# 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 extending, 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

- *Interchange 2: Unit 8, “Let’s Celebrate”*
- *Let’s Celebrate!*
- *Ontario Reader 2001: “Getting married the traditional way”*
- *When’s the Next Canadian Holiday?*
- *Canada: A Cultural Profile*
- sample invitations and greeting cards with written messages inside
- *ELLIS – Intro – Leisure Activities and 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)
- 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)
Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- greet, introduce self, and ask about other person; introduce two people
- give short three- to four-step directions for getting to a celebration
- give a brief description of a celebration from own country
- identify specific factual details and implied meanings in a dialogue of casual small talk or a short phone call
- understand factual details and some implied meanings in a listening text about celebrations
- get information from a simple, explicit, one- to two-paragraph text
- write a personal message in a three- to five-sentence note
- describe a celebration in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (Diwali, Rosh Hashanah, Chinese New Year, birthday, anniversary, Christmas)
- expressions for greeting and making introductions (Hi, How have you been? Nice to finally meet you, It was nice to see you)
- expressions for time (...at the moment, When I arrived..., ...when I was a child)
- adjectives
- prepositions: time, location
- verb tenses: regular and irregular simple past, present, and future
- pronunciation: vowel discrimination /æ/ (anniversary), /ɛ/ (celebration), /a/ (gift), /a/ (boxing), /ʌ/ (unwrap)

Sample Tasks

1. Tell about a popular celebration from own culture.
   - **Novice**: Create and show a presentation on the celebration from Language Task 1.
     - **Skills**: (PowerPoint) Create a New Presentation, Font, Font Alignment, Insert Bullets and Numbering, Insert Clip Art, Show a Presentation

2. Listen to three short conversations about unnamed celebrations. Match the conversation with a list of celebrations.

3. Read one of several texts about celebrations such as Mother’s Day, Chinese New Year, Eid, Diwali, or Nah Ruz. Share details from memory with a group. Complete a table with details such as dates, countries, food, and customs.

4. Write a thank-you note for a gift from a friend or family member. Include an appropriate message.
   - **Experienced**: Create a thank-you card by inserting a picture from Clip Art (e.g., flower). Insert a Text Box with message from Language Task 4. Print for display or delivery.
     - **Skills**: Keyboarding, Font, Save, Insert Picture, Insert Text Box, Format Picture, Print
### 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
- identify topics for small talk situations
- learn phrases for accepting or declining offers of assistance
- learn polite phrases for getting attention and making requests
- observe the speech, actions, and attire of others
- practice common phrases used in telephone calls
- recognize vague invitations (e.g. *Let’s get together sometime*)
- use English intonation patterns to initiate and conclude small talk exchanges and to recognize leave-taking

### Resources for Developing and Teaching Topic

- *A Toolbox for ESL Tutors: Theme 5, “Banking”*
- *LINC Classroom Activities, LINC 3: “Recreation”*
- *CLB Listening/Speaking Resource: Stage I, Social Interaction dialogues 7–13; Restaurant dialogues 42–45*
- *ELLIS – Intro – Greetings, Introductions and Goodbyes; Social Situations*
- *Canada – business culture, customs, and etiquette: [http://www.executeplanet.com/community](http://www.executeplanet.com/community) (Canada)*
- *Etiquette in other countries: [http://intjobs.about.com/cs/etiquette](http://intjobs.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 3, 4)

Possible outcomes for this topic:

- greet, introduce self, and ask about the other person; introduce two people
- open, close, and respond to short casual small talk; take leave appropriately
- identify formal and informal styles, verbal and non-verbal details in greetings, introductions, and leave-taking
- identify specific factual details and implied meanings in a dialogue of casual small talk or a short phone call
- get information from a simple, explicit, one- to two-paragraph text
- write a personal message in three- to five-sentence informal notes
- describe a custom in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- expressions for introductions (I'd like to introduce, Have you met…)
- expressions for small talk (terrible, so-so, couldn’t be better, great, nice day)
- expressions for opening and closing conversations (You look nice today, Well…, It was nice seeing you, I have to get going)
- idioms (stay in touch, for ages, get going)
- adverbs: time, frequency, duration
- phrasal verbs (ask out, bring up, butt in, run into, line up, help out, call up)
- questions: tag, wh-, yes/no
- verb tenses: simple present, past (regular and irregular forms)
- pronunciation: contrast /p/ (open, people, sip) and /b/ (public, table, cab)

Sample Tasks

1. Introduce yourself to classmates and them to each other. Practice both roles: the person introducing and the person being introduced.
   - All Levels: ELLIS – Intro – Greetings, Introductions, and Goodbyes.
     Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills
2. Listen to a dialogue of a Monday morning small talk conversation asking about the weekend and answer questions.
3. Read a text about acceptable topics of conversation when people meet for the first time. Cross off unacceptable topics in a given list and explain the reason to your partner.
   - Novice: Create a table with the following columns: Topics of Conversation, Canada, other countries represented in the class. Insert the topics of conversation from Language Task 3 in the first column, and then insert check marks in the appropriate cells to indicate if the items are acceptable in Canada or the other countries.
     Skills: Keyboarding, Save As, Insert Table, Format Table, Insert Symbol (Webdings)
4. Write five to eight sentences about a custom in your country such as marriage, death, or birth of a child. Read to a partner or small group.
# 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 “how-to” books with illustrations for reading practice
- 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 activities

## Resources for Developing and Teaching Topic

- **Amazing! Interviews and Conversations:** Chapter 6, “Sports”; Chapter 9, “Free-time Activities”
- **Canadian Concepts 3, Second Edition:** Unit 10, “In Your Spare Time”
- **Great Ideas:** Chapter 7, “Staying Home”; Chapter 8, “Going Out”
- **LINC Classroom Activities, LINC 3:** “Recreation”
- continuing education catalogues
- local parks and recreation brochures
- local YMCA or YWCA may provide an orientation tour
- ELLIS – Intro – Social Situations
- Tense Buster – Intermediate – Will and going to – Practice: decisions
- 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

### Topic Outcomes (CLB 3, 4)

**Possible outcomes for this topic:**
- Leave a short telephone message with details of arrangements for a leisure activity
- Ask for, accept, or decline assistance
- Tell a story about own leisure activities or hobbies
- Express immediate and future needs, wants, plans
- Identify expressions used to ask for and accept assistance
- Identify factual details and some implied meanings in a listening text about free-time activities
- Get information from a brochure or flyer from a local recreation center
- Use a standard map to locate recreation facilities
- Fill out a 15- to 20-item fitness survey
- Write five to eight sentences about own leisure activities

### Language Focus

**Items to help learners achieve the outcomes:**
- Vocabulary for sports, hobbies, and interests
- Idioms (free time, spare time, pastime, be fit, stay in shape, couch potato, easy as pie)
- Expressions for requesting, accepting, and rejecting assistance (I need help with…, Yes please, No thanks)
- Adverbs: frequency, duration, manner
- Gerunds and infinitives
- Modals: permission, polite requests (may, can, could, would)
- Questions: wh-, yes/no
- Verb tenses: simple present, future with going to
- Pronunciation: reduced form of “do” (How often do you exercise?)

### Sample Tasks

1. Work with a partner and leave a telephone message for a friend about a planned evening activity.
   - **Experienced:** Use Windows Sound Recorder to record a message from Language Task 1. Save the file to allow your instructor or other learners to listen.
     
     **Skills:** (Windows Sound Recorder) Controls, Save, Peripherals (Speakers, Headset)

2. Listen to a dialogue of people talking about their free-time activities. Match the people with a list of activities.
   - **Novice:** Create a table of information about different kinds of facilities in your community (e.g., theatres, art galleries, parks, etc.). Preview and print for reference.
   - **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 Preview, Print

3. Find a course that interests you in a brochure from a recreation centre. Answer questions about cost, location, number of weeks, etc.
   - **Novice:** Create a table of information about different kinds of facilities in your community (e.g., theatres, art galleries, parks, etc.). Preview and print for reference.
   - **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 Preview, Print

4. Complete a fitness survey and compare with classmates.