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 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?”
- *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](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)
- *Yahoo Canada Greetings*: [http://greetings.yahoo.ca](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

- **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 1, 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](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](http://greetings.yahoo.ca)
- **postcards, customs, etiquette Canada**
**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”
- *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](http://www.activeontario.org)
- Ministry of Tourism, Culture, and Recreation: [http://www.tourism.gov.on.ca](http://www.tourism.gov.on.ca) (Sport and Recreation)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Community and Recreation, Arts and Culture or Sports and Recreation)
- YMCA Canada: [http://www.ymca.ca](http://www.ymca.ca) (follow links to local branch’s schedule)
- recreation, leisure Ontario
Leisure Activities

<table>
<thead>
<tr>
<th>Topic Outcomes (CLB 1)</th>
<th>Language Focus</th>
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<tbody>
<tr>
<td><strong>Possible outcomes for this topic:</strong></td>
<td><strong>Items to help learners achieve the outcomes:</strong></td>
</tr>
<tr>
<td>- use and respond to a few basic courtesy formulas</td>
<td>- vocabulary for leisure activities (swim, dance, ski, cook, play tennis, play piano, soccer, park, theatre)</td>
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<tr>
<td>- attract attention</td>
<td>- vocabulary for personal information and instructions (name, address, telephone number, postal code, age, date of birth, write, print, spell, say, tell)</td>
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<td>- request assistance</td>
<td>- expressions for greetings and leave-taking (How are you? Hello, Goodbye, Good morning, Good afternoon)</td>
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<tr>
<td>- give basic personal information when registering for a sport or leisure activity</td>
<td>- expressions to attract attention and request assistance (Excuse me, can you help me)</td>
</tr>
<tr>
<td>- express ability/inability regarding a leisure activity</td>
<td>- adjectives</td>
</tr>
<tr>
<td>- follow simple two- to five-word instructions for registering for an activity</td>
<td>- modals for ability: can/can’t</td>
</tr>
<tr>
<td>- identify expressions used to request assistance</td>
<td>- pronouns: subject, object, possessive, demonstrative</td>
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<tr>
<td>- use a simplified map or diagram to locate a recreational facility</td>
<td>- yes/no questions</td>
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<tr>
<td>- understand common signs in recreational facilities</td>
<td>- verb be</td>
</tr>
<tr>
<td>- copy contact information for local recreational and entertainment facilities from a list</td>
<td>- pronunciation: reduction of can and comparison with can’t</td>
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<tr>
<td>- fill out a very basic five- to seven-item registration form</td>
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**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.