

# Canadian Culture & Society ■ Celebrations


### ***Classes might want to learn more about ...***


- ① the meaning and conventions of special days celebrated in Canada (e.g. Mother’s Day, Remembrance Day, Thanksgiving)
- ① conventions associated with celebrations for children (e.g. birthday parties)
- ① conventions regarding party invitations and responses, arrival and departure (including time), role of guests and hosts, gift-giving
- ① cultural differences in celebrations
- ① levels of formality with different celebrations and invitations
- ① appropriate gifts for specific celebrations or special occasions in Canada


### ***Learners find it useful to ...***


- ❖ learn polite phrases for refusing invitations which may conflict with one’s belief system and values
- ❖ write out and rehearse conventional invitations, replies, congratulations and regrets
- ❖ observe the actions of others and ask questions
- ❖ compare various celebrations in Canada with those of home country (e.g. Canada Day)

## **Suggested Resources**

 *Let’s Celebrate!*

 *Ontario Reader 1999: “Multicultural holidays”*


 *When’s the Next Canadian Holiday?*

 Sample invitations and greeting cards with written messages inside

Holiday postcards: <http://www.geocities.com/Heartland/Valley/9274/holidays.html>

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

Compose your Ramadan and Eid cards: <http://www.geocities.com/Area51/Dunes/3214/postcard1.html>

 **postcards, holidays**, enter name of specific holiday (e.g. **Ramadan**)

## Canadian Culture & Society ■ Celebrations

### Topic Outcomes

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

- apologise and make excuses for not being able to attend a celebration
- express and respond to disappointment about refusing an invitation
- describe familiar celebrations in own culture
- ask for information about a local celebration on the telephone
- get specific information from invitations
- write invitations to a celebration

### Language Focus

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

- vocabulary (*Diwali, Rosh Hashanah, Ramadan, Chinese New Year, shower, anniversary, engagement*)
- polite phrases for apologizing, making excuses, expressing and responding to disappointment (*I'm sorry ...; I'm afraid I can't ...; I would love to \_\_\_ but ...*)
- adjectives (*traditional, customary, exciting, festive*)
- modals for requests (*would, could, can*)
- adverbs of frequency (*often, always, never*)
- Pronunciation: polite phrases for apologizing, making excuses and responding to disappointment - see Ellis – Master Pronunciation

### Sample Language Tasks

1. Role-play apologizing and making excuses, expressing and responding to disappointment.
2. Get information from a public notice about a community celebration.
3. Write an invitation to classmates inviting them to a cultural celebration in your community.

### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

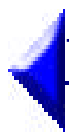
**Computer Skills:** Keyboarding, Save As, Insert/Edit Picture, Print

**Novice:** Word-process Language Task 3.

**Experienced/Advanced:** Create an invitation card by inserting/editing appropriate picture (e.g. a menorah for Hanukah). Insert text created in Language Task 3. Print for class display.

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

**All levels:** Ellis-Master Pronunciation-Speech Acts-**Dealing with Language Problems-Express Disappointment**



# Canadian Culture & Society ■ National Unity

### *Classes might want to learn more about ...*

- ① independence movements in other countries
- ① the history of Quebec in Confederation
- ① the origins of bilingualism in Canada
- ① other independence movements in Canada (e.g. western Canada)
- ① Quebec and Canada's Constitution

### *Learners find it useful to ...*

- ◇ practise taking notes when someone is speaking
- ◇ paraphrase and repeat to confirm understanding
- ◇ use unilingual learner's dictionary for unfamiliar vocabulary
- ◇ develop strategies for vocabulary learning, such as grouping content words into categories and guessing word meaning from context in newspaper articles about national unity
- ◇ request clarification and repetition or explanation

## Suggested Resources

*Ontario Reader 1999: "Quebec referendum"*

*The Sweater*

*CBC News in Review*

[http://forum.theglobeandmail.com/globenet/globeandmail.national-unity/reading\\_list.html](http://forum.theglobeandmail.com/globenet/globeandmail.national-unity/reading_list.html)

<http://www.newsworld.cbc.ca/news/indepth/unity/index.html>

The Council for Canadian Unity: <http://www.ccu-cuc.ca/>

 **unity, national unity** (Canadian sites)

# LINC 5

## Canadian Culture & Society ■ National Unity

### Topic Outcomes

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

- give suggestions or advice and predict consequences of Quebec separation
- understand the main ideas in authentic texts (such as newspapers) or simplified texts about the national unity debate
- write a brief report about your impressions of the national unity issue as a newcomer to Canada

### Language Focus

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

- vocabulary (*sovereignty association, Quebecois, anglophone, francophone, distinct society, federalism, separatism*)
- expressions for giving opinions
- wh-questions
- modals for suggestions and advice
- real conditional (*If Quebec separates, it will ...*)
- pronunciation: “-th” sound (*voiced and voiceless*) - see Ellis - Master Pronunciation

### Sample Language Tasks

1. Interview two Canadians about their views on the national unity issue and present their opinions.
2. Read two simplified texts about national unity from opposing viewpoints and identify biases in both texts. Present viewpoints in class debate.
3. Write 5 interview questions for Language Task 1. Write respondents' answers to the questions in point form.

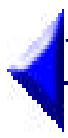
### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

**Computer Skills:** Thesaurus, Font Color

**Novice:** Open instructor-made file and read Language Task 2 on screen. Colour unfamiliar words.

**Experienced/Advanced:** For each unfamiliar word, find 3 meanings from the thesaurus. Choose the most appropriate replacement and insert it in parentheses next to the coloured word.



# Canadian Culture & Society ■ Social Issues

### ***Classes might want to learn more about ...***

- ① various government agencies (e.g. Ministry of Social Services) that deal with specific social problems
- ① legal aspects of various social issues (e.g. domestic violence)
- ① community resources for dealing with homelessness, teenage pregnancy, poverty, etc.
- ① the different responsibilities of various levels of government
- ① the work of social advocacy groups

### ***Learners find it useful to ...***


- ◇ practise calling community agencies to ask for information about a social problem
- ◇ look up information about community agencies in the Blue Book
- ◇ scan the Blue Pages of the telephone directory for the names and addresses of MPPs
- ◇ volunteer with a social advocacy group
- ◇ read for gist without using a dictionary when they encounter unfamiliar words or phrases in newspaper articles

## **Suggested Resources**

 *The Red Dot*

Child advocacy sites: [http://www.yahoo.ca/Regional/Countries/Canada/Society and Culture/Cultures and Groups/ Children/Child Advocacy/](http://www.yahoo.ca/Regional/Countries/Canada/Society%20and%20Culture/Cultures%20and%20Groups/Children/Child%20Advocacy/)

Web's networks community: <http://community.web.net/>

 **social issues**, enter a specific issue (e.g. **poverty**)

## Canadian Culture & Society ■ Social Issues

### Topic Outcomes

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

- give spoken information about an important social issue in own country
- express worry, concern about a social issue
- understand the main ideas in authentic texts (such as newspapers) about a particular social issue in Canada and compare to own country
- understand information in brochures from various community agencies (such as rehab centres and shelters)
- write a brief report about a current social issue

### Language Focus

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

- vocabulary (*illiteracy, poverty, domestic violence, teenage pregnancy, homelessness, substance addiction*)
- simple tenses
- real and unreal conditionals (*If you call the agency, they will help you; If you needed assistance, they would pay for it*)
- passives (*Sex education is taught in school*)
- adjectives: comparatives and superlatives (*better, worse, more serious, more dangerous, the poorest, the most disadvantaged*)
- business letter-writing conventions
- pronunciation: word stress of “ion” nouns

### Sample Language Tasks

1. Discuss a social issue in Canada and make comparisons to own country.
2. Jigsaw: read about a particular social issue from the perspective of the different people involved.
3. Write a simple letter to a Member of Provincial Parliament expressing concern about how a particular social issue is being dealt with (e.g. cuts to education funding, workfare).

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Indent, Alignment, Spelling

Word-process the letter in Language Task 3. Follow instructions to format according to a specific letter style (full block, semi-block). Spell check the letter.

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

Ellis-Master Pronunciation-Speech Acts-**Conversing-Express Opinions-Give and Accept Opinions**