2, you may ask students to look up the web-sites given below and decide on the T/F statements based on what they read. In the case of false statements, students can also attempt to find the correct answer using the given resources. (If your students are independent users of the Internet, they may try to find the relevant pieces of information on their own, without any guidance concerning which web-sites to use.) Activity 2 can also be assigned as homework. In this case you can also ask students to bring some other fact into class which they have found interesting about the history of the three flags.

As an extension to go with Activity 3, students can collect a few German/ Hungarian symbols and compare these to the Canadian collection to see how they may be different or similar.

Activity 4 can be extended into project work by asking students to choose one of the three countries, do some Internet research and design a poster with the most important symbols of the given country. If students are at a more advanced level of English, they can be asked to prepare a caricature of their own country.

You may ask students with more advanced knowledge of English to navigate to <http://canada4life.ca>, and read famous people’s remarks about Canada. They should prepare a summary of the stereotypical ideas of Canada the quotations reflect. Alternatively, you may print out the quotations, cut them into slips and give one to each student. Have students walk around in the class and share the content of their quotation with their peers.

Key

Activity 2

1. The earliest documented mention of the maple leaf as a Canadian symbol dates back to the 1700s. (T)
2. The design of the current flag of Canada was accepted in 1965. (T)
3. The original Hungarian flag had red and white horizontal stripes representing the House of Árpád (T)
4. The German flag was originally gold and black. (F)
5. In WWI, Canadian soldiers fought under a red flag with the Union Jack on it. (T)
6. During the 1956 revolution, the socialist coat of arms was removed from the Hungarian flag, so it had a hole in the middle. (T)
7. The current look of the German flag dates back to 1919. (T)
8. The Union Jack was replaced with the maple leaf flag upon Confederation in 1867. (F)
9. During the French Regime, the white flag of the French kings was used in battle. (T)
10. The colours of the current Hungarian flag first appeared in 896 AD. (F)
11. The Queen's Personal Canadian Flag has a different design from that of the Maple Leaf. (T)
12. When Germany was divided into two countries after WWII, they shared the same flag. (F)

Activity 3

1. Canada's, 2. fur, 3. pelts, 4. symbol, 5. hard-working (*that good all is correctly: that all good*), 6. possess, 7. nickel, 8. stamps, 9. cartoonists, 10. nation, 11. Uncle Sam, 12. officially, 13. emblem.

Activity 4

1. The quilt is the symbol of multiculturalism – many ethnic groups living together. (*Colourful quilt*)
2. The figures on the tea towel represent nature, which is very important for Canadians. (Canadians in general like outdoor activities and are also devoted to environmental protection.)
3. The slogan “proud to be Canadian” and the maple leaf motives symbolize national pride (and what the maple leaf brand means to Canadians).

Sources

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<http://szervezes.hupont.hu/14/canadai-himnusz>

<http://www.germanculture.com.ua/library/facts/german-flag.htm>

<http://www.von-waldenburg.com/read/german-flag.html>

http://www.ohb.hu/guide/national_symbols.en.html

<http://www.canadianaconnection.com/cca/beaver.htm>

<http://members.shaw.ca/kcic1/beaver.html>

Further Information

Activity 1: National anthems

The national anthem of Canada

Canada's national anthem is entitled "*O Canada*". The music was composed by Calixa Lavallée, a well-known composer; French lyrics to accompany the music were written by Sir Adolphe-Basile Routhier. It was proclaimed Canada's national anthem on July 1, 1980, 100 years after it was first sung on June 24, 1880. The version on which the official English lyrics is based was written in 1908 by Mr. Justice Robert Stanley Weir. Between 1867 and 1980, "*God Save the Queen*" was used on official occasions, which became the so-called royal anthem only sung when the queen or the members of the royal family are present at an event. The unofficial anthem was the patriotic song *Maple Leaf Forever*.

The German National Anthem:

http://www.bundestag.de/htdocs_e/bundestag/symbols/anthem/index.html

The Hungarian National Anthem: http://www.nemzetjelkepek.hu/himnusz_en.shtml

Activity 2: Flag facts

The Canadian flag

The Canadian flag has a long history. Before the first European settlers came Canada's aboriginal people had discovered the food properties of the maple sap, which they gathered every spring.

According to many historians, the maple leaf began to serve as a Canadian symbol as early as 1700. Slowly the maple leaf grew in the public consciousness as a symbol of the country until it finally became official on February 15, 1965, as an integral component of the national flag of Canada. As for the colours of the flag, red and white were approved as Canada's official colours in the Proclamation of the Royal Arms of Canada in 1921 by King George V.

The German flag

The German flag has three horizontal stripes, gold (yellow), red and black, gold (yellow) representing generosity, red strength and courage, and black determination, the same colours as on the imperial coat of arms of the Holy Roman Empire. According to another theory, the Lutzow Free Corps had these colours on their uniforms when they fought against the Napoleonic occupation. Gold, red and black were chosen to be the official federal colours in parliament in 1848. Under Bismarck, the colours were changed into black, red and white (red-white representing the Hansa towns and black-white representing Prussia). The current flag was adopted in 1919 but when the Nazi government came into power in 1933, they changed the flag, and it was only in 1949 that the 1919 design reappeared. What is more, in Eastern Germany the socialist coat of arms (hammer, sickle and a wreath of wheat) was placed in the middle of the flag. Finally, with the unification of Western Germany and Eastern Germany in 1990, the country had the same flag again as in 1949.

The Hungarian flag

The Hungarian flag is a horizontal tricolour of red, white and green. In this exact form, it has been the official flag of Hungary since October 1, 1957. It has its origins in the national republican movements of the 18-19th centuries (concerning its form, the tricolour) and in the Hungary of the Middle Ages (concerning its colours).

As for the colours, red stands for strength, white for faithfulness and green for hope. Alternatively, the colours can be interpreted as red for the blood spilled for the homeland, white for freedom and green for the land, for the pastures of Hungary.

Symbols of Canada:

http://www.filibustercartoons.com/canguide_2_symbols_symbols.php

<http://www.canada4life.ca/symbols.php>

2. Famous People

Description

Level: pre-intermediate and intermediate (A2-B2).

Time: 45 minutes.

Skills: reading, speaking, writing.

Activity: Reading self-descriptions of Canadian, German and Hungarian famous people, processing/ sharing information about them, collecting data on other famous people from the three countries

Preparation: Each student should have a copy of the worksheet.

Procedure: First the students form pairs and read the texts and the names together. If there are any unknown words, encourage your students to ask the meaning of these items, and try to get other students to explain the meaning to their peers if possible. Each pair of students has to discuss whom the self-descriptions may be about, then match them with the names. There can be a discussion about which piece of information was the key one which helped students the most to find out whom the given text is about.

Extension/ Variation: The activity also offers a great opportunity to describe physical appearances. First, collect some related phrases, and put them on the board (or print out the vocabulary box below).

in his/her early/mid/late twenties/ young/ middle-aged/ old/ elderly/ short/ of average height/ tall/ skinny/ thin/ slim/ of average weight/ plump/ obese/ well-built/ has a good figure/ has straight/curlly/wavy/short/medium-length/long/thin/thick hair/ is fair-haired/dark-haired/ has a pale complexion/ is tanned/ is dark-skinned/ has a beard/moustache/goatee/pony tail/bun/ is (going) bald/ has a fringe/parting/ good-looking/ handsome/ attractive/ pretty/ muscular/ wears glasses
--

Ask students to find the photo of one of the 14 famous people mentioned in this unit, and prepare a detailed description of the person's appearance, without actually mentioning his/her name. Have these pieces read out in class, and the others have to find out which famous person the description matches.

Students can also collect and present biographical data about other famous Canadians, Germans and Hungarians.

Key

1. Believe it or not, I am the first Canadian woman who has been to space! I was born in Sault Ste. Marie, Ontario. As a child, I collected NASA badges and made my own model rockets. I took up biology and zoology at university, and I earned a PhD in neurology. On board of the space shuttle Discovery, I spent 8 days in space in 1992. **(Roberta Bondar)**
2. I was born in Toronto, Canada and I am an actor and comedian, often called "Rubberface", which was also the title of the very first but not the most famous movie of mine. The two most well-known characters I ever played are probably the role of a funny but a little eccentric pet detective and that of a loser guy who finds a mask which changes his life. I played the evil in the film where I wanted to ruin children's Christmas. **(Jim Carrey)**
3. I was born in Mannheim in 1969. I was three years old when I first held a tennis racket in my hands. I won the German Youth Championships in 1982, at the age of 13, and I ranked 214th in the world. Two years later I made it to the 8 best players in Wimbledon. I became the number one woman tennis player of the world in 1987 leading the ATP rankings! I am also very proud of the Olympic Gold I won in Seoul in 1988! **(Steffi Graf)**
4. Did you know that I am a Nobel laureate? In fact, I was awarded the Nobel Peace Prize in 1957 for handling post-WWII international conflicts. Does Suez ring a bell? Diplomacy and politics were always close to my heart. I worked as an ambassador, a secretary of state for external affairs, and ... a prime minister! What is more, some say that NATO can be regarded as my brain child. **(Lester B. Pearson)**
5. I am a Hungarian soccer-player who contracted the famous English football team, the Fulham in 2008. Before that I played in Pécs MFC, later in FTC, then I contracted the English West Bromwich Albion. I was chosen to be the Player of the Year in Hungary three times, in 2002, 2004 and 2005, and recently I have earned the title "Best Player 2010". **(Zoltán Gera)**
6. I am a Canadian businessman who founded a department store. I came to Canada from Ireland at the age of 20. My first enterprise, a bakery, failed. But I soon became successful in the retail business, and I introduced the mail-order catalogue to Canada in 1884. During WWII my company employed more than 70,000 people. In Toronto, I have a shopping

centre which is so big that it takes two subway stops to go from one end to the other.

(Timothy Eaton)

7. I am a Christian and I truly believe in humanitarian causes. Perhaps this is why, in 1964, I founded L'Arche to help people with disabilities. Next, I founded an international movement, Faith in Light, the aim of which was to create community discussion groups for the family and friends of people with disabilities and pray together. Now there are more than a thousand of these communities in the world. **(Jean Vanier)**
8. I am a Hungarian philologist, linguist and orientalist born in Transylvania. One of my most important missions was to trace the origin of Hungarians in Asia. I am widely known for my love of Tibetan language and culture. And as for my knowledge of languages, I am a polyglot, whom language learners often admire. **(Kőrösi Csoma Sándor)**
9. I am an Ontario-born physiologist and physician. I won the Nobel Prize in Medicine in 1923 for my most important discovery, which was the result of team work, and which has been a great help to all people suffering from diabetes. I was made the Knight of the British Empire in 1934. **(Frederick Banting)**
10. I am a German fashion designer from Hamburg. I have always wanted to become a fashion designer so I went to Paris to study the trade informally. At a point in my career I designed clothes for Chloe and Chanel. Then I came up with my own label. Two of my most famous creations are *Wunderbra* and *Wundercorset*. **(Karl Lagerfeld)**
11. It is hard to believe that I am over fifty now! All hockey fans know my name, and many of them wear number 99 sweaters. My second team, the Edmonton Oilers won four NHL cups while I was with them. I set up a record for scoring the highest number of goals in the NHL in 1994, but I am no longer active: I retired in 1999. Still, many young hockey players see me as a great example. **(Wayne Gretzky)**
12. I am a Hungarian physiologist, doctor, biochemist, born in Budapest, in 1893. It was me who discovered Vitamin C and the components and reactions of the citric acid cycle. My oeuvre was credited with the Nobel Prize in Medicine in 1937. I moved to the United States in 1947 where I established the Institute for Muscle Research at the Marine Biological Laboratory in Massachusetts. After WWII I played an active role in politics in Hungary as

well. (**Szent-Györgyi Albert**)

13. I was born in the 19th century. I liked mathematics and physics in primary school but I found the grammar school I went to far too strict and rigid so I dropped out at the age of 15. I traveled to Italy and Switzerland. In the latter county, I did complete the secondary and tertiary cycle of education and became ... a teacher of physics and mathematics! And, in 1921, I received the Nobel Prize in Physics for my theory of relativity! (**Albert Einstein**)

14. I am a Calgary-born architect with Métis and Blackfoot roots. My Aboriginal heritage has influenced my architectural style, too, which also has elements of European Expressionism. My most well-known project is the Canadian Museum of Civilization. (**Douglas Cardinal**)

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Roberta Bondar

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Douglas Cardinal:

http://www.greatbuildings.com/architects/Douglas_Cardinal.html

http://www.canada-heros.com/cardinal_douglas.html

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0001394>

Further Information**Famous Canadians:**

<http://www.canadians.ca/>

<http://www.canadiancontent.net/people/>

<http://www.nationsencyclopedia.com/Americas/Canada-FAMOUS-CANADIANS.html>

Famous Germans:

<http://www.germanculture.com.ua/library/links/celebrities.htm>

<http://www.nationsencyclopedia.com/Europe/Germany-FAMOUS-GERMANS.html>

Famous Hungarians:

<http://www.nationsencyclopedia.com/Europe/Hungary-FAMOUS-HUNGARIANS.html>

3. Holidays and festivals

Description

Level: pre-intermediate (A2)

Time: 2x45 minutes

Skills: reading, writing, speaking

Activity: This worksheet teaches students about holidays and festivals in Canada, also inviting them to think about similar holidays in Germany and Hungary.

Preparation: You will need a photocopy of the worksheet for each student in your class. You may want to ask students to look up Canadian holidays and festivals on the Internet as a preparatory task. You can also give students the names of festivals in Activity 3 to look them up at home before they come to class.

Procedure: Activity 1: Students will work in pairs. They will be asked to guess the names of twelve holidays and festivals from the anagrams presented on the worksheet. As an initial hint, tell them that there may be holidays among these, which are celebrated elsewhere in the world, too. The pictures on the same page may help, as well. If students are still stuck, give them a set time (10-15 minutes) to search the internet to help find the solutions.

Activity 2: Students work individually or in pairs. Their task is to match the brief descriptions of the twelve holidays with the holidays themselves. Tell students to look for clues in the texts (location, time of the year, holiday-specific information). The questions in the box can be used both for in-class discussion and for a follow-up activity (homework, in-class Internet research)

Activity 3: Students should work in pairs. If they have access to the Internet in class, they should google-search the given festivals to be able to answer the questions about them. If not, ask them to look up the information prior to the class when you want to discuss the topic of multicultural festivals.

Extension/Variation: Activity 1 can also be assigned as homework to introduce the topic for the following class. Alternatively, once students have the names of the different holidays, you can ask them to choose one and answer the following questions about it:

1. *What is the event called?*
2. *When do Canadian people celebrate it?*
3. *Is it celebrated all over Canada or just in one region? (If it is limited to one region only, are there similar festivals in other Canadian regions?) Is it celebrated anywhere else in the world?*
4. *What is the celebration about?*
5. *What happens on this occasion?*
6. *What do you know about the history of this holiday/festival?*

Note that some of the answers are given to the above questions in Activity 2, but students need to do further research on their chosen holiday or festival to be able to answer all the questions.

As an extension to go with Activity 2, you will find detailed information on eight of the given holidays/ festivals in the *Further information* section below. Hand out one text to every student pair, (or, if there are fewer than 16 students in your class, some students can work individually, but make sure that all the eight texts are handed out). Ask everyone to read their text to themselves and then hand out the following worksheet:

Fill in the chart below.

	Holiday 1: _____	Holiday 2: _____	Holiday 3: _____
1. When is it celebrated?			
2. What is it about?			
3. What do people do during this holiday?			
4. What do you know about its history?			
5. Extra information			

Students' task will be to answer these questions for their own text first, and they should interview two other students/ student pairs about their text, writing their answers in the columns "holiday 2" and "holiday 3". Then, the teacher should form groups of students so that, in each group, texts 1-4 or texts 5-8 are all covered. Then distribute the following T/F and trivia cards to the groups:

Set 1 (Texts 1-4)

T/F statements

1. The Montreal Jazz Festival is an international summer festival.
2. The first jazz festival wasn't very popular.
3. Remembrance Day used to be a WWI commemoration only.
4. You have to go to work in some Canadian provinces on Remembrance Day.
5. War veterans manufacture the poppies for people to wear.
6. Canada Day became an official holiday in 1868.
7. The mid 20th-century Canada Day celebration had a military ceremony twice a day.
8. The modern Canada Day is a chance for Canadians to show their love towards their country.
9. Thanksgiving combines different traditions.
10. Thanksgiving is about thanking God for a good harvest.

Trivia

1. The Montreal Jazz Festival is attended by _____ people.
2. The first Montreal Jazz Festival dates back to _____.
3. Schools celebrate Remembrance Day by holding _____.
4. The emblem of Remembrance Day is the _____.
5. The first maker of artificial poppies was of _____ nationality.
6. Canada Day celebrations between 1958 and 1982 had two regular ceremonies: the _____ and the _____.
7. Canada Day was known previously as _____.
8. Thanksgiving in Canada is celebrated on _____.
9. The Thanksgiving brought in by the United Empire Loyalists was a _____ festival.
10. After WWI Thanksgiving stood for _____.

Set 2 (Text 5-8)

T/F statements

1. The Calgary Stampede has taken place every year since 1912.
2. An American film was made to advertise the Calgary Stampede.
3. The 10-day event opens with a procession led by a marching music band.
4. Victoria Day has symbolized the birthday of all English queens and kings since 1901.
5. People celebrate Victoria Day by drinking 24 bottles of beer.
6. You can skate on the world's longest skating rink during Winterlude.
7. Winterlude also hosts musical events.
8. Canadians celebrate the patron saint of Québec on June 24th.
9. French Canadians have a public holiday on June 24th.
10. Fire has remained an important marker of this holiday.

Trivia

1. Guy Wedick, the inventor of the Calgary Stampede was a _____.
2. The route of the showband covers at the opening event is _____ kilometres long.
3. The ice rink at the Stampede Grounds is called the _____.
4. Victoria Day is also celebrated in _____.
5. The two things the expression *two-four* means are _____ and _____.
6. Sculptures are made of _____ and _____ at Winterlude.
7. The Winterlude Snowbowl hosts _____.
8. Saint John the Baptist is the _____ of Québec.
9. Saint-Jean-Baptiste Day is a _____ year-old holiday.
10. A tradition that has remained unchanged is the _____.

Give the groups some time to answer the questions. Walk around in the classroom while the students are working and point out incorrect answers to the given group, but do not reveal the correct solution until the group finds it. At the end of the activity, ask students to put the worksheets away and write down all the topic-related facts they can remember as a group. The winner is the group who remembers the highest number of facts.

Key

Activity 1

1. Halloween, 2. Winterlude, 3. Maple sugar making, 4. Calgary Stampede, 5. Thanksgiving, 6. Canada Day, 7. St. Jean Baptist Day, 8. Caribana, 9. Musical Ride (RCMP), 10. Remembrance Day, 11. Montreal Jazz Festival, 12. Victoria Day

Activity 2

<p>This carnival takes place in Toronto in celebration of the Caribbean community. Among the highlights is the Parade. Thousands of brilliantly costumed masqueraders and dozens of trucks carrying live soca, calypso, steel pan, reggae and salsa artists jam the 1.5 km parade route all day. The first such carnival took place in 1967. CARIBANA</p>	<p>Each Canadian city has its own winter festival. This festival takes place in Ottawa, the national capital region. Ice and snow carvers make beautiful sculptures which are exhibited until they melt. Figure skaters perform a show on the ice of Rideau Canal, the world's longest skating rink (7.5 km of length). WINTERLUDE</p>
<p>It is a world-famous military show performed with 32 horses and riders, which was first produced in Regina in 1887. The red coats and sleek horses of the RCMP are internationally recognized as a Canadian symbol of pride and justice. Originally formed in 1873 to preserve peace on the Canadian frontier, today they are Canada's federal police force. MUSICAL RIDE</p>	<p>A sweet celebration of freshly made syrup spread on pancakes which takes place in March. People get together for a taste of new syrup at <i>cabanes au sucre</i> Boiling sap is an ancient trade also practised by First Nations people. 300 litres of sap will give you 8 litres of syrup. The higher the heat of the stove, the darker the syrup will get. MAPLE SUGAR MAKING</p>
<p>This is a day to commemorate the sacrifice of veterans and civilians in World War I, World War II, and other wars. It is observed on November 11 to recall the end of World War I on that date in 1918. At 11:11 the country falls in silence for two minutes, one representing each world war. REMEMBRANCE DAY</p>	<p>A 10 day non-profit festival, agricultural exhibition and rodeo. It features a rodeo competition, a midway, stage shows, concerts, agricultural competitions, chuckwagon races, First Nations exhibitions, and pancake breakfasts around the city. CALGARY STAMPEDE</p>

<p>In 1977, Alain Simard teamed up with André Ménard and Denys McCann to form an agency named <i>Spectra Scène</i> with the idea of creating a summer festival that would bring a number of artists together at the same time. The first festival was held in 1980. Since then, the event has hosted distinguished guests such as Ray Charles, Vic Vogel, Chick Corea and Gary Burton.</p> <p>MONTREAL JAZZ FESTIVAL</p>	<p>Children look forward to trick-or-treating on October 31st, when they dress up in costumes and ring the doorbell for candy and chocolate bars. Teenagers and adults may hold fancy dress parties on this occasion.</p> <p>This holiday is observed in other English-speaking countries, too.</p> <p>HALLOWEEN</p>
<p>This holiday is also celebrated in the United States. In Canada, it is celebrated on the second Monday in October. On this occasion, families get together to have a big dinner, which traditionally consists of turkey, cranberry sauce, steamed vegetables, corn bread and pumpkin pie.</p> <p>THANKSGIVING</p>	<p>It became a national holiday in 1901. It is celebrated on May 24th, or on the Monday before this date. This holiday is connected to a queen of England. Canada is not the only country where this holiday is observed. It is also related to the beginning of the spring. Some people may re-open their cottages on this occasion if the weather is nice. Young people get together to party.</p> <p>VICTORIA DAY</p>
<p>The July 1 holiday was established in 1879, under the name Dominion Day. Each year 300 new Canadians take a public oath of citizenship on Parliament Hill during the celebrations. There are Canadian flags everywhere. Some people paint a maple leaf on their face.</p> <p>CANADA DAY</p>	<p>This holiday is a public holiday only in a single Canadian province: Québec. Québécois celebrate their patron saint, Saint John the Baptist. They march on the street with blue and white fleurs-de-lis flags and sing folk songs. In the evening there are concerts and people go to pubs to sing popular songs.</p> <p>ST. JEAN BAPTIST DAY</p>

Activity 3

Festival	City	Who celebrates it?	Events
1. Caravan	Toronto, Ontario	multicultural	food sampling, dance, music, folklore performances and presentations in many pavilions throughout the city
2. Carousel of Nations	Revelstoke, British Columbia	multicultural	food booths, crafts and arts (e.g. Japanese fans, dream catchers, origami), stories, music, Metis dancing, folk songs, travel slide shows
3. Carnival of Cultures	Ottawa, Ontario	multicultural	international folkloric festival with music, song, dance from around the globe
4. Tulip Festival	Ottawa, Ontario	Dutch community	Dutch food, bands, artefacts, tulip beds, Tulip Tour, international events (e.g. Senegalese drummers)
5. Carabram	Brampton, Ontario	multicultural (about 15 different ethnic groups)	culture, crafts, food and drink, entertainment
6. Kitchener-Waterloo Multicultural Festival	Kitchener-Waterloo, Ontario	multicultural	international food, entertainment, children's events
7. Kitchener-Waterloo Oktoberfest	Kitchener-Waterloo, Ontario	German community	15 festival halls, beer, German food specialties, clothes, traditional dancing and music, Rocktoberfest, Barrel Race, Miss Oktoberfest beauty contest
8. Brantford Six Nations Indian Pageant	Brantford, Ontario	Aboriginals	native dancing, drumming, singing, native foods and artefacts
9. The Fête acadienne	Prince Edward Island (and New Brunswick)	French Canadians on PEI to celebrate settlement on Ile St-Jean (PEI)	Acadian drama, song, fiddling and step-dancing contests
10. Festival of Tartans	New Glasgow, Nova Scotia	People of Scottish origin	Kilted Golf Tournament, Massed Pipe Bands, Piping & Drumming Competition, Highland Dancing, Scottish Heavy Weight Events, Clan Tents, Concert Under the Stars, live Celtic music, traditional Scottish dishes, the historic Kirkin' o' the Tartan Ceremony.
11. Folklorama	Winnipeg, Manitoba	multicultural event with more than 40 minorities	two full weeks. multicultural and contemporary performers, story tellers
12. Mosaic	Regina, Saskatchewan	multicultural, Saskatchewan's longest running festival, nineteen pavilions, many nationalities	3-day long festival with pavilions around the city, artefacts, traditional dancing and food
13. Heritage Days	Edmonton, Alberta	multicultural festival 85 cultures in more than 60 pavilions	culinary delicacies, creative performances, crafts and arts, clothing, cultural roots and community life
14. The National Ukrainian Festival	Dauphin, Manitoba	Ukrainian community	costumes, concerts, song, dance, cultural display area (e.g. embroidery, woven tapestry), pysanky (Easter egg) decorating, food, bake ovens, festival market place, Ukrainian Centennial Memorial Park, Heritage Village

Extra activities

T/F statements

Set 1 (Texts 1-4)

(1 T, 2 F, 3 T, 4 T, 5 F, 6 F, 7 T, 8 T, 9 T, 10 F)

Canadian holidays trivia

Set 1 (Texts 1-4)

1. 2 million, 2. 1980, 3. assemblies, 4. poppy, 5. French, 6. Trooping the Colours and the sunset ceremony, 7. Dominion Day, 8. the second Monday of October, 9. liturgical, 10. Armistice Day

T/F statements

Set 2 (Texts 5-8)

(1 F, 2. F, 3 F, 4 T, 5 F, 6 T, 7 T, 8 F, 9 F, 10 T)

Trivia

Set 2 (Texts 5-8)

1. trick roper, 2. 4.7, 3. Pengworth Saddledome, 4. Scotland, 5. 24 (Victoria Day) and a case of 24 bottles of beer, 6. snow and ice, 7. musical concerts, 8. patron saint, 9. more than 2000, 10. lighting of fire

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http://www.sntourism.com/Six_Nations_Map_Tour_Guide.pdf

La Fete acadienne:

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Heritage Days:

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The National Ukrainian Festival:

<http://www.cnuf.ca/>

Holidays and festivals general:

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002784>

Further Information

Based on information from the web-sites referred to in the sources section, you will find texts on eight of the highlighted holidays below to be used in the extra information gap activities.

TEXT 1

The Montreal Jazz Festival

The Montreal International Jazz Festival, also called *the Jazz Fest*, is the largest jazz festival in the world. It is held annually in Montreal during the summer season (usually the beginning of July) and gathers artists from around the world. It is typically attended by over 2 million people who are attracted by the electric atmosphere, diversity of shows and by the city itself. Many parts of the city's downtown core are closed to traffic for two weeks as outdoor shows are free to the public on many stages. Attendance to some shows is over a hundred thousand. Shows are held in a wide variety of venues, from relatively small jazz clubs to the large halls of Place des Arts. Some of the outdoor shows are held on cordoned-off streets while others are on terraced parks.

The Montreal Jazz Festival was conceived by Alain Simard, who had spent much of the 1970s working with Productions Kosmos bringing artists such as Chick Corea, Dave Brubeck, Muddy Waters and others to Montreal to perform. In 1977, Simard teamed up with André Ménard and

Denys McCann to form an agency named *Spectra Scène* with the idea of creating a summer festival in Montreal that would bring a number of artists together at the same time. The first Montreal jazz festival was held in 1980. With Ray Charles, Vic Vogel, Chick Corea and Gary Burton on the bill, and an attendance of 12,000, the event was a great success, and has continued to grow since then.

TEXT 2

Remembrance Day

Remembrance Day is a day to commemorate the sacrifice of veterans and civilians in World War I, World War II, and other wars. It is observed on November 11 to remember the end of World War I on that date in 1918. In Canada Remembrance Day is a holiday for federal government employees. However, for private business, provincial governments, and schools, its status varies by province. In Western and Atlantic Canada it is a general holiday. In Ontario and Quebec, it is not a general holiday, although corporations that are federally registered may make the day a full holiday, or instead designate a provincially-recognized holiday on a different day. Schools usually hold assemblies for the first half of the day or on the school day prior with various presentations concerning the remembrance of the war dead. Thousands of people gather near the National War Memorial in Ottawa. Among the crowd, war veterans pay their respects to fallen sailors, soldiers, and airmen.

The significance of the poppy to Remembrance Day is a result of Canadian military physician John McCrae's poem *In Flanders Fields*. The poppy emblem was chosen because of the poppies that bloomed across some of the worst battlefields of Flanders in World War I, their red colour an appropriate symbol for the bloodshed of trench warfare. A Frenchwoman by the name of Madame E. Guérin introduced the widely used artificial poppies given out today. Some people choose to wear white poppies, which emphasises a desire for peaceful alternatives to military action. Until 1996, poppies were made by disabled veterans in Canada, but they have since been made by a private contractor.

TEXT 3

Canada Day

On June 20, 1868, the Governor General's proclamation called upon the people of Canada to celebrate the formation of the union of the British North America provinces in a federation on July 1st 1867. July 1st as a holiday was established in 1879, under the name Dominion Day. Canada's national day has been annually observed since 1958. Originally, there was a Trooping the Colours ceremony, which took place on the lawn of Parliament Hill in the afternoon, a sunset ceremony in the evening, which was followed by a mass band concert and fireworks display. On October 27, 1982, July 1st which was known as "Dominion Day" became "Canada Day".

Since the 1980s, Canada Day has been generally marked by patriotic celebrations. Most cities have organized events for the day. Local entertainment usually centres around a Canadian theme, and often features fireworks. Canadian flags are everywhere, and some people paint their faces in Canadian national colours (red and white). The largest official celebrations are held in the capital, Ottawa during the day and in the evening. Every Canada Day, hundreds of thousands gather on Parliament Hill to celebrate Canada's birth. Official celebrations are held throughout the national capital, including in Hull.

TEXT 4

Thanksgiving

In Canada, Thanksgiving is celebrated on the second Monday in October. On this occasion, families get together to have a big Thanksgiving dinner. A traditional thanksgiving meal consists of turkey, cranberry sauce, steamed vegetables, corn bread and pumpkin pie.

After the American Revolution, American refugees who remained loyal (United Empire Loyalists) to Great Britain were exiled from the United States and went to Canada. They brought the customs and practices of the American Thanksgiving with them, although as a liturgical festival.

Thanksgiving in Canada also corresponds to the English and continental European Harvest Festival, with churches decorated with pumpkins, corn, wheat sheaves and other harvest bounty, English and European harvest hymns are sung on the Sunday of Thanksgiving weekend.

The first Thanksgiving Day in Canada was observed on April 5, 1872 to celebrate the recovery of the Prince of Wales (later King Edward VII) from a serious illness. Thanksgiving became a regular holiday in 1879 but initially the date changed from year to year. The theme of the Thanksgiving holiday also changed year to year to reflect an important event to be thankful for. In the early years it was for an abundant harvest and occasionally for a special anniversary. After the First World War it was for Armistice Day, while more recently and including today it has been a day of general thanksgiving.

TEXT 5

The Calgary Stampede

The first Calgary Stampede was organized in 1912 by Guy Weadick, an American trick roper. Weadick wanted to have a world-class rodeo event and Wild West show that would bring the best cowboys from across the continent. The first Stampede was the richest rodeo competition in North America with prize money totalling \$20,000. It drew more than 100,000 spectators. In 1923, the Stampede was combined with the Calgary Exhibition and the event has taken place every year since. In 1925, the American silent film, titled *The Calgary Stampede* was released throughout North America. It was a Western about love, murder, and the rodeo. It included substantial footage of the actual rodeo competition at the Calgary Stampede. It helped make the Stampede known throughout North America.

The Calgary Stampede is a large, non-profit festival, exhibition, and rodeo held in Calgary, Alberta for 10 days in the second week of every July. It is one of Canada's largest annual events, and the world's largest outdoor rodeo. It features a rodeo competition, a midway, stage shows, concerts, agricultural competitions, chuckwagon races, First Nations exhibitions, and pancake breakfasts around the city. (The annual Calgary Stampede serves two tonnes of bacon and sausage, 5,000 bottles of pancake syrup and 85,000 containers of juice. And that's just breakfast!) The Stampede Parade which occurs on opening day, is one of the festival's oldest and largest traditions. It is led by the Calgary Stampede Showband and follows a 4.5 km route in downtown Calgary. During Stampede Week, the city is flooded with tourists who join locals in the spirited atmosphere by dressing in western clothes. The Calgary Stampede takes place at the Stampede Grounds, which are located on the southeast edge of downtown Calgary. The Grounds are famous for the Pengrowth

Saddledome, a saddle-shaped hockey arena, the Round-Up Centre (a convention and exhibition facility), and the Stampede Casino.

TEXT 6

Victoria Day

Victoria Day is celebrated on the Monday on or before May 24 in honour of both Queen Victoria's birthday and the current reigning Canadian Sovereign's birthday. It became a national holiday in 1901. While Victoria Day is often thought of as a purely Canadian event, it is also celebrated in some parts of Scotland, particularly in Edinburgh and Dundee, where it is also a public holiday.

This holiday may be celebrated with fireworks. This holiday is regarded as the beginning of the unofficial "summer season" in Canada, and is thus the weekend when many businesses, parks, etc., that operate during warm weather months, will open. This makes it a very popular holiday. This long weekend also often signifies the beginning of spring to gardeners in much of the country as it falls around the time when they can be fairly certain that frost will not return until the next winter. For much the same reason, because colder parts of the country winterize their recreational cabins and turn off water pumps, this weekend can also mark the beginning of the cottage season with cottagers making their first visits to check and clean their properties.

In some parts of Canada, the holiday is colloquially known as *May Two-Four*. This phrase has two meanings: the holiday always falls on the Monday of or before the birthday of Queen Victoria on the 24th of May, and a *two-four* is Canadian slang for a case of 24 bottles of beer, the most common packaging of Canadian beer. In many parts of Canada, the Victoria Day long weekend is known as *The May Long Weekend*. Traditionally, people celebrate the long weekend by camping, but the unpredictable nature of Canada's spring can bring bad weather such as rain, fog, or even snow. While alcohol and noise are discouraged in First Nation and public-owned parks, privately owned youth-oriented campsites often advertise special events for the long weekend.

TEXT 7

Winterlude

Winterlude is a very large festival of outdoor activities including public skating and skating displays, snow and ice sculpture competitions, musical concerts at the Winterlude Snowbowl, children's play areas, an 'ice lounge', bed and waiter races and numerous off-site events. Winterlude is most famous for the Rideau Canal, which is cleared to become the world's longest skating rink for the time of the festival and hosts numerous events, such as skating displays and musical concerts.

Other primary sites include Jacques Cartier Park in Gatineau which is turned into a massive snow park with slides and structures, events and activities for children and the snow sculpture competition. Confederation Park is the site for the ice sculpture competition, the ice lounge and musical concerts. Dow's Lake has a large skating area and hosts the various bed and waiter races. Related activities include special exhibits at the Ottawa museums, special events at the Byward Market and a loppet (Nordic ski) type race is held in Gatineau Park.

TEXT 8

Saint-Jean-Baptiste Day

Originally, June 24 was a holiday honouring the patron saint of Quebec, St. John the Baptist, and in ordinary conversation the day is still often called *la Saint-Jean* by Quebecers. Although the holiday has official status only in Quebec, it is also celebrated by francophones in other Canadian provinces and in the United States as a festival of French Canadian culture. In these contexts, it is more often called Saint-Jean-Baptiste Day.

The origins of the traditional festivities are more than 2000 years old. Among several European peoples, the summer solstice was the object of pagan celebrations. Fires were lit during the night in this period of the year when the days are longest. With the arrival of Christianity, the celebration of the event remained; however, it took a new spiritual significance. The celebration of the Saint-Jean-Baptiste was a very popular event in 17th-century France. According to the Jesuit *Relations*, the first celebrations of this Christian day in North America took place around 1638. The celebrations were supported by the Catholic church. Fires were still lit at night, but also the first Saint-Jean-Baptiste

parades were organized. They became an important tradition over time. Today, St. Jean Baptist Day is a popular cultural festival celebrating the achievements and diversity of Quebecers. It is still a tradition to light fires at night.

4. Education

Description

Level: intermediate, upper-intermediate (A2-C1)

Time: 45 minutes

Skills: reading, writing, speaking

Activity: In *Activity 1*, students will compare the systems of education of the three countries. *Activity 2* aims at raising awareness in students towards the difficulties immigrants' children may face when they start school in the host country. *Activity 3* tries to draw students' attention to other problems which make it difficult for certain students to keep up with their peers.

Preparation: Prepare one copy of the worksheet for each student. For Activity 1, students have to search for the pieces of information at home (on the Internet or in books) to be able to answer the questions correctly, though they may be familiar with their own system(s) of education.

Procedure: In Activity 1, students should work individually, and for each correctly guessed fact they get a point. At the end of the activity, scores can be compared. The discussion of the solutions can initiate a class conversation about education.

Ask students to study the two images going with Activity 2. They should propose their own ideas who the people in the picture may be and what the sentence on the right means in context. Once the topic is deciphered, divide students to groups of three and let them brainstorm for 10-15 minutes. Write their suggestions of potential problems on the board. Then ask each group to role-play one situation mentioned (e.g. being ridiculed, not understanding the teacher's questions, not being able to join the others at recess, having to stay in for extra classes, etc.). The others should watch and figure out what the situation may be.

In Activity 3, ask students to read the brochure. They should answer the first two questions individually. Clarify unknown vocabulary items if necessary (e.g. *epi-pens* for diabetics) but the focus should be on students comprehending the text as a whole. Ask students to form pairs and let them brainstorm for some minutes before they answer the last question of the activity. Write the key words on the board.

Extension/Variation:

As for Activity 2, you may discuss with students how physically and mentally handicapped people can successfully participate in education. With more advanced groups, you can also discuss the topic of equal opportunities in education.

You can turn Activity 3 into a three-person information gap activity by adding the following two brochures:



Learn through volunteering

Explore new and different work environments while making a hands-on contribution to your host communities in 3 different provinces. You generally put in 35 hours a week for non-profit organizations.

What kind of work?

Build hiking trails, teach reading skills, organize festivals, restore heritage sites, work for community television stations, accompany the elderly or people with learning disabilities, and the list goes on!



WHAT IS THE PATHWAYS TO EDUCATION PROGRAM?

- Pathways to Education is a community-based program designed to reduce poverty and its effects by lowering the dropout rate among high school youth from economically disadvantaged communities and increasing their participation in post-secondary programs.
- The program was launched in 2001 by the Regent Park Community Health Centre in Toronto to address the 56% high school dropout rate in Regent Park — more than twice the City of Toronto average.
- The Pathways program reduced the dropout rate to 10%, one-third of the City of Toronto average.
- Pathways to Education Canada was founded in 2006 to support other communities across Canada to replicate the program.
- Pathways to Education now operates in six communities, with programs in three communities in Toronto (Rexdale, Lawrence Heights, Regent Park), as well as programs in Montreal, Kitchener and Ottawa.

Source: Ottawa-Carleton Board of Education

Compulsory voluntary work is a topical issue in Hungary now because it seems it will form part of the new secondary school school-leaving exam to complete 60 hours of voluntary service.

Key

Activity A

1. B
2. C
3. A
4. C
5. C

Activity B

Can	T	F	Ger	T	F	Hun	T	F
1.	√		1.		√	1.	√	
2.		√	2.		√	2.	√	
3.		√	3.	√		3.	√	
4.		√	4.		√	4.	√	
5.	√		5.	√		5.	√	

Sources

<http://www.schoolsincanada.com/Canadian-Education-System.cfm>

<http://www.eurydice.org>

Key Data on education in Europe. Education, Audiovisual and Culture Executive Agency Brussels, 2009.

<http://www.ocdsb.ca>

<http://publicapps.ocdsb.ca/efo/index.html>

Further Information

<http://www.schoolsincanada.com>

http://www.studycanada.ca/english/secondary_schools_canada.htm

<http://www.cmec.ca>

http://en.wikipedia.org/wiki/Education_in_Canada

<http://www.infozee.com/canada/education.htm>

http://en.wikipedia.org/wiki/Education_in_Hungary

<http://www.euroeducation.net/prof/hungarco.htm>

<http://www.bmbf.de/en/>

<http://www.nefmi.gov.hu/english>

Units 5 and 6 have some more related activities (Shania Kids Can, Rick Hansen).

5. Music

Description

Level: pre-intermediate (A2)

Time: 10-15 min

Skills: writing, speaking, reading

Activity: This activity features Canadian, German and Hungarian musicians and what they do for their more immediate and/or wider community.

Preparation: Make a copy of the worksheet for each student. You might also want to look up some background information related to the selected artists.

Procedure

Activity 1

Students can work in pairs or individually. They should try to find out which artist is Canadian, German or Hungarian. The artists selected represent well the diversity of the music scene: one can find folk, pop, rock artists of various backgrounds and locations are mentioned in the activity.

Activity 2

Students should match the artists and the facts about them in pairs. After the matching activity is checked in class, you can discuss the following question: *What charitable causes can musicians raise money for? Can you think of a few more concrete examples?*

Activity 3

Students should work in groups of three. You may give text A to one of them, and text B to the next one, and text C to each third member of a group. All the students should do the gap-filling by themselves and then tell their partners what they have read.

Activity 3 is an ideal opportunity to practice extended verb forms (active, passive, participles). Make sure you tell your students about the calibre of options for the successful completion of the task.

Extension/variation: After Activity 1 or 3, students may talk about the life and achievements of other Canadian, German and Hungarian musicians, as they surely know many!

As for activity 2, students can make research on what causes the five singers in the activity have supported.

Songs may carry political or social messages, serve activism and charitable causes, or call people's attention to existing problems. You can ask your students if they know song titles/ lyrics by Canadian/German/Hungarian artists, which exemplify such functions of music. Students can present

these songs and the corresponding lyrics in class within the framework of a project. They can also vote on a song whose lyrics they want to study in class, and/or you can turn the lyrics into a listening gap-fill activity.

Key

Activity 1

Madeleine Allakariallak (C), Daniel Bélanger (C), Michael Bubl  (C), Charlie (H), Demj n Ferenc (H), Fresh I. E. (C), B. B. Gabor (C), David Garrett (G), Delhusa Gjohn (H) Herbert Gr nemeyer (G), Bill Kaulitz (C), Diana Krall (C), k. d. lang (C), Mary-Jane Lamond (C), F lix Leclerc (C), Udo Lindenberg (G), Rita MacNeil (C), Melissa auf der Maur (C), Loreena McKennitt (C), Mitsou (C), Nena (G) Raffi (C), Sebesty n M rta (H), Sarah Slean (C), Margo Timmins (C), Shari Ulrich(C), Rufus Wainwright (C), Nikki Yanowsky (C) Neil Young (C), Zor n (H)

Activity 2

Susan Aglukark – An Inuk musician who blends traditional Inuit music with pop and country. She is a board member of the Artic Children and Youth Foundation aiming at equal opportunities for arctic children and youth

Alanis Morissette – She ran the 2009 New York City Marathon to raise money for the Maasi Wilderness Conservation Trust.

C line Dion – She has been supporting the Canadian Cystic Fibrosis Foundation since 1993.

Avril Lavigne – Sang a cover of "Knockin' on Heaven's Door" for War Child's *Peace Songs* compilation.

Activity 3

A

Bryan Adams **is** a Canadian rock singer, songwriter guitarist, producer, and photographer. Adams **was awarded** the Order of Canada and the Order of British Columbia for his contribution to popular music and philanthropic work that **is dedicated** to his foundation. "The Bryan Adams Foundation", which **aims** to advance education and learning opportunities for children and young people worldwide, **believing** that an education is the best gift that a child **can be given**. The

Foundation's area of support **is** broad and far-reaching, **enabling grants to be given** for projects supporting the elderly, victims of war and natural disasters, and those suffering from mental or physical illness. The foundation is completely funded by his photographic activities. On 1 May 2010 Adams **was given** the Governor General's Performing Arts Award for his 30 years of contributions to the arts.

B

Peter Maffay is a still active German singer and songwriter, who **started** his music career as early as 1969. He is still active; his latest album **came out** in 2010 with the title *Tattoos*. He **is known** for his political messages composed into his song lyrics. As a peace activist, he **held** a concert for German ISAF troops in Afghanistan in 2005. Maffay is also a charitable artist: he **has donated** money towards organisations helping traumatised and abused children, and **set up** his own farm for traumatised children in Majorca, Spain. His efforts **have been** internationally **recognised**:

C

Akosh's career **started** 22 years ago. Since then he **has recorded** 24 Hungarian albums and **has released** six English EPs. Accumulated sales of his albums **are** close to one million copies in a nation of 10 million. He is a sophisticated frontman: in the span of over 20 tours he **played** more than 250 full-time concerts all over the country and abroad. He **has won** many music industry awards, among them the prestigious Huszka Jenő Prize by Artisjus, the Otto Award by the internationally **acclaimed** Bravo Magazine and seven Hungarian Grammys (Golden Giraffe) to date. Akosh's poetry is widely known: he **has published** five books and even a spoken word album of his poems. He also **composed** theatre music for a Bertold Brecht play in 1995 and a soundtrack for the House of Terror. Moreover, he **has contributed** to the reforming of Artisjus as a member of its board.

(Artisjus: Society Artisjus Hungarian Bureau for the Protection of Authors' Rights)

Extra Activity:

Susan Aglukark: conflict resolution, literacy and numeracy, technological capacity, suicide and substance abuse prevention, representation of interests, arctic-based curricula, reduction of smoking

Alanis Morissette: victims of abuse, helping children, disaster relief, Fair Trade, health, human rights, poverty, women

Celine Dion: AIDS, helping children, disaster relief, family/parent support, grief support, health, peace, poverty

(Some concrete examples: Angels' Place, Artists Against Racism, Canadian Cystic Fibrosis Foundation, Charity Projects Entertainment Fund, David Foster Foundation, EB Medical Research Foundation, Treatment Action Campaign, War Child)

Avril Lavigne: raise money for youth infected with HIV, Music Clearing Minefields, Amnesty International, MusiCares, at risk and disadvantaged youths, poverty and unemployment related charity

Shania Twain: at risk/disadvantaged youth and children

Sources

Susan Aglukark:

http://en.wikipedia.org/wiki/Susan_Aglukark

<http://acyf.ca>

Avril Lavigne:

<http://www.looktothestars.org/celebrity/16-avril-lavigne>

http://en.wikipedia.org/wiki/Avril_Lavigne

Celine Dion:

<http://www.flixster.com/actor/celine-dion/celine-dion-celinedion>

<http://www.looktothestars.org/celebrity/148-celine-dion#ixzz1Ak1wIhfX>

<http://www.angelfire.com/pop/divacelinedion/Supports.html>

http://en.wikipedia.org/wiki/Celine_Dion

Shania Twain:

<http://www.looktothestars.org/celebrity/2013-shania-twain#ixzz1Ak2HPz3l>

http://en.wikipedia.org/wiki/Shania_Twain

Shania Kids Can: <http://www.shaniatwain.com/shaniakidscan.html>

Bryan Adams:

http://en.wikipedia.org/wiki/Bryan_Adams

http://www.openmusic.ru/articles-respond-recenses/0487-bryan_adams/0487-bryan_adams_02.jpg

Peter Maffay:

<http://www.maffay.de/biografie>

http://www.whoswho.de/templ/te_bio.php?PID=704&RID=1

http://en.wikipedia.org/wiki/Peter_Maffay

Akosh:

<http://www.akos.hu>

Source of information for the extra activity: <http://www.looktothestars.org>

Further Information

Some information on the Canadian artists lesser known in Germany and Hungary:

Madeleine Allakariallak – Inuit throat singer

Melissa auf der Maur – Rock guitarist of the Smashing Pumpkins

Fresh I. E. – Christian rapper

B. B. Gabor – Hungarian-born new wave artist

k. d. lang –country punk and diva

Mary-Jane Lamond – Gaelic singer

Rita MacNeil – Country and folk singer

Margo Timmin – Singer of Cowboy Junkies

Shari Ulrich – Folk-rock singer and songwriter

Rufus Wainwright – Folk/pop singer

Nikki Yanowski – jazz-pop singer

More information on Canadian musicians:

<http://www.canadiancontent.net/people/music/>

<http://particle.physics.ucdavis.edu/Canadians/musicians.html>

http://en.wikipedia.org/wiki/List_of_Canadian_musicians

More information on German musicians/ bands:

<http://about-germany.org/music/music2.php>

Popular German musicians:

David Garret

<http://www.david-garrett.info/>

tokio hotel

<http://www.tokiohotel.com/us/#home/>

http://en.wikipedia.org/wiki/Tokio_Hotel

<http://www.fan-lexikon.de/musik/tokio-hotel/>

Herbert Grönemeyer

<http://www.groenemeyer.de/wp/>

http://en.wikipedia.org/wiki/Herbert_Gr%C3%B6nemeyer

Silbermond

<http://www.silbermond.de/index2.php#/band/photos/>

<http://en.wikipedia.org/wiki/Silbermond>

Sarah Connor

<http://www.sarah-connor.com/>

http://en.wikipedia.org/wiki/Sarah_Connor_%28singer%29

<http://www.fan-lexikon.de/musik/sarah-connor/>

Udo Lindenberg

http://de.wikipedia.org/wiki/Udo_Lindenberg

<http://www.udo-lindenberg.de/startseite.52415.htm>

More information on Hungarian musicians and bands:

<http://rock.lap.hu>

6. Sports

Description

Level: intermediate (B1-2)

Time: 30 min.

Skills: reading, speaking

Activity: The worksheet covers the history of Canada's two official national sports, the vocabulary of winter sports, the Winter Paralympic Games of 2010, and information on two exceptional Canadian athletes, Terry Fox and Rick Hansen.

Preparation: Photocopy the worksheet. Have as many copies as there are students in your class.

Procedure: Give the handout to your students and ask them to do Activity 1 individually. Make sure students answer in full sentences. Check the activity together.

Before doing Activity 2, give students a few minutes and ask them to collect winter sports words. Let them write the names of these sports on the board and ask the class if the words are spelt correctly. Do the matching in pairs and let students discuss if they have tried any of these sports, whether they have a favourite one, etc. As a follow-up, students should study the 2010 Vancouver Winter Olympics charts, and see how many medals Canadian/ German/ Hungarian competitors won, which was the most successful sport for the three nations, or who were the best performing athletes of the three countries. (With students who need more encouragement for expressing themselves, you may write simple model sentences on the board such as *Canada won more medals than Germany. The country with the highest number of medals was ...*.)

Activity 3 can be done individually or as pair work. Make sure students understand all items in the vocabulary box before they do the activity. Students can peer check the activity (i.e. pairs switch worksheets). You may also want to spend some time explaining the paralympic emblem "man becomes a mountain" and the motto "with glowing hearts".

Activity 4: Students work in pairs. Student A reads the text on Terry Fox, Student B reads the text on Rick Hansen. They may make short, sketchy notes. Once they have read their text, they should share as many pieces of information on their text as they can remember from the sketch.

Variation/ extension:

Activity 1: With more advanced students, you can arrange a for & against type of debate in pairs or as a class. One person/ group will defend hockey, the other lacrosse. It is useful to give some preparation time to collect arguments before the debate starts.

Activity 2: As for the follow-up research, you may ask each student in your group to pick one of the 15 Olympic winter sports, check the 2010 Vancouver results for the three nations, and write a paragraph on their findings. (If you have more than 15 students in your group, you may allow some students to pair up.)

You can also divide students into groups of three and ask them to look into the results of one particular Winter Olympic Games (they can choose which one), and compare how well the three countries did there. Students can present their findings orally or in a short paragraph/ composition.

German students can also look into the Winter Olympics of 1936, which were held in Germany (see the further information section for web-sites).

Activity 3: A useful extension to ask students to choose one Canadian/ German/ Hungarian paralympic competitor and write a short biographical entry on him/her. The extra task sheet below can be distributed to facilitate students' research:

Vancouver 2010 -- Paralympic Competitors' Biography

Now choose a paralympic competitor from Canada, Germany or Hungary, and write a few sentences about him/ her by answering the following questions:

- 1. What sport was he/ she competing in?*
- 2. Was this his/her first paralympic game?*
- 3. sports history*
- 4. results so far*
- 5. How did he/she become physically disabled?*

Activity 4: If your students are not so keen on sharing information independently, you can distribute the following question cards based on which Student A has to interview Student B and vice versa.

Student A: Terry Fox question card

1. What sports did he do?
2. What kind of cancer, and, as a result, what kind of disability did he have?
3. What did he decide to do?
4. How successful was he in realising his plans?
5. What is his legacy?

Student B: Rick Hansen question card

1. What injury did he suffer and what were the consequences?
2. What university degree did he earn?
3. What did he decide to do?
4. How successful was he in realising his plans?
5. What does his foundation do?

Key

Activity 1

1. Canada's official sport is lacrosse.
2. The sport invented by aboriginal people.
3. You can play it all year in all seasons.
4. It became the official sport on May 12, 1994, with the passing of bill C-212.

Activity 2

First row, from left to right: **ice hockey, bobsleigh, skeleton, luge, biathlon**

Second row, from left to right: **curling, alpine skiing, figure skating, short track speed skating, ski jumping**

Third row, from left to right: **snowboard, speed skating, cross-country skiing, freestyle skiing, nordic combined**

Activity 3

1. 44 nations **participated** in the games with 506 athletes, among them 55 from Canada, 20 from Germany, 2 from Hungary.
2. The opening **ceremony** had the **theme** “one inspires many”.
3. The athletes **competed** in 5 sports: alpine skiing, biathlon, cross-country skiing, sledge hockey, wheelchair curling
4. Canada **hosted** a Paralympics for the second time in 2010 as the summer Paralympics of 1976 were **held** in Toronto.
5. The official **mascot** of the games was the Sumi, a creature with thunderbird wings and bear legs
6. The Canadian Lauren Woolstencroft and the German Verena Bentele hold the gold medal **record** for the 2010 Winter Paralympic Games with five golds each.

Sources

http://en.wikipedia.org/wiki/Sport_in_Canada

<http://www.olympic.org/vancouver-2010-winter-olympics>

<http://www.squidoo.com/sunygraphics>

http://www.paralympic.org/Paralympic_Games/Past_Games/Vancouver_2010/index.html

Source Hayes, Derek. An Illustrated History of Canada. Toronto: Douglas & McIntyre, 2004 p. 272

http://en.wikipedia.org/wiki/File:Canadian_Paralympian_Rick_Hansen_%28August_2008%29.jpg

<http://en.wikipedia.org/wiki/File:TerryFoxToronto19800712.JPG>

Further Information

http://en.wikipedia.org/wiki/Canada_at_the_Winter_Olympics

http://en.wikipedia.org/wiki/Canada_at_the_2010_Winter_Olympics

http://en.wikipedia.org/wiki/Germany_at_the_Winter_Olympics

http://en.wikipedia.org/wiki/Germany_at_the_2010_Winter_Olympics

<http://www.olympic.org/en/content/Olympic-Games/All-Past-Olympic-Games/Winter/Garmisch-Partenkirchen-1936/>

http://en.wikipedia.org/wiki/1936_Winter_Olympics

http://en.wikipedia.org/wiki/Hungary_at_the_Winter_Olympics

http://en.wikipedia.org/wiki/hungary_at_the_2010_Winter_Olympics

<http://www.terryfox.org>

<http://www.rickhansen.com>

7. Human Rights

Description

Level: upper-intermediate, advanced (B2-C1)

Time: 45 minutes

Skills: reading, speaking

Activity: In Activity 1, students fill in the gaps in a paragraph about women's right to vote in Canada. Definitions of the missing words are given to help students find the right word.

In Activity 2, facts are stated about Canada, Germany and Hungary concerning various human rights issues. Students have to decide which of the two countries the facts concern, and then talk about the issues raised by the statements.

In Activity 3, various areas of human rights are mentioned, and students have to decide if these statements are true or false. As a follow-up, students should choose one statement and discuss its implications for life in the 21st century.

Preparation: In the case of all three Activities, distribute one copy of the worksheet to each student. It can be helpful if there is a computer in the classroom so students (or one student from each small group) can check some facts, but if that is not the case, the teacher can prepare for some of the questions that will possibly emerge, and students can do further research on the Internet at home.

Procedure:

Activity 1

Introduce the topic of human rights in general and the right of women to vote in particular. Go through the definitions given for the gaps to make sure the students understand the paragraph as a whole. Students work in pairs. If they have access to a dictionary or the Internet during the class, they can also search for information, otherwise they have to rely on their prior knowledge. Check the solutions together in class, making sure that the students understand the meaning of the words in the gaps.

Activity 2

Introduce the topic by asking students what they think some of the most serious human rights issues in Canada, Germany and Hungary are, but do not go into discussing these as yet. (If necessary, give an example or some suggestions.) Students work on their own and then check their answers with their pair before going through the answers together in class. Discuss students' experience of these facts together. (In Hungary this may be a sensitive issue, so make sure you lead the discussion wisely. You can call attention to the fact that in Canada the native population faces similar problems to those faced by the Roma in Hungary, or Turkish immigrants in Germany.)

Activity 3

Refer back to what the students have probably mentioned as human rights issues: the situation of disabled people, of women, of old people. Students work in pairs as they go through the statements and try to decide if these are true or not. If you have computers in the classroom, students can search the Internet for information, otherwise they have to rely on their prior knowledge. Check the solutions together in class. Ask students to choose one of the statements and discuss in pairs why they think that particular issue is important in the 21st century.

Extension/variation:

With Activity 1, you can ask students to do some research on the story of the Famous Five at home, as well as research on the right of women to vote in Germany and/ or Hungary. If your students are at a more advanced level, you can ask them to prepare a gap-fill of five items similar to Activity 1 on these topics.

In the case of Activity 2, you can introduce students to the history of native Canadians: you can tell them about the French-English wars and relate them to the books of Karl May and J. F. Cooper. To let students get an idea of current issues, you can use the series that appeared in the Globe and Mail dealing with the everyday life of an aboriginal schoolgirl, Crystal (<http://v1.theglobeandmail.com/series/apartheid/stories/20011105-1.html>).

Activity 3 focuses on the human rights issues people with various handicaps face. You can ask your students to do Activity 3 at home, if they are more independent and have access to the Internet, and then have a discussion in class on the significance of the accessibility of buildings and services as well as of the web in the 21st century.

Key

Activity 1

Widows and unmarried women were granted the right to vote in the (1) **municipal** elections in Ontario in 1884.

The *Military Voters Act, 1907* established that "women who are British (2) **subjects** and have close relatives in the armed forces can vote on (3) **behalf** of their male relatives, in federal elections."

The Famous Five petitioned the (4) **Supreme Court** to decide whether women were included in the definition of the word "persons" as used in the *British North America Act* (Canada's (5) **de facto** constitution at the time).

Activity 2

- Innovative crime prevention and corrections initiatives began as early as 1992. CANADA
- Roma crime is a phenomenon causing lots of conflicts. Perhaps as a result, the Roma have encountered discrimination in the labour market, in housing, segregation in hospital facilities and inferior quality of health services provided, and in education. HUNGARY
- Aboriginals make up about 19% of federal prisoners but only 3 per cent of the population. CANADA
- Military service is still compulsory limiting the freedom of movement. From July 1st 2011, military service will be organized on a voluntary basis. GERMANY

Activity 3

1. The Canadian Charter of Rights and Freedoms (1982) was the first constitution of a country to include a specific mention of physical or mental disability as a prohibited ground of discrimination.

TRUE

2. Hunting rights are part of the rights of Aboriginal Peoples in Canada and are regulated by Treaties. **TRUE**

3. With an estimated population of 1 million people, the Roma are the smallest and least socially discriminated against ethnic minority in Europe. **FALSE (with an estimated population of 10-12 million people, the Roma are the biggest ethnic minority in Europe, present in all 27 EU Member States.)**

4. There is no death penalty in Germany. But a person can be imprisoned for the rest of his/her life if he/she has committed a very serious crime and experts judge him/her to be dangerous for society. **TRUE**
5. Same-sex marriage is illegal in most Canadian provinces. **FALSE**
6. Web-4-All is a government-funded program with assistive technology (e.g. speech synthesis) internet access for disabled people and recent immigrants in Canada. **TRUE (see <http://www.itbusiness.ca/it/client/en/Home/News.asp?id=21436>)**
7. Incitement of the people is considered to be a crime in Germany. **TRUE**
8. Age discrimination and discrimination against women in the workplace is no longer an issue in Hungary. **FALSE**
9. Senior citizens have special rights in Canada. A senior citizen is a person 70 years of age or older. **FALSE (65 years or older)**
10. Canada has a Lifestyle Magazine for People with Disabilities which is entitled *DisAbilities*. **FALSE (the magazine is called Abilities).**
- 11.. Removing obstacles and so ensuring access to public services is one of the main aims of programs for disabled people in Hungary. **TRUE**
12. In Canada, the right to a healthy environment has been accepted in the form of an Environmental Bill of Rights in the Yukon, the Northwest Territories, Ontario and Quebec and is currently before the House of Commons. **TRUE (though the Bills have different names in the different provinces).**
13. In Germany, local authorities are entitled to prohibit rallies for public safety reasons. **TRUE**

Sources

<http://www.pch.gc.ca/pgm/pdp-hrp/canada/abl-eng.cfm>

<http://ec.europa.eu/social/main.jsp?catId=518&langId=en>

Further Information

Canada and human rights:

<http://www.chrc-ccdp.ca/default-eng.aspx>

<http://www.international.gc.ca/rights-droits/policy-politique.aspx>

www.pch.gc.ca/progs/pdp-hrp/canada/index_e.cfm

<http://www.unac.org/rights/actguide/canada.html>

Germany and human rights (some sights are in German):

http://www.bmj.de/cIn_093/EN/Home/home_node.html

http://en.wikipedia.org/wiki/Human_rights_in_Germany

<http://www.hrw.org/europecentral-asia/germany>

<http://de.wikipedia.org/wiki/Wahlrecht#Deutschland>

http://einestages.spiegel.de/static/topicalbumbackground/719/frauenwahlrecht_in_deutschland.html

http://www.bundestagswahl-bw.de/geschichte_des_wahlrechts.html

<http://www.wahlrecht.de/lexikon/frauenwahlrecht.html>

Hungary and human rights:

<http://www.obh.hu/allam/eng/index.htm>

<http://www.kisebbsegiombudsman.hu/index.php?lang=en>

<http://jurist.law.pitt.edu/world/hungary.htm#Human>

8. Minorities

Description

Level: pre-intermediate, intermediate (A2-B2)

Time: 20 minutes

Skills: reading, speaking

Activity: checking knowledge, discussion and using the Internet about (ethnic and religious) minorities in Canada, Germany and Hungary; comparing the three countries from the point of ethnic and religious diversity.

Preparation:

For all three Activities, print out the pages of the activity for each student or each pair of students. It can be useful if there is Internet access in the classroom.

Procedure:

In Activity 1, ask the class what the phrase “ethnic group” means. Looking at the pictures, students should try to identify which ethnic group the images represent. (Additional pictures may be brought to class to illustrate the Canadian ethnic diversity.) After that, students do the task in pairs. Check the answers as a class.

In the case of Activity 2, first discuss the instructions and then ask students to read the sentences carefully. Check the unknown words; make sure that students know what the words “minority” and “immigration” mean. Students decide individually whether the statements are true or false, then compare their answers in pairs. Ask the class why someone might want to emigrate and if they know anyone who has immigrated to Canada, Germany or Hungary.

In Activity 3, check if students know what “religious pluralism” means and if they know when the Reformation took place and what it was about. Students do the task in pairs.

In Activity 4, if you are working with an older age group, you can organize a “For and Against” discussion and/or an “interview with the Prime Minister”.

Extension/Variation:

In Activity 1, ask students to check the Internet about other ethnic groups (including Germans and Hungarians) in Canada at home. They may as well draw a pie-chart showing the percentage for each ethnic group. The concept of “multiculturalism” and what it means in the Canadian context can be introduced to older age groups.

In Activity 3, the issues of Islam and the problems connected with it in the European context can be discussed. In younger age groups, you can devise a task where you put various religious symbols (such as the cross, a menorah, star and crescent) on cards and ask students to identify the religion in which they are used.

For more advanced learners, Activity 4 can be the starting point for writing an article or an essay.

Key

Activity 1

1st English 2nd French 3rd Scottish
4th Irish 5th German 6th Italian 7th Chinese 8th North American Indian

See <http://www12.statcan.ca/census-recensement/2006/dp-pd/hlt/97-562/pages/page.cfm?Lang=E&Geo=PR&Code=01&Data=Count&Table=2&StartRec=1&Sort=3&Display=All&CSDFilter=5000>

Activity 2

- 1 ____ The largest visible minority group in Canada are South Asian. **True**
- 2 ____ Canada has the highest per-capita immigration rate in the world. **True**
- 3 ____ Canada accepts the largest number of refugees of the three countries **True**
- 4 ____ The main minority group in Hungary are the Germans. **False** (They are the Roma.)
- 5 ____ Immigrants make up 20% of the German population **False**. (They make up only 9% but further 10% state that they have some “immigration background” - *Migrationshintergrund*)
- 6 ____ The largest group of immigrants to Hungary in recent years has been the Chinese. **True**

Activity 3

Support for religious pluralism is an important part of **Canada's** political culture.

Protestantism is dominant in Northern **Germany** while Catholicism is more prevalent in the southern and western parts of the country.

In **Canada**, there are many immigrants from India who practise the Sikh religion.

Hungary's first king, Saint Stephen I, took up Western Christianity.

Islam is the largest non-Christian religion in **Canada and Germany**.

Despite the strong influence of the Reformation, by the 17th century **Hungary** had become predominantly Catholic.

The public funding of religious schools has been a controversial issue between **Canada** and the United Nations.

Germany has approximately 2 million Turkish immigrants, most of whom are of Muslim faith.

More and more people are interested in the religion of the original inhabitants of the country in **Canada**.

Sources

Canada:

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<http://www.cbc.ca/canada/story/2010/03/09/statscan-minority.html>

Germany:

<http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Navigation/Statistiken/Bevoelkerung/MigrationIntegration/MigrationIntegration.psml>

http://www.welt.de/politik/article3813806/Einwanderung-Wer-klug-ist-meidet-Deutschland.html#modal_link_820219

Hungary:

<https://orszaginfor.magyarorszag.hu/informaciok/tarsadalom/etnikum.html>

Further Information

Activity 3 of Unit 3 (Holidays and festivals) features multicultural festivals, which can be used well with the activities in this chapter.

9. Religion

Description

Level: Intermediate, Upper-Intermediate, Advanced (B1-C1)

Time: 30 minutes

Skills: reading, speaking

Activity: Activity 1 focuses on comparing religion in Canada, Germany and Hungary. It is a reading comprehension activity needing some cultural/historical background knowledge.

Preparation: For Activity 1, it is important to have a map of Canada in the classroom. It might be a good idea to ask students to check out “Christianity in Canada” on the Internet before class. In class they will only need the worksheets, though it is helpful if they can also check information on a computer as they work on the tasks.

Procedure: Before Activity 1, look at the map of Canada and find the different provinces mentioned in the text (Manitoba, Saskatchewan, Alberta, the Maritimes, Ontario and Quebec). Make sure students understand the more difficult words (*denomination, register, decimate*). Ask students what they think ethnicity and religion might have in common. Students do the task individually and then compare the answers with their pair. First in pairs, then as a class, talk about ethnicity and religion as well as various Christian denominations and what students know about them. Try to get students to compare the popularity of the different denominations in the three countries. (E.g.: *There are more Lutherans in Germany than in Canada*)

Before you do Activity 2, ask students to brainstorm on words related to First Nations. Get them to explain each item they have collected in simple terms. Also, ask students what images they have of First Nations in general based on their readings. Give them some time to gather their thoughts. They can also make a sketch and use this towards presenting their ideas on the questions in small groups. Make sure students understand the words in the columns before they do the matching activity individually and then compare the solutions with those of their pair. Finally, discuss the solution together as a class.

As the religious groups in Activity 3 are not so well-known, the teacher needs to prepare about their history and customs and tell the students about these – make sure you include the details mentioned in the text. (For sources, see the related section below). The matching exercise can then be done as a listening comprehension task. You can also ask students to check out facts regarding the religious principles and everyday life of these groups at home and have students present these in three groups.

Extension/Variation: Students can do Activity 1 in pairs and then check the answers in groups of four. For Activity 1, you can ask students to prepare presentations on various denominations – especially the less well-known ones such as the Orthodox, the Baptists, Mennonites, the Mormons, Jehovah’s Witnesses – and what characterizes them.

As an extension, ask students to do some research on the growth of non-Christian religions in Canada, Germany and/or Hungary and to compare the number of the adherents of these religions.

As a follow-up to go with Activity 1, you could ask students to prepare further multiple-choice questions on religion in Canada, Germany and/or Hungary at home.

For Activity 2, you could ask students to bring pictures or make drawings of some of the native customs (even as practised outside Canada, e.g. by Tamás Cseh and the “Bakony Indians”.)

Another idea could be to ask students to prepare and describe their own family totem pole. For this, students should choose a totem for their family based on matching personality and animal characteristics. This is a great opportunity to practise personality-related adjectives, as well.

Activity 3 can be used to practise narrative tenses, for example in a written task. You can divide students into small groups and ask them to choose one of the religious groups mentioned in the activity, and write their story in the form of a short newspaper article. (With more advanced groups, students can try to work the information into a poem (the lines of which need not rhyme).

Key

Activity 1

TEXT A

The churches which count the highest number of followers are the Roman Catholic, the United and the **Anglican (1)** Church in Canada. An example of smaller Christian groups is **Orthodox Christianity (2)**. Greater Toronto has a significant Coptic Orthodox population. The **Ukrainian (3)** Catholic and the Ukrainian Orthodox Churches have many members in the Prairie provinces. Southern Manitoba, however, is largely settled by **Mennonites (4)**. Baptists are concentrated in the Maritimes. **Lutherans (5)** are active in the Maritimes and in the Prairie provinces. **German (6)** and Russian immigrants, Dutch Reformed and Mennonites can be found in Southwest Ontario. Alberta has a significant **Mormon (7)** minority. The number of active **Jehovah’s (8)** witnesses is over 100,000 in Canada.

- | | |
|------------------------------|------------------|
| A. Jehovah (8) | E. Mormon (7) |
| B. Anglican (1) | F. Ukrainian (3) |
| C. Mennonites (4) | G. German (6) |
| D. Orthodox Christianity (2) | H. Lutherans (5) |

TEXT B

Religion in Germany

In Germany, the **Roman Catholic** and the **Lutheran Church (EKD)** have nearly the same amount of members, about 30% of the population belong to these two denominations, each. However, the former is popular in the Southern and Western parts of the country, whereas the latter is characteristic of the north. The **Muslims** are the largest non-Christian denomination, at around 4 %. There are three more denominations with more than 300,000 members each. The order is as follows: **Greek Orthodox Church, Church of the New Apostles** and the **Romanian Orthodox Church**. Altogether, about 1.5 million people belong to an orthodox church; they mostly come from Greece, Russia, Romania, Serbia and Bulgaria. People of **Buddhist** faith follow the various orthodox churches on the list. 0.2% of the population, about 200,000 people are **Jewish**. It is significant that about 34 % of the population do not belong to any church.

TEXT C

Religion in Hungary

The majority of the population of Hungary is the 1.....**A**.....religion which accounts for about 2...**B**..... of the total population of Hungary. The Catholic religion first became established in Hungary under the reign of King Stephen who was himself crowned as a holy king by the Pope at that time. Ever since the 10th century rule of King Stephen, Hungary has been a predominantly Roman Catholic country, although there was a rise of various Protestant religious confessions during the centuries following the Renaissance. There is also a 3.....**A**.....community in Hungary, although followers of this interpretation of the Christian religion account for no more than about 4...**C**..... of the population. Followers of the Protestant religion in Hungary account for just over 20% of the population. Protestantism was first brought to Hungary during the reformation period in the 15th and 16th centuries. The largest group of Protestants in Hungary are the 5...**A**....., who account for about 16% of the population. Hungary has a long history of the

6.....**B**..... religion within its borders that spans back centuries, and has seen something of a rebirth in past decade or so. This community was largely decimated by the Nazis in WWII in 7.....**C**..... which is reflected in the fact that the number of people registered as Jewish went down from 400,000 in 1939 to 8...**A**..... today.

- | | | |
|-----------------------|---------------|-------------------|
| 1. A) Roman Catholic, | B) Protestant | C) Greek Catholic |
| 2. A) 20 % | B) 50% | C) 80% |
| 3. A) Greek Catholic | B) Baptist | C) Mormon |
| 4. A) 1%, | B) 2% | C) 3% |
| 5. A) Calvinists | B) Lutherans | C) Baptists |
| 6. A) Mormon | B) Jewish | C) Muslim |
| 7. A) Debrecen | B) Szeged | C) Budapest |
| 8. A) 80,000 | B) 20,000 | C) 40,000 |

Activity 2

1 – e 2 – d 3 – f 4 – b 5 – c 6 – a

Activity 3

1. They came from Russia and settled in the small town of Veregin, Saskatchewan at the end of the 19th century in search of religious freedom. **(D)**
2. They are Canada's best known yet least understood religious minority, an originally Protestant Anabaptist group from Switzerland who are known for their traditional values. **(M)**
3. Their communities, altogether about 20 000 people, live mostly in the Canadian prairie provinces. **(H)**
4. They trace their roots in the radical Reformation movements of the 16th century. They were originally from Tyrol but they had to move on to Moravia, Hungary, Romania and then to the US for their religious principles. As they were absolute pacifists, they did not carry arms or pay taxes. **(H)**
5. Today, British Columbia hosts their community. **(D)**
6. They got their name from Menno Simons, a Dutch leader, who led them to North America in the 1640s to escape persecution in Europe. **(M)**
7. The majority of them decided to move to Canada from Dakota in WWI because they were persecuted for not joining the US armed forces. **(H)**
8. They are mostly settled in rural Ontario. Their homes are very simply furnished, and they try to avoid the trappings of modern lifestyles. **(M)**

Sources

en.wikipedia.org/wiki/Religion_in_Canada

http://www.google.de/imgres?imgurl=http://www.remid.de/grafik/religionen-mio-2008-09-06.jpg&imgrefurl=http://www.remid.de/info_zahlen_grafik.html&usg=__hGF5Grgm868Gfor1-6V16D2GibQ=&h=308&w=500&sz=24&hl=de&start=1&zoom=1&um=1&itbs=1&tbnid=cN-HZl8pooCLFM:&tbnh=80&tbnw=130&prev=/images%3Fq%3Dreligionsgruppen%2Bin%2Bdeutshland%26um%3D1%26hl%3Dde%26client%3Dfirefox-a%26sa%3DX%26rls%3Dorg.mozilla:de:official%26tbs%3Disch:1

http://de.wikipedia.org/wiki/Religionen_in_Deutschland

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<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=U1ARTU0002343>

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0003929>

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002376>

Further Information

General information on religion in the three countries:

<http://atlas.nrcan.gc.ca/auth/english/maps/peopleandsociety/religion>

<http://www12.statcan.ca/english/census01/Products/Analytic/companion/rel/contents.cfm>

http://www.germanculture.com.ua/library/facts/bl_religion.htm

<http://www.sacred-destinations.com/germany/germany-religion.htm>

<http://www.britannica.com/EBchecked/topic/276730/Hungary/261273/Religion>

www.biblicalstudies.org.uk/pdf/rcl/17-3_209.pdf

Religious symbols:

http://www.religionfacts.com/symbols/big_gallery_of_symbols.htm

en.wikipedia.org/wiki/Religious_symbolism

Natives:

<http://www.ainc-inac.gc.ca/>

www.haidadesigns.com/culture.htm

www.native-languages.org/totem.htm

Mennonites:

<http://www.mennoniteheritagevillage.com/>

Hutterites:

<http://www.hutteriteheritage.com/>

http://www.agriculture.technomuses.ca/english/collections_research/pdf/The_Hutterites_in_Canada.pdf

Doukhobors:

<http://www.ualberta.ca/~jrak/doukhobors.htm>

Religious groups in Canada

<http://www.multiculturalcanada.ca/Encyclopedia/A-Z/d3>

10. Famous Historical Figures

Description

Level: Intermediate – Upper Intermediate (B1-B2)

Time: 45 min

Skills: reading, listening, speaking

Activity: The worksheet features interesting facts about the lives of Canadian Prime Minister Sir Wilfrid Laurier, the Frankish king, Charles the Great, and King Matthias I of Hungary, their influence on their ages and perhaps on our lives. Next, there is a section on Canadians who did a lot for the well-being of Canadians.

Preparation: the teacher should be familiar with the answers by reading at least the short summary of the lives of the three statesmen and/or some of the given sources on the Internet; the teacher should bring to class some pictures (e.g. those used in the short summaries). As for Activity 2, the teacher may want to look up a few web-sites to go together with the list of names.

Procedure: Depending on the size of the class, there should be three or six groups. Each group completes only part A, B or C of the test and receives the summary and thus the answers for the other two texts. Having completed the test, the groups write their on the board. Then, the groups with the short summary also present their solutions, and, based on the summary, they try to justify their solutions. After this, the teacher may add some more information about the three figures and show some pictures.

As for Activity 2, give students 15-20 minutes to search the web to match the names and the descriptions. They can work in pairs to accelerate the process of finding the required information. Tell them to save the web pages they have used because these will be useful for their home assignments. Check the solutions in class.

Activity 3 functions as a follow-up to go with Activity 2. Ask students to prepare a short passage on one of the politicians from the list. Upon preparing their passage, they should find some information related to the following points:

- place and time of birth
- details of schooling
- jobs taken before the person became famous
- achievements
- In what way did the person make life better in Canada?

Extension: As for Activity 1, if the teacher has time, he/she may look for details about the relationship between Canada and Great Britain in Laurier's days, some details of the battles Charles the Great fought, and some legends in connection with King Matthias.

Activity 2 can be turned into project work on famous Canadian politicians. Students should form groups of three or four and prepare a poster on the detailed career of the politician of their choice. Then, within the framework of a series of group presentations of 10 minutes, they should present their most important findings.

Alternatively, students may want to do some Internet research on the history of women's rights in their country, famous women or minority politicians in the three countries, or on people who contributed significantly to the well-being of their country. (These topics link the unit well to unit 7 (Human rights))

With more advanced groups you can also discuss the issue what makes a good statesman or politician.

Key

Activity 1

Sir Wilfrid Laurier

1/b, 2/b, 3/a, 4/c, 5/c, 6/c

Charles the Great (Charlemagne)

1/b, 2/c, 3/a, 4/b, 5/a, 6/c

King Matthias

1/b, 2/a, 3/c, 4/b, 5/c, 6/a

Activity 2

1.) Willy Adams
2.) Pierre Elliot Trudeau
3.) Jeanne Sauvé
4.) Bertha Wilson
5.) William Lyon Mackenzie King
6.) Tommy Douglas
7.) John Thompson
8.) Agnes Macphail
9.) Nellie McClung
10.) Emily Murphy
11.) John Diefenbaker
12.) Ellen Fairclough

Sources

Sir Wilfrid Laurier

<http://canadaonline.about.com/cs/primeminister/p/pmlaurier.htm>

http://en.wikipedia.org/wiki/Sir_Wilfrid_Laurier

<http://www.parliamenthill.gc.ca/histoire-history/terrains-grounds/statues-eng.html>

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004558>

http://commons.wikimedia.org/wiki/File:Wilfred_Laurier_statue.jpg

Charles the Great (Charlemagne)

http://www.oppisworld.de/zeit/biograf/karl_dgr.html

http://www.planet-wissen.de/politik_geschichte/mittelalter/karl_der_grosse/index.jsp

<http://www.ibl.uni-bremen.de/lehre/lui/user/ag20/>

http://en.wikipedia.org/wiki/File:Karl_der_gro%C3%9Fe.jpg

King Matthias I

<http://www.angelfire.com/ks/tepelus/index.html>

<http://www.iearn.hu/balkans/bpeople/matyas.htm>

http://en.wikipedia.org/wiki/Matthias_Corvinus_of_Hungary

http://hu.wikipedia.org/wiki/M%C3%A1ty%C3%A1s_kir%C3%A1ly (in Hungarian)

Száray, Miklós. *Történelem II.* Nemzeti Tankönyvkiadó, Budapest. (in Hungarian)

http://en.wikipedia.org/wiki/File:Matthias_Corvinus.jpg

Canadian politicians for the well-being of Canadians

Hayes, Derek. *An Illustrated History of Canada.* Toronto: Douglas & McIntyre, 2004 pp. 223-277.

Further Information

The information presented here is based on the above websites on Sir Wilfrid Laurier, Charlemagne and King Matthias I.

1./a Sir Wilfrid Laurier

Sir Wilfrid Laurier was born in Saint- Lin- Laurentides, Quebec, on 20 November 1841. He became Prime Minister in 1896 leading the Liberal Party to victory. He was the first francophone Canadian PM is thought to be by many one of the greatest Canadian statesmen. He was working for individual liberty and freedom, a decentralized federation and a compromise between the French and English population of Canada. Sir Wilfrid also argued for an autonomous Canada within the British Empire.

He was member of the House of Commons for 45 years, which is an all- time record in Canada. Laurier is the fourth longest serving PM with his 15-year tenure.

As mentioned earlier, he was the leader of the Liberal Party and he was able to build a base in Quebec, which was until then always conservative due to the fact that the Catholic Church had great influence there.

In 1905 Saskatchewan and Alberta joined the Confederation, a fact of which Laurier is also praised. His political defeat in 1911 was rooted in his effort to compromise between the demands of England, and the different demands of the English and French population of Canada.

However, his influence on politics showed in the following elections, for in the 1917 elections Quebec voted overwhelmingly to support the Liberals. With one exception, the Liberal Party dominated federal politics in Quebec until the mid 1980s.

Sir Wilfrid Laurier died on 17 February 1919 and was buried in Notre Dame Cemetery, Ottawa, Ontario.

Many sites and landmarks were named after Laurier, including many avenues, streets, a mountain in British Columbia (Mount Sir Wilfrid Laurier), and a Montreal Metro station. He is depicted on the 5 dollar bill (see picture below).

1/b Charles the Great (Charlemagne)

Charles the Great (Charlemagne) is regarded as the founding father of both the French and the German monarchy. It was he who expanded the Frankish Kingdom into an empire; later, with the help of the Pope (Leo III) he was also crowned Emperor of the Holy Roman Empire. He fought many victorious battles, among others against the Spanish, the Saxons, the Avars and different Slavic people groups. Even though his nation was the largest of the time and consisted of many different peoples, he allowed each group to keep their own laws in their territory.

His conquests and administrative reforms had a huge influence on Western Europe and the Middle Ages. He was a protector of the papacy, but was never in total submission to the Catholic Church; he was a man who always went his own way. He was a great patron of all kinds of learning; during his reign, several monastic schools were set up and many manuscripts copied; that is why his age is designated as the “Carolingian Renaissance”.

His family was very important to Charles; he was married a total of five times, and he tried to always keep his family around him, taking his sons along with him on different campaigns from time to time.

Although after his death the great Empire soon fell into pieces, Charles the Great deserves to be called “Great” as his legacy has shaped our continent in ways that have implications for us today.

1/c. Answers and some other facts about King Matthias’ reign:

King Matthias I was elected king on the ice of the River Danube in 1458 by the Hungarian noblemen for Matthias Corvinus (also Matthias Hunyadi) was only 15 years old then and the nobles thought that they would have no trouble directing the policies of the young king. To their surprise, the young king soon proved to be a strong- minded, individual and wise king.

His name, Corvinus, means ‘raven’ in Latin, which comes from his family’s coat of arms, in which a raven can be seen with a golden ring in its beak.

King Matthias I had a 163.000 strong army of mercenaries, called the King’s Black Army of Hungary, whose leader was Pál Kinizsi. They got their name from the black armour they were wearing when going to a battle. They helped to keep off the Ottomans and the Venetians from the south, the Habsburgs from the west and the Polish from the north. However, King Matthias I also used his army to expand the kingdom, in which he was rather successful, as his titles and the map below show. His titles were: King of Hungary, Bohemia, Dalmatia, Croatia, Rama, Serbia, Lodomeria, Cumania and Bulgaria, Prince of Silesia and Luxembourg, Margrave of Moravia and Lusatia.

King Matthias I was also a fairly learned king and supported culture immensely. His court became a widely known renaissance court with artists from Italy, Hungary, etc. His renaissance palace in Visegrád (some 30 miles to the north from Buda along the Danube) is now reconstructed and can be visited (see 2nd picture). His library in Buda (Bibliotheca Corviniana) was the second largest in Europe, just behind the Vatican’s library, with some 2000- 2500 books. Matthias could also speak in 5 languages apart from Hungarian: Latin, German, Italian, Romanian and Czech.

In Hungarian folklore he is often referred to as ‘Matthias, the Just’. The reason behind this is that according to some legends, he oftentimes disguised himself as a poor man and roamed the country in order to get to know the common people and their troubles with the landlords and nobles and he always made justice. There is a Hungarian saying in connection with these legends which says: ‘Matthias is dead, justice is gone’ (Meghalt Mátyás, oda az igazság).

The face of King Matthias I can be seen on the 1.000 forint note.



Sir Wilfrid Laurier on the 5 dollar bill

Source:

http://en.wikipedia.org/wiki/File:Canadian5_bill.jpg



Sir Wilfrid Laurier

Source:

http://en.wikipedia.org/wiki/File:Sir_Wilfrid_Laurier_-_Bain.jpg



The Hercules Well in the palace of King Matthias I in Visegrád

Source: <http://en.wikipedia.org/wiki/File:Visegrad102.jpg>



The 1.000 forint note with the face of King Matthias I on it

Source: http://en.wikipedia.org/wiki/File:HUF_1000_1998_obverse.jpg

Further information

<http://www.canadahistory.com/>

http://canadachannel.ca/HCO/index.php/Welcome_to_the_History_of_Canada_Online

<http://www.histori.ca/default.do?page=.index>

<http://www.thecanadianencyclopedia.com>

For more advanced students:

<http://www4.hrsdc.gc.ca/h.4m.2@-eng.jsp> (click on the individual indicators on the left)

<http://www.ciw.ca/en/Home.aspx>

11. Inventions

Description

Level: pre-intermediate (A2).

Time: 2 x 45 minutes.

Skills: reading, writing, speaking.

Activity: In Activity 1, students match the inventors in column A, their inventions in column B and the year of invention in column C. (Hint: the year of invention can be revealing in terms of the nature of the invention. Remind students to refer to their studies in connection with technical development, etc.)

In Activity 2, students rank the inventions according to their importance in their own lives and compare their list with that of their fellow students. They try to convince each other of their order. Finally, they produce a list reflecting the priorities of both students.

In Activity 3, students compare their list of German and Hungarian inventors they have compiled at home or in the computer laboratory.

Activity 4 is a gap-fill helping students to brush up on Simple Past verb forms. The activity also helps students practice the lexis connected to inventions and inventors' biographies. Based on the text presented, students construct their own text about inventors in Activity 5.

Preparation: In the case of Activity 1, distribute one copy of the worksheet to each student. Prior to the class, hand out the list of names to your students so that they can do some investigation at home or in the school computer laboratory into who the inventors are.

No special preparation is needed for Activity 2, students can put down their priority list in their regular exercise book.

Students need to compile data on German and Hungarian inventors and their inventions for Activity 3. This can be assigned as homework, or it can be done in class. In the latter case, make sure you set the time limit (20 minutes) for the data search.

As for Activity 4, a copy of the task sheet should be handed out to each and every student.

For Activity 5, students will need to do a bit of home research on the inventor of their choice. Hand out the set of questions detailed in the *procedure* section to help students compose their text.

Procedure:

Activity 1

Students work in pairs. If they have access to the Internet during the class, they can also search for information, otherwise they have to rely on their prior knowledge. Check the solutions together in class.

Activity 2

Students put together their priority list individually. Then, they compare the lists in pairs justifying why they think their choice is better than that of their peer. They have to come up with a common list, and these common lists will be compared in class.

Activity 3

Students are divided into two large groups: one investigates into German, the other into Hungarian inventions and their inventors. Students are first given a set time to compile data (either at home or in the computer laboratory). Then they are divided into pairs and each pair presents their findings in a few sentences, such as “We found that ... / We have learnt that ... / We gathered that ...”

Activity 4

Students work individually. A time limit should be set, and answers should be checked together in class.

Activity 5

Hand out the following questions to help students compose their texts:

1. When was the inventor born?
2. Did he/she stay at the same place throughout his/her life? Did he/she move anywhere or did he/she make any important journeys?
3. How did he/she invent what he/she is famous for?
4. How did his/her invention help people?
5. How successful was the invention? / Did people like the invention?
6. Did the invention have any afterlife (e.g. something else named after it, or new, more modern versions of the invention, etc.)?

Allow students enough time to complete their pieces and also encourage them to present any additional information they have come across. If they want to complete their texts at home, this should also be made possible. Once this has been done, have them present their pieces in class.

Extension/variation: You can ask your students to do Activity 1 at home, if they are more independent and they have access to the Internet. They can also collect some additional information on the inventors to be share with their peers in small groups. (They might use e.g. the following

introductory phrases: Did you know that ...? / I also know that... / I found an interesting fact about, etc.)

Activity 2 can be turned into a class debate. In this case, write all the inventions on the board and when the group rules one out based on some justification accepted by the whole group, erase the item. Also, if your students are at a higher level than pre-intermediate in their English, you may want to put these inventions on cards and ask each student to pick one. Then they will have to “defend” their invention to be the last one to be ruled out and convince the other students why the given item is much more important than they believe. (Depending on the number of students in your class, you may want to add some inventions such as the **electric car heater** (Thomas Ahearn 1890), the electric light bulb (Henry Woodward 1874), the **polyethylene garbage bag** (Harry Wasylyk 1950), **instant mashed potatoes** (Edward A. Asselbergs), the **railway car break** (George B. Dorey 1913), or the **walkie-talkie** (Donald L. Hings 1942). If there are fewer than twelve students in your class, take out a few cards (e.g. Java script).

Activity 3 presents a good opportunity for active-passive transformations. (E.g. “X invented Y in 1890 → Y was invented in 1890 by Y”). A question for further investigation could be “Do you know of any Canadian/German/Hungarian women/minority inventors?”

Activity 4 can be used as an in-class contest. To make the task more challenging, the verbs in brackets may be erased from the text.

In Activity 5, once students have composed their own texts, divide them into groups of three and give them the following chart:

	<i>Invention 1</i>	<i>Invention 2</i>
<i>Question 1</i>		
<i>Question 2</i>		
<i>Question 3</i>		
<i>Question 4</i>		
<i>Question 5</i>		
<i>Question 6</i>		

Students should fill this chart in by interviewing those who are in their group of three.

Key

Activity 1

Inventor (A)	Invention (B)	Year of Invention (C)
1. James Naismith	Basketball	1891
2. John A. McLaughlin	Canada Dry ginger ale	1907
3. Roland Galarneau	Electronic Braille version	1972
4. James Gosling	Java script	1994
5. Grahame Ferguson, Roman Kroitor, Robert Kerr	IMAX	1968
6. Abraham Gesner	Kerosene	1846
7. Hugh LeCaine	Synthesizer	1945
8. Reginald A. Fessenden	Radio-transmitted voice	1904
9. Joseph Armand Bombardier	Snowmobile	1958
10. Alexander Graham Bell	Telephone	1876
11. Gideon Sundback	Zipper	1913
12. Chris Hanes and Scott Abbott	Trivial Pursuit board game	1979

Activity 3

Suggested German inventions: airbag, aspirin, automobile, bacteriology, chip-card, Christmas tree, Haribo gummy bears, helicopter, nuclear fission, record player, scanner, tape-recorder, television, toothpaste

Suggested Hungarian inventions: carburetor, ballpoint pen, transformer, torsion balance, holography, matches, two-lens systems, telephonograph (predecessor of wired radio), Rubik's cube

Activity 4

John McIntosh **was** born in the Mohawk River valley in 1777. He **was** a farmer. He **moved** to Dundela in 1811, where he **cleared** the forest to make land for farming. He **found** some apple trees on the land. There **were** about 30 of them. He **decided** to transplant some of them.

In 1835 his son, Allan **learnt** how to graft and the family **began** to produce apples at a large scale. They **produced** the popular Granny and later the McIntosh kind, which **made** a delicious dessert! In the 20th century, McIntosh also **became** the namesake of the computer models developed by Apple Inc.

Sources

Activity 1

Marsh, James H., ed. *The Canadian Encyclopedia*. Toronto: McClelland & Stewart, 2000. p. 1188

Activity 4

Marsh, James H., ed. *The Canadian Encyclopedia*. Toronto: McClelland & Stewart, 2000. p. 1393

Further Information

Activity 1

For more inventions, see http://inventors.about.com/od/cstartinventions/a/Canadian_2.htm.

Activity 3

More German inventions can be found at: <http://germanoriginality.com/madein/inventions.php>

More Hungarian inventions can be found at: <http://www.skyex.com/inventors/eng/indexregi.htm>

Activity 5

An Internet source that may be useful for this activity is *The Canadian Encyclopedia On-line*, available at <http://www.thecanadianencyclopedia.com>.

12. Brands

Description

Level: pre-intermediate, intermediate and up (A2-C1).

Time: 2x 45 minutes altogether.

Skills: reading, writing, speaking.

Activity: In Activity 1, students will place Canadian, German and Hungarian brands in a grid.

Conducting their own Internet research, students will collect some more famous brands from the three target countries in Activity 2.

In Activity 3, students will match the Canadian brand with the name of the product or service it represents.

Activity 4, featuring the Hudson's Bay Company, is a gap-fill, where students will have to supply the missing prepositions, decide whether the statements are true or false, and, having checked their answers with the teacher, order the corrected sentences to get a meaningful text.

Activity 5 is a discussion on students and their families' own brand habits. The task also focuses on the more general question of how important brands are in people's life.

Preparation: Before you start working on this worksheet, clarify what a brand is, and mention that it can be named after a person, a company or a product.

As for Activities 1 and 2, ask your students to search the web for Canadian, German and Hungarian brands prior to the class and collect their own lists. A copy of the worksheet will be needed for each pair of students.

For Activity 3, you will need a copy of the worksheet for each pair of students while for Activity 4 each student will need a copy of the task.

Students will need blank sheets of paper for their discussion notes in Activity 5.

Procedure: In Activities 1 and 2, divide your students into pairs and give them a copy of the worksheet. Tell them that they can use the notes they have made on the different brands at home. (Hint: some of the names may also be revealing as for the language, i.e. the country of origin of the brand.) Check Activity 1 in class together, and have students write the extra items of their collection onto the board pair by pair.

In Activity 3, students work in pairs, and they have to match the product/ service with the brand name. They can use the Internet, if there is on-line access in class. A time limit of 10-15 minutes should be set. If students have done some research at home prior to the class, chances are high that

they will be able to put together the solutions in 10 minutes so set the time limit accordingly. Check the solutions in class.

It is also worth discussing with the students what they think the object in the picture at the bottom of the page is used for. (Solution: It holds your skates!)

In Activity 4, students work individually guessing the prepositions. Each correctly guessed preposition is worth a point. Students switch task sheets for checking. If they find a mistake in their peer's sheet, they will have to indicate the correct solution. Compare scores at the end of the activity. Have students do the T/F activity in pairs, as a guessing game, and provide the correct information to the class as some sentences printed contain false information. Establishing the correct order of sentences should also be done in pairs. (Hint: time reference markers in the text can be helpful in establishing the correct order of sentences.) Students write numbers in the square brackets printed before the sentences; the first sentence in the paragraph will be marked with number [1], the second with number [2], and so on.

Divide students into groups of four for Activity 5. First, they make their shopping priority list individually, then they compare these within their small group explaining each concern. To facilitate this, write the following model sentences on the board: "*For me, the most important thing is ... because ...*", "*The second most important thing is ... since ...*", "*The least important thing is ... as ...*" While students are explaining the factors affecting their shopping in groups, visit every group, collect the factors they have listed and put each new factor on the board.

Next, ask each group whether the word *brand* as such features on their lists, and if yes, how important that is and why. In addition, ask groups to collect what brands they use, and which of these are domestic and foreign.

Extension/Variation: Activity 2 can be turned into a contest. Allow students to use the collection of brands they have made at home. The winner is the pair who can come up with the highest number of brands.

With more communicative groups, Activity 3 can have the following variation. Cut up the key section of Activity 3 into 10 slips and give one to each pair of students. Along with this, distribute the following sheet:

Your teacher will give you a slip with a famous Canadian brand and some explanation. You are going to play "Call it my Bluff" using the slip you have been given. Now create two similar explanations and write them down on the lines below.

A: _____

B: _____

Give students a few minutes to create their two false versions of what the given brand is connected to. Then, taking turns, students read out the one true and the two false definitions, while the other students guess the correct version (i.e. “Call it my Bluff” game). For each correctly guessed version, each pair can score a point. The pair who has the highest score at the end of the game wins.

Also, if your students seem interested and motivated to do this task, you may ask them to produce the German/ Hungarian version of the chart by erasing the Canadian brand names in the first column, and altering a few of the brand categories in the second column.

As a variation to go with Activity 4, you may want to allow students to download the four HBC history files from the following web-site: <http://www.hbc.com/hbcheritage/learning/ebooks/>. (Pages 6, 12, 30 and 31 of the *Adventures* booklet, found on the webpage indicated above, will be needed for students at intermediate level or up). This source contains all the necessary information for students to be able to decide whether the sentences are true or false, just as it also enables them to correct each statement on their own. (If your students are confident users of search engines, you may ask them to find all the information on their own.)

As a follow-up, you can ask your students to write a similar paragraph on any of the other brands presented in Activity 3, or to present their favourite (Canadian/ German/ Hungarian/ any) brand to the class in a few sentences. They can bring pictures or objects to illustrate their short presentation.

Activity 5 can also be turned into a class discussion, if your students are talkative and do not mind speaking in front of a “larger” audience. You can also discuss the advantages and disadvantages of purchasing brand products with those student groups whose English is at intermediate level, or up. For this, divide students into groups of 3-4, and give them some time to write down arguments for and against the purchase of brand products, then ask them to present these ideas group by group. Keep track of the sounded arguments on the board. Alternatively, students can do home research in terms of what brands they use, and work their findings into a short composition or a poster with charts and statistics (which brands are the most/least popular with the class). The discussion also presents a good opportunity to talk about shopping habits in general.

Key

Activity 1

Canadian Brand	German Brand	Hungarian Brand
Style magazine (fashion)	Bau-Max (home and DIY)	CBA (grocery)
Celine Dion (perfume)	Aldi (grocery)	MOL (oil and gas)
RBC (Royal Bank of Canada)	Siemens (electronics & communication)	Pick (salami)
Rogers (communication)	BASF (chemicals)	OTP Bank (banking)
Cirque du Soleil (performance)	Adidas (sportswear)	Richter (pharmaceutics)
IGA (grocery)	C&A (clothing)	Ganz (machinery)

Activity 2

Further Canadian brands: Eaton's (department store), Esso (oil and gas), Telus (communication), Bombardier (transport), Sears Canada (department store), Zellers (supermarket), Sobeys (grocery), Air Canada (transport), Bell Canada (communication), IMAX (films), Manulife (insurance), Sun-Life (finances), McCain Foods (food), Alimentation Couche-Tard (food), Nortel Networks (communication), CTC (Canadian Tourism Commission).

This compilation is based on the Interbrand and Canadian Brand lists 2004-2010.

Other noted Canadian brands are NFB (National Film Board – mostly documentaries), CBC (Canadian Broadcasting Corporation).

Further German brands: Braun (electronics), Volkswagen (cars), Bertelsmann (media), Puma (sportswear), T-Mobile (telecommunication), Wella (hair products), Bayer (pharmaceutics), Nivea (cosmetics), Levi Strauss (jeans), Grundig (electronics), Blaupunkt (electronics), Miele (household electronics), Knorr (foods), Tschibo (coffee), Jacobs (coffee), Henkel (detergent), VARTA (batteries), Lufthansa (airlines), ThyssenKrupp (elevators and escalators), Holcim (building materials), Müller (yoghurt and desserts), Haribo (gummy bears), Ritter Sport (chocolate), Faber-Castell (stationary), Herlitz (stationary)

This collection is based on the following sources: <http://germanoriginality.com/madein/brands.php> and <http://germanoriginality.com/madein/inventions.php>

Further Hungarian brands: Hír TV (television), Gyermelyi (pasta), Sága (meat products) Pöttyös Túró Rudi (cottage-cheese filled treat with chocolate coating), Herbária (spices and herb tea), Zsolnay (porcelain), Herend (porcelain), EGIS (medication), Gyulai (sausages), Püski (publisher), Tisza (shoes), Szentkirályi (mineral water), Zalakerámia (tiles), Akadémiai Kiadó (publisher), MOFÉM (taps and fittings), Bakony (dairy products), Magyar Nemzet (daily newspaper), Népszabadság (daily newspaper), Alföldi (porcelain), Budapest Gyógyfürdői (spas), Vegyész (construction), Béres (pharmaceutics, health protection products), Borsodchem (chemistry).

This compilation is based on the Hungarian Superbrands lists 2004-2009. For more information, check <http://www.superbrands.hu>

Activity 3

BlackBerry	mobile e-mail and smartphone device
Canadian Tire	car parts, tools, outdoor equipment, home appliances
CCM	hockey equipment
Four Season Hotels	accommodation
Hudson's Bay Company	wide range of products in many departments
La Senza	clothing (sleepwear and lingerie)
Loblaws	groceries
Lululemon	activewear (sports and recreational clothing)
Rona	home and gardening
Roots	sports and lifestyle
Shoppers Drug Mart	pharmaceutical products, electronics, grocery

Activity 4

1. The company was founded more than 300 years ago. **T** -- **The company was founded in 1670.**
2. Its main income came **from** the fur trade **in** the early years. **T**
3. Most **of** its first employees were German. **F** -- **The first employees were from the north of Scotland. They worked under very harsh circumstances (cold weather, darkness, loneliness).**

4. The first modern Hudson's Bay department store opened in Toronto. – **It opened in Winnipeg in 1881.**
5. The famous *Harrods* of London provided the early 20th-century model for the department stores of the company. – **A director of the company named Sir Richard Burbridge used the knowledge gained in London on the subject of department store design.**
6. At some point, the Hudson's Bay Company also invested in oil and gas. -- **This is true for the 20th century.**
7. At present, the company gives employment to 10,000 people. – **It employs nearly 70,000 people.**
8. Apart from preserving its traditional department store profile, HBC is also concerned with direct marketing. – **It is concerned with technology and e-commerce.**

Sources

<http://www.interbrand.ca/en/Default.aspx>

<http://www.lib.uwo.ca/programs/companyinformationcanada/canadiancompanyrankings2.html>

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<http://www.ourfishbowl.com/images/surveys/BestCanadianBrands2008.pdf>

http://en.wikipedia.org/wiki/Category:Canadian_brands

<http://germanoriginality.com/madein/brands.php>

<http://germanoriginality.com/madein/inventions.php>

http://www.brandtrend.hu/hir/4672/a_legjobb_magyar_markak_listaja.html

<http://www.vg.hu/kozelet/tarsadalom/ime-a-magyarok-kedvenc-markai-332168>

<http://www.hbc.com/hbcheritage/learning/ebooks/>

Further Information

More information on brands and branding in general:

<http://www.interbrand.com>

13. A Sweet Tooth

Description

Level: pre-intermediate, intermediate (A2-B2).

Time: 60 minutes.

Skills: reading, writing, speaking, listening.

Activity: In Activity 1, students try to identify which statement belongs to which of the company producing sweets or their ingredients.

Activity 2 is a vocabulary revision-extension on sweets, and their ingredients.

Activity 3 offers free vocabulary practice.

Activity 4 is an awareness-raising activity concerning food and diet.

Preparation: Each pair of students needs a copy of the task sheet for Activity 1.

Similarly, each pair of students needs a copy of the web-site card for Activity 2.

For Activity 3, ask students to bring the text of some food commercials with them. These will be used as starting points for the ads the students will create. (These can be taken from magazines or from the Internet.)

For Activity 4, you need to pre-teach the following words: *nutrition, serving, carbohydrate, fat (saturated and trans), protein, Vitamin A, Vitamin C, calcium, iron, sugar, fibre, cholesterol, sodium.*

Photocopy the cards and the solutions in as many copies as there are students in your group.

Procedure: Ask students to work in pairs for Activity 1. Their task is to match the company with the statements printed below the grid. (Hint: two statements belong to each company and there are some further clues to help students, such as the company logo or the names of popular products, etc.)

In Activity 2, students will work in pairs again. Give them a few minutes to put down the English names of products they know the companies in question produce. Then give them the following web-page card:

Tim Horton's: <http://www.timhortons.com>

Laura Secord: <http://www.laurasecord.ca>

Dr. Oetker: <http://www.oetker.com>

Zott: <http://www.zott.de>

Szamos: <http://www.szamosmarcipan.hu>

Pöttyös: <http://www.pottyos.hu>

Students search the websites on the card for pictures of products, and complete the task sheet based on what they see in these pictures.

Using the resources the students have compiled, collect some sweets ad-related adjectives for Activity 3, such as *delicious*, *tasty* or *creamy* as well as some slogans characteristic of commercials (e.g. “*All company decisions are based on the needs and wishes of our consumers*”) in class, and put them on the board. As slogans may be difficult to understand language-wise, do spend some time discussing their meaning. Once this has been done, students work in pairs constructing their own commercials of a product offered by Tim Horton’s. They will be asked to perform their commercials during the following class.

For Activity 4, ask your students to work in pairs. Each student gets two cards: one with gaps and a solution card that answers the other student’s card. Students fill in the gapped card by asking questions from their partner, who has the solutions. The aim is to obtain all the information necessary to fill in the gaps. (If there is an odd number of students, two students will fill in card A, and one will fill in card B in one group. The two students with card A will take turns sharing their information and asking their questions.)

Extension/Variation 1: As for Activity 1, if students have access to the Internet in class, you may give them time to feed some clues into the search engine and see if they can do the matching. Alternatively, this activity can serve as homework to practice finding specific data on the web.

As for grammar, you can also ask students to underline active and passive verb forms in the sentences. Next, they should passivize the active sentences and activize the passive ones, where possible. (Where it isn’t, discuss why.)

Extension/Variation 2: The picture collecting part of Activity 2 can be done prior to the class during which the worksheet is discussed: Students can even print out the pictures or bring them on a pendrive to the computer laboratory. Alternatively, Activity 2 can be assigned as a home contest. The winner is the student who manages to collect the highest number of relevant product names.

The active-passive transformation drill works well also with Activity 2: “Tim Horton’s produces donuts.” → “Donuts are produced by Tim Horton’s.”

Extension/Variation 3: A follow-up to go with Activity 3 could be to ask students to design their posters to go together with the commercial they have put together. (This can also be done in class as project work.)

Extension/Variation 4: Activity 4 presents a good opportunity to practice nutrition related vocabulary and to make comparisons. Print out the Tim Horton nutrition guide found at <http://www.timhortons.com/ca/pdf/nutrition-guide-can.pdf> and distribute a copy to every student pair. Ask them to compare the various products on the printed information sheet by writing similar

sentences to those on cards A and B. Set a time limit, the winner will be the pair who has the highest number of grammatically and/or lexically correct sentences.

Once the students have the nutrition guide, they can fill in their cards on their own, too.

As a follow-up to Activity 4, a class discussion may also be held on students' eating habits and what constitutes healthy eating. The following question card may be helpful for such a discussion:

What do you eat for breakfast/lunch/ dinner and at what time do you usually consume these meals?
Which one is the main meal for you? Do you often snack between the main meals?
Do you eat sweets regularly? If yes, what kind?
How many cups of coffee/ litres of coke do you take in a day?
What health problems do you think can unhealthy eating cause?
Are you a frequent visitor at the dentist?
Have you ever had problems with your weight? Have you ever had your blood cholesterol level checked? Have you ever considered going on a diet? What other solutions would you choose to get rid of your extra kilos? Are you susceptible to following diet fads? Do you think that the obese are at a disadvantage/ subject to discrimination of any sort?
How do you spend a regular weekend? Do you work out regularly? If yes, what are your main motives for doing so? If no, why not? Have you ever done a sport? Were the training sessions a pleasant or a rather unpleasant experience to you? What did you like the most/ the least about taking part in these sessions?

Extension/Variation 5: Some of the above webpages have recipes. You can ask pairs of students to print one of these out at home and bring them to class. Tell them, they are the guests of a cooking show on TV, and they will have to explain what they are baking and how. They should tell the class what ingredients they use and what steps they follow preparing the food. Alternatively, you may ask every student to bring a recipe from the webpages, and, after checking that no student pair has the same recipe twice, you can ask students to share their recipes with each other introducing the food and then giving the recipe.

Extension/Variation 6: Tim Horton's has over 5000 stories in connection with the brand at <http://www.everycup.ca>. Go to this webpage and select as many stories as there are students in your group making sure that the selected items are short enough to be read in class and appropriate to your students' knowledge of English. Copy the stories on separate slips and give each student one

slip. Set a time limit and ask students to walk around in the class and share their story with as many people as they can within the time limit by retelling each other the story they have read.

Tip: On a final note, your students may want to try Tim Horton's donut sudoku at <http://www.timhortons.com/ca/en/tools/sudoku.html>.

Key

Activity 1

Tim Horton's	Laura Secord	Dr. Oetker	Zott	Szamos	Pöttyös
3	2	10	1	4	5
6	9	12	8	7	11

Tim Horton's

... also has a small outlet in Dublin Zoo, and another one on a military base in Kandahar, Afghanistan.

... is named after a Toronto Maple Leaf's hockey player.

Laura Secord

... started as a small Toronto shop in 1913, which offered hand-made chocolate.

... 's namesake is the heroine of the War of 1812, and the company currently offers more than 400 products in 130 shops.

Dr. Oetker

... was founded in 1891 by a chemist, and its first branch opened in Austria in 1908.

... 's original logo – a white head in a red background – has hardly changed, but its products keep on renewing: Shake-Shake and Choco-Choco are two of its recent novelties.

Zott

... processes 818 million litres of milk annually to make dairy products.

... started as a family-owned Bavarian country dairy in 1926.

Szamos

... mainly sold marzipan roses as instructed by a Danish pastry chef in the 1930s.

... had more than 200 employees by the mid-1990s, and it also operates a museum in Szentendre.

Pöttyös

...’s first and most popular product came out in 1968 – its original recipe took 12 years to develop.
... has red dots on its packaging, and recently it has been introduced to the Chinese market.

Activity 2

- a.) Tim Horton’s: donuts, muffins, Timbits (“donut holes”), tea biscuits, croissants, cookies, Danish pastry, cakes, bagels
- b.) Laura Secord: (hand made) chocolate, chocolate desserts, marzipan, candy, ice-cream
- c.) Dr. Oetker: baking soda, starch, gelatine, vanilla, icing, decoration for baking (baking goods), cake mixes, hot chocolate, pudding powder
- d.) Zott: yoghurts, ready-made desserts, pudding, cheese
- e.) Szamos: marzipan, marzipan chocolate
- f.) Pöttyös: roll-shaped cottage cheese dessert with chocolate coating, bon-bon, ice cream

Activity 4

Card A

A chocolate dip donut comes in a **62** gram serving.

Tim Horton’s offers three types of donuts: **yeast**, **cake** and **filled**.

The **walnut crunch** has the highest number of calories of the donuts.

The most cholesterol-rich donut is the **honey cruller**.

The **triple chocolate** cookie contains the highest amount of saturated fats.

The **strawberry-vanilla filled** donut is the most sugar-rich of the donuts.

The apple fritter is the richest in **Vitamin C** of all donuts and timbits.

Card B

A raspberry-filled timbit weighs **21** grams.

Cake timbits may come with **sour cream** or **chocolate** glazing.

The **dutchie** and the **apple fritter** have the lowest number of calories of the timbits.

The most carbohydrate-rich timbit is the **sour cream glazed cake timbit**.

The **peanut butter** cookie has the highest amount of total fat.

The **peanut butter** cookie is the richest in protein.

Timbits have a lower **calcium** content than donuts.

Sources

Tim Horton's: <http://www.timhortons.com>

Laura Secord: <http://www.laurasecord.ca>

Dr. Oetker: <http://www.oetker.com>

Zott: <http://www.zott.de>

Szamos: <http://www.szamosmarcipan.hu>

Pöttyös: <http://www.pottyos.hu>

Further Information

You may want to revise or pre-teach sweets related vocabulary before you do Activity 2. The following link can be helpful: <http://www.enchantedlearning.com/wordlist/desserts.shtml>

You can also ask students to navigate to <http://www.canadiansweets.com> to see some examples of sweets available in Canada. (As an extension to go with the activities in the unit, you may give them how they would spend a \$20 certificate in such a shop)



14. World Famous Companies

Description

Level: intermediate (B1-B2).

Time: 45-60 min.

Skills: writing, reading, speaking and listening.

Activity: Students' task is to familiarize themselves with some global Canadian, German and Hungarian companies, to learn more about their activities and to be able to speak about them in more detail.

Preparation: print out the page of the activity for each student.

Procedure

Activity 1

Students work in pairs. They match the following world famous Canadian companies with their products and the service sectors where they operate. To do this, they may need to find out more about these companies using the Internet. The following list of official web sites will provide further information and will help you guide students.

RBC Royal Bank: <http://www.rbcroyalbank.com/products/deposits/banking-accounts.html>

Bell Canada: <http://www.bell.ca/home/>

Rio Tinto Alcan: <http://www.riotintoalcan.com/>

Petro Canada: <http://www.petro-canada.ca/default.aspx>

Canadian National Railway: <http://www.cn.ca/>

McCain: <http://www.mccain.ca/Pages/default.aspx>

Bombardier Inc.: <http://www.bombardier.com>

Fairfax Financial Holdings Ltd.: <http://www.fairfax.ca/index.htm>

Onex: <http://www.onex.com/Home.aspx>

Québecor: <http://www.quebecor.com/>

(Mainly based on Forbes Magazine's The Canada 40 in 2005, which provides a list of the 40 biggest Canadian companies.)

Activity 2

Students read and listen to some information about three world famous companies from Canada, Germany and Hungary. They form groups of three and they are working with three texts. They read the text they are provided (a text with no gaps) and they give their partners the information they will ask for. They also ask their partners about the information missing from the other two texts.

Distribute each student ONE of the following cards. They will have to obtain information on the other two texts and fill in the gaps on their worksheet accordingly.

TEXT 1 Bell Canada Enterprises

Bell Canada Enterprises (BCE) is Canada's largest communications company with approximately 64,000 employees. BCE provides communication services in Canada. More precisely, it offers telephone, TV and Internet services.

Firstly, BCE operates an extensive local access network that provides local and long distance telephone services. BCE, through its high-speed technology solutions, provides its clients with access to the largest (covering over 1 million square kilometres) and quickest mobile network in Canada.

Secondly, with over 1.9 million subscribers, BCE is Canada's leading digital television provider and offers more than 500 video and audio channels.

Thirdly, BCE offers Internet access at a wide range of speeds to Canadian homes.

In its business activities, BCE also promotes environmental protection as 16.4% of its bills produced in 2009 were electronic, which saved more than 26,000 trees.

Furthermore, BCE supports the training and development of its team members as in 2009 it invested \$18 million in such activities.

TEXT 2 Siemens AG

Siemens was originally founded in 1847 under the name of “Telegraphen-Bauanstalt von Siemens & Halske” and at that time operated in the telegraph cable business.

The company has been basking in worldwide presence for over 160 years.

It has approximately 405,000 employees at 1,640 locations around the globe and maintains 176 Research & Development (R&D) facilities.

Siemens strongly builds on R&D: in 2009 it spent €3.9 billion or 5.1% of its revenue on innovation and had 7,700 new inventions in 2009 alone.

Siemens is engaged in the industry, energy and health care sectors and its product portfolio includes rail vehicles, motors, light sources, wind plants, gas turbines, and medical equipment.

Interesting facts connected to Siemens include the following. Every second computed tomography (CT) scanner used in German clinics is from Siemens. More than half of the power plants connected to Germany’s power cables use turbines and generators manufactured by Siemens.

Siemens power generation solutions help meet one-third of the US’s total energy needs every day and Siemens equipment processes 100% of the US’s mail.

TEXT 3 Richter Gedeon Nyrt.

Gedeon Richter Plc. is a Hungarian-controlled Central-Eastern European multinational pharmaceutical company and, with its manufacturing subsidiaries, it is the region's leading pharmaceutical manufacturing group.

Gedeon Richter Plc. is unique in many respects: it is the largest pharmaceutical factory in Hungary, it is over a hundred years old as it was established by pharmacist Gedeon Richter in 1901 and its market network covers five continents with its products reaching nearly one hundred countries around the world.

Among Hungarian manufacturers, and even in terms of the Central and Eastern European region as a whole, Richter is the greatest investor in research and development, with a budget of 8% of its sales revenue, or almost HUF 14 billion in 2006.

Gedeon Richter Plc. specializes in the following pharmaceutical products: gynaecological products (medicines for women), cardiovascular products (medicines for the heart and the blood vessels), medicines acting on the central nervous system, gastroenterological products (medicines for the stomach and the bowels), over the counter medicines (products available without prescription), antibiotics, antimicrobics (medicines against fungi), and medicines for the treatment of the motor organs.

Activity 3

Students work in three groups and do some Internet research on Bell Canada Enterprises introduced in Activity 2. During a short presentation of maximum 5 minutes they introduce the company more in depth. They can speak about the company in general or can select a field of the company's activity for discussion.

Activity 4

Students get a taste of PR. They work in three groups and design an advertisement for a product in one of the company's portfolios. The clip/advertisement should not be longer than 3 minutes. It should introduce in brief: 1) the company itself; 2) the product in question and 3) it should convince buyers to select the product advertised. Students should prepare to act out the ad.

They should:

- ❖ design, create and write up the text of the advertisement
- ❖ design the visual image of the advertisement
- ❖ rehearse the advertisement (who says and does what, what stage props are necessary)
- ❖ present the advertisement to the class.

When they have listened to all three ads, ask them to decide which one was the most convincing and why.

Extension/Variation to Activity 1: Students can look into company statistics regarding the companies in the activity (e.g. sales, profits, assets, market value, number of employees, number of branches, etc.) The web-site of the companies can be found under the heading "further information".

Extension/Variation to Activity 2: Guessing the unknown pieces of information may take place in three groups and realize as group competition. Each group works on two gapped texts and the students try to guess the missing words. The correct answers are then checked with the whole class or in smaller groups. The group finding out the highest number of correct answers is the winner.

Extension/Variation to Activity 3: A memory contest can be set up among the groups to see who can remember the highest number of details they read about while doing their research.

As a follow-up, students can write a similar passage about one of the other two companies.

Key

Activity 1

Name of Company	Service Sector	Product
RBC Royal Bank	banking	banking accounts
Bell Canada Enterprises	telecommunication	online High Definition TV services
Rio Tinto Alcan	materials	anodes and cathodes
Petro Canada	oil and gas operations	car fuel
Canadian National Railway	transportation	large cargo shipment
McCain	food markets	superfries
Bombardier Inc.	aerospace and defence	amphibious aircrafts
Fairfax Financial Holdings Ltd.	insurance	insurance services worldwide
Onex Corporation	financial investments	asset management
Québecor Media Inc.	media	French language TV programs

Activity 2

Bell Canada Enterprises

Bell Canada Enterprises (BCE) is Canada's largest **communications** company with approximately 64,000 **employees**. BCE provides communication services in Canada. More precisely, it offers telephone, TV and Internet services.

Firstly, BCE operates an extensive local access network that provides local and **long distance** telephone services. BCE, through its high-speed technology solutions, provides its clients with access to the largest (covering over 1 million **square kilometres**) and quickest mobile **network** in Canada.

Secondly, with over 1.9 million **subscribers**, BCE is Canada's leading digital television provider and offers more than 500 video and audio **channels**.

Thirdly, BCE offers Internet access at a wide range of **speeds** to Canadian homes.

In its business activities, BCE also promotes environmental protection as 16.4% of its **bills** produced in 2009 were electronic, which saved more than 26,000 trees.

Furthermore, BCE supports the training and development of its team members as in 2009 it invested **\$18 million** in such activities.

Siemens AG

Siemens was originally **founded** in 1847 under the name of “Telegraphen-Bauanstalt von Siemens & Halske” and at that time operated in the telegraph cable business.

The company has been basking in **worldwide** presence for over 160 years.

It has approximately 405,000 **employees** at 1,640 locations around the globe and maintains 176 **Research & Development (R&D)** facilities.

Siemens strongly builds on R&D: in 2009 it spent €3.9 billion or 5.1% of its **revenue** on innovation and had 7,700 new inventions in 2009 alone.

Siemens is engaged in the industry, energy and **health care** sectors and its product portfolio includes rail vehicles, motors, light sources, wind plants, gas turbines, and medical equipment.

Interesting facts connected to Siemens include the following. Every **second** computed tomography (CT) scanner used in German clinics is from Siemens. More than **half** of the power plants connected to Germany’s power cables use turbines and generators manufactured by Siemens.

Siemens power generation solutions help meet one-third of the **US’s** total energy needs every day and Siemens equipment processes 100% of the US’s **mail**.

Richter Gedeon Nyrt.

Gedeon Richter Plc. is a Hungarian-controlled Central-Eastern European multinational **pharmaceutical** company and, with its manufacturing subsidiaries, it is the region's leading pharmaceutical manufacturing group.

Gedeon Richter Plc. is unique in many respects: it is the largest pharmaceutical factory in Hungary, it is over a hundred years old as it was established by **pharmacist** Gedeon Richter in 1901 and its market network covers **five** continents with its products reaching nearly **one hundred** countries around the world.

Among Hungarian manufacturers, and even in terms of the Central and Eastern European region as a whole, Richter is the greatest **investor** in research and development, with a budget of 8% of its **sales revenue**, or almost HUF 14 billion in 2006.

Gedeon Richter Plc. specializes in the following pharmaceutical products: gynaecological products (medicines for **women**), cardiovascular products (medicines for the heart and the blood vessels), medicines acting on the central **nervous** system, gastroenterological products (medicines for the stomach and the bowels), over the counter medicines (products available without **prescription**), antibiotics, antimicrobics (medicines against **fungi**), and medicines for the treatment of the motor organs.

Sources

http://www.forbes.com/2005/11/22/forbes-canada-forty-companies_05canada40_land.html

Siemens AG (Germany): www.siemens.com

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Richter Gedeon (Hungary): www.richter.hu

Further Information

RBC Royal Bank: <http://www.rbcroyalbank.com/products/deposits/banking-accounts.html>

Bell Canada: <http://www.bell.ca/home/>

Rio Tinto Alcan: <http://www.riotintoalcan.com/>

Petro Canada: <http://www.petro-canada.ca/default.aspx>

Canadian National Railway: <http://www.cn.ca/>

McCain: <http://www.mccain.ca/Pages/default.aspx>

Bombardier Inc.: <http://www.bombardier.com>

Fairfax Financial Holdings Ltd.: <http://www.fairfax.ca/index.htm>

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15. Tourist Attractions

Description

Level: intermediate (B1-B2).

Time: 25-35 min.

Skills: writing, speaking.

Activity: Students' task is to identify which tourist attraction belongs to which country, match the pictures with the names and, by using their geographical background knowledge, they should also guess in which tourist regions the given places of interest are situated.

Preparation: print out the page of the activity for each pair of students.

Procedure

Activity 1

Students should work in pairs. They try to decide which tourist attraction from the list belongs to which country. On the maps of the countries, they put the letters (A-O) of each tourist attraction in the empty boxes indicated with a number (1-15).

Activity 2

From among the photos, two pictures depict one and the same tourist attraction. The students' task is to find those pairs of pictures (numbered 1-30) which are of the same tourist attraction.

Activity 3

Students read the sample text and fill in the gaps with a suitable word selecting from among the words given in the box.

Activity 4

First students try to solve the puzzle in a game of hangman if no on-line connection is available. If there is on-line connection at the school, let students browse the web for 15 minutes for the solutions.

Students choose a Canadian place of interest that they would like to introduce in more detail to the others. By browsing on the Internet in school or at home, they try to find some more information about the place. On the basis of the sample text in Activity 3, they give a short introduction to the place of interest of their choice without mentioning the actual name of the place. The other students guess the place.

Students include the following pieces of information:

- ❖ location of the place
- ❖ world famous for?
- ❖ best time to visit?
- ❖ a surprising fact
- ❖ why pay a visit?

Variation: If students have access to the Internet, a team contest can be held on who can collect the names of more Canadian tourist attractions within a set time (10-15 minutes). Put the names of the attractions on the board as you check. Then students will have a large variety to choose from for their descriptions, the preparation of which can be their homework.

Students can also discuss whether any of them have visited any of these places and they recount related travel experiences introducing the places in question to one another.

Or, alternatively, ask students to design and act out (or shoot if necessary equipment is available) creative advertisements of the places.

Key

Activity 1

- A. Buda Castle → 13 (Hungary)
- B. Moraine Lake → 3 (Canada)
- C. Münchner Oktoberfest 7 (Germany)
- D. Hortobágy National Park → 15 (Hungary)
- E. Niagara Falls Ontario → 5 (Canada)
- F. Zwinger Gallery, Dresden 9 (Germany)
- G. Historic Village of Hollókő → 14 (Hungary)
- H. Granville Island Vancouver → 1,2 (Canada)
- I. Dome of Cologne 10. (Germany)
- J. Caribama Toronto → 4 (Canada)
- K. Benedictine Abbey of Pannonhalma → 12 (Hungary)
- L. Neuschwanstein 6 (Germany)
- M. Lake Balaton → 11 (Hungary)

N. Stanley Park Vancouver → 1,2 (Canada)

O. Rhine Valley (Rheintal) 8 (Germany)

Activity 2

A. Buda Castle: 25, 27

B. Moraine Lake: 23, 24

C. Münchner Oktoberfest 2, 20

D. Hortobágy National Park: 3, 9

E. Niagara Falls Ontario: 15, 29

F. Zwinger Gallery, Dresden 4, 18

G. Historic Village of Hollókő: 1, 7

H. Granville Island Vancouver: 5, 30

I. Dome of Cologne 6, 16

J. Caribana Toronto: 19, 22

K. Benedictine Abbey of Pannonhalma: 11, 28

L. Neu Schwanstein 8, 14

M. Lake Balaton: 13, 21

N. Stanley Park Vancouver: 17, 26

O. Rhine Valley (Rheintal) 10, 12

Activity 3

Niagara Falls is located **in** Southern Ontario, Canada, in fact **on** the USA-Canadian border. The Falls has earned its world famous reputation **for** being the most infrastructurally developed falls area with adventure spots, restaurants, hotels, museums and an IMAX theatre.

The best time to visit the Falls is summer: if you want to chill down, the Falls is just for you. But winters also offer a spectacle **of** the frozen edges of the Falls. Actually, the Falls has been a popular tourist destination **from** the 19th century. And even today as many **as** 50,000 honeymoons are organised **at** the Falls yearly.

Besides its natural beauty, the Falls also boasts **of** sound and light shows to make the most of Canadian nature.

Activity 5

1. PARLIAMENT HILL (Ottawa)

2. CN TOWER AND SKYDOME (baseball stadium) (Toronto) **This item appears inappropriately in the student's version and should be: C_ T_W_R.**

3. CANADIAN MUSEUM OF CIVILIZATION (Ottawa- Hull)
4. ONTARIO PLACE (Toronto)
5. FORT HENRY (Kingston, Ontario)
6. NOTRE DAME BASILICA (Montreal, Quebec)
7. MARITIME MUSEUM OF THE ATLANTIC (Halifax, Nova Scotia)
8. BADLANDS (Southern Alberta and Saskatchewan)
9. CALGARY STAMPEDE (Calgary, Alberta)
10. HAIDA TOTEM POLES (British Columbia)

Sources

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3. http://hu.wikipedia.org/w/index.php?title=F%C3%A1jl:Hungarian_Grey_Cattle.jpg&filetimestamp=20070222223052
4. *Dresden: Frauenkirche*. Photo: Jürgen Pruskowski.
5. *Granville Island: Inside the Market*. Photo: Dóra Bernhardt.
6. Dome in Cologne: Interior. Photo: Sven Witthöft.
7. http://hu.wikipedia.org/w/index.php?title=F%C3%A1jl:Castle_of_Holloko_with_Panorama.JPG&filetimestamp=20080106215009
8. *Neuschwanstein: View*. Photo: Markus Kaufmann.
9. http://upload.wikimedia.org/wikipedia/commons/thumb/5/5b/Hortobagy_h%C3%ADd.jpg/800px-Hortobagy_h%C3%ADd.jpg
10. *Rheintal*. Photo: Archiv Romantischer Rhein Tourismus GmbH
11. http://hu.wikipedia.org/w/index.php?title=F%C3%A1jl:Pannonhalma_-_Benc%C3%A9s_ap%C3%A1ts%C3%A1g.jpg&filetimestamp=20060615122230
12. *Rheintal*. Photo: Archiv Romantischer Rhein Tourismus GmbH
13. *View of the Lake from Balatonakarattya*. Photo: Judit Nagy
14. *Neuschwanstein*. Photo: Markus Kaufmann.
15. *Niagara Falls*. Photo: John H. Taylor.

16. *View of the Dome in Cologne*. Photo: Norbert Schroers.
17. http://fi.wikipedia.org/wiki/Tiedosto:Seawall_Vancouver.jpg
18. *Dresden, Zwinger*. Photo: Jürgen Pruskowski.
19. http://en.wikipedia.org/wiki/File:Caribana_parade_1.JPG
20. *Oktoberfest*. Photo: Corinna Bloningen.
21. *Öskü (Balaton Felvidék)*. Photo: Mátyás Bánhegyi.
22. http://commons.wikimedia.org/wiki/File:Caribana_2010.jpg
23. http://upload.wikimedia.org/wikipedia/commons/c/c5/Moraine_Lake_17092005.jpg
24. http://upload.wikimedia.org/wikipedia/commons/d/d5/Moraine_lake.jpg
25. *Buda Castle*. Photo: Sándor Nagy.
26. http://en.wikipedia.org/wiki/File:Stanley_Park_Vancouver.jpg
27. *Buda Castle and Chain Bridge*. Photo: Sándor Nagy.
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29. <http://en.wikipedia.org/wiki/File:Niag715.jpg>
30. *Granville Island*. Photo: Dóra Bernhardt.

Activity 3

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Jepson, Tim et al., eds. *The Rough Guide to Canada*. London: Rough Guides Ltd., 2002. pp. 110-112.

Further Information

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http://s3.amazonaws.com/readers/2008/10/05/dw-005_1.jpg

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Stanley Park, Vancouver

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Moraine Lake

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<http://www.banffnationalpark.com/activities/summer-tours/discover-lake-louise-and-moraine-lake.html>

Germany:

Münchner Oktoberfest:

<http://www.oktoberfest.de/en/>

<http://en.wikipedia.org/wiki/Oktoberfest>

<http://www.muenchen.de/Tourismus/Oktoberfest/7548/index.html>

Dresden (e.g. Frauenkirche and Dresdner Zwinger, etc.):

<http://de.wikipedia.org/wiki/Dresden>

<http://www.dresden.de/dtg/en/sightseeing.php>

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Kölner Dom:

<http://www.koelner-dom.de/index.php?id=2&L=1>

<http://www.koelner-dom.de/index.php?id=19167&L=1>

<http://www.koelner-dom.de/geschichte.html?&L=1>

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Rheintal:

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<http://www.rheinreise.de/>

<http://www.rheintal.de/> (This internet site even mentions the Max-Ernst-Museum in my hometown Brühl. Max Ernst – a famous sculptor and painter – was born in Brühl)

Hungary:

Hollókő:

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Map of Canada

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Map of Germany

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Map of Hungary

<http://mek.niif.hu/00100/00104/00104.jpg>

Further sites to go with Activity 4: CNE (Canadian National Exhibition), Art Gallery of Ontario, National Gallery, Byward Market, Thousand Islands, Algonquin Park, the Laurentians, Mont Tremblant, Forillon National Park, Saguenay, Lac St. Jean, Old Montreal, Chateau Frontenac, Citadelle, Chicoutimi Pulp Mill (La Pulperie), Historic Village Val Jalbert, La Roche Percée, L'Anse aux Meadows (Viking settlement), Ocean Sciences Centre (St. John), Annapolis Valley (Acadian history), Acadian Historic Village, Peggy's Cove (lighthouse), Cabot trail, Grand Pré, Bay of Fundy (with the highest tide in the world), Hopewell Rocks, Cape Breton Island, House of Green Gables (Cavendish), Confederation Trail, Ceilidh, Charlottetown (Canadian Confederation), Moncton Market, Royal Canadian Mint, Riel House, Margaret Laurence Home (Neepawa), Little Manitou Lake, Moose Jaw, Prince Albert National Park, RCMP Centennial Museum, Cypress Hills Interprovincial Park, Ukrainian Museum of Canada, Forestry Farm Park and Zoo, Berry Barn, Banff and Jasper National Parks, Dinosaur Provincial Park, Calgary Tower, The Saddle, Canada Olympic Park, Inglewood Bird Sanctuary, Calgary Folk Music Festival, Athabasca Glacier, Whistler (world class ski resort), Okanagan Valley (fruit orchards), totem poles (Queen Charlotte Island), Granville Island, Nitobe Memorial Garden, Capilano Suspension Bridge, Alcan Dragon Boat Festival, Vancouver Outdoor Art Exhibition, Christmas Carolship Parade, Emily Carr House, Butchart Gardens, Hot Springs Cove, Clayoquot Sound (rainforest), Dawson City (Mine Sites), Bonanza Creek Gold Mine, Jack London Interpretive Centre, Alaska Highway, Klondike Highway, Nahanni National Park Reserve, Mackenzie River Valley, North Pole tours and northern lights

16. Wellness Spas

Description

Level: intermediate / upper-intermediate (B1-B2).

Time: 25 min.

Skills: reading, writing, listening, speaking.

Activity: Reading and talking about wellness spas in Canada, Germany and Hungary sharing information, making comparisons, focusing on the differences between the three countries.

Preparation: Each student should have a worksheet.

Procedure:

Activity 1

Students work in groups of three. Each student reads one of the texts about spas and they summarise the text to the other two students in their small group. The teacher makes sure that the students understand their texts and, if necessary, provides them with the meaning of the unknown words.

Activity 2

This task is a matching activity. Students have to match the spa services with their definitions and pictures. After familiarizing themselves with the various forms of wellness, they move on to project work cataloguing Canadian wellness places. Students work in groups, they browse the web for places in the ten service categories and write a few sentences of each place they have found. Then they bring all the material with them to class (including pictures), and arrange them into a Canadian wellness catalogue.

Extension/Variation: As part of project work, students search for more information about the different treatments and share the new information with the others. This can be followed by a short discussion about the advantages of each treatment.

The project result, that is, the ready-made catalogue can be used for services role play. (E.g. a couple is looking for a wellness holiday in Canada.)

Further extension/Variation 1: In pairs or in small groups, students collect arguments for and against the following statement: “Visiting wellness spas is a good way of spending one’s money.”

The arguments can be used and shared in an oral debate, in a composition or in argumentative pieces, depending on the level, preferences and interests of the students.

Further extension/Variation 2: The teacher draws students' attention to the fact that human health and the health of the environment and the Earth are closely connected. As an awareness raising activity, students think of new industries and businesses that can protect the health of both humans and the environment. Students may list: green energy, sustainable development, ecotourism, adventure tourism, sport tourism.

Key

Name of Service	Description	Photo
I. Yoga	c	10
II. Body Tanning	h	1
III. Reiki	i	5
IV. Herbal Body Wraps	d	8
V. Reflexology	j	6
VI. Aromatherapy	a	7
VII. Sauna	b	3
VIII. Pilates	g	2
IX. Hot Stone Massage	e	4
X. Acupuncture	f	9

Sources

<http://www.spasincanada.ca/>

<http://www.traveltoowellness.com/bestspascanada>

<http://www.hellobc.com/enCA/SightsActivitiesEvents/RestRelaxation/Spas/BritishColumbia.htm>

<http://www.vanityfair.de>

http://www.germany-tourism.de/ENG/nature_active_recreation/wellness.htm

<http://www.kurz-nah-weg.de/wellness?gclid=CIKb9MXlyKUCFYpO4QodjVOwNw>

<http://www.vanityfair.de/articles/stil/beauty-trend/hotels/2008/09/23/11115>

<http://www.cometogermany.com>

http://www.deutschland-tourist.info/klassifizierung_wellness.html

<http://gotohungary.com/spas-wellness/medical-tourism>

<http://www.budapesthotelreservation.hu/information/wellness.EN.php>

picture sources:

1.) body tanning: http://en.wikipedia.org/wiki/File:715px-Sunbedoff_large.jpg

2.) pilates:

http://hu.wikipedia.org/w/index.php?title=F%C3%A1jl:Pilates_at_a_Gym.JPG&filetimestamp=20090916050133

3.) sauna: http://en.wikipedia.org/wiki/File:Sauna_in_pancevo.jpg

4.) hot stone massage: http://en.wikipedia.org/wiki/File:Hot_stone_massage.jpg

5.) reiki: http://en.wikipedia.org/wiki/File:Reiki_DSCF2008.jpg

6.) reflexology: http://en.wikipedia.org/wiki/File:Foot_Chart1_small.png

7.) aromatherapy: <http://en.wikipedia.org/wiki/File:Aromatas.JPG>

8.) herbal body wraps: http://en.wikipedia.org/wiki/File:Mud_bath_miami_beach.JPG

9.) acupuncture: <http://en.wikipedia.org/wiki/File:Acupuncture1-1.jpg>

10.) Yoga: http://en.wikipedia.org/wiki/File:Falun_Dafa_fifth_meditation_exercise.jpg

Further Information

To facilitate the project work (Canada wellness catalogue) in Activity 2, a list of Canadian wellness-centres can be found at <http://www.alternativemedicinedirectory.org/canada-wellness-centers.html>

17. Television

Description

Level: intermediate (B1-B2).

Time: 30-45 min.

Skills: reading, speaking.

Activity 1/a

Students read the text and fill in the gaps with a suitable word to revise/learn the basic vocabulary associated with the topic. Besides providing information, the text improves reading comprehension skills.

Activity 1/b

Students will have to guess some figures and facts mainly about television as a business in Germany.

Activity 1/c

Students read the sentence halves and match them to make meaningful sentences. The text primarily provides information on television in Hungary.

Activity 2

Students learn about a successful Canadian TV series entitled *Little Mosque on the Prairie*, and they also practice verb tenses by filling in the text.

Activity 3

Students discuss their experience and ideas in connection with TV channels and watching TV. The activity improves speaking skills and facilitates the sharing of ideas.

Preparation: Have a copy of the worksheet for each student. You might want to show some concrete examples of TV programs on DVD or VHS to illustrate the different TV channels in the three countries.

Procedure: In the case of Activities 1–2, students can work individually or in pairs. The teacher may want to discuss unknown words before students start working on the texts. Such items may include *counterpart, proliferate, revenue, subsidy, maintenance, influx (Text 1/a), licence holder, segment, terrestrial, donations (Text 1/b), ratings, mission, performance, launch (Text 1/c)* and *feature, interaction, convert, diner, Imam (Text 2)*.

In Activity 3, students work in groups of three or four. They should collect at least one argument to go with each of the “for and against” type of questions, and put these on the board. Once all groups shared their arguments, the debate can start. The aim is to defend the for/against side in two large

groups. Students should also make notes within their small group of the most interesting findings regarding questions aiming at their preferences, and report these back to the rest of the class. To facilitate this, you could put sample sentences on the board such as “*We found it interesting that Julie doesn’t like sitcoms.*”, “*What surprised us was that Peter is keen on watching the news.*” It can also be useful to distribute and go through the following word cards to help students express their preferences:

be mad about	be crazy about	adore	be keen on	be fond of
don’t like ... at all	loathe	detest	get to like	can’t stand
would rather ... than ...	like	dislike	can’t bear	

Extension/Variation: As for Activities 1/a-1/c, students can be divided into three groups, and each group can get a different text (1/a, 1/b or 1/c). As text 1/a is slightly more difficult than texts 1/b or 1/c, you may want to do text a together and then divide the class into two large groups to cope with texts b and c. Or, you can give text 1/a to the best student group(s) in class.

Some more nation-specific items can be added to the discussion questions in Activity 3 if necessary. Alternatively, a particular TV program or channel can be selected to focus on, and its strengths and weaknesses may be discussed.

An idea for project work is to ask each student in the language classroom to look up one Canadian TV program on the internet and prepare a short presentation on it by answering the following questions:

1. *What is its title?*
2. *When is it on?*
3. *What is it about?*
4. *How popular is it?*
5. *Who do you think the main audience is for this program?*
6. *Have you learnt any other interesting details about this programme?*

Further extension/Variation 1:

If infrastructure allows it and in case there are volunteering student groups from each three countries, students can do the discussion questions in Activity 5 through e-mail or Skype providing details about their own national TV channels or programs. Such an extension can widen the students' horizons.

Further extension/Variation 2:

If the required infrastructure is available and if motivated student groups from each three countries are ready to participate, students can introduce national TV channels or programs of their choice to each other using e-mail or Skype.

Further extension/Variation 3:

With more mature and advanced groups, the teacher can include the following discussion questions in Activity 5.

- ❖ *Should the media educate, entertain or provide information?*
- ❖ *Should the media primarily show programs about one's own national country?*
- ❖ *What makes a good program if it is intended to:*
 - *educate?*
 - *entertain?*
 - *provide information?*

Key

Activity 1

Canada's public TV networks, CBC (Canadian Broadcasting Corporation) in English and SRC (Société Radio-Canada) in French, began **(1) operating** in 1952. Later, challenging these public **(2) networks**, private and specialty (cable and satellite) channels **(3) proliferated**. Today, they enjoy far more popularity than their public **(4) counterparts**.

The public networks need both state **(5) subsidies** and commercial **(6) revenues** for their maintenance.

A government regulation, with the intention to preserve national identity, requires that at least 60 percent of programs have to be Canadian-**(7) produced** and 50 percent must be broadcast on **(8) prime** time. Some high-rated Canadian **(9) series** include Corner Gas, Little Mosque on the Prairie, and Da Vinci's Inquest.

The English-speaking public television, CBC, has to face fierce **(10) competition**, both domestic (private channels) and foreign (the influx of US programs). In contrast, the French-speaking SRC has no foreign challenger. Therefore, it **(11) broadcasts** more Canadian content, providing **(12) opportunities** for French Canadians to express themselves.

Activity 2:

1. Within three years of its foundation, ARD had ____ licence holders.
A. 10,000 B. 100,000 C. **1,000,000** D. 10,000,000
2. The second TV network next to ARD in West-Germany started broadcasting in ____ .
A. 1954 B. 1957 C. **1963** D. 1980
3. In East Germany, ____ channels operated by 1972.
A. 1 B. **2** C. 3 D. 0
4. Today there are ____ TV channels licensed in Germany.
A. **365** B. 158 C. 69 D. 447
5. The total market volume of German channels is approximately € ____ .
A. 5.1 B. 150 C. 0.2 D. **9.6**
6. The biggest segment of this money comes from ____ .
A. advertising B. donations C. **public funding** D. subscription
7. The dominant TV infrastructure in Germany is ____ .
A. **cable** B. internet C. satellite D. terrestrial
8. The most viewed TV channel is the ____ channel.
A. VOX B. SAT1 C. Pro7 D. **Das Erste**

Activity 3:

1. The Hungarian Television (MTV) was founded **b)** as a state enterprise in 1957.
2. The number of television subscribers **e)** reached a million in 1967.
3. Colour broadcasting **f)** started in 1969.
4. Off-broadcast Mondays ended in 1989 **a)** and broadcasting became continuous 7 days a week
5. MTV's media market monopoly ended in 1997 **h)** with the launch of commercial channels (such as e.g. TV2 and RTL Klub).
6. MTV's primary mission is **g)** the performance of public-service functions.
7. MTV has to face serious competition **d)** in terms of ratings and advertising revenues.
8. MTV produces several programs **c)** for smaller groups in the Hungarian society, e.g. minorities, religious people, children, etc., and for Hungarian minorities in other countries.

Activity 4

Little Mosque on the Prairie is **(1)** a Canadian sitcom series which first **appeared (2)** on TV in 2007. Since the series **started (3)**, it **has had (4)** over 60 episodes. The episodes **take (5)** place in Mercy, a fictive small town in Saskatchewan. A group of Muslims **have settled (6)** here, and the series **features (6)** their everyday life within their own and in interaction with the local white Christian community. We get to know complex characters such as Sara, who **was (7)** once Christian but she **converted (8)** to Islam when she **got (9)** married to Yasir, a Muslim building constructor, Fatima Dinssa, a Muslim woman with liberal cultural values from Nigeria, who **runs (10)** a diner, or Amaar Rashid, an ex-lawyer from Toronto **has become (11)** the new Imam.

Sources

Sinclair, John and Turner, Graeme. *Contemporary World Television*. University of California Press, 2004.

<http://www.ard.de/intern/chronik/-/id=8302/lk7113/index.html>

http://web.ard.de/cgi-bin/chronik/start?schlagwort_id=30&bg=geschichte

<http://www.unternehmen.zdf.de/index.php?id=66&artid=106&backpid=10&cHash=b5f4e11931>

www.mtvzrt.hu

<http://www.imdb.com/title/tt0923293/>

<http://www.tv.com/little-mosque-on-the-prairie/show/67584/summary.html>

Further Information

To find out more about TV programs in Canada, look up www.tvguide.ca and <http://www.cbc.ca/television/>

To revise television-related general vocabulary items, you can navigate to <http://www.michellehenry.fr/tvvoc.htm>

18. The '56ers

Description

Level: intermediate (B1-B2).

Time: 45 min

Skills: reading, speaking

Activity: Reading about the '56 revolution and the story of Robert Verebes, one of the refugees. In the first activity, students have to put the sentences in the correct order. The second activity is a gap-fill, with the missing words given. Activity 3 makes the topic personal (family background) and general (the life of immigrants, reasons for leaving a place behind) at the same time. Even if students do not have relatives who left the country, they can talk about what their grandparents did during the revolution. This part can also be given as homework, so they can ask their grandparents/relatives. Similarly, students can find out if there is anybody in their school/ among their friends who comes from a different country, and is willing to share his/her story with them.

Preparation: Copy the worksheet for every student. You may look up additional information on the revolution and Robert's story or search for the stories of other refugees.

Check if your students know the following words for Activity 2: *recital, settle, auditorium, attainment, casual, consistently, awkward, subtlety, encore, validity*.

Extension: Students can prepare an interview with their grandparents or with their newcomer friends, which they will have to translate into English. Alternatively, they can write an article based on the information they have collected.

You may want to ask students to navigate to <http://www.hungarianpresence.ca> and click on the splash images in the left upper corner of the homepage, which will reveal a list of famous Canadians of Hungarian origin with photos. Ask students to choose one and prepare a short portrait of him/her answering the following questions:

1. What is his/her current job?
2. How old was he/she when he/she moved to Canada?
3. How did he/she feel when they arrived? (If he/she wasn't the one who immigrated how did his/her parents feel about immigrating to Canada?)
4. How was his/her talent discovered?
5. What has he/she done since he/she was discovered?

You can also distribute the following information gap worksheet for students to gain information in groups of four about their peers' famous Canadians of Hungarian origin.

	Famous Hungarian-Canadian 1	Famous Hungarian-Canadian 2	Famous Hungarian-Canadian 3
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			

You may also distribute the cards below to help students choose a famous Canadian of Hungarian origin.

Eva Wiseman	Stephen Vizinczey	Gabor Szilasi
Emöke Szathmáry	Robert Lantos	Elvis Stojko
Dr Hans Selye	Anna Porter	Peter Munk
Alanis Morissette	John Miska	Attila Richard Lukacs
István Szabó	George Jonas	Dora de Pedery-Hunt
Joseph Halmy	Ivan P. Fellegi	George Faludy
Nandor Dreisziger	Leslie L. Dan	Gabor Csepregi

As an additional task, you can photocopy the above chart of names, and cut out a set of the following job cards for each pair of students, whose task will be to match the famous person and his/her job. (Note that the chart shows the correct solution as it is, therefore you must cut out and mix the job cards.)

fiction writer for young adults	novelist	photographer
anthropologist and geneticist	producer	figure skater
the father of stress theory	publisher and novelist	businessman
singer, songwriter, record producer	editor of a Hungarian-Canadian anthology	painter
director	novelist	sculptor, designer, lecturer
painter	Chief Statistician of Canada	poet, writer, translator
writer	founder of Novopharm Ltd. and Viventia Biotech Inc.	former coach and member of the Canadian Olympic water polo team

As far as grammar is concerned, students may want to find the phrasal verbs in Activity 2.

In connection with 1956, more information can be found at:
<http://www.hungarianpresence.ca/anniversary>.

Key

Activity 1:

The correct order is as follows:

One of these people is Róbert Verebes, who was 22 years old in 1956; a young violist with a promising career. **(h)**

He was a member of the Bartok Quartet and they had a live concert scheduled at the Hungarian Radio on October 23rd. **(i)**

Preparing for a concert they walked right into the revolt unknowingly. **(g)**

After the revolution was mercilessly suppressed by the Soviets he faced a very hard dilemma. **(a)**

In the end he decided on leaving the country, which also meant leaving the Quartet. **(e)**

His family remained in Hungary, but his wife went with him, although, because of the circumstances, they had to leave separately. **(d)**

They hoped to go to the United States, but many of the Hungarians went there, and the quota for accepting refugees filled up quickly. **(f)**

When they heard that Canada is still accepting refugees, they changed their plans and went there. **(c)**

With many hardships, Róbert found a way to pursue his career as a professional musician. **(j)**

He was a member of the Montreal Symphony Orchestra for 40 years. **(b)**

Activity 2:

One thing was certain **at** the end of Robert Verebes recital yesterday: it was Montreal's gain when this fine violist decided **to** leave Hungary and settle here. Apparently his skill was already known **to** many people **in** this city because there was a larger audience than one usually finds in this afternoon series **in** the auditorium of the YWCA.

Verebes' well-developed musical sense probably deserves first place **in** the list of his attainments. It was obvious that he had thought a great deal **about** everything he played, and yet this cerebration did not prevent him **from** showing a good deal **of** heart **in** his performance.

It would be difficult to be casual **about** his technique in commenting **on** the recital. When a violist plays so consistently **in** tune and handles difficult passages **with** such fluency as Verebes did, it's not something to be taken **for** granted. This viola is a more awkward instrument than the violin, and there is more cause to wonder when a violist achieves a degree **of** virtuosity. His tone, too, is sweet, and capable **of** great subtlety, although it is not very full.

A feature **of** Verebes' program which should be pointed **out** is the fact that none **of** these pieces was written expressly **for** the viola.

Only the mysterious encore (which I later learned was a slow movement **from** a Sonata by Dittersdorf) was written exclusively **for** Verebes' instrument. This, however, did not alter the fact that the soloist established the validity **of** each of these works **in** musical terms.

Sources

Activities 1 and 2:

Princz, Andrew. *Bridging the Divide - Canadian and Hungarian Stories of the 1956 Revolution*. Budapest: ontheglobe.com, 2006.

Supplementary activities:

<http://www.hungarianpresence.ca>

Further Information

You may want to watch the CBC documentary production *The '56ers* (60 min) [<http://www.hungarianpresence.ca/Anniversary/56ers.cfm>], or the feature film *Freedom's Fury* (91 min) [<http://www.imdb.com/title/tt0322332/>] with your students. The screening can be followed by a class discussion.

19. Engagement in Afghanistan

Description

Level: upper-intermediate, advanced (B2-C1)

Time: 30 minutes

Skills: reading, speaking

Activity: In Activity 1, students have to do some research on the Internet before answering true/false questions. This involves reading comprehension and needs logical skills.

Activity 2 is a gap-fill needing reading comprehension skills as well as the knowledge of basic mission-related vocabulary.

Activity 3 is a guided discussion facilitated by pictures.

Preparation: Each student will need a copy of the task sheet for Activities 1 and 2. Pairs of students will need a task sheet for activity 3. Unless it is done at home, Activity 1 needs several computers where students can search the Internet.

Procedure: As a warming-up activity, students can be asked what they know about Afghanistan and the conflict there. You can ask them to guess the answers to Activity 1 before they do the research for this task. Activity 1 can be given as a home assignment, in which case the teacher can help students' research by supplying the two government websites where students can check facts and figures about Canada, Germany and Hungary's engagement in Afghanistan.

For Activity 2, go through the vocabulary first and check whether students understand the key words. Ask students how they think the words „immunization” and „literate” are related to Afghanistan. It may also be a good idea to ask students what they know about the role of women in Afghanistan. Students do the task alone, and then compare their answers with each other in pairs or threes. (Note: Depending on students' level of English, it is worth checking if they understand the words *literacy/illiteracy* and *development/developmental*. In order to fully understand what the text is about, it is a good idea to also briefly discuss the situation of women in Afghanistan.)

For Activity 3, get the students to collect vocabulary items related to the pictures first. This can be done as a contest. They can then discuss the pictures in pairs and groups of three, and report their findings back to the class.

Extension/Variation: For Activity 1, you can ask students to prepare more two-options statements about Afghanistan and the Canadian/German/Hungarian engagement, based on their research. They can then swap questions in their pairs and check the answers together.

Activity 2 can be the starting point for a discussion on literacy/illiteracy and the role that plays in a country's economy and politics as well as the role of women in non-Western societies.

Activity 3 can be the basis of a writing task, e.g. a short essay on the role of charitable organizations in situations of crisis, or of the role of a country's armed forces.

Key

Activity 1

1. Afghanistan has **34** provinces.
2. Canadian forces are deployed in the **Kandahar** province.
3. Hungarian forces are deployed in the **Baghlan** province.
4. Canadian forces have been in Afghanistan since **2002**.
5. The first Hungarian soldiers arrived in Afghanistan in **2003**.
6. With troops up to 4,500, Germany is the **third** largest military troop contributor.

Activity 2

Afghanistan has some of the world's **lowest** educational levels. It is estimated that half of all Afghan children do not go to school. Illiteracy is a major development **challenge** in Afghanistan, particularly in Kandahar, where only 16 percent of Kandaharis are **literate** (26 percent of men and 5 percent of women).

This low rate is a barrier to employment, other economic opportunities, resources, and services. Teaching women to read, write, and **count** is especially imperative for the Government of Afghanistan. Research shows that educating women has the greatest developmental benefits for their immediate families and for **society** at large.

Canada will also support this signature project by training up to 3,000 **teachers** and providing adult literacy and vocational training.

The Polio Eradication Signature Project will see the **immunization** of an estimated seven million children across Afghanistan, including 350,000 in the province of Kandahar. Southern Afghanistan has the highest national incidence of this debilitating virus.

Activity 3

The pictures are taken from the website of the Canadian Government. The first picture depicts a Canadian soldier sorting out gifts sent by Canadian civilians, while the second one depicts a notice warning about landmines.

Sources

<http://www.afghanistan.gc.ca/canada-afghanistan/index.aspx?lang=eng>

http://www.entdeckedeutschland.diplo.de/Vertretung/entdeckedeutschland/en/04__Politik/Au_C3_9Fenpolitik/Afghanistan/Afghanistan.html

http://www.mfa.gov.hu/kum/hu/bal/Kulpolitikank/Biztonsagpolitika/Magyarorszag_a_NATOban/magy_szerep_afganisztanban.htm

http://en.wikipedia.org/wiki/Canada%27s_role_in_the_Afghanistan_War

http://en.wikipedia.org/wiki/File:Mooney_Aid_to_Afghanistan.jpg

http://www.combatcamera.forces.gc.ca/netpub/server.np?find&catalog=photos&template=detail_eng.np&field=itemid&op=matches&value=2115&site=combatcamera

Further Information

It is important to know that Canada's Afghanistan policy has changed (as of January 1st, 2011.) The links below provide some information on the current priorities.

Canada's new role in Afghanistan:

<http://www.insidehalton.com/opinion/columns/article/913022>

<http://bikyamasr.com/wordpress/?p=21717>

<http://nationalstrategy.wordpress.com/2010/11/17/canadas-new-role-in-afghanistan/>

<http://www.irpp.org/po/archive/dec10/manley.pdf>

Minister Oda talking points on Canada's New Role in Afghanistan

http://www.afghanistan.gc.ca/canada-afghanistan/speeches_discours/2010/2010_11_16a.aspx

Ministers Cannon, MacKay and Oda Announce Canada's New Role in Afghanistan:

http://www.afghanistan.gc.ca/canada-afghanistan/news-nouvelles/2010/2010_11_16.aspx?lang=eng

More pictures of Canada's Afghanistan mission can be found at:

<http://www.combatcamera.forces.gc.ca>

20. Terrorism

Description

Level: advanced (C1).

Time: 30 minutes.

Skills: reading, listening, speaking, writing.

Activity: Reading about the two crises in Canada and Germany, paraphrasing the articles, selecting and sharing essential information and making comparisons; discussion whether these crises are comparable and whether they are still important today.

Preparation: Each student needs a copy of the worksheet. Students at this level should fully understand the text or be able to guess meanings from the context. Even so, the teacher should ensure that they understand lesser-known vocabulary items including *arson attacks*, *to assassinate*, etc.

Procedure: As a warming-up activity, students are asked what they know about terrorism and terrorist attacks in general and in their home countries, in particular. This then leads to the question whether they know anything about the crises presented in the two newspaper articles. This stage allows for the introduction of topic-related vocabulary. (Alternatively, students may also look up words they need for this activity in dictionaries on their own at this stage or later.) Students work in pairs and read one text each and summarise the main facts to their partners giving precise information. Finally, the results are reported to the whole class to make sure that everything has been understood correctly. As the consolidation of the contents of the texts, the class discusses the lessons learnt on the basis of the two texts read.

Extension/Variation: As a homework/project assignment, students can do more research on the background to these two crises and investigate whether they are still of any importance today. Here, one group of students can work on Canada's FLQ and Québec separatism and the other group can focus on Germany's RAF. The results of the various research activities are shared in class in the form of presentations.

If more time is available in class or if the students seem quite interested in the topic, there can be a debate about the question whether terrorist attacks are in any way justifiable or not. For this, the class is divided into two groups: one representing a group of terrorists, who try to explain their reasons to use terrorist attacks to realise their goals, and the other group (residents or the police), who condemn terrorist attacks as a means to bring about changes in a country or to enforce such

changes. If there is not enough time in class, students should prepare for their respective “roles” at home.

Since this is a very sensitive topic, you need strict rules for such a debate, which everybody has to accept. These rules should be clarified prior to the debate. The rules might include: limitations on talking time, the structure of speeches, attitudes towards other participants and approach to criticism. If a group does not stick to the rules, the teacher has to intervene (concerning possible rules in more detail, see the “Further Information” section below).

In general, the structure of the debate is as follows. As a start, each group has the chance to present their views in a three-minute-long statement. Then the groups take turns to develop the arguments presented: there is one speaker at a time to express and state views and/or to respond to the other group’s arguments. After having voiced and exchanged all arguments, each group is given the chance to make a final comment of summary. One student or the teacher acts as the mediator, who monitors talking time, opens the debate session, controls the groups and sees to the correct and organized exchange of ideas and arguments, and finally ends the debate. After the debate, the class writes a short summary of the ideas expressed in the debate as well as interprets the outcomes of the opinion exchange and the lessons learnt as a home assignment.

Key

No key is needed for this activity.

Sources

Canada

http://www.worldlingo.com/ma/enwiki/en/Terrorism_in_Canada

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0005880>

Germany

<http://www.swr.de/archiv/nachrichten/deutscher-herbst/-/id=2070672/nid=2070672/did=2069866/mpdid=2070394/tubomp/index.html>
<http://www.goethe.de/ges/pok/pan/en2317136.htm>
http://www.bpb.de/themen/5WFU62,0,0,Die_Rote_Armee_Fraktion.html

Photos

<http://www.qpirgconcordia.org/?p=700>
<http://www.legionmagazine.com/en/index.php/2010/09/the-october-crisis>
<http://www.sueddeutsche.de/politik/verena-becker-vor-gericht-die-dns-des-terrors-1.1006360>
http://www.cmhg.gc.ca/cmh/image-670-eng.asp?page_id=729

Further Information

Canada

<http://www.mcluhan-salon.de/media/material/Francophonie%20Present%20and%20Future%20ADVANCED.pdf>

Germany

<http://www.germanculture.com.ua/library/weekly/aa060499.htm>
<http://www.germanguerilla.com/red-army-faction/1977excerpts/3.html>

On possible rules of a debate: <http://www.jacobs-debating.org/online/rules>

21. Disaster Response: Aid for Haiti

Description

Level: upper intermediate – advanced (B2–C1).

Time: 50-60 minutes.

Skills: reading, writing, listening, speaking.

Activity: Familiarizing students with the topic, vocabulary, humanitarian idea and activities of providing international aid. To practice showing empathy towards the victims of natural and/or other disasters.

Preparation: Each student needs a copy of the task sheet for all the three activities. The teacher should make sure that the students are familiar with the relevant vocabulary. Computers for Internet research and dictionaries to look up words could be useful but are not necessary unless there is time for further activities for which the active use of vocabulary items previously unknown to the students is indispensable.

Procedure: As a warm-up activity, students are asked what they know about the earthquake in Haiti and how the world reacted to it. The ideas of this brainstorm session are collected in a mind map on the blackboard. This way vocabulary that students might not know or are not able to guess from the context can be introduced, such vocabulary items for example include: *devastation, rescue work, search technician, shelter kit, emergency shelter, water purification unit, dignity, to donate, to alleviate, to do harm, crucial, coherent, etc.*

To familiarize students with the topic, in *Activity 1* they match the sentences with their correct endings. In *Activity 2* students are invited to write a newspaper report/article using the prompts and information printed in the boxes. This way they practice the relevant topic related vocabulary. In *Activity 3* students first have to formulate a caption for the pictures and then they are asked to imagine the situations these people are in and what their questions, answers, comments or conversation could be like. The background information provided so far helps students complete this task. The task also teaches students the skill of showing empathy and serves as a potential drama technique activity.

If dictionaries – mono- or bilingual – are available, students can practise using dictionaries and look up the words they do not know. If there is not much time, Activity 2 can also be given as a home assignment. Students do the task alone at home and later report their results to the class.

Extension/Variation: Especially for Activity 2, students can do more research on the Internet to check further facts and figures about Canada's, Germany's and Hungary's help and support for Haiti. This activity can be the starting point of a discussion on the importance of providing aid to other countries and peoples.

As to *Activity 3*, students can look for more pictures and design a poster or even a PowerPoint presentation to illustrate the situation in Haiti and how the three countries – Canada, Germany and Hungary – helped.

The results and the materials of the three activities could serve as a starting point for a PowerPoint presentation on this disastrous earthquake, its consequences and the response by the different countries of the world. One group of students can introduce the earthquake and its effects and another group can present the multifaceted international help efforts.

Key

Activity 1

- 1.** *Canadians feel strongly about helping to support communities **d)** affected by natural disasters and other emergencies abroad.*
- 2.** *In order to be most efficient Canadian humanitarian **a)** action follows a number of objectives.*
- 3.** *The intention is to meet the needs of survivors on the ground, that is, to **c)** save lives, alleviate suffering, and maintain human dignity during and after conflict and natural disasters.*
- 4.** *Furthermore, the aim is to ensure a coherent, coordinated and **f)** timely response to humanitarian crises abroad, consistent with the principles of Good Humanitarian Donorship.*
- 5.** *The best way for citizens to help is donating money – not clothing **b)** or food – to experienced non-governmental humanitarian organizations (NGOs).*
- 6.** *For example, food, clothing and other goods donated by the Canadian public **g)** may not be appropriate for the climate or the culture of the affected population.*
- 7.** *In addition, donations such as of out-of-date medicine and medical supplies can do **e)** more harm than good to the health and well-being of the survivors.*

Sources: http://www.international.gc.ca/humanitarian-humanitaire/canadians_help-aide_canadien.aspx

Activity 2

There will be individual solutions and answers. Students do not necessarily have to use all the prompts given and they can change the order of the prompts in their texts. A possible article sounds as follows.

Port-au-Prince, Haiti, April 1, 2010. It has been almost three months now since Haiti was struck by a catastrophic earthquake on January 12, 2010 with a centre in Port-au-Prince. In the widespread devastation, hundreds of thousands of Haitians and foreign nationals lost their lives or were injured. Within hours, numerous countries around the world started their humanitarian response, among them Canada, Germany and Hungary. Besides donating enormous sums of money to buy, for example, urgently needed food and medicines, Canada also sent, among other things, shelter, hygiene and kitchen kits and a number of search technicians, whereas Germany provided drinking water purification units or emergency shelters, each big enough to house a family of eight.

All three countries were concerned about the improvement of medical treatment. Thus, Germany provided a mobile hospital and together with Canada they sent medical staff such as doctors and nurses. In addition, both Hungary and Germany have taken their share in the coordinated European Union efforts.

But in fact it was not only governments that were ready to help: many NGOs from different countries took an active part in rescue work. Hungary's Faculty of Medicine of the University of Debrecen, for example, sent medical equipment and personnel. Essential to all this support, especially during the crucial first phase between January 12 to March 31, there were continuous efforts to alleviate human suffering and to help the Haitians to reconstruct their country.

Sources: http://www.international.gc.ca/humanitarian-humanitaire/earthquake_seisme_haiti.aspx
and

http://www.international.gc.ca/humanitarian-humanitaire/earthquake_seisme_haiti_efforts.aspx?lang=eng#hum_effort

Activity 3

Take a look at the relevant Internet sites and find the captions of the pictures. Also consult further background information.

Picture A

Caption: The rubble of a school that was destroyed is removed so that the building can be replaced. “The government sees the situation there at the moment as an opportunity,” says Welthungerhilfe chief Wolfgang Jamann.

Source: <http://www.spiegel.de/fotostrecke/fotostrecke-53353-5.html>.

Picture B

Caption: A Canadian Consular Officer (right) examines the documentation of a man in front of the Canadian Embassy in Port-au-Prince, Haiti.

Source: <http://www.flickr.com/photos/dfait-maeci/4313926814/in/set-72157623209434058>.

Picture C

Caption: “Vater mit behandelter Tochter” (Father with his daughter receiving medical treatment)

Source:

<http://www.bundesregierung.de/Content/DE/Magazine/MagazinEntwicklungspolitik/082/t1-hilfe-fuer-haiti.html>.

Sources

Canada:

Securing the future of youth and children: <http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/FRA-1015151610-QLN>

Earthquake in Haiti – One year later: <http://www.acdi-cida.gc.ca/crisishaiti>

Summary of CIDA’s Humanitarian Assistance: <http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-611450-P87>

Past responses to disasters: http://www.international.gc.ca/humanitarian-humanitaire/past_disasters-catastrophes_passe.aspx

Germany:

http://www.diakonie-katastrophenhilfe.de/english/1_ENG_HTML.php

Hungary:

<http://www.huembwas.org/szia/haiti.htm>

<http://www.unideb.hu/portal/node/2936>

Photos:

<http://www.spiegel.de/fotostrecke/fotostrecke-53353-5.html>

<http://www.flickr.com/photos/dfait-maeci/sets/72157623209434058/>

<http://www.bundesregierung.de/Content/DE/Magazine/MagazinEntwicklungspolitik/082/t1-hilfe-fuer-haiti.html>

Further Information

On Canada's contribution:

http://www.international.gc.ca/humanitarian-humanitaire/canadians_help-aide_canadien.aspx

http://www.international.gc.ca/humanitarian-humanitaire/earthquake_seisme_haiti.aspx

On Germany's contribution:

http://www.bmz.de/en/press/aktuelleMeldungen/2010/january/pm_20100124_12.html

<http://www.auswaertiges-amt.de/EN/Aussenpolitik/HumanitaereHilfe/AktuelleArtikel/100113-HilfeErdbeben.html>

<http://www.bundesregierung.de/Content/DE/Magazine/MagazinEntwicklungspolitik/082/t1-hilfe-fuer-haiti.html>

[http://www.themunichtimes.com/news-](http://www.themunichtimes.com/news-services/display_article.php?news_title=German%20Aid%20for%20Haiti&article_id=253)

[services/display_article.php?news_title=German%20Aid%20for%20Haiti&article_id=253](http://www.themunichtimes.com/news-services/display_article.php?news_title=German%20Aid%20for%20Haiti&article_id=253)

On Hungary's contribution:

http://www.mfa.gov.hu/kum/en/bal/actualities/spokesman_statements/Haiiti_eng_100118.htm

http://www.kulugyminiszterium.hu/kum/hu/bal/Aktualis/Szovivoi_nyilatkozatok/Haiti_segely_100119.htm

<http://english.baptistasegely.hu/node/431>

<http://www.baptistasegely.hu/node/1001>

[http://www.kisalfold.hu/belfold_hirek/haiti_foldrenges_-
_jotekonysagi_koncert_szegeden_a_tulelok_javara/2139930/](http://www.kisalfold.hu/belfold_hirek/haiti_foldrenges_-_jotekonysagi_koncert_szegeden_a_tulelok_javara/2139930/)
<http://www.rtlklub.hu/hirek/belfold/cikk/301219>

22. Famous National Parks

Description

Level: intermediate (B1-B2).

Time: 30-45 minutes.

Skills: reading, speaking and writing.

Activity: this activity teaches students about some of the main classes of animals (mammals, predators, birds, insects) while they will be reading and learning about several animal species living in Canadian, German and Hungarian national parks. In the scope of project work, students are provided with additional information about animals found in the three national parks.

Preparation: Print out the page of the activity for each student. To provide students with visual input as illustration, the teacher may as well bring photos of some of the animals.

Procedure:

Activity 1

As a pre-reading activity, distribute the following sheet to your students:

The following words appear in the texts you will be reading about national parks in Canada, Germany and Hungary. To help you understand the texts, match the words with the definitions working in pairs.

- | | |
|--------------------|--|
| 1. species | a) all the animals that live at one place at the same time |
| 2. mammal | b) the natural home of a plant or an animal |
| 3. predator | c) not existing any more |
| 4. habitat | d) an animal that kills and eats other animals |
| 5. insect | e) a group of animals or plants whose members are similar and can breed with each other |
| 6. extinct | f) a type of animal that feeds its young with milk from its mother's body |
| 7. fauna | g) a small creature such as a fly or ant, that has six legs, and sometimes wings |

Students work either in pairs or individually. To ensure that they understand the texts, they match the words with the definitions.

While-reading activity:

Students work in groups of three. Each student reads only one of the texts. In the table provided, students group the animals appearing in the text according to the following categories: mammals, predators, birds and insects.

Activity 2

Students work in three groups and design a poster for one of the national parks. Each group chooses one of the above national parks with its text and collects photos of the animals mentioned in the text. Also, they select three of the animals in the text and write a short description of each mentioning at least the following details: where it lives, how heavy it is, what its appearance is like, what it eats, how about the young, any other notable facts, whether it is protected. Finally, they work all the materials they have (pictures and texts) into a colourful and inviting poster about the national park of their choice.

See a sample description (to be adapted to the needs of your group) below.

Activity 3: Do not forget to explain to students what is meant by the term *national park*, and also clarify the difference between *national park*, *provincial park* and *conservation area*. (National parks are operated by the federal government, provincial parks by the provincial governments. A conservation area is run by a municipality.)

Students can work in pairs or in small groups. Their knowledge of geography may be helpful as there are hints in the descriptions at fauna, flora and geographical features that are characteristic of a certain part of Canada.

Make sure students understand the words in the *attractions* column. Do not forget to clarify cultural information, such as *Radium Hot Springs* (it is a city, near which there is a thermal bath indeed), *Cabot Trail* (a famous trail used for hiking and cycling, named after explorer John Cabot), *the Haida* (an aboriginal tribe living in the coastal region of BC), *the Headbanger's Ball* (mating ceremony of the bighorn sheep)

Activity 4: Students will work in small groups. Explain what a leaflet is, and, as a class, brainstorm on what kind of information is included in it. Put the ideas on the board to remind students what they should look for. The leaflets can be presented in a printed format or electronically.

Extension/Variation 1: It is useful to hand out the following glossary to go with Activity 1:

Glossary

migratory: characterized by migration

raptor: a bird of prey characterized by migration

beech: a large tree with smooth grey bark, or the wood of this tree

waterfowl: a water bird, especially a swimming bird

migratory bird: bird which does not always have the same habitat (e.g. it flies south for the winter)

coastal bird: bird which lives on the sea shore

crane: any of the various large wading birds of the Gruidae family, it has a long neck, long legs, and a long bill

cultivation: (agriculture) production of food by preparing the land to grow crops (especially on a large scale)

beetle: an insect with a round hard back, which is usually black

hayfield: a field where grass for hay has been cut; a meadow

Perhaps it is interesting to note that the very first national park opened in the USA in 1872.

For more advanced groups, you can turn the glossary into a word search game by omitting the key words, with only the definitions remaining:

Word search

_____ : characterized by migration

_____ : a bird of prey characterized by migration

_____ : a large tree with smooth grey bark, or the wood of this tree

_____ : a water bird, especially a swimming bird

_____ : bird which does not always have the same habitat (e.g. it flies south for the winter)

_____ : bird which lives on the sea shore

_____ : any of the various large wading birds of the Gruidae family, it has a long neck, long legs, and a long bill

_____ : (agriculture) production of food by preparing the land to grow crops (especially on a large scale)

_____ : an insect with a round hard back, which is usually black

_____ : a field where grass for hay has been cut; a meadow

Perhaps it is interesting to note that the very first national park opened in the USA in 1872.

Extension/Variation 2:

After having completed Activity 2, students having read Text A, students having read Text B and students having read Text C form three groups. They have one minute to memorize as many species from their text as they can. Then the three groups compete with each other listing as many species as they can remember from their text. The group that remembers the highest number of species is the winner.

Extension/Variation 3: Three groups, one from each three countries, work on this task. Each group designs a poster about the national park in their own countries as described in Activity 3. The three groups either photograph their poster, or even better, they design the poster using a PC. Each file of posters is then sent to the other two groups to provide information. The two groups comment on the posters received and try to find differences and similarities between the animals on the three posters. In an ideal case, some feedback is forwarded, as well. The materials received this way might constitute the basis of further classroom or homework activities.

Extension/Variation 4: Students place the natural parks in Activity 3 on a map of Canada. If no other map is available, you can photocopy the one here:



Key

Activity 1 (pre-reading)

1 e

2 f

3 d

4 b

5 g

6 c

7 a

Activity 1 (reading comprehension)

Mammals	Predators	Birds	Insects	Other animals
Muskoxen	polar bear	snowy owl	rare stag beetle	worms
Peary caribou	Arctic fox	raven	longhorn beetles	mussels
Arctic fox	Arctic wolf	ptarmigan	alpine longhorn	snails
Arctic wolf	ermine	Sandhill crane	beetle	crabs
Arctic hare	rough-legged	Sabine's gull	caddis fly	rich biomass
ermine	hawks	Arctic tern	long-tailed	marine mud
polar bear	gyrfalcons	jaeger	mayfly	snail
fox	pannonian lizard	rough-legged hawk	stone fly	sole
snowy owl	bat	gyrfalcon	dragonfly	herring
horse	common seal	snow goose	butterfly	flounder
harbour	grey seal	red phalaropes		
porpoise		saker falcon		
		migratory birds		
		coastal birds		

If students' English is at a more advanced level, you can further diversify the "other animals" category.

Activity 2

Sample Description

Canada Goose (Branta canadensis)

This is probably the best-known Canadian goose. It lives in the arctic and temperate regions of North America. In the southern inhabited parts of Canada, their strong distinctive call is associated with the coming of spring and fall.

The goose is 76-110 cm tall and weights about 2.5 to 6.2 kilograms (depending on its sex). The fowl feeds on plants, insects and smaller fish.

These birds mate for life, and the family group remains together for several months after hatching the young. The female lays about 3-8 eggs. Ganders protecting the nests are a fierce adversary, and their wings are capable of delivering a blow of surprising force, sufficient to scare away foxes and similar predators.

The goose is hunted for its flesh but protective regulations prevent any serious fall in their numbers.

Activity 3

National Park	Location (province / territory)	Main attraction
Banff National Park	Alberta	Canada's first natural park, dating back to 1885, beautiful scenery of the Rocky Mountains
Fundy National Park	New Brunswick	the world's highest tides, irregularly eroded sandstone cliffs, a covered bridge
Grassland Natural Park	Saskatchewan	rocks formed by wind erosion, dinosaur fossils, rare prairie grasses
Gwaii Haanas Natural Park Reserve	British Columbia	coastal rainforest, Haïda culture
Kluane National Park and Reserve	Yukon Territories	Canada's highest peak, world's largest non-polar ice field
Kootenay National Park	British Columbia	the Headbanger's Ball of bighorn sheep, Radium Hot Springs
Ukkuksalik National Park	Nunavut	easy-to-carve stone to make pots or oil lamps from
Wapusk National Park	Manitoba	a huge polar bear breeding area, many bird species
Prince Albert National Park	Saskatchewan	northern coniferous forest, spruced bogs, big lakes
Couchibouguac National Park	New Brunswick	beaches, lagoons, offshore sand dunes
Cape Breton Highlands National Park	Nova Scotia	beautiful red cliffs, the Cabot Trail
Forillon National Park	Quebec	wildlife of the St Lawrence estuary

Activity 4

National parks in Canada:

Aulavik National Park, Auyuittuq National Park, Bruce Peninsula National Park, Cape Breton Highlands National Park, Elk Island National Park, Forillon National Park, Fundy National Park, Georgian Bay Islands National Park, Glacier National Park, Grasslands National Park, Gulf Islands National Park Reserve, Gwaii Haanas National Park Reserve and Haida Heritage Site, Ivvavik National Park, Kejimikujik National Park, Kouchibouguac National Park, La Mauricie National Park, Mingan Archipelago National Park Reserve, Mount Revelstoke National Park, Pacific Rim National Park Reserve, Point Pelee National Park, Prince Albert National Park, Prince Edward Island National Park, Pukaskwa National Park, Quttinirpaaq National Park, Riding Mountain National Park, Sirmilik National Park, St. Lawrence Islands National Park, Terra Nova National Park, Torngat Mountains National Park, Tuktot Nogait National Park, Ukkusiksalik National Park, Vuntut National Park, Wapusk National Park, Waterton Lakes National Park

UNESCO World Heritage Sites:

Banff National Park, Gros Mornre National Park, Jasper National Park, Kootenay National Park, Kluane National Park, Nahanni National Park Reserve, Wood Buffalo National Park, Yoho National Park

More details of these natural parks can be found at http://www.pc.gc.ca/progs/np-pn/recherche-search_e.asp?p=1 by clicking on the name of the given natural park.

Apart from these, there are many provincial parks and conservation areas. You can find out more at <http://www.pc.gc.ca>

National parks in Germany:

Hamburg Wadden Sea, Jasmund National Park, Lower Saxony Wadden Sea National Park, Müritznational Park, Schleswig-Holstein Wadden Sea National Park, Western Pomerania Lagoon Area National Park, Eifel National Park, Hainich National Park, Harz National Park, Kellerwald-Edersee

National Park, Lower Oder Valley National Park, Saxon Switzerland National Park, Bavarian Forest National Park, Berchtesgaden National Park

National parks in Hungary:

Hortobágy National Park, Kiskunság National Park, Bükk National Park, Aggtelek National Park, Fertő-Hanság National Park, Danube-Dráva National Park, Kőrös-Maros National Park, Balaton Uplands National Park, Danube-Ipoly National Park, Őrségi National Park

Sources

Aulavik National Park of Canada: http://www.pc.gc.ca/apprendre-learn/prof/itm2-crp-trc/htm/faulavik_e.asp

Schleswig-Holstein Wadden Sea National Park: <http://www.wattenmeer-nationalpark.de/sh/overview-english>

<http://www.google.com/images?q=wattenmeer&oe=utf->

[8&rls=org.mozilla:de:official&client=firefox-a&um=1&ie=UTF-](http://www.google.com/images?q=wattenmeer&oe=utf-8&rls=org.mozilla:de:official&client=firefox-a&um=1&ie=UTF-)

[8&source=univ&ei=gRn1TMi3B5GJhQfvoOSNCQ&sa=X&oi=image_result_group&ct=title&resnum=1&ved=0CCIQsAQwAA&biw=1280&bih=640](http://www.google.com/images?q=wattenmeer&oe=utf-8&source=univ&ei=gRn1TMi3B5GJhQfvoOSNCQ&sa=X&oi=image_result_group&ct=title&resnum=1&ved=0CCIQsAQwAA&biw=1280&bih=640)

Bükk National Park in Hungary: <http://www.foek.hu/zsibongo/termve/np/angnp/bnp.htm>

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

Lightbody, Mark et al, eds. *Canada*. Footscray: Lonely Planet, 2002.

Jepson, Tim et al., eds. *The Rough Guide to Canada*. London: Rough Guides Ltd., 2002.

Further Information

As for Activity 2, the website of *Canadian Geographic*, more specifically, its *Animal of the Month* section (<http://www.canadiangeographic.ca/kids/animal-facts/animals.asp>) can provide further sample texts and can be used as a highly reliable source of information. Canadian Geographic Kids (<http://www.cgkids.ca/cgkids/cgkids.asp>) also has a few related activities, which are well worth trying!

23. Wildlife Conservation

Description

Level: upper-intermediate (B2).

Time: 45 minutes.

Skills: reading, speaking, writing.

Activity: This activity offers an opportunity for students to become familiar with a part of Canadian, German and Hungarian wildlife (especially birds) and learn new vocabulary items in a form of a reading comprehension task and produce descriptions of bird species.

Preparation: Print out the handout for each student.

Procedure:

Activity 1

1 Pre-reading: brainstorming. Students list endangered species and national parks in the three countries. This is checked during a class discussion. If there are any new words, they are explained and put on the blackboard.

Do the following vocabulary check activity to make sure students understand the key words in the three texts:

Match the words and expressions appearing in the above three texts with their meaning.

1. wetland
2. swamp/marsh/bog/moor
3. natural habitat
4. well-established species
5. drainage
6. pest
7. pesticide
8. conservation
9. endangered species
10. reserve

- a. protection of the natural environment
- b. species with a respected and distinguished position in a given area
- c. a chemical substance used for killing insects
- d. an insect or animal which destroys plants
- e. various groups of animals who need protection
- f. a place where a particular animal or plant is normally found
- g. a piece of land that is a protected area for animals, plants
- h. an area covered with water and plants
- i. an area of wet soil
- j. the process by which water is removed from an area so that it becomes dry

The key for this activity is in the Key section “Activity 1” Also make sure that students understand the words *nest* and *breed*.

2 While-reading: Students read the text. Further unknown words are clarified as necessary. Students’ first task is to match the pictures with the given bird species based on the clues in their description. They will have to justify their solutions.

Activity 2

1 While-reading: Students collect differences and similarities between the three species and national parks based on the three texts.

2 Post-reading: Students share their findings during a class or pair discussion activity.

Activity 3

Ask students to work in small groups. Their task is to decipher the endangered and threatened bird species anagrams. (Hint: there are some familiar words in the names of birds, and each new letter cluster denotes a new word.) Students can also use the Internet, and the starting letters of each word may be given as additional help. Explain the difference between “endangered”, “threatened” and “special concern”.

Activity 4

After surfing the Internet for some details, students will introduce threatened or endangered bird species by answering specific questions.

Extension/Variation: The teacher may give the three texts to groups of three students. Each student reads one text only and thus all texts are read by only one student. This is followed by a group discussion during which students share the information they have read in the texts. Finally, students do Activity 2 together still working in groups of three. This variation extends the task into a speaking activity.

The discussion of similarities and differences can be organized as a pair work or group work activity. Finally, during a whole-class discussion, the teacher collects similarities and differences with the help of the students.

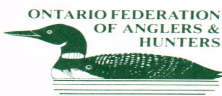
Variation to Activity 3: If you think the anagrams are too difficult for your students, transform the activity into a game of hangman.

Extension to Activity 3: Discuss the reasons why a species may become endangered or threatened. Also, try to brainstorm on what one may do to help endangered or threatened species.

Extra activity: give students a copy of the leaflet on the next page published by the Ontario Federation of Anglers and Hunters. They have to answer the following two questions:

- 1.) What environmental problems does the leaflet mention?
- 2.) What can people do to save wetlands?

- Acid rain and other atmospheric pollution upset the balance of ecosystems, including wetlands. Loons, waterfowl, and fish larvae are all sensitive to the effects of acid rain.
- Water pollution can be particularly damaging to wetlands and lake ecosystems. Artificial enrichment from detergents and fertilizer causes excessive weed growth and loss of habitat.
- Aggressive exotic plants such as purple loosestrife can invade wetlands and result in reduced plant and animal diversity.
- Peat extraction is particularly destructive to southern Ontario bogs.
- Drought causes temporary loss of wetlands and, in severe or successive years, can result in declining waterfowl numbers.

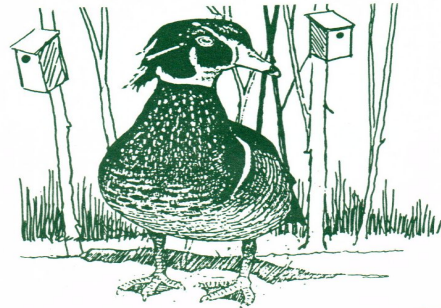


For more specific information on wetlands in your area, contact your district office of the Ontario Ministry of Natural Resources.

Help Conserve Ontario's Wetlands!

Wetlands are wonderful! Get involved in saving our valuable wetland resources from deterioration and further losses. Here is a guide to help you play an active role in the conservation of these important ecosystems.

1. Learn about wetlands and the many ways they are important. Visit wetlands and learn about the fish and wildlife that depend on them.
2. Be aware of the threats to wetlands, and contact your Ministry of Natural Resources district office when you see a wetland in danger. If pollution is involved, also contact your local Ministry of Environment office.
3. Make your municipal, provincial, and federal representatives aware of the importance of wetlands, and of the need for their conservation. Urge your municipality to identify and protect **all** classes of wetlands through their official plan.
4. Encourage school groups, scouts, guides, 4-H and conservation clubs to learn more about wetlands by visiting wetlands and giving them copies of this fact sheet.
5. Get involved in projects that improve wildlife and fish habitat in wetlands.



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Alternatively, you can divide students into two groups.

Group A will read the text on the left hand side of the page, and then answer the following question:

- What potential harm can human activity cause to wetlands?

Group B will read the text on the right hand side. The question they will have to answer is follows:

- What can people do to help the conservation of wetlands?

They pair students up and let them share their answers to the questions with each other.

Key

Activity 1

- | | |
|-----------------------------|--|
| 1. wetland | i. an area of wet soil |
| 2. swamp/marsh/bog/moor | h. an area covered with water and plants |
| 3. natural habitat | f. a place where a particular animal or plant is normally found |
| 4. well-established species | b. species with a respected and distinguished position in a given area |
| 5. drainage | j. the process by which water is removed from an area so that it becomes dry |
| 6. pest | d. an insect or animal which destroys plants |
| 7. pesticide | c. a chemical substance used for killing insects |
| 8. conservation | a. protection of the natural environment |
| 9. endangered species | e. various groups of animals who need protection |
| 10. reserve | g. a piece of land that is a protected area for animals, plants |

Picture 1: black-tailed godwit (text B)

Picture 2: great bustard (text C)

Picture 3: red-winged blackbird (text A)

Activity 2

Similarities:

- all animals live in the three given national parks
- all of them are protected by conservation programmes
- all can be observed in their natural habitat but the black-tailed godwit cannot be observed during the nesting season.
- visitors and observers are welcome in the national parks (but not during nesting season in the German park)
-

Differences:

- the red-winged black bird flies, however, the great bustard walks, the black-tailed godwit flies and walks
- the red-winged black bird is smaller than the great bustard whereas the black-tailed godwit is nearly the same size
- the red-winged black bird lives near swamps and likes wetlands in North America, the black-tailed godwit breeds in marshes and moors in North-western Europe, while the great bustard's natural habitat is the European open grassland

Activity 3

Endangered:

1. BARN OWL
2. BURROWING OWL
3. KING RAIL
4. MOUNTAIN PLOVER
5. IVORY GULL
6. SAGE THRASHER
7. WHITE-HEADED WOODPECKER
8. WHOOPING CRANE

Threatened:

1. HOODED WARBLER
2. LEAST BITTERN
3. MARBLED MURRELET
4. PINK-FOOTED SHEARWATER
5. SHORT-TAILED ALBATROSS

Sources

<http://www.pc.gc.ca/eng/pn-np/ab/banff/visit/visit16.aspx#banff>

<http://www.cwf-fcf.org/en/what-we-do/programs/endangered-species-program/>

<http://www.cwf-fcf.org/en/what-we-do/programs/endangered-species-program/species-birds.html>

[http://www.cwf-fcf.org/en/what-we-do/wildlife/featured-species/fauna/birds/life-of-a-](http://www.cwf-fcf.org/en/what-we-do/wildlife/featured-species/fauna/birds/life-of-a-blackbird.html)

[blackbird.html](http://www.cwf-fcf.org/en/what-we-do/wildlife/featured-species/fauna/birds/life-of-a-blackbird.html) http://www.kmnp.hu/hu_bemutakozas.htm

http://ec.europa.eu/environment/nature/conservation/wildbirds/hunting/docs/black_tailed_godwit.pdf

<http://hungarystartshere.com/Koros-Maros-National-Park-Koros-Maros-Nemzeti-Park>

http://www.kmnp.hu/hu_kmnp_allat6.htm

http://www.kmnp.hu/hu_fejlesztesiterv.htm

http://en.wikipedia.org/wiki/File:Black-tailed_Godwit_cropped.jpg

Source to go with Activity 3:

http://www.simplywildcanada.com/Endangered_Birds.html

<http://www.bsc-eoc.org/research/speciesatrisk/index.jsp>

Further Information

Further useful links to see what one can do about the protection of species:

http://www.naturecanada.ca/bird_cons.asp

http://www.sararegistry.gc.ca/gen_info/default_e.cfm

24. Endangered Species

Description

Level: pre-Intermediate, intermediate (A2-B2)

Time: 30 min

Skills: mainly reading and speaking (also, developing cognitive skills (matching))

Preparation: copy the worksheet for each student

Activity: This activity familiarizes students with Canadian, German and Hungarian endangered species.

Procedure:

Activity 1 The teacher can lead in the topic by asking students what they know about wildlife protection in Canada, Germany or Hungary. In this activity the students have to match twelve endangered species with brief descriptions of them.

Ask students to figure out which country has which species as their natural habitat.

It is worth noting that some Canadian species do not fall into the endangered category all over Canada, just in a province/ territory. For example, the lake sturgeon is only endangered in Quebec (St. Lawrence River), and the black-tailed prairie dog in Saskatchewan. (More information on the conservation status of the Canadian species on the task sheet can be found at <http://www.sararegistry.gc.ca>.)

Extension/Variation

In **Activity 1**, the teacher can extend the animal name list with odd ones out by adding the following endangered species to the list: Black stork (Hungary), Buff-breasted Sandpiper (Germany), Burrowing Owl (Canada), Rusty Blackbird (Canada). After the activity the teacher can show the photos of these species as well.

Students can also draw a map of the range of the listed species.

Animal quiz game: ask every student to choose an animal from the SARA A to Z species index found at http://www.sararegistry.gc.ca/default_e.cfm, and prepare a short (10-15 sentences) description of it without mentioning its name. Students will read out these descriptions in class, and take notes of one another's texts. Then they will be allowed to search the site for a set time in pairs.

The winner will be the pair with the highest number of identified species apart from those of their own.

You can also have an *Endangered Species Contest*, in which students are given the task to collect names of endangered species from one of the three countries. The winner is the pair/group which can come up with the highest number of such species within a set time.

Key

Country of Natural Habitat

- | | |
|--|---|
| 1. WOODLAND CARIBOU – Canada | 7. BECHSTEIN’S BAT – Germany and Hungary |
| 2. BLANDING’S TURTLE – Canada | 8. BELUGA – Canada |
| 3. EUROPEAN MINK – Germany | 9. AMMERSEE KILCH – Germany |
| 4. HUCHEN/DANUBE SALMON – Hungary | 10. MONARCH BUTTERFLY – Canada |
| 5. WOLVERINE, EASTERN POPULATION – Canada | 11. LAKE STURGEON – Canada |
| 6. EASTERN IMPERIAL EAGLE – Hungary | 12. BLACK-TAILED PRAIRIE DOG – Canada |

Order of Species

- | | |
|---|---|
| 1. AMMERSEE KILCH – Germany | 9. HUCHEN/DANUBE SALMON – Hungary |
| 2. BLANDING’S TURTLE – Canada | 10. EUROPEAN MINK – Germany |
| 3. BECHSTEIN’S BAT – Germany and Hungary | 11. BLACK-TAILED PRAIRIE DOG – Canada |
| 4. LAKE STURGEON – Canada | 12. WOLVERINE, EASTERN POPULATION – Canada |
| 5. WOODLAND CARIBOU – Canada | |
| 6. EASTERN IMPERIAL EAGLE – Hungary | |
| 7. BELUGA – Canada | |
| 8. MONARCH BUTTERFLY – Canada | |

Sources

http://www.naturecanada.ca/endangered_know_our_species.asp
<http://www.nyf.hu/others/html/kornyezettud/mm/kornytud/termved/termved.htm>
http://www.wildernessclassroom.com/cgi-bin/mt/mt-search.cgi?blog_id=43&tag=Woodland%20Caribou&limit=20
http://en.wikipedia.org/wiki/Eastern_Imperial_Eagle
http://en.wikipedia.org/wiki/Bechstein's_Bat
<http://en.wikipedia.org/wiki/Huchen>
http://en.wikipedia.org/wiki/Lake_sturgeon
http://en.wikipedia.org/wiki/Black-tailed_prairie_dog
[http://en.wikipedia.org/wiki/Beluga_\(whale\)](http://en.wikipedia.org/wiki/Beluga_(whale))
[http://en.wikipedia.org/wiki/Monarch_\(butterfly\)](http://en.wikipedia.org/wiki/Monarch_(butterfly))
<http://www.animalinfo.org/species/carnivor/mustlutr.htm>
http://www.naturecanada.ca/endangered_know_our_species_wolverine.asp
www.bioflux.com.ro/docs/vol1/2008.2.193-216.pdf
<http://www.canadiangeographic.ca/kids/animal-facts/caribou.asp>
<http://www.turtleconservationproject.org/blandings-turtle-facts.html>
Further Information

Pictures of the animals on the list:

Woodland caribou

http://arcticboy.arcticboy.com/view.php?q=Woodland%20Caribou%20Pictures&url=http://www.ighlevelwoodlands.com/images/woodland_caribou.jpg

Blanding's turtle

http://www.rom.on.ca/ontario/risk.php?doc_type=fact&id=317

Huchen

http://www.google.hu/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/5/5b/Hucho_hucho.jpg&imgrefurl=http://hu.wikipedia.org/wiki/F%25C3%25A1jl:Hucho_hucho.jpg&h=574&w=800&sz=191&tbnid=tUXYZLe9ZHq_TM:&tbnh=103&tbnw=143&prev=/images%3Fq%3Dhuc

hen&zoom=1&q=huchen&hl=hu&usg=__zN7uwC0Z_dcPGxQWD67PCJzuqmY=&sa=X&ei=swk
iTcnaAtH1sgbp4LzWDA&ved=0CCgQ9QEwAg

Eastern Imperial Eagle

http://www.google.hu/imgres?imgurl=http://www.junglewalk.com/animal-pictures/5/Eastern-Imperial-Eagle-15953.jpg&imgrefurl=http://www.junglewalk.com/shop/Products/Eastern-Imperial-Eagle-Magnet-15953.htm&h=250&w=333&sz=90&tbnid=dDYF6G9l7RLyqM:&tbnh=89&tbnw=119&prev=/images%3Fq%3Deastern%2Bimperial%2Beagle&zoom=1&q=eastern+imperial+eagle&hl=hu&usg=__J8WLi2lYhfZNmdugjUKOHML2pEc=&sa=X&ei=pgoiTZDzNorJswaXmun5DA&ved=0CB8Q9QEwAA

Bechstein's bat

http://www.google.hu/imgres?imgurl=http://i.telegraph.co.uk/telegraph/multimedia/archive/01485/bat_1485351c.jpg&imgrefurl=http://www.telegraph.co.uk/earth/earthnews/6207467/Rare-Bechsteins-bat-found-in-new-area-of-UK.html&h=288&w=460&sz=17&tbnid=L6Gi83mot-ZCHM:&tbnh=80&tbnw=128&prev=/images%3Fq%3DBechstein%2527s%2Bbat&zoom=1&q=Bechstein%27s+bat&hl=hu&usg=__sAMnoWgGCT7WQdPdmcXqod_ctQ8=&sa=X&ei=PA5iTcW7EoHssgatu4TYDA&ved=0CDMQ9QEwAw

Lake sturgeon

http://www.google.hu/imgres?imgurl=http://fish.dnr.cornell.edu/nyfish/Acipenseridae/lake_sturgeon.jpg&imgrefurl=http://fish.dnr.cornell.edu/nyfish/Acipenseridae/lakesturg.html&h=244&w=1000&sz=129&tbnid=eWMs2MqIh4MZsM:&tbnh=36&tbnw=149&prev=/images%3Fq%3Dlake%2Bsturgeon&zoom=1&q=lake+sturgeon&hl=hu&usg=__z0aW0cHZRjn3U1ouG06kutQDJko=&sa=X&ei=-hEiTd71Ecf0sgbj0PTxDA&ved=0CCMQ9QEwAg

Black-tailed prairie dog

[http://www.google.hu/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/1/12/Black-tailed_Prairie_Dog_\(Cynomys_ludovicianus\)_eating_in_Zoo_Budapest_006.JPG&imgrefurl=http://hu.wikipedia.org/wiki/F%25C3%25A1jl:Black-tailed_Prairie_Dog_\(Cynomys_ludovicianus\)_eating_in_Zoo_Budapest_006.JPG&h=2140&w=1936&sz=3164&tbnid=wgs7LMeWmTWmhM:&tbnh=236&tbnw=214&prev=/images%3Fq%3Dblack-tailed%2Bprairie%2Bdog&zoom=1&q=black-tailed+prairie+dog&hl=hu&usg=__NbAQeaXu9KJSjye_5D6YksIzowk=&sa=X&ei=6hAiTbCBGYmWswbXh538DQ&ved=0CB8Q9QEwAA](http://www.google.hu/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/1/12/Black-tailed_Prairie_Dog_(Cynomys_ludovicianus)_eating_in_Zoo_Budapest_006.JPG&imgrefurl=http://hu.wikipedia.org/wiki/F%25C3%25A1jl:Black-tailed_Prairie_Dog_(Cynomys_ludovicianus)_eating_in_Zoo_Budapest_006.JPG&h=2140&w=1936&sz=3164&tbnid=wgs7LMeWmTWmhM:&tbnh=236&tbnw=214&prev=/images%3Fq%3Dblack-tailed%2Bprairie%2Bdog&zoom=1&q=black-tailed+prairie+dog&hl=hu&usg=__NbAQeaXu9KJSjye_5D6YksIzowk=&sa=X&ei=6hAiTbCBGYmWswbXh538DQ&ved=0CB8Q9QEwAA)

Beluga

http://www.google.hu/imgres?imgurl=http://funkman.org/animal/mammal/beluga.jpg&imgrefurl=http://funkman.org/animal/mammal/beluga.html&h=559&w=661&sz=72&tbnid=ewqtPGWjkIQiEM:&tbnh=117&tbnw=138&prev=/images%3Fq%3Dbeluga&zoom=1&q=beluga&hl=hu&usg=__kEEf8ZPShZqg3JwmoBtr5X7h0w4=&sa=X&ei=GxAiTah6Oo_Dswb_-ZDgDA&ved=0CCEQ9QEwAA

Monarch butterfly

http://www.google.hu/imgres?imgurl=http://www.theage.com.au/ffximage/2007/11/26/MonarchButterfly_wideweb__470x345,0.jpg&imgrefurl=http://www.theage.com.au/news/news/tourism-push-to-protect-monarch-butterflies/2007/11/26/1196036783976.html&h=345&w=470&sz=45&tbnid=6VpTRJDi2UnytM:&tbnh=95&tbnw=129&prev=/images%3Fq%3DMonarch%2Bbutterfly&zoom=1&q=Monarch+butterfly&hl=hu&usg=__HYJsqrIAQQSHdCNgQMa1NWihyWU=&sa=X&ei=QQ0iTahEAtDxsgbpm8zwBA&ved=0CEsQ9QEwBQ

Ammersee Kilch

<http://www.wildlifeextra.com/go/news/european-fish167.html#cr>

European mink

<http://www.animalinfo.org/image/mustlutr2%20jpg%2038.jpg>

Wolverine, eastern population

http://www.naturecanada.ca/angered_know_our_species_wolverine.asp

Information on endangered species in Germany and Hungary can be found at the following links:

<http://www.earthsendangered.com/search-regions3.asp?search=1&sgroup=allgroups&ID=545>

<http://www.animalinfo.org/country/germany.htm>

<http://www.earthsendangered.com/search-regions3.asp?search=1&sgroup=allgroups&ID=548>

Information on the endangered species of the Earth can be found at:

http://www.earthsendangered.com/list_html.asp

Information on the conservation status of species can be accessed at:

<http://www.natureserve.org/explorer/ranking.htm>

<http://nhpweb.enr.state.nc.us/search/codes.html>

<http://www.fws.gov/midwest/endangered/glossary/index.html>

25. Global Warming

Description

Level: pre-intermediate, intermediate (A2-B2).

Time: 30-45 minutes

Skills: reading, writing, speaking

Activity: Activity 1 familiarizes students with the potential effects of global warming on Canada, Germany and Hungary.

Activity 2 is a gap-fill on the Montreal Protocol, aiming at teaching students about Canada's leading international role in environmental protection and familiarizing them with the basic vocabulary of related decision-making.

Preparation: For Activity 1, copy the worksheet for each student, and provide each pair of students with a map of Canada and Europe. Content-wise it is recommended to discuss the geographical features of the three countries which may influence temperature and precipitation, including ocean currents. As the activity involves the practising the grammatical function of guessing about the future as compared to the present, revise (or pre-teach) this sense of the modal auxiliaries *will, may, can, might, could* and comparative structures. The activity will also provide a good opportunity to learn or practice the language of making deductions and the cause reason relationship, but to benefit maximally from this opportunity, linking elements such as *so, because, as, as a result*, etc. will also need to be pre-taught or revised.

For Activity 2, only a copy of the worksheet will be needed for each student. Before asking students to do the activity, check whether students understand the meaning of the words in the vocabulary box.

Procedure: Ask students to work in pairs in Activity 1. Introduce and/or check on the key vocabulary elements your students may not be familiar with. Also tell them in advance that they will be able to guess some of the answers based on logical links. (E.g. If there is less precipitation, crop yield will drop. If there is more precipitation, water levels will rise and floods may occur. Changed weather conditions may influence animal habitats, etc.) Read out (or distribute) the following information slip with hints:

Info concerning Canada

The melting of polar ice may accelerate the rate of warming in the north, which results in the melting of more land ice.

The melting of land ice adds more water to the sea.

As the ice melts, the saline content of the seas changes and the mixing of different temperature sea waters slows down, which may influence both temperature and the amount of precipitation.

High air pressure will be dominant in the middle part of the country, bringing drier weather.

Low air pressure will prevail in the coastal areas, especially in the north.

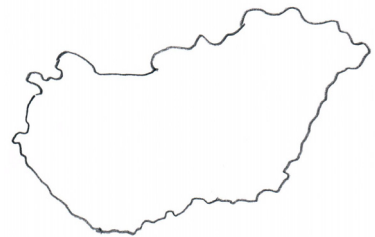
Info concerning Europe

As the temperature rises, the Mediterranean climate shifts in Europe.

As the ice melts, the saline content of the seas changes and the mixing of different temperature sea waters slows down, which may influence both temperature and the amount of precipitation.

The air pressure belts (= circulation of controlling air= prevailing winds) will also change: at the poles lower air pressure bringing more precipitation, while at other places higher air pressure is expected to set in, bringing drier weather.

Also distribute the maps on the following page when discussing the main geographical features of the three countries:



When you discuss the answers, ask students to justify why they have chosen the given solution. To facilitate this, write the following sample sentence on the board: *I think sea levels will rise in Atlantic Canada because more land ice will melt and that means more water.*

Activity 2 should be done by the students individually. Tell students that they should try to figure out what word class is needed for each gap once they are unsure of the content.

Extension/Variation: As for Activity 1, if students can find global warming related information more independently, let them search the web for relevant information instead of reading out or distributing the above information sheet.

You can divide the class into two groups, and tell one group (those who are faster to process information) to deal with Canada and the other with Germany and Hungary.

Activity 2 can be given as homework. In addition, you may ask students to find out more about the Montreal Protocol on the web and present these findings in the form of statements (5 sentences each) during the next class.

The topic of the unit also provides an opportunity to discuss the effects of global warming at a more general level and more in depth. The following activity may be useful for the introduction of global warming-related vocabulary:

Extra Activity 1: GLOBAL WARMING-RELATED VOCABULARY

albedo/ carbon cycle/ carbon sink/ clathrates / climate change / contrails / coral bleaching / the domino effect / negative feedback loop / positive feedback loop / Gaia theory / global dimming / global warming / greenhouse gases/ land ice / magic gate / ozone / red-tide / tipping points / thermal expansion

- 1.) The Earth is a single, planet-sized organism

- 2.) ‘whiteness’ → once a certain proportion of the Earth’s surface is white (up to 30° of latitude) a runaway cooling effect is created which freezes the entire planet. But, if there is no part to reflect the heat back, warming is inevitable. The balance is delicate.

- 3.) Continuous carbon binding and re-binding -- Life is carbon-based, it binds with almost anything non-metallic.

- 4.) something that absorbs CO₂ well

- 5.) They trap heat near the Earth’s surface. They are produced: when we burn things or when things decompose. There are altogether 30, including water vapour, methane, nitrous-oxide, HFC, CFC. CO₂ is the most abundant.

- 6.) As greenhouse gases increase in the atmosphere, they trap extra heat. This leads to the phenomenon.

- 7.) Global warming places pressure on Earth’s climate system and this may result in this.

- 8.) climate change happens in leaps

- 9.) ice that covers land mass

- 10.) warm water occupies more space than cold

- 11.) the destabilization of one ice field leads to the destruction of its neighbour(s).

12.) iron-rich smog causes dinoflagellate bloom

13.) when a coral dies, it turns white

14.) dust particles (from drought and fuel burning) scatter and absorb light thereby lowering temperature and carrying nutrients -- thereby also increasing the absorption of CO₂

15.) O₃ – absorbs ultraviolet radiation and emits heat in the stratosphere

16.) exhaust left by jet aircrafts

17.) Earth's systems sometimes snap and a new system is created

18.) A process which accelerates warming

19.) A process which slows warming

20.) 'ice that burns'

Students may find it exciting to guess topic-related figures. Distribute the following worksheet to groups of three students. Ask them to put a number into each gap, and give them some time to consider their answers. Discuss the solutions as a contest: whichever group has the closest figure to the real one can score a point on that question. The winner is the group with the highest score.

Extra activity 2: Global warming quiz

1. _____ of air is required every day by an adult.
2. The average surface temperature of the Earth right now is _____.
3. The oldest living plant on our planet is the bristlecone pine aged _____ years.
4. In the 20th century, the burning of fossil fuels increased _____ fold.
5. Transport accounts for _____% of global CO₂ emissions.
6. Fossil fuel-related CO₂ production was estimated at _____ tonnes in 2002.
7. 1 ton of coal creates _____ ton(nes) of CO₂
8. Electric light was invented by James Edison in _____.
9. Which nation became the first one to burn coal on a large scale? _____
10. At the current speed of warming, the shift of wildlife is estimated at _____ km/decade on average.
11. The 1998 El Nino bleached _____ % of the Great Barrier Reef.
12. The spruce bark beetle has killed _____ trees.
13. Air at 30 C can hold _____ times as much “hurricane fuel” (=moisture) as at 10 C.
14. Polar sea ice has shrunk by _____ and it is only _____% as thick as it was 40 years ago.
15. The Greenland ice cap can raise sea levels globally by _____ centimetres.
16. A _____ meter sea level rise is predicted by 2100.
17. If we do nothing to reduce greenhouse gas emission, an estimated _____% of the current fauna and flora will be extinct by 2100.

Key

Canada

1. Atlantic Canada

Sea levels ↑

Coastal erosion and floods ↑

Sea and river ice ↓

Fish habitat ↓

2. Central Canada

Temperature ↑

Growing season ↑

Precipitation ↓

Water levels in the St. Lawrence River ↓

3. Prairies

Temperature ↑
Precipitation ↓ (longer periods of and more frequent droughts)
Crop yields ↓ (by 10-30%)

4. British Columbia

Sea levels on the northern coast ↑
Coastal floods in the north ↑
Precipitation on the southern part of the province ↓
Water supplies in the south ↓

5. The Canadian Arctic

Winter temperature over mainland ↑ (5-7 °C)
Summer temperature on the mainland ↑ (5 °C)
Permafrost area ↓
Tundra and taiga ecosystems ↓

Germany

↑ Winter rainfall (floods)
↑ Sea levels
↑ Hotter and drier summers
↑ Crop yields, range

Hungary

↑ Winter rainfall (floods)
↓ Summer rainfall
↑ Drought risk
↑ Soil erosion risk
↑ Growing season length
↓ Crop yields and range

General explanation

Canada

Warming will be the most intensive in the northern part of Canada, over mainland (5-7 °C), while 1-2 °C is the predicted degree of warming over water. The area most vulnerable to future droughts will be the prairies in the summer, but Central Canada will also experience spells of dry summer weather, as a result of which water levels in the St- Laurence river basin will drop. (This may endanger the shipment of goods by water.) Coastal flooding will be an imminent threat in winter, both in Pacific and Atlantic Canada, especially in the north. This will also entail intensifying soil erosion on the Atlantic coast.

With the change of temperature and precipitation animal habitats are expected to change, as well, which may include a drastic drop in the polar bear population, the disruption of the tundra and taiga ecosystems, and the imperilment of fish habitat in the coastal areas of Canada.

Germany and Hungary

In general, Europe will get less rainfall and hotter air. In the summer, rain will concentrate on small areas as the rainfall will form locally and will not fall from cyclones. Increased rainfall will speed up soil erosion.

There will be higher temperature differences between the weather fronts, which may cause storms and rainfall concentrated on smaller areas.

Germany will have a climate that is a mixture of the arctic and the Mediterranean climates.

Hungary will have a climate composed of the Mediterranean climate and the extreme continental climate.

Gapfill activity: The Montreal Protocol

Environmental **protection (1)** is an important issue in the eyes of many Canadians. No wonder the country **hosted (2)** the event to propose the Montreal Protocol **drafted (3)** on September 16, 1987 in Montreal, Quebec. The protocol **proposed (4)** the reduction of substances that deplete the **ozone (5)** layer. Countries signing the protocol have agreed to stop the production and **consumption (6)** of HCFCs by 2013. So far 196 countries have **signed (7)** the Montreal Protocol, making it one of the most **successful (8)** international agreements.

Extra activity 1: Environment-related vocabulary

Gaia theory The Earth is a single, planet-sized organism

albedo (= whiteness) → once a certain proportion of the Earth's surface is white (up to 30° of latitude) a runaway cooling effect is created which freezes the entire planet. But, if there is no part to reflect the heat back, warming is inevitable. The balance is delicate.

carbon cycle (= carbon binding and re-binding): Life is carbon-based, it binds with almost anything non-metallic.

carbon sink a substance that absorbs CO₂ well

greenhouse gases: a class of gases to trap heat near the Earth's surface. They are produced: when we burn things or when things decompose. There are altogether 30, including water vapour, methane, nitrous-oxide, HFC, CFC. CO₂ is the most abundant.

global warming: As greenhouse gases increase in the atmosphere, they trap extra heat. This leads to the phenomenon.

climate change: Global warming places pressure on Earth's climate system and this may result in this.

magic gate: climate change happens in leaps

land ice: ice that covers land mass

thermal expansion: warm water occupies more space than cold

the domino effect: the destabilization of one ice field leads to the destruction of its neighbour(s).

red-tide: iron-rich smog causes dinoflagellate bloom

coral bleaching: when a coral dies, it turns white

global dimming – dust particles (from drought and fuel burning) scatter and absorb light thereby lowering temperature and carrying nutrients -- thereby also increasing the absorption of CO₂

ozone: O₃ – absorbs ultraviolet radiation and emits heat in the stratosphere

contrails: exhaust left by jet aircrafts

tipping points: Earth's systems sometimes snap and a new system is created

positive feedback loop: accelerates warming

negative feedback loop: slows warming

clathrates: ‘ice that burns’

Extra activity 2: Environment quiz

1. **13.5 kg** of air is required every day by an adult.
2. The average surface temperature of the Earth right now is **14 °C**.
3. The oldest living plant on our planet is the bristlecone pine aged **4600** years. (**White Mountains, CA**)
4. In the 20th century, the burning of fossil fuels increased **16** fold.
5. Transport accounts for **33%** of global CO₂ emissions.
6. Fossil fuel-related CO₂ production was estimated at **26 billion** tonnes in 2002.
7. 1 ton of coal creates **3.7** ton(nes) of CO₂
8. Electric light was invented by James Edison in **1882**.
9. Which nation became the first one to burn coal on a large scale? **The English**
10. At the current speed of warming, the shift of wildlife is estimated at **6** km/decade on average.
11. The 1998 El Nino bleached **42 %** of the Great Barrier Reef.
12. The spruce bark beetle has killed **40 million** trees.
13. Air at 30 C can hold **4** times as much “hurricane fuel” (=moisture) as at 10 C.
14. Polar sea ice has shrunk by **20%** and it is only **60%** as thick as it was 40 years ago.
15. The Greenland ice cap can raise sea levels globally by **700** centimetres.
16. A **3-6** meter sea level rise is predicted by 2100.
17. If we do nothing to reduce greenhouse gas emission, an estimated **60%** of the current fauna and flora will be extinct by 2100.

Sources

Activity 1:

<http://www.canadaglobalwarming.com/effects.html>

<http://www.consequencesofglobalwarming.com/countries/global-warming-germany.html>

<http://www.climatehotmap.org/euroruss.html>

<http://www.commondreams.org/headlines03/0830-03.htm>

http://www.bloomberg.com/apps/news?pid=newsarchive&sid=amz_Fi.P1nuc

Activity 2:

http://ozone.unep.org/Publications/MP_Handbook/Section_1.1_The_Montreal_Protocol/

http://ozone.unep.org/Ratification_status/

<http://www.epa.gov/history/topics/montreal/01.htm>

Further Information

Extra activities:

Flannery, Tim. *The Weather Makers*. London: Penguin Books, 2005.

26. Ecotourism

Description

Level: pre-intermediate and intermediate (A2-B2).

Time: 2x45 minutes.

Skills: reading, speaking, listening and writing.

Activity: This activity draws students' attention to natural beauty, the appreciation of flora and fauna and focuses on the topic-related vocabulary of this field.

Preparation: Print out the page of the activity for each student. Make sure students understand what the word *ecotourism* means. If necessary, share the following definition provided by the International Ecotourism Society (TIES): Ecotourism is 'responsible travel to natural areas that conserves the environment and improves the welfare of local people.' (www.ecotourism.org)

For Activity 1 a, you may want to provide the links below if your students are inexperienced users of the internet. For Activity 1 b, you will also need a detailed map of Canada (or, if you have internet connection available, you can consult the Canada Atlas On-line at <http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En#>, or <http://atlas.nrcan.gc.ca/site/english>).

For less independent students, you may copy the web-sites below to go with Activity 2.

You need to copy the phrase box below for Activity 3.

Make copies of the texts A and B of Activity 4 for each pair of students.

Procedure:

Activity 1

In Activity 1 a, students read the text about ecotourism and think about the questions printed below the text. Then they discuss the question with their peers. Make sure to provide your students with some background information on Canadian weather and climate, farm-holidays and aboriginal societies. The following web-sites may be helpful in these respects:

1. Canadian weather and climate:

<http://www.travelcanada.com/canada/weather>

http://www.climate.weatheroffice.gc.ca/welcome_e.html

<http://www.weather-in-canada-observer.com/climate-of-canada.html>

2. Farm holidays:

<http://www.countryfarm-lifestyles.com/Canada-Farms.html>

<http://cantravel.ca/ranch.html>

<http://www.agritourscanada.com> (FAQ)

3. Aboriginal societies:

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

<http://www.ammsa.com>

http://www.ucalgary.ca/applied_history/tutor/first_nations/

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/index.html>

<http://www.indians.org/Resource/natlit/natlit.html>

Next, in Activity 1 b, students form pairs. They will be presented with a list of Canadian ecotourist activities and destinations, which they will match with the province/ territory these belong to. Each pair of students is given a detailed map of Canada to go with the worksheet, and/or they can also use the internet when they are doing the matching. If students feel lost, tell them that location names and names of specific sites may be revealing. (You can also allow your students to googlesearch these.)

You and your students can find out more about ecotourism in Canada visiting the following websites:

<http://ecotourism.gordonsguide.com/canada.cfm>

<http://www.ecotourdirectory.com/ecotours/canada/>

Once the matching has been done, check it in class, also paying attention to extra knowledge students have gained searching the map or the web. (E.g. What is this place close to? Is there a lake nearby? etc.) Ask students to build full sentences from the sketchy content. (E.g.: In the *Yukon*, you can go on *whale-watching river cruises*.) In addition, do not forget to ask students whether there are similar activities and sites available in Germany and/or Hungary.

Activity 2

Students make some Internet research and discuss the questions with their peers. You may want to guide less independent students by recommending them the following websites:

a.) What are the most interesting ecotourist destinations of Canada for you?

<http://ecotourism.gordonsguide.com/canada.cfm>

<http://www.ecotourdirectory.com/ecotours/canada/>

b.) Where and when can you see the Northern Lights?

http://www.space.gc.ca/pdf/educator-northern_lights.pdf

<http://www.auroraborealis.yukon.com>

<http://adventures.ca/garnet/abv.htm>

c.) What are the advantages and disadvantages of visiting national parks far from big cities?

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

<http://www.greatcanadianparks.com>

<http://www.national-parks-canada.com>

Activity 3

This activity features the description of Limberlost Lodge with some work on ecotourism-related vocabulary. Students should be given 5-10 minutes to work on the gapfill individually. Call their attention to the fact that the word class of the missing items in the box can be informative in terms of what fits where. After students finished working, give them a minute to compare their solutions with those of their peers. Then check the activity together in class. Then copy the following phrase box and distribute one to each pair of students. They will have to prepare a description of Labrador Salmon Lodge in a similar manner to the one in the gap-fill example.

beautiful town of Forteau, Labrador/ salmon fishing/ summer activity/ anglers will enjoy/ area rich in historic sites and tourist destinations/ Labrador Straits Museum, Maritime Archaic Indian Burial Mound, Red Bay, Battle Harbour, Point Armour Lighthouse / icebergs/ whale watching/ bird watching including puffins, murrs/ flora and fauna/ diverse and breathtaking/ 6 bedroom wilderness lodge/ packaged fishing tours/ guide/boat/ hiking trails/ berry picking/ Bakeapple Folk Festival/ craft shops

Activity 4

Divide students into pairs. One student of each pair gets text A, the other one text B. Give students a few minutes to read their text individually. Then let them share the information they have read about in pairs. Once this has been done, give students 5-10 minutes to brainstorm on the question below the text. They can make notes while brainstorming. Then, in groups of four, they will discuss their opinions. It is important to emphasize that it is not enough to say which holiday students would like the most, they will need to provide reasons as well.

Extension/Variation: In order to extend student talking time and ensure the practice of the newly learnt vocabulary items, you can easily build the discussion activities included in this unit into pyramid discussion tasks. For this, first ask students to discuss the questions in pairs and then in groups of 4, to be followed by a conversation in groups of 8 and finally do the discussion with the entire group. At each stage, the pairs/groups have to make an agreement acceptable for all concerning the issue on the table.

You may extend Activity 1 a by elaborating on the responsibilities of ecotourists, which is an opportunity to practise the language of rules (i.e. *the modal auxiliaries must, mustn't, should, shouldn't, need, needn't*). Tell students to work in pairs, write the above auxiliaries on the board and distribute copies of the following picture to each pair:



Tell students to write down five rules that nature-loving ecotourists should follow when they visit a natural park. Set a time limit, and have each pair read out their rules. Each time there is a new idea, ask the students to put it on the board.

(Picture source: <http://www.freewebs.com/societyofearthsavers>)

You may find the following web-sites useful: <http://www.ecotravel.com>,
<http://www.ecotourism.com>,
<http://www.frommers.com/destinations/germany/0224020277.html#ixzz16Bq8GbdC>

Some students may wonder how an ecotourist differs from an ordinary tourist. To clarify this, distribute a copy of the following T/F ecotourist quiz to student pairs or groups of three:

- A) An eco tourist is likely to pay a visit with a friend rather than with a busload of fellow tourists.
T/F
- B) Eco tourists either purchase the cheapest available products or bring their own food from home.
T/F
- C) Eco tourists bring their own bikes rather than renting one locally. T/F
- D) Eco tourists integrate into the local community to such an extent that they will even help with the maintenance of local sites. T/F
- E) An eco tourist will stay for short periods of time at one place so as not to disturb locals in their everyday life. T/F

Students will be given a few minutes to decide whether the questions are true or false. If possible, they could also think of reasons to support their decisions. The answers are discussed in class.

As an extension to Activity 1b, you may ask your students to look up one of the sites mentioned in the chart and write a few sentences about it at home. During the next class students read out their texts. If they can manage it, they can also show pictures of their site.

You can also play the following *Guess the attraction* game after you have done the matching in Activity 1b. Pair students up, and give them one card with the expressions below. Ask them to write a short definition on the activity/ attraction their card contains. The other students need to find out what these activities may be. (Alternatively, you may define the terms and let the class find out what these are. If the terms seem too difficult, you may play hangman or give certain letters in the expression as additional help. E.g.: h _ _ i _ g _ _ r _ i l _ → hiking trails)

Native artefacts and traditions	Excursion cruises
Watching the Northern Lights	Hiking trails
Mountain biking	Wild water rafting
Environmental education	Staying at an eco-lodge
Snowshoeing	Dog-sledding
Snowmobile ride	Ethnobotanism
Photographing wildlife	Angling

Write the items on the board. You may also ask your students which of these activities are offered in Germany or Hungary.

As an extension to go with activity 3, once the description has been prepared, have students role-play the content in the following way: one of them will be the owner of Labrador Salmon Lodge, the other one will be an eco-tourist enquiring about location, facilities (dining room, children, play area, beach, pets, open from ... to ...), activities and sights. (The facilities part has to be improvised as the text reveals no data concerning this.)

In Activity 4, student pairs can put together an advertisement on any Canadian, German or Hungarian ecotourist location they have found intriguing while searching on the net. Make sure you have students underline typical advertisement-related phrases both in the text of Activity 3 and 4 as preparation. When they are ready, ask them to read out the text they have created. They can illustrate their advertisement with pictures and drawings, too.

Key

Activity 1a

- a.) To the elderly: arts and culture scene (museums, exhibitions), short walks in nature; to children: farm-holiday, pow-wow, short walks in nature
- b.) The arts and culture scene can be enjoyed every in season; the best time for walking in nature is from spring to autumn. The text mentions that inland winters can be very cold.
- c.) We can try out the life of farmers.
- d.) Pow-wows, museums, interactive exhibitions.

Activity 1b

Province/ Territory	Activities and sites
British Columbia	whale-watching, mountaineering, visiting the Haida community, sea kayaking tours around Vancouver Island, rainforest, Okanagan Valley fruit orchards, totem poles
Alberta	Rock climbing, cave exploration, canoeing, bird-watching in the wetland area, Lake Louise, hoodoos of the Badlands, Bow Habitat Station
Saskatchewan	Athabasca Eco-Expeditions, remote wilderness fishing in your own lake, Dinosaur digs, ancient aboriginal artefacts
Manitoba	Polar bear tours with Tundra Buggy Adventure in Churchill, Brambles Nubian Goat Farm in San Clara
Ontario	Red granite rock formations of the shore of Georgian Bay
Quebec	Whale-watching river cruises on St. Lawrence, cross-country skiing, snowshoeing, biking, camping, conservation education in Gatineau Park, Mysterious monoliths of Mingan Islands, blueberry festivals around Lac St. Jean, the historic village of Roberval
Nova Scotia	Whale watching and sea bird tours, exploring the historic port of Lunenburg (UNESCO World Heritage Site), Rich heritage and culture of Cape Breton, the Lighthouse Route, 'Glimpse Back in Time' tour of

	McNabs Island
New Brunswick	Tub on Miramichi River, guided canoe trips, sandy beaches of Kouchibouguac National Park, small fishing villages, Cape Jourimain National Wildlife Area
Prince Edward Island	Watching sunset on the natural rock reef of North Cape, bike ride along the Confederation trail, giant blue fin tuna fishing packages, Sandy dunes of Greenwich Peninsula
Newfoundland and Labrador	Watching humpbacks, sea-birds, and icebergs, berry picking, participating in Bakeapple Folk Festival, Witless Bay Ecological Reserve, Avalon Wilderness Reserve, Maritime Archaic Indian Burial Mound
Northwest Territories	Observing denning wild wolves, musk-oxen herds, the great caribou migration, tundra wildlife, displays of aurora borealis, learning about Dene culture, exploring the “last frontier”, photographing arctic wolves
Yukon	fishing for lake trout, northern pike and arctic grayling, gold panning, rock-climbing (Cirque of the Unclimbables)
Nunavut	Learning about Inuit culture, snowmobiling, walking on the famous Northwest Passage, watching polar bears, arctic fox and arctic hare, Historic Hudson Bay’s trading post, Frobisher Inn in Iqualuit, Ellesmere Island National Park

Activity 2

a.) Check <http://www.lodgesresorts.com/canada-ecotourism.html> for more sights.

b.) Anywhere above the arctic circle. The best months are March-April and September-October. For more information, please, check http://www.space.gc.ca/pdf/educator-northern_lights.pdf

c.) advantages: peace and quiet, no crowd, cars or noise pollution, relaxing, beautiful nature, fresh and clean air, first hand experience of biodiversity

disadvantages: there may not be any hot food around, or shelter when a storm is coming, it is difficult to get help in the case of a medical emergency situation (e.g. someone slips and breaks a leg)

Activity 3

Come to Limberlost Lodge and enjoy a Northern Ontario wilderness experience. Canoe quiet **lakes (1)** or the scenic Mississagi River. Marvel at the beauty of the **landscape (2)**. Capture the fall colours. Listen to the **cry (3)** of the loon. Breathe in the **fresh (4)** air. Swim in the crystal **clear (5)** water. Walk in an old growth **forest (6)**. See a million stars and -- with luck -- the **northern (7)** lights. Interpretative signage on our nature **trails (8)** lets you learn about what you are seeing in the forest. Or, take a **guided (9)** tour to view spectacular scenery.

If **birding (10)** is your pleasure, you may see sandhill cranes, barred or saw-whet owls, ruffed or spruce grouse, pileated or black-backed woodpeckers, osprey, and occasionally bald eagles, just to name a few. We can arrange a tour with an expert birder.

Accommodation is provided in a modern **well-equipped (11)** housekeeping cottage. **Relax (12)** in the sauna or in front of your fireplace after a day's outing. If you want to really get away from it all-- we can accommodate you in a **cabin (13)** on a remote lake in one of Ontario's new Provincial Parks. Your only neighbours will be **loons (14)**, beaver, moose and other wildlife. Have a vacation to remember at Limberlost Lodge.

Extension: Ecotourism quiz:

- A) TRUE. Eco tourists travel in small groups not to disturb the local communities.
- B) FALSE. They buy locally produced goods to support the local economy.
- C) FALSE. They support the local economy and take out local services.
- D) TRUE. They contribute to preservation, let it be customs, habits, local sites, traditions, etc.
- E) FALSE. They usually stay for longer periods and want to live the life of the locals.

Sources

http://www.trailcanada.com/green/tourism/ecotourism_canada/

<http://www.lodgesresorts.com/canada-ecotourism.html>

<http://www.ecotourdirectory.com/ecotours/canada/>

Lightbody, Mark et al, eds. *Canada*. Footscray: Lonely Planet, 2002.

Jepson, Tim et al., eds. *The Rough Guide to Canada*. London: Rough Guides Ltd., 2002.

<http://www.wideweb.hu/hungary/tourism-entertainment/things-to-do/Ecotourism-nature-tours>

<http://www.responsibletravel.com/Trip/Trip100225.htm>

Further Information

<http://www.bio-natur-urlaub.de/sanfter-tourismus-und-umwelt-tourismus.html> (in German)

<http://www.bund.net/nc/bundnet/service/oekotipps/detail/zurueck/urlaub-und-reisen/artikel/sanfter-tourismus/> (in German)

<http://www.umweltlexikon-online.de/RUBsonstiges/SanfterTourismus.php> (in German)

<http://www.vertraeglich-reisen.de/reiseveranstalter/alternativ-reisen.php?reiseziele-deutschland> (in German)

<http://klivia1428.blogspot.com/2010/03/kanada-termeszeti-csodai-9.html> (in Hungarian)

<http://farm1.static.flickr.com>

27. Landscape Painting

Description

Level: intermediate (B1-B2).

Time: 45 min.

Skills: reading, writing, speaking

Activity: The activities focus on three groups of artists, the Group of Seven from Canada, der Blaue Reiter from Germany, and the School of Nagybánya from Hungary, helping students to get a wider perspective on landscape painters and their work during the early 1900s in the three countries.

Preparation: print out the worksheet and give them out to pairs of students. You may want to make a copy of the names of the landscape painters and the related links detailed below.

Procedure: students can work in pairs or individually. In Activity 1, students should guess whether the sentences in column A characterize the Group of Seven, the der Blaue Reiter or the School of Nagybánya. Accordingly, ask students to write *GS* for the Group of Seven, *BR* for the der Blaue Reiter and *N* for the School of Nagybánya in column B. Make students remember that there is a hint in every sentence (e.g. temporal markers, markers of place, etc.). Set a 10 minute time-limit. Discuss the answers together in class, making sure that all vocabulary elements present in the text are understood, and then ask students to arrange the information into coherent paragraphs. Have students read out what they have written.

In Activity 2, students should use their imagination. They should try to figure out what the pictures depict, giving them titles in pairs. Give students enough time for their imagination to start working. Once they have the titles, discuss why they decided to give that title to the given picture. At the end the teacher should tell them the real title of the pictures and they should try to support the artist's choice.

In Activity 3, pairs of students should ideally describe the similarities and differences between any two chosen paintings of Activity 2. Concentrate on the similarities and differences in style, colour, and/or the theme of the picture pairs.

The short composition of Activity 4 is a follow-up to the lesson on the three groups of painters. Give students the names to choose from, and, if they are less independent, the link, too. They should present the results of their home research during the next class.

Extension/variation: As for Activity 1, students can extend their paragraphs with additional information they find on the internet on the groups of painters, in which case the collection of relevant links below may be useful.

More pictures and links of pictures can be added to go with Activities 2 and 3.

To facilitate the vocabulary of Activity 4, your students can do the following gap-fill on Otto Reinhold Jacobi, a German painter who settled down in Canada in the 1860s.

arrived/ art education / became/ born / commission/ court painter/ exhibiting/ gift/ instructor/
member/ moved/ pursued/ respected/ returned/ scene/ scholarship

Otto Reinhold Jacobi was _____ (1) in Königsberg, Prussia, in 1812. There he received his early _____ (2) and became an art teacher. He _____ (3) further art studies at the Academy of Berlin in 1832. There he won a _____ (4) for further training in Düsseldorf, Germany. While in Düsseldorf he was appointed a _____ (5) to Wiesbaden, a position he held for twenty years. He became well-known and _____ (6) in his own country, often receiving _____ (7) from Royalty. As an artist of note, he was invited to Canada to paint a _____ (8) of the falls at Shawinigan. The resulting painting was to be a _____ (9) to be presented to the Prince of Wales. He _____ (10) in Canada in 1860. He was moved by the Canadian landscape and never _____ (11) to Europe. The painting of waterfalls _____ (12) his passion. He _____ (13) to Toronto and became an _____ (14) of watercolour at the Ontario School of Art. He embraced the Toronto art scene, _____ (15) at the Ontario Society of Artists and was one became charter _____ (16) of the Royal Academy of Artists.

Source: <http://www.mayberryfineart.com>

You may want to display a few printouts of Jacobi's works from the above website on the board. Divide students into groups of four, and ask them to choose one picture for description, and make at least 10 sentences about the work. To help students with ideas, put the following key words and phrases on the board: *medium, colours, subject, time of the year, time of the day, place, composition, foreground, background, centre, side, corner, It must/could/can be ... because.*

Key

Activity 1

A	B
1. In their early careers, many of the artists who would later form this group were employed at commercial design firms.	GS
2. During the spring of 1896 a group of painters arrived to Transylvania from Munich where they have studied art and started to work together. Later on it became a well known movement.	N
3. The movement was the beginning of the modern Hungarian painting style.	N
4. The group's first exhibition opened at the Art Gallery of Toronto in May 1920.	GS
5. The group was very short-lived: it existed only for three years.	BR
6. The group centred around Wassily Kandinsky, an artist born in Russia.	BR
7. Their first exhibition was organized in 1897. The host of the exhibition was the old Art Gallery of Budapest.	N
8. Despite its name membership eventually grew to include ten artists.	GS
9. In 1902 the symposium of artists finally established the Painter's Collage of Nagybánya in which most of the new generation of artists spent some time with discovering new techniques.	N
10. One member of this group preferred horses as a subject for his paintings, another preferred the colour blue dominating his paintings.	BR
11. The group became known as pioneers to a new Canadian art, finding new and different ways to portray the beauty of the landscapes.	GS
12. This group of artists held an exhibition the title of which was the same as the title of the group, and its name was invented in a café.	BR
13. Their greatest merit was that they imported the <i>naturalism</i> and the <i>plein-air</i> style into Hungarian art.	N
14. Members of the group began to travel further across Canada, some visited the west coast, while others went north to the arctic; they were the first artists of European descent to paint the arctic.	GS
15. The group's final exhibition was held in 1931.	GS
16. There were three artist generations of this movement.	N
17. The group was formed in Munich in 1911.	BR
18. The group grew out of another group of artists called "The Bridge".	BR
19. The school was finally winded up in 1937 by the leadership of the town.	N
20. After the last show they had come to realize that people were more open to their art and no longer needed the group to stand up against criticism. In the following years a new group was formed: The Canadian Group of Painters.	GS
21. The first year of this group's activity was dominated by landscapes, later they changed the focus of their interest.	BR

Activity 2

Original picture titles (with literal English translation in brackets):

1. Red Maple
2. Tájrészlet kerítéssel (landscape part with a fence)
3. Nagybányai táj (Nagybánya landscape)
4. Rehe im Wald (roe deer in the forest)
5. North Shore, Lake Superior
6. Strandkorben (roofed wicker beach chair)

Extra Activity (Otto R. Jacobi cloze)

Otto Reinhold Jacobi was **born (1)** in Königsberg, Prussia, in 1812. There he received his early **art education (2)** and became an art teacher. He **pursued (3)** further art studies at the Academy of Berlin in 1832. There he won a **scholarship (4)** for further training in Düsseldorf, Germany. While in Düsseldorf he was appointed a **court painter (5)** to Wiesbaden, a position he held for twenty years. He became well-known and **respected (6)** in his own country, often receiving **commissions (7)** from Royalty. As an artist of note, he was invited to Canada to paint a **scene (8)** of the falls at Shawinigan. The resulting painting was to be a **gift (9)** to be presented to the Prince of Wales. He **arrived (10)** in Canada in 1860. He was moved by the Canadian landscape and never **returned (11)** to Europe. The painting of waterfalls **became (12)** his passion. He **moved (13)** to Toronto and became an **instructor (14)** of watercolour at the Ontario School of Art. He embraced the Toronto art scene, **exhibiting (15)** at the Ontario Society of Artists and was one became charter **member (16)** of the Royal Academy of Artists.

Sources

http://www.mta.ca/about_canada/study_guide/artists/group_of_seven.html

http://www.expressionismus-museen.de/blauer_reiter.htm

<http://www.huntfor.com/arthistory/c20th/blauereiter.htm>

<http://www.hung-art.hu/tours/landscap/index.html>

http://en.wikipedia.org/wiki/File:Red_Maple.jpg

http://hu.wikipedia.org/w/index.php?title=F%C3%A1jl:Ziffer_sandor_-_peisaj_baimarean_1948.jpg&filetimestamp=20100602203949

http://hu.wikipedia.org/w/index.php?title=F%C3%A1jl:1904_Nagybanyai_taj,_kezi_litografia.JPG&filetimestamp=20081027192832
http://upload.wikimedia.org/wikipedia/commons/3/32/Franz_Marc_020.jpg
http://en.wikipedia.org/wiki/File:Lawren_Harris_-_North_Shore,_Lake_Superior.jpg
http://books.google.hu/books?id=ba7WXwxjZw8C&pg=PA15&lpg=PA15&dq=wassily+kandinsky+strandkorbe+in+Holland&source=bl&ots=A-mVmID2aW&sig=YJAC_FdARpjpHGn_RiKC1IrvzYE&hl=hu&ei=NSArTbXpLcGfOsWznI8D&sa=X&oi=book_result&ct=result&resnum=3&ved=0CCIQ6AEwAg#v=onepage&q&f=false

Further Information

Group of Seven: A.Y. Jackson, J.E.H. MacDonald, Frederick Varely, Lawren Harris, Franklin Charmichael, Arthur Lismer, Frank Johnson, (Tom Thomson)

<http://www.artchive.com/artchive/groupseven.html>

School of Nagybánya: Károly Ferenczy, István Csók, Artúr Lakatos, János Thorma, Jenő Maticska, Sándor Ziffer, Béni Ferenczy

<http://www.hung-art.hu/tours/landscap/index.html>

Der Blaue Reiter ("The Blue Rider" – formed in Munich in 1911. They painted landscapes in their first year of formation, which centred around Wassily Kandinsky. Other members included Alexej von Jawelsky, Franz Marc, August Macke, Gabriele Münter, Marianne von Werefkin)

http://www.expressionismus-museen.de/blauer_reiter.htm

<http://www.tate.org.uk/collections/glossary/definition.jsp?entryId=86>

<http://www.google.hu/images?hl=hu&biw=1148&bih=659&q=Der+Blauer+Reiter&um=1&ie=UTF->

[8&source=univ&ei=PBz2TPDJI8jHswaDsdjPBA&sa=X&oi=image_result_group&ct=title&resnum=3&ved=0CDwQsAQwAg](http://www.google.hu/images?hl=hu&biw=1148&bih=659&q=Der+Blauer+Reiter&um=1&ie=UTF-8&source=univ&ei=PBz2TPDJI8jHswaDsdjPBA&sa=X&oi=image_result_group&ct=title&resnum=3&ved=0CDwQsAQwAg)

<http://www.huntfor.com/arthistory/c20th/blauereiter.htm>

Russian born Kandinsky as an influential member of der Blaue Reiter:

<http://www.ibiblio.org/wm/paint/auth/kandinsky/>

Other Canadian landscape painters include George Back, James Pattison Cockburn, William Brymner, Jack Chambers, Paul Kane, Cornelius Krieghoff, Alan Edson, Lucius O'Brien, Helem McNicoll, Maurice Cullen, Emily Carr.

The following sources on Canadian landscape painting may be useful:

http://www.newworldencyclopedia.org/entry/Landscape_painting#Canada_landscape_painting

<http://www.google.hu/images?hl=hu&q=Canadian+landscape+painting&um=1&ie=UTF->

[8&source=univ&ei=xDD2TO3WOc7Oswb_-](http://www.google.hu/images?hl=hu&q=Canadian+landscape+painting&um=1&ie=UTF-8&source=univ&ei=xDD2TO3WOc7Oswb_-)

[ezXBA&sa=X&oi=image_result_group&ct=title&resnum=1&ved=0CCYQsAQwAA&biw=1131&bih=659](http://www.google.hu/images?hl=hu&q=Canadian+landscape+painting&um=1&ie=UTF-8&source=univ&ei=xDD2TO3WOc7Oswb_-ezXBA&sa=X&oi=image_result_group&ct=title&resnum=1&ved=0CCYQsAQwAA&biw=1131&bih=659)

Other Hungarian landscape painters include Károly Markó, Károly Kisfaludy, Sándor Brodszky, Károly Lotz, Miklós Barabás, László Paál, Mihály Munkácsy, Bertalan Székely, Pál Szinyei-Merse, Géza Mészöly, László Mednyánszky, József Rippl-Rónai, Tivadar Csontváry-Kosztka, József Egri, István Szónyi, Jenő Barcsay.

The following sources on Hungarian landscape painting may also be useful:

http://www.mng.hu/en/exhibitions/XIX_I_en

<http://www.hunsor.se/hu/szervezetek/culturalsites.htm>

Karoly Telepi's landscapes: <http://www.artistsandart.org/2010/06/landscape-painting-by-hungarian-artist.html>

Some other groups of German landscape painters include:

The Düsseldorf School (early 19th century Germany – influenced by the Düsseldorf Academy)

<http://www.neanderthal.de/en/museum-valley/discovery-site/the-duesseldorf-school-of-painting/index.html>

The Berlin Secession (founded in 1898 – in the wake of Manet)

Die Brücke ("The Bridge" – German expressionist paintings formed in Dresden in 1905 – some landscapes from 1911 on, especially townscapes. Members included Ernst Kirchner, Erich Heckel, Karl Schmitt-Rotluff, Max Pechstein, Otto Muller): <http://www.bruecke-museum.de/bruecke.htm>

28. Environmental Art

Description

Level: intermediate and up (B1-C1).

Time: 45 minutes

Skills: reading, writing, speaking

Activity: In Activity 1, students learn about six contemporary Canadian environmental artists through matching artists and traits characteristic of them and their works.

Activity 2 features *7000 Oaks*, an environmental art piece created by the German Joseph Beuys.

Activity 3 provides a chance for students to do their own research on a Canadian and Hungarian/German environmental artist.

Preparation: You need a copy of the worksheet for all three activities. Depending on the how independent your students are and how good their English is, you can ask them to browse the following two web-sites before class: <http://www.bethcarruthers.com> and <http://www.ingrid-koivukangas.com>, or you can prepare a handout text based on these sites, making sure your text contains all the relevant information your students will need to be able to do the matching in Activity 1. Before proceeding with the activity, it is also advisable to check whether the following items are understood: *thread, cedar, clear-cut, logging, old growth, infinity, inherit, influential, settler, acceptance*. Students may be simply asked if they know the meaning of the given vocabulary items. After you have clarified every item, students can complete the quiz below. If your students know the words, you can ask them to find a word from the text of Activity 1 which matches the definitions below.

Plants (esp. trees) that have been there for a very long time in a forest = _____

A person who chooses a place as his/her home = _____

Something that has no end = _____

We saw with this and a needle = _____

A type of evergreen tree = _____

Taking something as it is = _____

Cutting all the trees in an area = _____

Powerful = _____

To get money or property from somebody when they die = _____

Procedure: In Activity 1, you ask students to work in pairs and match the artists with the traits characteristic of them and their art. You either distribute a handout text from which students gather the information, or, if you have a computer laboratory, you can write the above two web-sites on the board and students can work on-line. Set a time limit, which may be extended if you think your students need more time. Check the answers in class. As a follow-up, ask students to turn the sketchy phrases into sentences. (E.g. *Pam Hall, Newfoundland artist* → *Pam Hall is a Newfoundland artist*) Next, the three sentences should be worked into a short paragraph. (E.g.: *Pam Hall is a Newfoundland artist who speaks about our relationship to place, the land and the seas in her visual art works. One of her most famous works has the title Just Fish.*)

As for Activity 2, ask students to work in pairs again. Each pair should be given a few minutes to guess what the project can be about, and why they think such project is created. Each pair should present their ideas in class prior to dealing with the artwork itself. Write the terms *It can/could/may/might/must be ...* on the board to facilitate the production of sentences. Finally, guide students to the *7000 Oaks* website (homepage.mac.com/allanmcnyc/texttpdfs/cookebeuys.pdf) and find the answers together in class.

In Activity 3, ask students to collect some information on a Canadian and German/Hungarian artist of their choice as homework. If they do not know where to start, you can give them the following list of names:

Charlie Russell	Jeane Fabb	Peter von Tiesenhausen
Clare Bedat	John Hemsworth	R. Murray Schaefer
Daniel Conrad	Kelty Myoshi MacKinnon	Shirely Wiebe
David Maggs	Leah Hokanson	T'Uy'Tanat Cease Wyss
Davide Pan	Lisa Walker	Tania Willard
Hildegard Westerkamp	Marie Clements	Sándor Vass
James Nicholas	Pam Hall	Tony Schaller

Students should make some notes at home concerning the information in the box, and bring these into class. Then, divided into groups of four, they will share information on their artists by asking each other questions.

Extension/Variation: As for Activity 1, if your students are slow, you may divide the class into six groups, and each group will need to gather the necessary information only on one artist. You can also distribute the web-sites and the six artists' names before class and ask students to look these up

at home and collect some details on the artists. In this case, the activity can be used as a memory test, or, students may be allowed to use their notes for the matching. As a follow-up, you can ask students to choose one of the six artists and write a more extensive summary (15-20 sentences) of their career and works. These short compositions can be read out during the next class.

If you think students would take a long time to find the answers to the questions in Activity 2 on-line, or there is no available on-line connection, you can ask your students to do some research at home, and check the answers together during the next class.

In Activity 3, if students are less independent, the questions one might ask with the help of the words in the box should be put on the board before you start the activity:

1. *What is the name of the artist?*
2. *Where does he/she live?*
3. *What medium does he/she use?*
4. *What are the titles of his/her works?*
5. *Has he/ she ever held an exhibition?*
6. *What is his/her motto?*

To make sure that the focus of the conversation will concern the artists, you may want to distribute the following questionnaire which students have to fill in as they interview one another.

	Artist 1	Artist 2	Artist 3
1. What is the name of the artist?			
2. Where does he/she live?			
3. What medium does he/she use?			
4. What are the titles of his/her works?			
5. Has he/ she ever held an exhibition?			
6. What is his/her motto?			

You can ask your students to describe the three photos at the bottom of the page by dividing them into three groups and asking them to jot down sentences about the pictures in their exercise book. Each group should read out their collection of sentences in class. The phrases below may be useful prompts for this activity.

If you have a creative group, you may ask your students to create an environmental art piece of their own and then have them explain with the help of the phrases below what it is and how it was built.

Useful vocabulary to talk about environmental art:

geometry and position: side, corner, length, width, diameter, degree of decline, line, in the middle, at the top, at the bottom, in, between, on, around, close to, next to, on top of, below, in the focus (of the composition), in the foreground, in the background, centrally positioned, in the left/right upper/lower corner, facing each other, back to back, upright, perpendicular (to), long, short, big, small, straight, curved, straight, curved,

shapes: circle/circular, triangle/triangular, square, rectangle/rectangular, semi-circle/semi-circular, round, spiral, line, a strip (of)

materials: wire, wool, rope, pebble, glass, fruit, vegetable, plant, card, cardboard, plastic, ribbon, button, fabric, earth, leaves, stem, flower, petal, bark, twig, cellophane paper, soft, hard, flat, bumpy, metallic, wooden, smooth, rough, daubed, a film/layer of, biodegradable, waterproof

colours: primary and secondary colours, colour wheel, tone, light, dark, bright, matt, opaque, transparent, colourful, plain

Key

Charisse Baker	1.) <i>The Red Thread Project</i>
	2.) Exploring connection and love
	3.) Performing artist based in Vancouver
Nancy Bleck	4.) studies of individual ancient cedar trees
	5.) <i>Dreaming Forward</i> series
	6.) showing the results of the clear-cut logging that rages through the old growth forest
Pam Hall	7.) Newfoundland artist
	8.) our relationship to place, the land and the seas in her visual art works
	9.) <i>Just Fish</i>
Ingrid Koivukangas	10.) <i>Infinity Project</i>
	11.) Esoteric vision, biological aspect
	12.) Has an MD and works with a variety of media from photography to video/sound
R. Murray Schaefer	13.) Performing and audio works, a mixture of theatre, ritual, music, dance and camping (!)
	14.) <i>And Wolf Shall Inherit the Moon</i>
	15.) Influential figure of many sound artists
Sandra Semchuk	16.) work about settler culture , what it means to place ourselves outside “nature”
	17.) <i>Bear – In the Absence of Acceptance</i> (video work)
	18.) husband was a Cree writer

2. a.) German

b.) near Kassel in 1983

c.) to raise awareness in people regarding the conditions of the local environment.

Extra vocabulary activity:

Plants (esp. trees) that have been there for a very long time in a forest = **old growth**

A person who chooses a place as his/her home = **settler**

Something that has no end = **infinity**

We saw with this and a needle = **thread**

A type of evergreen tree = **cedar**

Taking something as it is = **acceptance**

Cutting all the trees in an area = **clear-cut**

Powerful = **influential**

To get money or property from somebody when they die = **inherit**

Sources

<http://www.bethcarruthers.com>

Nancy Bleck

<http://nancybleck.com>

Pam Hall

http://www.pamhall.ca/about_the_artist/

Charisse Baker

<http://www.charissebaker.com/>

Ingrid Koivukangas

<http://www.ingrid-koivukangas.com>

R. Murray Schaefer

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=U1ARTU0003133>

Sandra Semchuk

<http://art-history.concordia.ca/eea/artists/semchuk.html>

Further Information

<http://www.thegreenpages.ca>

<http://EarthArtists.org>

<http://greenmuseum.org>

<http://weadartists.org/ecoart-in-canada-a-conversation-and-brief-survey-of-the-terrain-2>

Southern Alberta Science and Art Collective: <http://scienceandartcollective.wordpress.com/>

Centre for Arts, Ecology and Agriculture at Foxglove Farm:

<http://www.foxglovefarmbc.ca/programs/about-the-centre>

Stanley Park Environmental Arts: <http://vancouver.ca/parks/arts/spea/index.htm>

Marie Clements: <http://www.marieclements.ca/>

Lulu Performing Arts and The Elements Festival: <http://www.luluperformingarts.ca/>

More information on the 7000 Oaks project can be found at:

homepage.mac.com/allanmcnyc/textpdfs/cookebeuys.pdf