

Canadian Culture & Society ■ Cultural Diversity

Classes might want to learn more about ...

- ① general provisions of the Canadian Charter of Rights and Freedoms
- ① social events organised by various ethnic groups
- ① contribution of ethnic groups in Canada and local area
- ① the history of immigration in Canada
- ① special initiatives to improve the status of ethnic minorities in Canada (e.g. equal opportunity initiatives)
- ① the notion of government versus individual responsibility
- ① international languages programs and other government funded programs

Learners find it useful to ...

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

Suggested Resources



Canadian by Choice



The Red Dot

Ontario Human Rights Commission: <http://www.ohrc.on.ca/>

Pay Equity Commission: <http://www.gov.on.ca/LAB/pec/main.htm>

All One Heart: <http://www.alloneheart.com/>

Culturenet: <http://culturenet.ca/indexen.html>



cultural diversity

LINC 4

Canadian Culture & Society ■ Cultural Diversity

Topic Outcomes

By the end of this topic, learners will be able to:

- describe impressions of Canada's cultural diversity
- identify main idea and supporting points in a 2-3 paragraph text about Canadian multiculturalism
- find specific information about Canadian immigration in charts and tables
- write a short text about own experience with Canada's multicultural society

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*ethnic origin, visible/racial minorities, multiculturalism, "melting pot", tolerance, discrimination, etc.*)
- past tenses
- wh-questions
- compound sentences
- basic personal letter-writing conventions
- pronunciation: intonation in wh-questions

Sample Language Tasks

1. Interview a classmate about impressions of Canada's multicultural society.
2. Read and answer questions about Canada's immigration statistics (from Statistics Canada).
3. Write a letter describing the ethnic diversity in your class and what you have learned about the different cultures that are represented in the group.

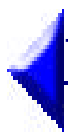
Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Open, Save, Delete, Backspace, Spell Checker, Drag and Drop

Novice: Open an instructor-made file about cultural diversity with spelling errors. Spell check and save.

Experienced/Advanced: Open an instructor-made file with scrambled text about cultural diversity. Use drag and drop to put sentences in order. Spell check, using the right mouse button.



Canadian Culture & Society ■ Customs & Social Behaviour


Classes might want to learn more about ...

- ① un/acceptable behaviour in public places (e.g. forming line-ups, spitting, urinating, breast-feeding, smoking, affectionate behaviour between couples, etc.)
- ① Canadian concepts of time and physical proximity
- ① common practices when visiting someone, ordering in a restaurant, attending various social functions such as weddings, baby showers, etc.
- ① un/acceptable topics for small talk conversations
- ① initiating and/or responding to small talk conversations with neighbours
- ① conventions associated with children's activities such as birthday parties, Valentines cards, school trips
- ① telephone etiquette

Learners find it useful to ...

- ◇ role-play different social situations
- ◇ practise small talk conversations with classmates
- ◇ memorize and practise polite phrases for accepting/declining invitations
- ◇ observe the actions of others, ask questions
- ◇ read simple published materials about specific social occasions
- ◇ rehearse and practise ordering in a restaurant

Suggested Resources

 *Canadian Concepts 4, Second Edition*

 *Take Charge: Using Everyday Canadian English*

 Advice columns in the newspaper such as Anne Landers

Postcards: <http://www.geocities.com/Heartland/Hills/7792/PostCardPageIndex.html>

<http://www.mypostcards.com/search/index.cgi>

<http://www2.bluemountain.com/>

http://dir.yahoo.com/Society_and_Culture/

 **free postcards**

LINC 4

Canadian Culture & Society ■ Customs & Social Behaviour

Topic Outcomes

By the end of this topic, learners will be able to:

- give and respond to compliments
- describe common customs and social behaviour in own culture
- ask for clarification, repetition
- attract attention and request assistance
- understand information in greeting cards
- convey sympathy in writing

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and formulaic expressions for giving and responding to compliments and conveying sympathy orally and in writing (*condolences, compliment, bon voyage, congratulations, sympathy*)
- expressions for giving and responding to compliments (*You look nice today. What a beautiful house! Have a nice day!*)
- compound sentences
- modals for requests
- Pronunciation: intonation for polite requests - see Ellis – Master Pronunciation

Sample Language Tasks

1. Compare various Canadian customs to those in own country.
2. Read hand-written texts in various greeting cards and guess the occasions they are meant for.
3. Write a short note in a sympathy card to a friend who has lost a close family member.

Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Insert/Edit Object

Experienced: Create a sympathy card by inserting appropriate object. Insert text as in Language Task 3.

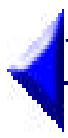
Computer Skills: Open/Close application, select and navigate through options, mouse skills

All levels:

Ellis-Intro-**Social Situations-Sections 1-4**

Ellis-Senior Mastery-**Casual Introductions and Small Talk-Making Introductions**

Ellis-Master Pronunciation-Speech Acts-**Getting Things Done-Requests: Make/Respond to**



Canadian Culture & Society ■ Environmental Issues


Classes might want to learn more about ...


- ① endangered species of wildlife in Canada
- ① legislation related to the environment, such as hunting and fishing regulations
- ① major environmental features of Canada and local area
- ① waste management
- ① environmental protection groups such as Greenpeace, Ducks Unlimited

Learners find it useful to ...

- ◇ use a bilingual dictionary to understand unfamiliar vocabulary
- ◇ guess the meanings of information words from context
- ◇ practise polite expressions for disagreeing; learn expressions for stronger/milder agreement and disagreement
- ◇ ask for clarification by paraphrasing information


Suggested Resources


 *Canadian Concepts 4, Second Edition*

 *Words We Use*

 Local municipality for fact sheets about composting and re-cycling

 *Green Talk*


 Municipal department representatives may give presentations and provide free information about recycling and composting. Check blue pages of the telephone directory

 Field trips to water sewage plants, tree-planting farms, local conservation areas, re-cycling depots

Recycling Council of Ontario facts sheets: <http://www.rco.on.ca/publication/factsheet.html>

<http://weather.ec.gc.ca/>

Ontario Ministry of the Environment: <http://www.cne.gov.on.ca/>

 **environment, re-cycling** (Canadian sites)

Canadian Culture & Society ■ Environmental Issues

Topic Outcomes

By the end of this topic, learners will be able to:

- follow spoken instructions for setting up and using a composter
- ask and answer questions about re-cycling, composting etc. (*What goes in the blue/gray box? Can I re-cycle yoghurt containers? When is collection day? Where can I get a composter?*)
- express necessity and reason for changing behaviour that causes environmental problems
- agree, disagree in discussions about environmental issues
- identify main idea and supporting points in 2-3 paragraph text about a Canadian environmental issue (e.g. depletion of cod stocks off Newfoundland)
- get information from government brochures about re-cycling and composting or any other local environmental issue
- describe events in the past and plans for the future regarding a current environmental issue in writing

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*contamination, depletion, damage, protect, population growth*)
- expressions for polite agreement and disagreement
- sequence markers
- modals for necessity (*must, have to*)
- wh-questions
- simple tenses
- prepositional phrases of location and time (*We put bottles in the blue box. The truck comes in the morning.*)
- gerunds (*They should stop cutting down all the trees.*)
- pronunciation: word stress in 3 and 4 syllable words

Sample Language Tasks

1. Debate a current Canadian environmental issue (e.g. clear-cutting forests).
2. Look at a list of materials and decide how to dispose of them.
3. Write a short text about an environmental issue in your country and what is being done about it.

Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Bullets, Thesaurus

Novice: Choose 5-10 unfamiliar words in Language Task 2. Insert each word as a bullet in a blank screen. Type 3 meanings you have chosen from the thesaurus for each word.

Experienced/Advanced: Follow instructions to change and customize the bullets in the above task.