

Level: Beginner (CLB 3-5)

Topic: The Canadian Government

Source: Rajabi, S. & Wisniewska, I. (2008). *Step forward Canada 2: Language for everyday life*. Don Mills, ON: Oxford University Press. (pp. 120-121).

Read the following passage about the branches of the Canadian and answer the questions below.

A. Reading

Canada's System of Government

There are three branches in the Canadian system of government: the Executive Branch, the Legislative Branch, and the Judiciary.

Executive Branch

The Queen, the prime minister, and the cabinet are in the Executive Branch. The Queen is the head of state. The governor general is the Queen's representative in Canada and is appointed by the Queen, on the advice of the Canadian prime minister. The Queen's representatives in the provinces are called lieutenant-governors.

Legislative Branch

The Parliament is the legislative branch. It consists of the Queen, the Senate, and the House of Commons. The Parliament makes new laws for the country. There are 308 members of parliament (MPs) in the House of Commons and 105 senators in the Senate.

Judiciary

The Supreme Court of Canada, the Federal Court of Canada, and the provincial courts make up the Judiciary. The Supreme Court is the highest court in Canada and has nine judges. The governor general appoints the judges to the Supreme Court.

B. Listen and read the article again.

C. These sentences are false. Make them true (the first one is done for you).

1. The ~~Prime Minister~~ (*Queen*) is the leader of the executive branch of government.
2. The Queen makes new laws for the country.
3. The Cabinet is part of the judicial branch.
4. There are 100 Members of Parliament in the House of Commons.
5. There are six judges on the Supreme Court.

D. Complete the sentences. Use the words in the box.

Advise	laws	judges	branches	leader
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1. The Prime Minister is the leader of the country.
2. Parliament makes new _____.
3. The government has three _____.
4. The members of the Cabinet _____ the Prime Minister.
5. The Supreme Court has nine _____.

Questions for the Instructor to Consider

1. In this lesson the pre-reading activities include definitions for branch, court, and judge, and a task requiring students to write one thing they think the Prime Minister does and share their ideas with their classmates. What other kinds of activities would prepare students for the reading?
2. Why is it useful for students to read the article first, then read it again while listening to an audio version of the text?
3. Why is it a good idea to model the answer to the first question of an exercise?
4. One of the post-reading assignments is as follows: "Brainstorm a list of questions about the Government of Canada with your classmates. Find the answer to one question on the Internet or in the library. Talk about the answers with your class." Which language and research skills would students need in order to complete this task?
5. What other activities could you do as an extension to the reading?