

# Celebrations

## Topic Development Ideas

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

- appropriate gifts for specific celebrations and special occasions in Canada
- conventions around gift giving and gift opening at parties
- cultural differences in attitudes concerning gender- and age-based activities
- cultural differences in celebrations
- customs associated with celebrations for children
- customs associated with parties (arrival and departure, role of guests and hosts, giving gifts)
- meaning and customs of special days celebrated in Canada (e.g., Mother's Day, Christmas, Thanksgiving, St. Jean Baptiste Day)

## Strategies for Learners

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

- compare celebrations in Canada with those of own country or classmates' countries
- confirm or clarify appropriate message choice in greeting cards with a proficient English speaker
- learn appropriate messages for greeting cards
- learn short polite phrases for accepting and declining invitations
- rehearse short conventional messages of thanks and congratulations

## Resources for Developing and Teaching Topic

- 📖 *A Canadian Conversation, Book One: Unit 4, "Days, Dates, and Weather"*
- 📖 *A Grab Bag of Canada*
- 📖 *Canadian Concepts 1, Second Edition: Unit 4, "What's the Date?"*
- 📖 *English Extra: Unit 15, "José and Carlos are having a party"*
- 📖 *Let's Celebrate!*
- 📖 *New Interchange Intro: Unit 11, "What are you going to do?"*
- 📖 *Ontario Reader 2001: "Caribana," "Multicultural holidays," "Dates to remember"*
- 📖 *The ESL Tool Box: Unit 1, "Ask Around"*
- 📖 *When's the Next Canadian Holiday?*
- 📄 sample invitations and greeting cards with written messages inside
- 👂 *CLB Listening/Speaking Resource: Stage I, Social Interaction dialogues 1–4*
- 🎧 ELLIS – Intro – Greetings, Introductions and Goodbyes; Social Situations
- 🌐 Chinese New Year: <http://www.new-year.co.uk/chinese/cards/cards.htm> and [http://123greetings.com/events/chinese\\_new\\_year](http://123greetings.com/events/chinese_new_year)
- 🌐 Ramadan and Eid cards: <http://www.123greetings.com/events/eid>
- 🌐 Yahoo Canada Greetings: <http://greetings.yahoo.ca>
- 🔑 **postcards, holidays**, enter name of specific holiday (e.g., **Ramadan**)

# Celebrations

## Topic Outcomes (CLB 1)

### Possible outcomes for this topic:

- use and respond to a few basic courtesy formulas
- give two- to three-word basic instructions for participating in a celebration
- give basic personal information
- identify greetings or other goodwill expressions in speech
- identify details in a listening text about celebrations: numbers, letters, a few keywords and short expressions
- understand short greeting card texts
- get information about a celebration from a very basic text of up to five sentences
- complete a standard greeting card with minimum required information
- describe a celebration by filling in blanks in a short three- to five-sentence guided text

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*New Year's Eve, birthday, anniversary, Christmas, wedding, party, present, gift*)
- vocabulary for expressing personal information (*name, address, phone number*)
- dates, times, and ordinal numbers
- phrases for basic courtesy (*Hello, How are you, bye, thank you*)
- expressions for specific celebrations (*Happy birthday, Congratulations, Merry Christmas*)
- prepositions of time (*on the weekend, in December, at noon*)
- pronouns: subject, object, possessive
- verbs: *be, have*
- verb tenses: simple present, past (high-frequency verbs)
- pronunciation: word stress in ordinal numbers (*fourth, sixteenth, twentieth*)

## Sample Tasks

1. Ask classmates for names and birthdays. Complete a table.
2. Listen to a simple text about an important holiday in Canada (e.g., Thanksgiving). Complete sentences about the date, food, and customs using a list of vocabulary.
3. Read a very simple paragraph about Mother's Day. Complete sentences by filling in blanks.
4. Choose an appropriate card for a friend at New Year's. Complete the inside with a simple salutation and closing line. Write the mailing and return address on the envelope.

## Additional Tasks

- **Novice:** Open an instructor-made document with a short list of well-known holidays. Type the dates on the blanks provided.
- **Experienced:** Add a title to Novice Task document by inserting WordArt. Follow instructions to edit or format the WordArt.

**Skills:** Open, Keyboarding, Insert Text, Insert/Format WordArt

# Customs & Social Behaviour

## Topic Development Ideas

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

- acceptable behaviour in public places (e.g., lineups, smoking, public displays of affection)
- appropriate topics for small talk conversations
- Canadian concepts regarding time and physical proximity
- common practices for social situations such as visiting someone, ordering in a restaurant, weddings, baby showers, and funerals
- customs surrounding names
- differences between English and French culture
- gender issues in Canada
- initiating and/or responding to small talk conversations with neighbours
- non-verbal communication, such as eye contact, vocal volume, handshaking, and listening signals such as nodding
- telephone etiquette
- titles for addressing people

## Strategies for Learners

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

- be aware of formal and informal ways of addressing people
- compare social behaviour in Canadian culture with behaviour in other countries
- learn phrases for accepting or declining offers of assistance
- learn polite phrases for getting attention and making requests
- observe the actions and attire of others
- practice English intonation patterns for questions and requests

## Resources for Developing and Teaching Topic

- 📖 *A Writing Book, English in Everyday Life, A Teacher's Resource Book, Second Edition*: Unit 3, “Greetings”
- 📖 *Basic Grammar in Action*: Unit 1, “Hello”
- 📖 *Canadian Concepts 1, Second Edition*: Unit 1, “What’s Your Name?”; Unit 2, “Nice to Meet You”
- 📖 *New Interchange Intro*: Unit 1, “It’s nice to meet you”
- 📖 *The ESL Toolbox*: Unit 3, “Decision Making”; Unit 4, “Culture Checks”; Unit 6, “Out and About”
- 📖 *CLB Listening/ Speaking Resource*: Stage I, Social Interaction dialogues 1– 4; Restaurant dialogues 42, 43, 45
- 🌐 ELLIS – Intro – Greetings, Introductions and Goodbyes; Social Situations
- 🌐 Government of Canada Site: <http://www.canada.gc.ca> (Canadians, Newcomers to Canada)
- 🌐 Yahoo! Canada, Society and Culture Directory: [http://ca.dir.yahoo.com/Society\\_and\\_Culture](http://ca.dir.yahoo.com/Society_and_Culture)
- 🌐 Yahoo! Greetings: <http://greetings.yahoo.ca>
- 🔍 postcards, customs, etiquette Canada

# Customs & Social Behaviour

## Topic Outcomes (CLB 1)

### Possible outcomes for this topic:

- use and respond to a few basic courtesy formulas
- indicate communication problems
- attract attention
- ask for and tell time
- identify greetings or other goodwill expressions in speech
- identify expressions used to attract attention
- understand short greeting card texts
- get information from a very basic text of up to five sentences about a social situation
- complete a standard greeting card with minimum required information
- describe a social situation by filling in blanks in a short three- to five-sentence guided text

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary for greetings and courtesy formulas (*Hello, Goodbye, See you tomorrow, How are you? Fine thank you, Thank you, You're welcome, Do you want a coffee? Yes please, Here you are*)
- vocabulary for greeting cards (*greeting card, get well, sympathy, signature*)
- numbers for telling time
- titles (*Mr., Mrs., Ms., Miss, Dr., Rev.*)
- expressions for attracting attention (*Excuse me, Hello*)
- expressions for asking for and telling time (*Do you have the time? What time is it? half-past, quarter to, o'clock*)
- expressions to indicate communication problems (*Pardon? Sorry, Please repeat*)
- verb *be*
- pronunciation: word linking (*How are you, Thanks a lot, See you on Monday*)

## Sample Tasks

1. Circulate in the classroom and greet classmates or attract their attention and ask for the time. Talk to at least five people.
2. Listen to a conversation between friends and circle expressions used for greeting and leave-taking on a worksheet.
3. Read a short text that uses titles with people's names (e.g., *Mr. Aziz*). Answer yes/no questions about the text (e.g., *Is Mr. Aziz a woman?*).
4. Look at a picture of two people greeting each other. Complete a dialogue by filling in blanks.

• **Novice:** Word-process Language Task 4 and underline the gapped answer words. Save and print. Attach pictures for display.

• **Experienced:** Use the AutoShapes menu to create callout speech bubbles for the dialogue in Language Task 4. Print the bubbles and display with the pictures.

**Skills:** Underline, Save, Print, Insert Picture (AutoShapes)

# Leisure Activities

## Topic Development Ideas

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

- benefits of participation in leisure activities
- clubs concerned with leisure activities
- costs of activities and low-cost alternatives
- cultural differences in leisure pursuits, including gender-based and age-based activities
- leisure activities for children, such as day camps, swimming lessons, recreation centres
- local and seasonal leisure activities
- local sites and organizations offering cultural or sporting events
- volunteer work as an alternative leisure activity

## Strategies for Learners

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

- attend leisure shows (e.g., Outdoor Life Show)
- participate in leisure activities to acquire specialized vocabulary and to practice socializing in English
- use leisure activities to develop self-esteem and confidence for language learning
- use picture dictionaries for specialized terminology
- visit tourism bureau, chamber of commerce, public library for information on local activities

## Resources for Developing and Teaching Topic

- 📖 *New Interchange Intro*: Unit 10, “You can play baseball really well”
- 📖 *Ontario Reader 2001*: “Algonquin Provincial Park”
- 📖 *The Basic Oxford Picture Dictionary*: Unit 12, “Leisure”
- 📖 *The ESL Tool Box*: Unit 1, “Ask Around”; Unit 12, “Summer Holiday”
- 📄 continuing education calendars
- 📄 local parks and recreation brochures
- 🏠 local YMCA or YWCA may provide an orientation tour
- 🌐 ELLIS – Intro – Leisure Activities and Social Situations
- 🌐 Active Ontario: <http://www.activeontario.org>
- 🌐 Ministry of Tourism, Culture, and Recreation: <http://www.tourism.gov.on.ca> (Sport and Recreation)
- 🌐 Settlement.org: <http://www.settlement.org> (Community and Recreation, Arts and Culture *or* Sports and Recreation)
- 🌐 YMCA Canada: <http://www.ymca.ca> (follow links to local branch’s schedule)
- 🔗 recreation, leisure Ontario

# Leisure Activities

## Topic Outcomes (CLB 1)

### Possible outcomes for this topic:

- 🗣️ use and respond to a few basic courtesy formulas
- 👂 attract attention
- 🗣️ request assistance
- 🗣️ give basic personal information when registering for a sport or leisure activity
- 🗣️ express ability/inability regarding a leisure activity
- 👂 follow simple two- to five-word instructions for registering for an activity
- 👂 identify expressions used to request assistance
- 📖 use a simplified map or diagram to locate a recreational facility
- 📖 understand common signs in recreational facilities
- ✂️ copy contact information for local recreational and entertainment facilities from a list
- ✂️ fill out a very basic five- to seven-item registration form

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary for leisure activities (*swim, dance, ski, cook, play tennis, play piano, soccer, park, theatre*)
- vocabulary for personal information and instructions (*name, address, telephone number, postal code, age, date of birth, write, print, spell, say, tell*)
- expressions for greetings and leave-taking (*How are you? Hello, Goodbye, Good morning, Good afternoon*)
- expressions to attract attention and request assistance (*Excuse me, can you help me*)
- adjectives
- modals for ability: *can/can't*
- pronouns: subject, object, possessive, demonstrative
- yes/no questions
- verb *be*
- pronunciation: reduction of *can* and comparison with *can't*

## Sample Tasks

1. Interview four classmates to complete a table of activities. Enter your classmates' names and check off which activities they can do. Ask questions like: *Can you dance/sing/swim/play tennis?*
  - 📄 **Novice:** Open an instructor-made file with a table and insert information from Language Task 3. Print and compare with classmates.
  - 📄 **Experienced:** Follow instructions for creating a new document and inserting an Excel chart of the class results from Language Task 1. Print for class display.  
**Skills:** Open, Keyboarding, Insert/Edit Object (Excel Chart), Format Chart, Print
2. Listen to dialogues of people requesting assistance. Circle the expressions you hear on a worksheet.
3. Read a sign about hours of operation for a recreational facility. Answer yes/no questions.
4. Copy information for local entertainment centres (e.g., cinemas, swimming pools) from a community directory.