

# 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> 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**)

## 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/ (**a**niversary), /ɛ/ (**e**lebration), /ɪ/ (**i**ft), /ɑ/ (**a**xing), /ə/ (**u**nwrap)

## 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

# 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
- 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 some time*)
- 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”
- 📖 *A Writing Book, English in Everyday Life, A Teacher's Resource Book, Second Edition*: Unit 3, “Greetings”
- 📖 *Canadian Concepts 3, Second Edition*: Unit 1, “Getting Together”
- 📖 *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.executiveplanet.com/community> (Canada)
- 🌐 Etiquette in other countries: <http://intljobs.about.com/cs/etiquette> (for comparison activities)
- 🌐 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 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>
- 🌐 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 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 d’ 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.
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.