# 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 card with proficient English speaker
- learn appropriate messages for greeting cards
- learn short polite phrases for accepting and declining invitations
- observe the actions of others at celebrations and ask questions
- read simple published materials about specific social occasions
- rehearse short conventional messages of thanks and congratulations

## Resources for Developing and Teaching Topic

- *Let’s Celebrate!*
- *Ontario Reader 1999:* “Canada Day,” “Sweet tradition of Diwali”
- *Ontario Reader 2001:* “Multicultural holidays”
- *The ESL Tool Box:* Unit 1, “Ask Around”
- *The Pizza Tastes Great:* Unit 3, “Birthdays”
- *When’s the Next Canadian Holiday?*
- sample invitations and greeting cards with written messages inside
- *CLB Listening/Speaking Resource:* Stage 1, Social Interaction dialogues 5–6
- 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)
- Ramadan and Eid cards: [http://www.123greetings.com/events/eid](http://www.123greetings.com/events/eid)
- 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 2)

**Possible outcomes for this topic:**

- make and respond to simple requests
- give a basic description of a celebration
- identify introductions and basic courtesy formulas
- identify details in a listening text: numbers, dates, time references, places, keywords, short expressions
- generally understand the main point of a short written message or text in a special occasion greeting card, invitation, and postcard
- get information about a celebration from a very basic text of up to seven sentences
- complete an expanded range of greeting cards with minimum required information
- give a basic description of a celebration by answering five to six simple questions in writing

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (Diwali, Rosh Hashanah, Chinese New Year, birthday, anniversary, Christmas)
- dates and times
- expressions for specific celebrations (Happy Anniversary, Congratulations, Seasons Greetings)
- articles: definite and indefinite (a party, the weekend, some people)
- prepositions of time (on the weekend, in December, at noon)
- verb tenses: simple past, present, and future tenses (high-frequency verbs)
- pronunciation: vowel contrasts /ey/ (birthday, age, today, baby, eighth) and /e/ (end, seventh, friend, dress)

### Sample Tasks

1. Talk to a partner about a popular celebration from own culture.
2. Listen to a conversation about a celebration. Complete sentences by filling in the blanks.
3. Read paragraphs about holidays in Canada. Complete a table with information about names and dates of holidays. Compare with classmates.
4. Answer questions about a recent or upcoming celebration.

### Additional Tasks

- **Novice:** Survey the class and word-process a list of celebration dates. Include birthdays, anniversaries, and popular celebrations in Canada and other countries (e.g., May 11, 2003: Mother’s Day). Sort the list by date.
  
  **Skills:** Keyboarding, Select, Sort

- **All Levels:** Go to an electronic postcard site (e.g., http://greetings.yahoo.ca). Follow instructions for finding and choosing a birthday card for your instructor. Type the given e-mail addresses. Type an appropriate message to your instructor and send the birthday card.
  
  **Skills:** Internet Basics, Browsers, URL, Forms, Mouse Skills
### Customs & Social Behaviour

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<td><strong>Learners find it useful to...</strong></td>
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<tr>
<td>• acceptable behaviour in public places (e.g., lineups, smoking, public displays of affection)</td>
<td>• be aware of formal and informal ways of addressing people</td>
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<td>• appropriate topics for small talk conversations</td>
<td>• compare social behaviour in Canadian culture with behaviour in other countries</td>
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<tr>
<td>• Canadian concepts regarding time and physical proximity</td>
<td>• learn phrases for accepting or declining offers of assistance</td>
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<td>• common practices for social situations such as visiting someone, ordering in a restaurant, weddings, baby showers, and funerals</td>
<td>• learn polite phrases for getting attention and making requests</td>
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<td>• customs surrounding names</td>
<td>• observe the speech, actions, and attire of others</td>
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<tr>
<td>• differences between English and French culture</td>
<td>• practice common phrases used in telephone calls</td>
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<tr>
<td>• gender issues in Canada</td>
<td>• practice English intonation patterns for questions and requests</td>
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<tr>
<td>• initiating and/or responding to small talk conversations with neighbours</td>
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<tr>
<td>• non-verbal communication, such as eye contact, vocal volume, handshaking, and listening signals such as nodding</td>
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<tr>
<td>• telephone etiquette</td>
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<tr>
<td>• titles for addressing people</td>
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### Resources for Developing and Teaching Topic

- *CLB Listening/Speaking Resource*: Stage 1, Social Interaction dialogues 1–8, Restaurant dialogues 42, 43
- *ELLIS – Intro – Greetings, Introductions and Goodbyes; Social Situations*
- Etiquette in other countries: [http://intljobs.about.com/cs/etiquette](http://intljobs.about.com/cs/etiquette) (for comparison activities)
- 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 2)

**Possible outcomes for this topic:**
- greet familiar and unfamiliar people; use and respond to courtesy formulas
- respond appropriately to introductions
- indicate communication problems in a number of ways
- give expanded basic personal information
- identify introductions and basic courtesy formulas
- identify a range of expressions used to ask for repetition and clarification
- generally understand the main point of a short written message or text in a special occasion greeting card or invitation
- get information from a very basic text of up to seven sentences about a custom
- complete an expanded range of greeting cards with minimum required information
- give a basic description of a custom by filling in blanks in a short five- to six-sentence guided text

### Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary and expressions, in greeting card messages (Best wishes, Congratulations, All the best, Get well soon, Hope you have a…, With love, Love always)
- vocabulary for expressing personal information (full name, surname, initials)
- expressions for introductions (Hi, Nice to meet you, Glad, Pleased, This is…)
- conventions for addressing an envelope
- yes/no questions
- verb be
- pronunciation: word linking (How are you? Thanks a lot, See you on Monday)

### Sample Tasks

1. Ask classmates questions to complete a chart with information (e.g., married/single, children, siblings, when they came to Canada).
2. Listen to dialogues of people answering personal identification questions. Identify phrases used to ask for repetition and clarification by circling phrases on a worksheet.
   - **Novice:** Open a document containing a dialogue between a customer and a server in a coffee shop. Locate and change the font colour of statements asking for clarification and repetition. Save, print, and compare your dialogue with classmates.
   - **Skills:** Open, Select, Font Color, Save, Print
3. Complete dialogues by matching questions with answers (e.g., Do you have change for a dollar? – Yes. Here you are).
4. Choose and complete a greeting card and envelope for a classmate, friend, or family member.
# Leisure Activities

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<td>Learners find it useful to...</td>
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<tr>
<td>• benefits of participation in leisure activities</td>
<td>• attend leisure shows (e.g., Outdoor Life Show)</td>
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<tr>
<td>• clubs concerned with leisure activities</td>
<td>• participate in leisure activities to acquire specialized vocabulary and to practice socializing in English</td>
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<td>• costs of activities and low-cost alternatives</td>
<td>• use leisure activities to develop self-esteem and confidence for language learning</td>
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<tr>
<td>• cultural differences in leisure pursuits, including gender-based and age-based activities</td>
<td>• use picture dictionaries for specialized terminology</td>
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<td>• leisure activities for children, such as day camps, swimming lessons, recreation centres</td>
<td>• visit tourism bureau, chamber of commerce, public library for information on activities</td>
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<td>• local and seasonal leisure activities</td>
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<tr>
<td>• local sites and organizations offering cultural or sporting events</td>
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<td>• volunteer work as an alternative leisure activity</td>
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## Resources for Developing and Teaching Topic

- *Interchange 1*: Unit 6, “Do you play tennis?”
- *The ESL Tool Box*: Unit 1, “Ask Around”; Unit 12, “Summer Holiday”
- *The Pizza Tastes Great*: Unit 7, “Sports and Fun”
- continuing education calendars
- local parks and recreation brochures
- local YMCA or YWCA may provide an orientation tour
- Tense Buster – Elementary – Simple Present – Negatives, Questions
- 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
### Topic Outcomes (CLB 2)

**Possible outcomes for this topic:**
- greet familiar and unfamiliar people, use and respond to courtesy formulas
- provide expanded personal information when registering for an activity
- talk about leisure activities one enjoys
- identify a range of expressions used to make and respond to requests, express warnings
- identify details in a listening text: name, address, phone number, time references, keywords
- get information about leisure activities from a table or schedule
- get information from a short two- to three-sentence notice
- fill out a simple eight- to 12-item registration form
- give a basic description of own leisure activities by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions

### Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary for sports and hobbies
- vocabulary for expressing personal information (full name, surname, initials)
- adverbs of frequency
- questions: wh-, yes/no
- simple present tense
- pronunciation: third person singular voiced, voiceless, and sibilant-s endings (/z/ lives, /s/ walks, /θz/ watch)

### Sample Tasks

1. **Interview a partner about his/her leisure activities during the week by asking questions from a worksheet.**
   - **Novice:** Create a table with columns for each day of the week. Fill out the table with information about your own leisure activities. Print for display.
   - **Experienced:** Format the table by using the Table Toolbar to shade cells and change the line style on the cell and table borders.
     **Skills:** Keyboarding, Insert Table, Table Toolbar, Borders and Shading, Print

2. **Listen to a dialogue of someone registering for lessons. Complete a registration form with the personal information given in the dialogue.**

3. **Refer to a swimming pool schedule to answer questions.**

4. **Complete a simple registration form.**