

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 expressions for thanks and congratulations

Resources for Developing and Teaching Topic

- 📖 *Canadian Concepts 4, Second Edition*: Unit 8, "It's All in the Family"
- 📖 *Gateway to Canada*: "The Mosaic of Canada"
- 📖 *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
- 🌐 Chinese New Year: <http://www.new-year.co.uk/chinese/cards/cards.htm> and 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 4, 5)

Possible outcomes for this topic:

- 🗣️ offer, accept, and decline an invitation
- 🗣️ express and respond to compliments and congratulations
- 🗣️ tell a detailed story about a planned future celebration
- 🗣️ ask for and give information related to a common celebration in Canada or own country
- 👂 identify situation and relationship between speakers in a dialogue
- 👂 understand factual details and some implied meanings in a descriptive or narrative text about a celebration
- 📖 get information from a simple two- to three-paragraph text
- ✍️ write a three- to five-sentence note for an invitation, thank-you card, regret
- ✍️ write a one-paragraph description of a celebration

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*Diwali, Rosh Hashanah, Chinese New Year, shower, anniversary, engagement, congratulations*)
- phrases for expressing and responding to apology, regrets, excuses (*Thank you for..., I appreciate your..., but..., I'm afraid I won't be able to make it, That's okay, I understand*)
- idioms (*live it up, have a ball, over the hill, paint the town red*)
- adverbs of frequency
- conjunctions and transition words
- prepositional phrases
- verbs: *hope, wish*
- verb tenses: present, past, and future
- pronunciation: intonation in sentences expressing and responding to apologies, regrets, and excuses

Sample Tasks

1. Role-play giving, accepting, and declining an invitation to a celebration.
2. Listen to a presentation about celebrations in Canada and other countries. Complete a chart comparing the celebrations.
3. Read a text about a celebration in Canada and answer questions.
4. Write an invitation to a classmate for a celebration in your culture. Include details about the celebration.
 - 📄 **Novice:** Word-process the invitation in Language Task 4. Print for peer evaluation.
 - 📄 **Experienced:** Insert Clip Art Pictures or pictures found on the Internet in the invitation created in Language Task 4. Print one for evaluation and class display. Print another to give to a classmate.

Skills: Keyboarding, Save as, Insert Picture (Clip Art or From File), Format Picture, Print, Save Picture As (Browser)

Additional Tasks

- 🗣️ **All Levels:** ELLIS – Master Pronunciation – Speech Acts – Dealing with Language Problems – Express Disappointment.
- Skills:** Open/Close Application, Select and Navigate Through Options, Mouse Skills

Cultural Diversity

Topic Development Ideas

Classes might want to learn more about...

- advantages of diversity
- balancing individual and collective rights
- Canadian Charter of Rights and Freedoms, Canadian Human Rights Act, Employment Equity Act, Official Languages Act, Pay Equity Act, and Multiculturalism Act
- connection between multiculturalism and Canadian identity
- constitutional right of parents, who are members of the French linguistic or English minority in a province, to have their children educated in that language, where numbers warrant
- ethnocultural associations
- history of multiculturalism in Canada
- past failures to protect minorities (e.g., Canadians of Japanese descent during Second World War)
- peaceful conflict resolution
- respect for cultural distinctiveness
- ways to combat racism and intolerance

Strategies for Learners

Learners find it useful to...

- attend cultural events outside of one's own cultural group
- learn politically correct terms
- use repetition and rephrasing to clarify information provided by community agencies
- volunteer with an ethnic organization

Resources for Developing and Teaching Topic

- 📖 *Amazing 2! Canadian Newspaper Stories*: Chapter 6, "Mountie in a Turban"
- 📖 *Brainwaves*: Part 1, "Politics is the Game"
- 📖 *Gateway to Canada*: "The Mosaic of Canada"
- 📖 *New Interchange 3*: Unit 5, "Crossing Cultures"
- 📖 *Ontario Reader 2001*: "Diversity: This is what 'Canadian' looks like"
- 📖 *Read On Canada*: Chapter 3, "Taking Action Against Crime"
- 🌐 About Canada Online Publications: <http://www.pch.gc.ca/csp-pec/english/about>
- 🌐 All One Heart: <http://www.alloneheart.com>
- 🌐 Canadian Charter of Rights and Freedoms: <http://lois.justice.gc.ca/en/charter>
- 🌐 Canadian Heritage Multiculturalism: <http://www.pch.gc.ca/multi/flashindex.html>
- 🌐 Canadian Race Relations Foundation: <http://www.crr.ca>
- 🌐 CIC Cultural Profiles Project: <http://cwr.utoronto.ca/cultural/english>
- 🌐 Statistics Canada: <http://www.statcan.ca>
- 🔍 **cultural diversity, multiculturalism**

Cultural Diversity

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- 🗣️ participate in a conversation by showing interest and taking turns
- 🗣️ tell a detailed story of a custom from own culture
- 🗣️ give opinions, agree and disagree in a small group discussion about multiculturalism
- 🔍 understand factual details and some implied meanings in a descriptive or narrative text
- 📖 find information about immigration in an authentic form, table, schedule, or directory
- 📖 get information about a multicultural issue from a simple two- to three-paragraph text
- ✍️ write a one-paragraph description

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*ethnic origin, visible/racial minorities, multiculturalism, tolerance, discrimination*)
- expressions for showing interest and taking turns (*Really? That's interesting. Is that right? Hmm, What do you think?*)
- expressions for agreeing, disagreeing (*In my opinion, I don't see it that way*)
- adjective clauses (*One thing that surprised me was..., I like the fact that...*)
- complex sentences
- pronouns: reflexive, relative, reciprocal
- questions: tag, wh-
- verb tenses: present, past, habitual past
- pronunciation: intonation in tag questions

Sample Tasks

1. In a small group, discuss an issue involving cultural diversity. Report to the class.
 - 📖 **Novice:** Open an instructor-made file about cultural diversity with spelling errors. Spell-check and make corrections. (See http://alphaplus.ca/linc/cultural_diversity_novice.htm for sample activity.)
 - 📖 **Experienced:** Use the thesaurus to replace underlined words.
Skills: Open, Save, Delete, Backspace, Spelling, Thesaurus
2. Listen to a conversation expressing first impressions of Canadian multiculturalism and answer questions.
3. Refer to immigration statistics to answer questions.
 - 📖 **Novice:** Insert information from Language Task 3 in a blank spreadsheet. Follow instructions to create simple formulas and apply functions. Create a graph or pie chart to illustrate the information. Preview and print for display.
Skills: (Excel) Create and Insert Formula, Print Preview, Print
4. Write a paragraph describing own experience with cultural diversity in Canada.

Additional Tasks

- 🗣️ **All Levels:** Master Pronunciation – Speech Acts – Conversing – Express Opinions, Agree and Disagree.
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

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...

- memorize and practice polite phrases for accepting or declining invitations
- observe the actions of others, ask questions
- practice common phrases used in telephone calls
- practice small talk conversations with classmates
- read simple published materials about specific social occasions
- role-play different social situations

Resources for Developing and Teaching Topic

- 📖 *A Grab Bag of Socializing*
- 📖 *Amazing 2! Canadian Newspaper Stories*: Chapter 10, “Long Distance Romance”
- 📖 *Amazing! Conversations and Interviews*: Chapter 1, “Dating and Marriage”
- 📖 *Brainwaves*: Part 1, “Sharing Customs and Culture”
- 📖 *Canadian Concepts 4, Second Edition*: Unit 1, “Finding Your Way”; Unit 7, “Where Does the Time Go?”
- 📖 *Let’s Talk 3*: Unit 7, “Around the World”
- 📖 *Take Charge*: Unit 5, “At Home”
- 📖 *Take Part, Second Edition*: Unit 5, “Food for Thought”; Unit 7, “It’s Customary”
- 📄 advice columns in the newspaper such as Ann Landers
- 🌐 Canada – business culture, customs, and etiquette <http://www.executiveplanet.com/community>
- 🌐 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
- 🌐 Yahoo! Greetings: <http://greetings.yahoo.ca>
- 🔑 postcards, customs, etiquette Canada

Customs & Social Behaviour

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- 🗣️ initiate and respond to small talk comments
- 🗣️ offer, accept, and decline an invitation
- 🗣️ express and respond to compliments and congratulations
- 🗣️ participate in a conversation by showing interest and taking turns
- 🗣️ give opinions, agree and disagree in small group discussion
- 👂 identify factual details and implied meanings in a dialogue containing compliments, invitation, offers, discussion of interests, likes/dislikes, or preferences
- 👂 identify situation and relationship between speakers in a dialogue
- 📖 get information from a two- to three-paragraph personal note, letter, or e-mail message
- ✍️ write a short one-paragraph letter or note for an invitation, thanks, regrets, cancellation, or apology
- ✍️ write a paragraph describing a social event you attended in the past

Language Focus

Items to help learners achieve the outcomes:

- expressions for responding to small talk (*That's terrible, Sounds great, Oh good*)
- expressions for invitations (*Do you want to..., Why don't you come along? Let's..., Sounds good, RSVP*)
- expressions for compliments (*What a beautiful dress, Good for you*)
- expressions for showing interest and taking turns (*Really? That's interesting, Uh huh, Is that right? Hmm, What do you think?*)
- expressions for giving opinions, agreeing and disagreeing (*I think that..., I'm with you, No way! Absolutely!*)
- compound sentences
- transition words
- verb tenses: simple past, habitual past, and future
- pronunciation: intonation for showing interest

Sample Tasks

1. In a group, discuss statements about customs in Canada and decide if they are true or false.
2. Listen to a dialogue concerning an invitation for dinner. Answer questions about the party and the relationship between the speakers.
3. Read personal notes and match to the appropriate occasions.
4. Write a paragraph about a social event you attended in Canada or own country.

📖 **Novice:** Word-process Language Task 4.

📖 **Experienced:** Add a title to Novice Task document by inserting WordArt. Follow instructions to edit or format the WordArt.

Skills: Keyboarding, Insert/Format WordArt Save As, Print Preview, Print

Additional Tasks

🗣️ **All Levels:** ELLIS – Master Pronunciation – Speech Acts – Social Interactions – Formal and Informal Invitations.

Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills