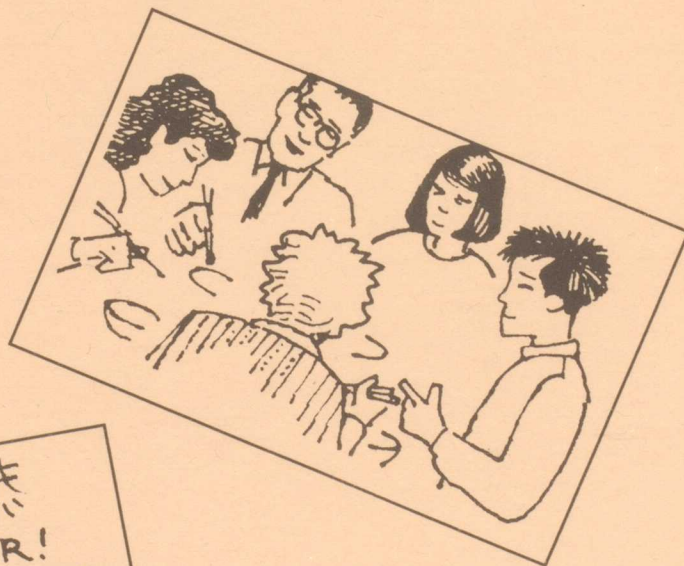


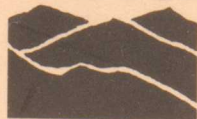
CLASSROOM STORIES

compiled and adapted by Riina Tamm

Illustrations by Bob Altwein.



VANCOUVER
COMMUNITY
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King Edward Campus
Outreach Department

CLASSROOM STORIES

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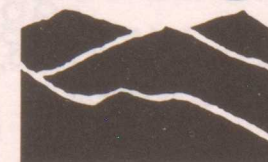
King Edward Campus
Outreach Department

CLASSROOM STORIES

compiled and adapted by Riina Tamm,
Instructor, ESL Outreach Department, King Edward Campus,
from the experiences of ESL Outreach students.

Illustrations by Bob Altwein

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King Edward Campus
Outreach Department

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LAMS B33384 SEPT95

To the teacher:

This collection of stories came about as a result of my teaching beginner and literacy level students in the K.E.C. Outreach Department. I worked with students from Canadiana Centre and an English in the Workplace program. My students at that time were of Chinese heritage. Students told me about their daily lives, and I used the common elements of these accounts as the basis for the book. The book reflects aspects of the students' experiences, but the characters and events are fictitious. The stories are meant as a starting point, providing vocabulary and structures for all students to talk and write about their own lives.

The book includes illustrations, which can be used for pre-reading exercises, stories, match-up exercises, questions and cloze exercises. There is also a section in which students can describe their own experiences.

A board game accompanies the first chapter (p.7). Instructors can use this to make similar games for the other chapters. An explanation of how to use the board game and other suggestions for class discussion and activities can be found in the Teacher's Guide on page 64.

Acknowledgements

I would like to thank the following instructors and instructional assistants for their help on this project:

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Margaret Stefanowicz	Marian Yip

I would also like to thank Morna McLeod and the ESL Division Editorial Committee of Vancouver Community College for their patience and excellent suggestions.

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I would also like to express my appreciation to Bob Altwein and Media Services for all of their help.

Riina Tamm
April 1995

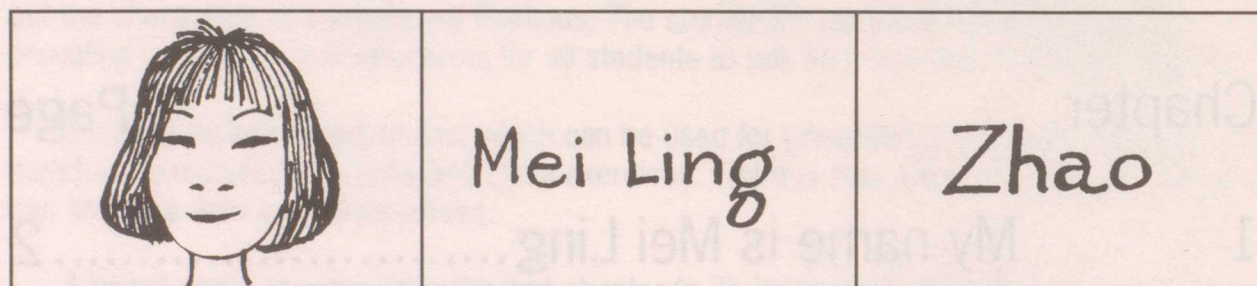
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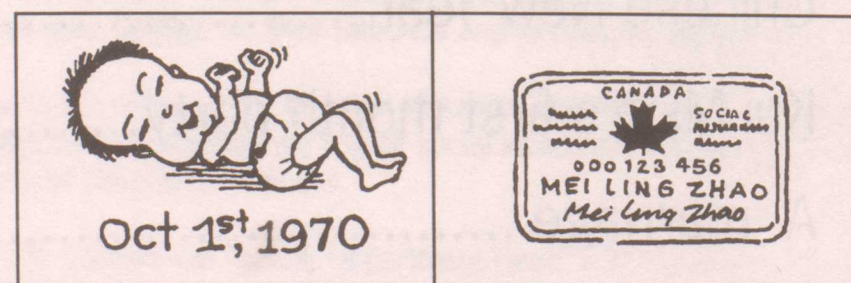
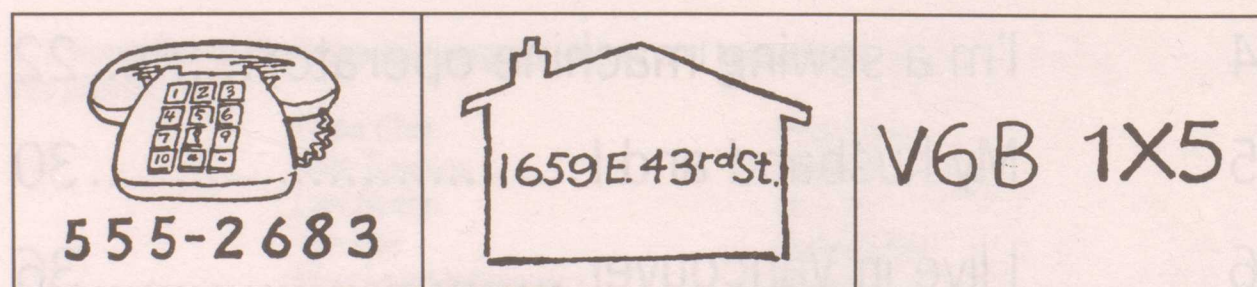
Chapter 1

My name is Mei Ling

Look at the pictures.



Mei Ling Zhao



Put the right words under each picture.

address	last name	social insurance number
postal code	birthdate	telephone number
first name		

Chapter 1

My name is Mei Ling

Read the story.

My name is Mei Ling Zhao. In China, my name was Zhao Mei Ling. In Canada, my first name is Mei Ling. My last name is Zhao. My telephone number is 555-2683. My address is 1659 East 43rd Street. My postal code is V6B 1X5. My birthdate is October 1st, 1970. My social insurance number is 000 123 456.

My name is Mei Ling

Match these words.

name	555-2683
first name	V6B 1X5
last name	Mei Ling Zhao
telephone number	October 1st, 1970
address	Mei Ling
postal code	1659 East 43rd Street
birthdate	000 123 456
social insurance number	Zhao

My name is Mei Ling

Write about the story.

1. What's her name?

2. What's her first name?

3. What's her last name?

4. What's her telephone number?

5. What's her address?

6. What's her postal code?

7. What's her social insurance number?

My name is Mei Ling

Write about yourself.

1. What's your name?

2. What's your first name?

3. What's your last name?

4. What's your telephone number?

5. What's your address?

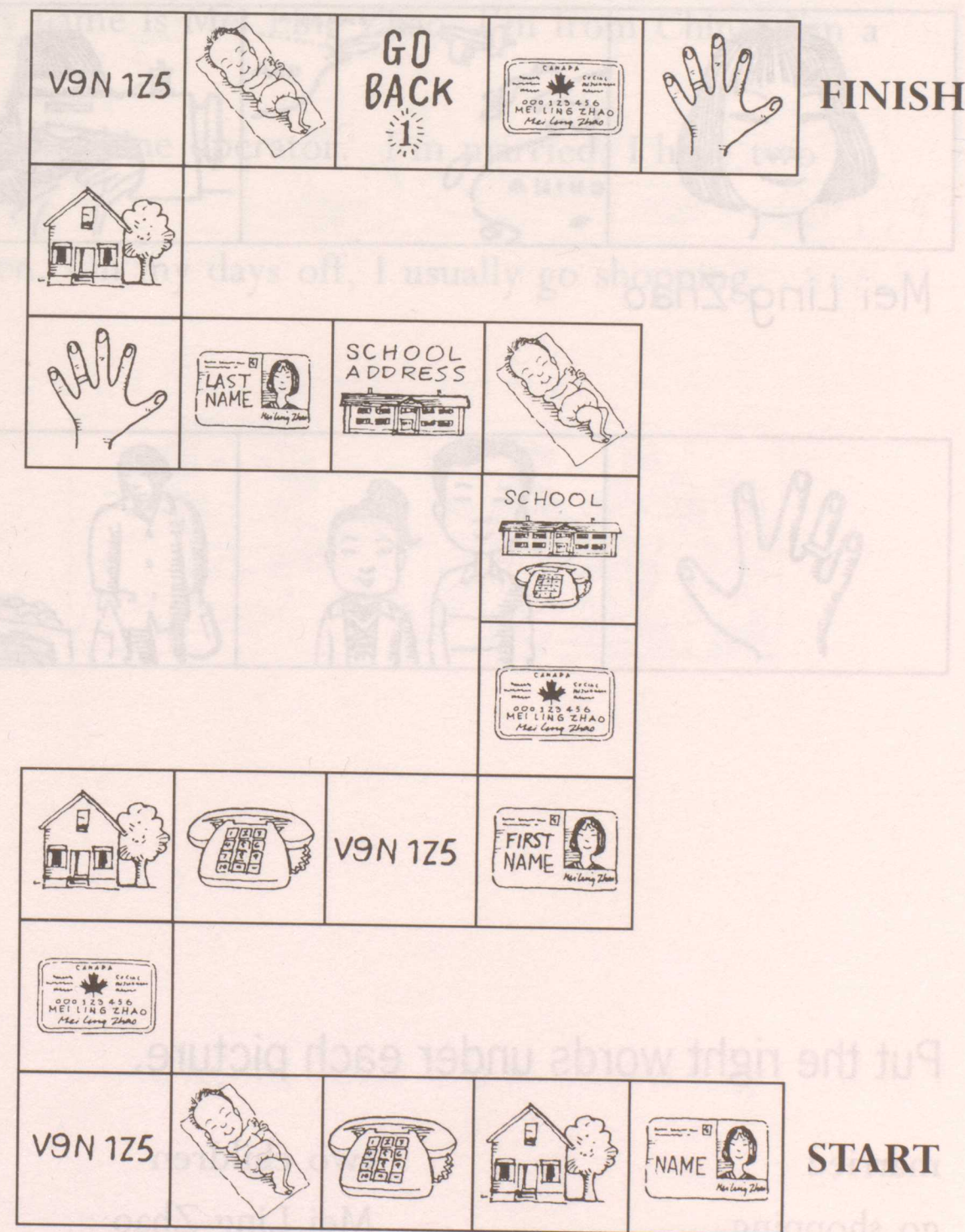
6. What's your postal code?

7. What's your birthdate?

8. What's your social insurance number?

My name is Mei Ling

Board game



See Teachers' Guide for instructions.

Look at the pictures.



Mei Ling Zhao



Put the right words under each picture.

married

go shopping

China

two children

Mei Ling Zhao

sewing machine operator

Read the story.

My name is Mei Ling Zhao. I'm from China. I'm a sewing machine operator. I'm married. I have two children. On my days off, I usually go shopping.



I 'm married

Look at the pictures.



cook dinner



Put the right words under each picture.

clean the house

wash the clothes

like vegetables and rice

cook dinner

go to a restaurant

I 'm married

Read the story.

Every day I cook dinner for my family. On Saturday, I clean the house and watch TV. On Sunday, I wash the clothes. I work on my days off, too! Sometimes we go to a restaurant. I like vegetables and rice.

Match these words.

Mei Ling	children
from	sewing machine operator
two	China
Saturday	wash the clothes
Sunday	go to a restaurant
sometimes	clean the house

Write about the story.

1. Where is Mei Ling from?

2. What's her job?

3. Is she married?

4. How many children does she have?

5. Does she work on her days off?

6. What does she do on Saturday?

7. What does she do on Sunday?

8. What food does she like?

I 'm married

Fill-in exercise.

My name is Mei Ling Zhao. I'm from _____.

I'm a sewing machine _____. I'm _____.

I have two _____.

On my days off, I usually go _____.

Every day I _____ dinner for my family.

On Saturday, I _____ the house and _____.

On Sunday, I wash the _____.

I work on my _____, too! Sometimes we go to a _____.

I like vegetables and _____.

I 'm married

Write about yourself.

1. What's your name?

2. Where are you from?

3. Are you single or married?

4. How many children do you have?

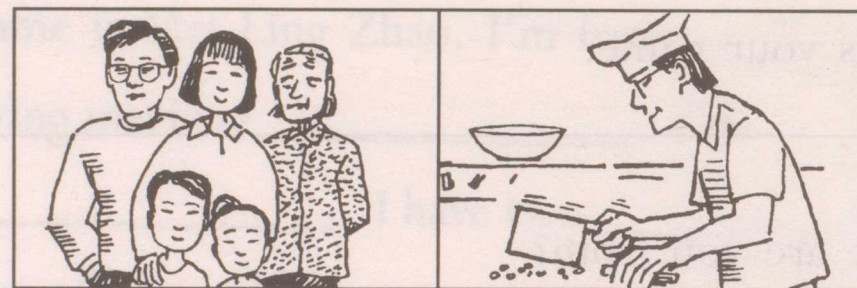
5. What's your job?

6. What are your days off?

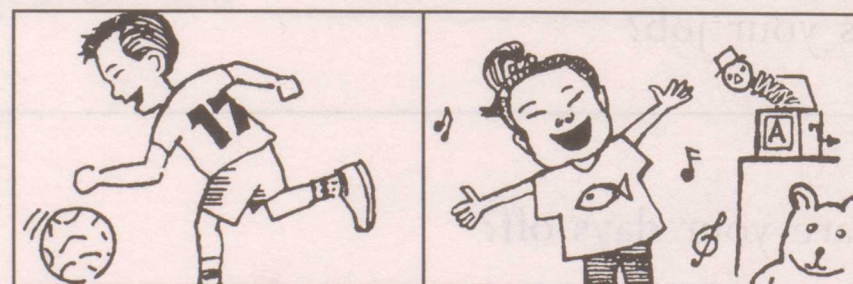
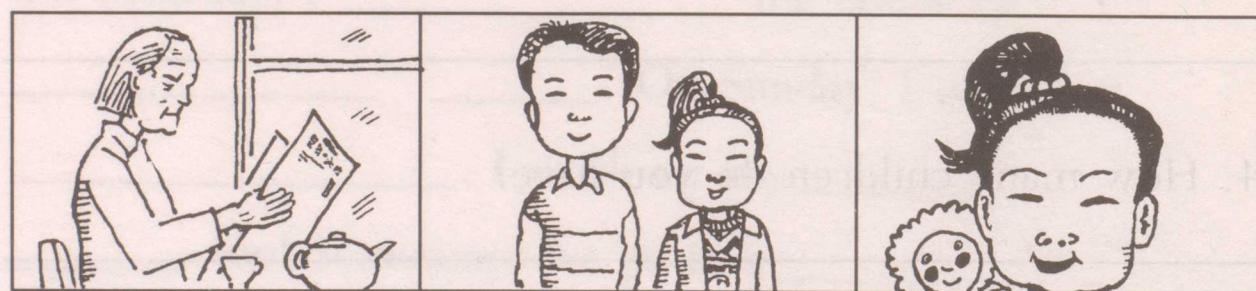
7. What do you do on your days off?

Chapter 3 There are five people in my family

Look at the pictures.



family



Put the right words under each picture.

mother-in-law
children
music
family

daughter
husband
soccer

Chapter 3 There are five people in my family

Read the story.

There are five people in my family. My husband is a cook.

His English name is Sam. My mother-in-law is retired. My children are young. My son goes to school. My daughter stays at home with her grandmother. My mother-in-law helps me a lot. She takes care of the children.

My son likes soccer. My daughter likes music.

5. How does Mei Ling's mother-in-law help?

6. What does Mei Ling's son like?

7. What does Mei Ling's daughter like?

There are five people in my family

Match these words.

Mei Ling's family

cook

husband

retired

mother-in-law

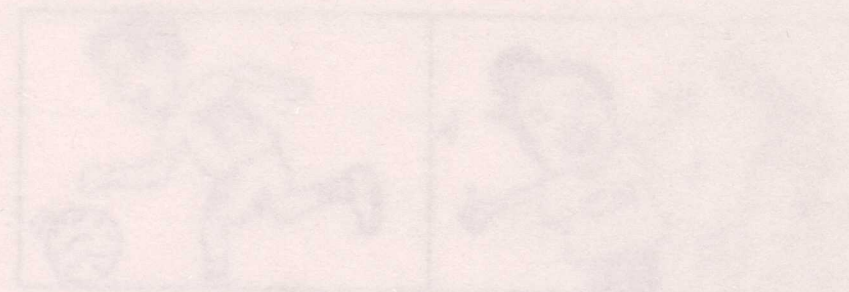
five people

son

likes music

daughter

goes to school



Put the right words under each picture

mother-in-law
children
music
family

daughter
husband
retired
son

There are five people in my family

Write about the story.

1. How many people are in Mei Ling's family?

2. Who is a cook?

3. Who goes to school?

4. Who stays at home with her daughter?

5. How does Mei Ling's mother-in-law help?

6. What does Mei Ling's son like?

7. What does Mei Ling's daughter like?

There are five people in my family

Fill-in exercise.

There are five people in my family. My _____
is a cook. His English _____ is Sam. My mother-in-law
is _____. My _____ are young.
My _____ goes to school. My _____
stays at home with her grandmother. My mother-in-law
_____ me a lot. She _____ of
the children.

My son likes _____. My daughter likes
_____.

There are five people in my family

Write about your family.

There are _____

You can use these words:

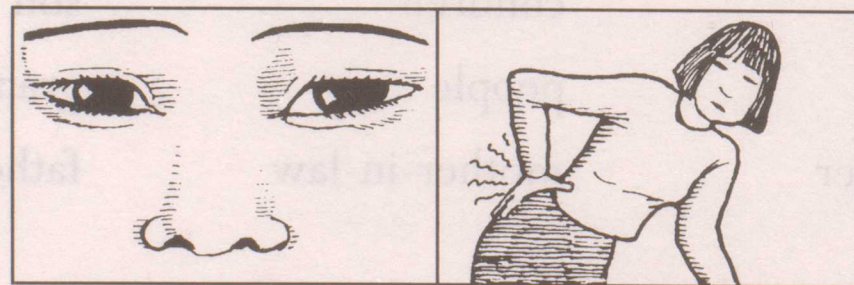
single	married	mother
brother	husband	wife
family	father	sister
child	children	son
daughter	people	grandmother
grandfather	mother-in-law	father-in-law

Chapter 4 I'm a sewing machine operator

Look at the pictures.



sewing machine operator



Put the right words under each picture.

sewing machine operator
eyes get tired
co-workers are friendly
from 8:30 to 4:30

back hurts
garment factory
employer
days off

Chapter 4 I'm a sewing machine operator

Read the story.

I'm a sewing machine operator. I work in a garment factory on Daly Street. I work Monday to Friday, from 8:30 to 4:30. My days off are Saturday and Sunday. My employer is Mr. Smith.

I like my job because my co-workers are friendly.

Sometimes I don't like my job because my eyes get tired, and my back hurts.

I'm a sewing machine operator

Match these words.

garment factory	8:30 to 4:30
job	Daly Street
work hours	sewing machine operator
work days	co-workers are friendly
days off	Mr. Smith
employer	Monday to Friday
like my job	eyes get tired
don't like my job	Saturday and Sunday

I'm a sewing machine operator

Write about the story.

1. What's her job?

2. Where does she work?

3. What days does she work?

4. What hours does she work?

5. What are her days off?

6. Who is her employer?

7. Why does she like her job?

8. Why doesn't she like her job?

I'm a sewing machine operator

Fill-in exercise.

I'm a sewing machine _____. I work in a
_____ on Daly Street. I work Monday
to Friday, from _____ to _____. My _____
_____ are Saturday and Sunday. My _____
is Mr. Smith.

I like my job because my _____ are friendly.
Sometimes I don't like my job because
my _____,
and my back _____.

.....
You can use the words below to answer the questions on
p. 27. Look at pp.28 and 29 for the names of different
jobs.

factory	work is interesting
warehouse	co-workers are friendly
restaurant	employer is nice
store	feet get tired
office	arms hurt

I'm a sewing machine operator

Write about your job.

1. What's your job?

2. Where do you work?

3. What days do you work?

4. What hours do you work?

5. What are your days off?

6. Who is your employer?

7. Why do you like your job?

8. Why don't you like your job?

I'm a sewing machine operator

Put the right words under each picture.

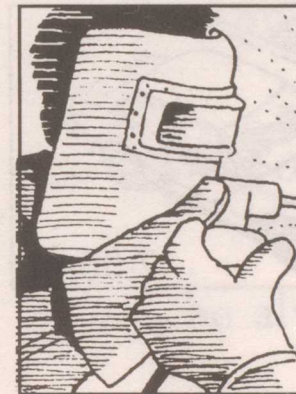


waiter/waitress
cashier
driver
factory worker

butcher
painter
carpenter
office worker

I'm a sewing machine operator

Put the right words under each picture.



salesperson
electrician
janitor
homemaker

welder
mechanic
plumber
fabric cutter

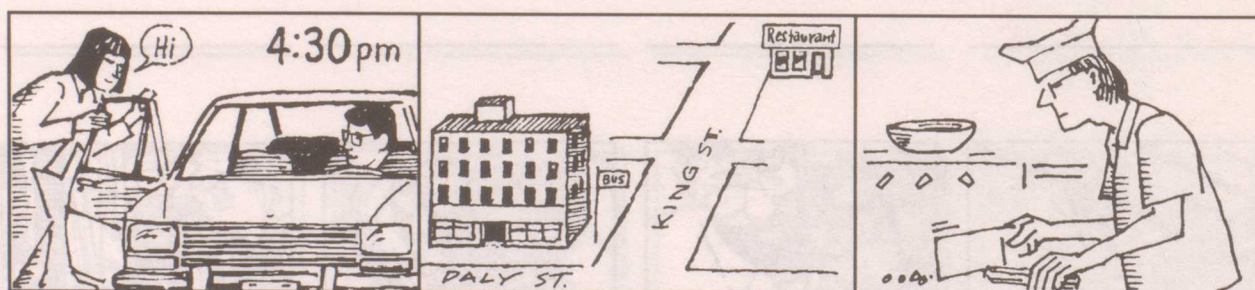
Chapter 5

My husband and I

Look at the pictures.



by bus



Put the right words under each picture.

by bus
drives me
pay is low
walk to work

cook
picks me up
near the factory
looking for a new job

Chapter 5

My husband and I

Read the story.

I usually go to work by bus. In the summer, I walk to work. Sometimes my husband drives me. After work, he always picks me up.

My husband works in a restaurant near the factory. He's a cook. He doesn't like his job because the pay is low. He's looking for a new job.

Match these words.

usually	walk to work
summer	husband drives me
pay	go to work by bus
sometimes	near the factory
always	picks me up
restaurant	low

Write about the story.

1. How does Mei Ling usually go to work?

2. How does she go to work in the summer?

3. Who picks Mei Ling up after work?

4. Where does her husband work?

5. Does he like his job? Why not?

bus	bike
car	walk
drive	pick up
spring	summer
fall	winter
sunny	raining

My husband and I

Fill-in exercise.

I usually go to work _____. In the summer, I _____.

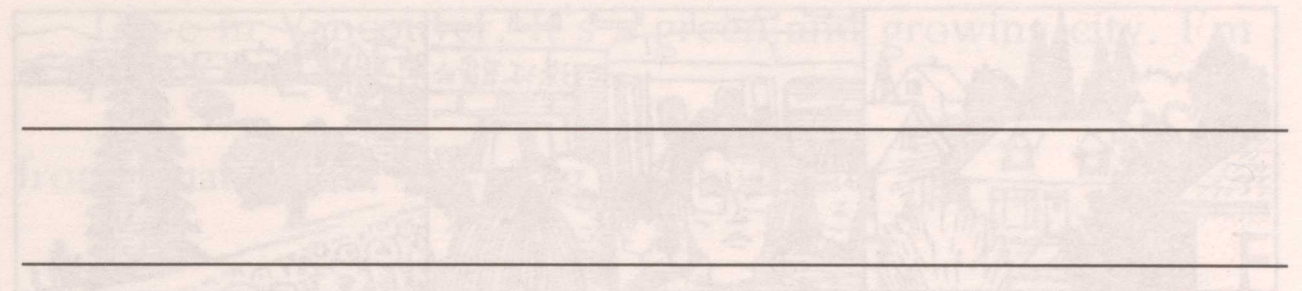
Sometimes my husband _____.

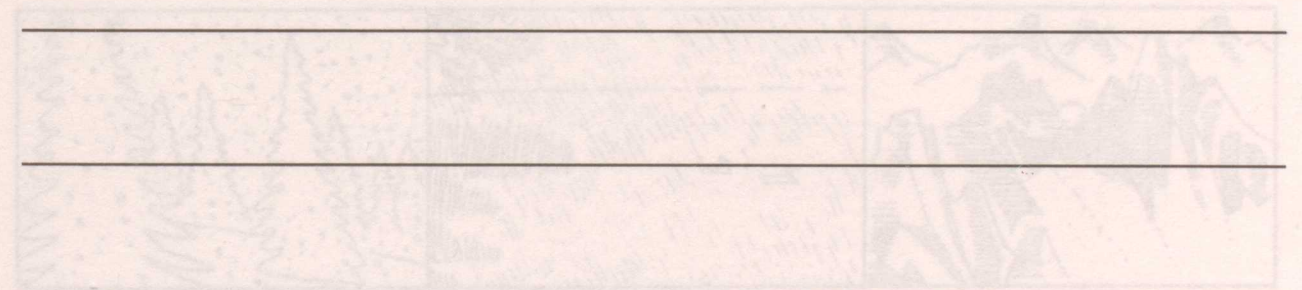
After work, he always _____.

My husband works in a restaurant near _____.
_____. He's a _____. He
doesn't like his job because the pay _____.
He's looking for a new _____.

My husband and I

How do you go to work or school?





You can use these words:

bus

car

drive

spring

fall

sunny

bike

walk

pick up

summer

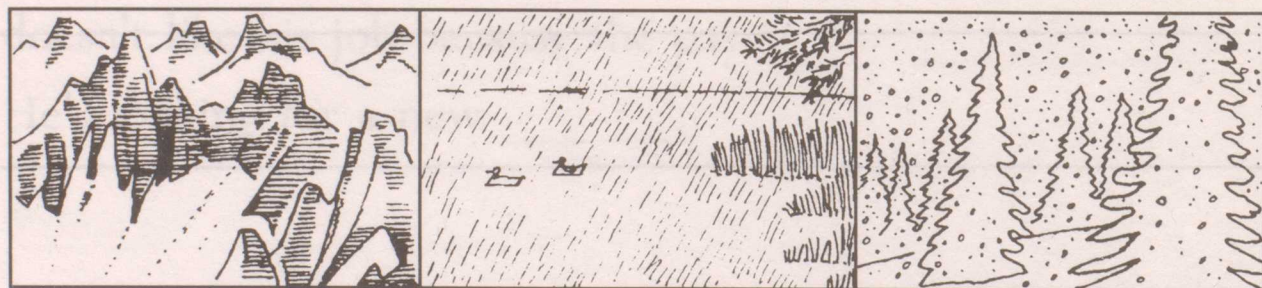
winter

raining

Look at the pictures.



green



Put the right words under each picture.

it rains

it snows

mountains

green

busy

many parks

Read the story.

I live in Vancouver. It's a green and growing city. I'm from Guangzhou. It's a big and busy city.

Vancouver has many parks. It has beautiful mountains.

It rains a lot in Vancouver. Sometimes it snows.

True or False?

1. Vancouver is a big city.

2. Vancouver is a green city.

3. It has no parks.

4. It has beautiful mountains.

5. It rains a lot in Vancouver.

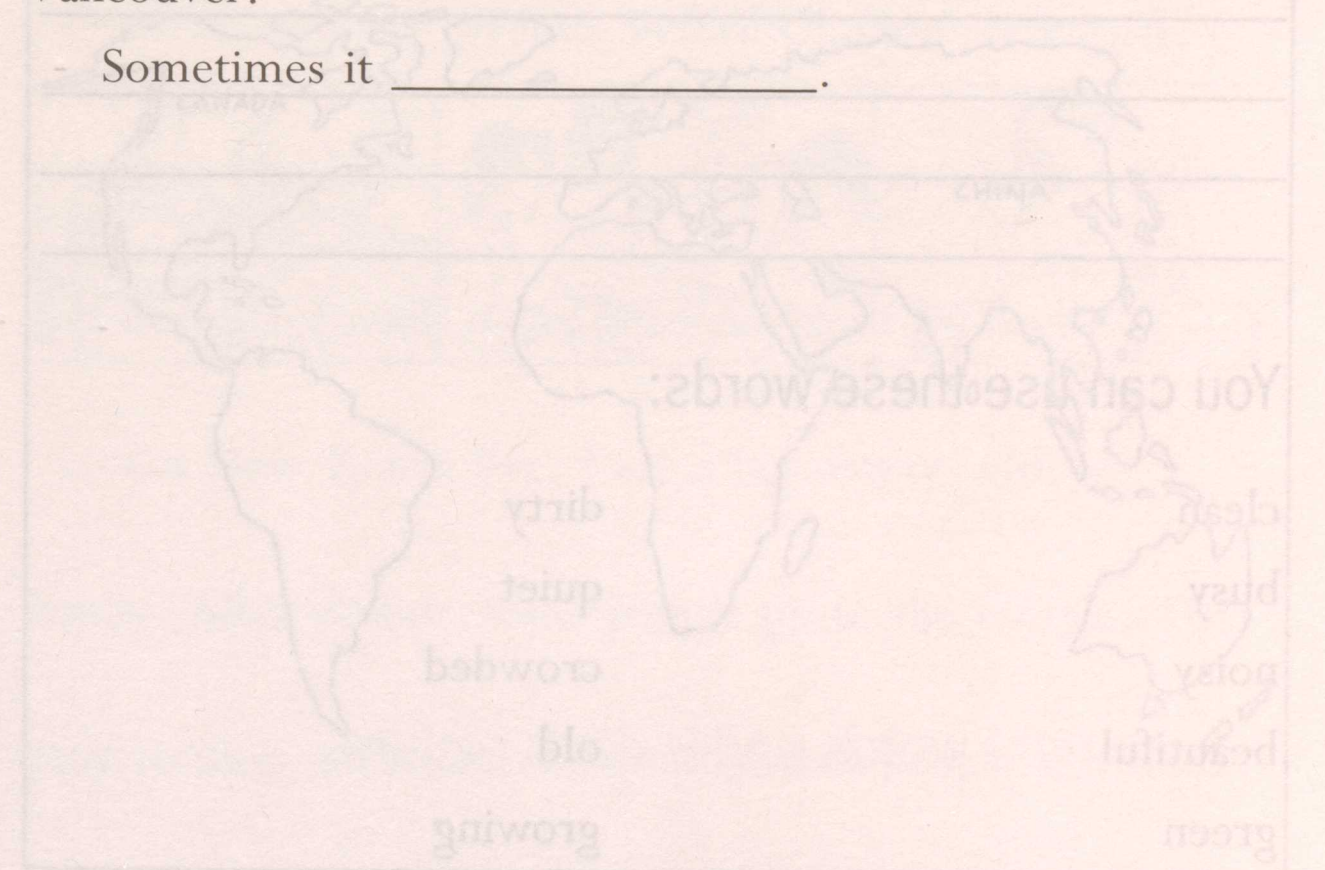
6. It always snows in Vancouver.

Fill-in exercise.

I live in Vancouver. It's a _____ and _____ city. I'm from Guangzhou. It's a _____ and _____ city.

Vancouver has many _____. It has beautiful _____. It _____ a lot in Vancouver.

Sometimes it _____.



Where are you from? Find it on the map. Ask other students.

I live in Vancouver

Write about your city.

I'm from _____.

It's _____.

You can use these words:

clean

dirty

busy

quiet

noisy

crowded

beautiful

old

green

growing

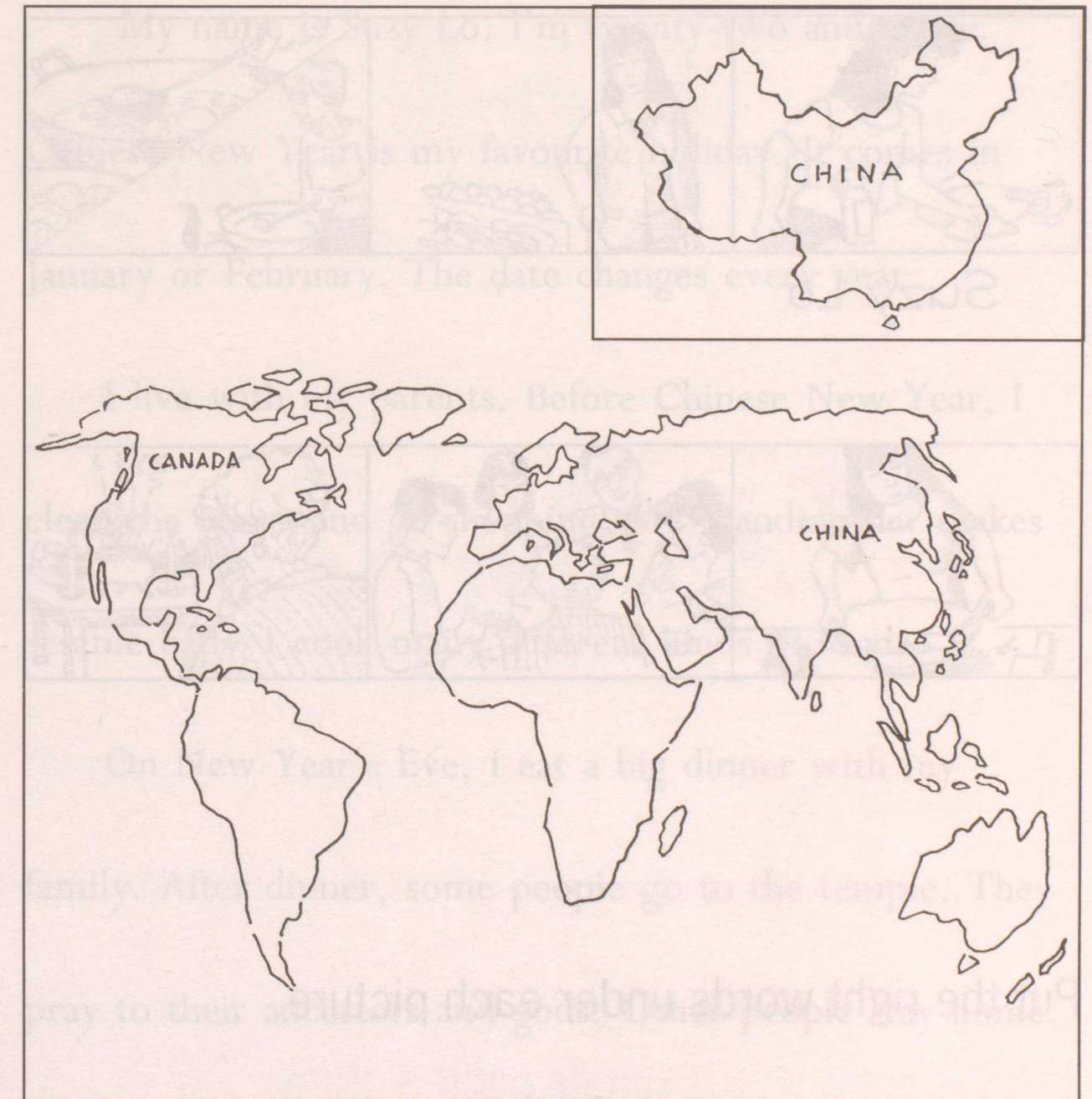
sunny

rains

snows

I live in Vancouver

Map of the world.



Where are you from? Find it on the map. Ask other students.

Look at the pictures.



Suzy Lo



Put the right words under each picture.

Suzy Lo

pray to their ancestors

go shopping

big dinner

cook many different kinds of food

grandmother makes sesame balls

Read the story.

My name is Suzy Lo. I'm twenty-two and single.

Chinese New Year is my favourite holiday. It comes in

January or February. The date changes every year.

I live with my parents. Before Chinese New Year, I

clean the house and go shopping. My grandmother makes

sesame balls. I cook many different kinds of food.

On New Year's Eve, I eat a big dinner with my

family. After dinner, some people go to the temple. They

pray to their ancestors and gods. Other people stay home.

Sometimes young men and women go to the flower market.

Look at the pictures.



red packet



Put the right words under each picture.

restaurant

visit relatives

enjoys

red packet

wear new clothes

Read the story.

On New Year's Day, I say *Gong Hay Fat Choy*, Happy New Year to my parents. They give me money in a red packet. Usually only children and young, unmarried people get a red packet. I wear new clothes for the new year.

In the morning, I go to a restaurant with my family. We drink tea together. I say Happy New Year to my friends.

In the afternoon I visit relatives. Everyone enjoys Chinese New Year.

Chinese New Year

Match these words.

before Chinese New Year

New Year's Eve

after dinner

New Year's Day

in the morning

in the afternoon

go to a restaurant

parents give money

clean the house

eat a big dinner

visit relatives

pray to their ancestors

Chinese New Year

Write about the story.

1. What does Suzy do before Chinese New Year?

2. What does she do on New Year's Eve?

3. What does she say on New Year's Day?

4. What does she do on New Year's morning?

5. What does she do on New Year's afternoon?

Chinese New Year

Fill-in exercise.

My name is Suzy Lo. I'm twenty-two and _____. Chinese New Year is my favourite holiday. It comes in _____ or _____. The date changes every year.

I live with my _____. Before Chinese New Year, I _____ the house and go shopping. My grandmother _____ sesame balls. I _____ many different kinds of food.

On New Year's Eve, I eat a big _____ with my family. After dinner, some people go to the _____. They _____ to their ancestors and gods. Other people stay _____. Sometimes young men and women go to the flower market.

Chinese New Year

Fill-in exercise.

On New Year's Day, I say *Gong Hay Fat Choy*, Happy _____ to my parents. They give me money in a _____ packet. Usually only children and young, _____ people get a red packet. I wear new _____ for the new year.

In the morning, I go to a _____ with my family. We drink _____ together. I say Happy New Year to my _____.

In the afternoon I visit _____. Everyone enjoys Chinese New Year.

Calendar

JANUARY						
S	M	T	W	T	F	S
①	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
	5	6	7	1	2	3
12	13	14	8	9	10	11
19	20	21	15	16	17	18
26	27	28	22	23	24	25
			29			

When is Chinese New Year this year? Circle the date.

Chinese New Year

Write about yourself.

1. When is your New Year?

2. What do you do before New Year?

3. What do you do on New Year's Eve?

4. What do you say New Year's morning?

5. What do you do on New Year's Day?

Chinese New Year

What brings good luck on Chinese New Year?

cleaning the house

wearing new clothes

giving money

praying to the ancestors

What brings good luck on New Year in other countries?

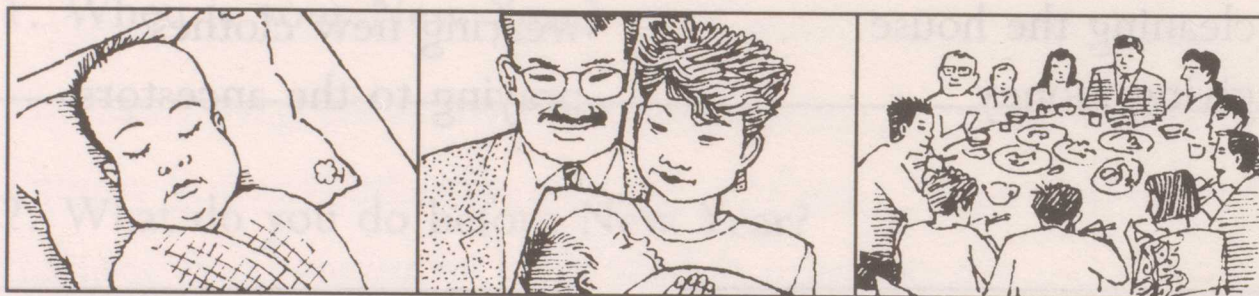
Name of country:

Custom:

See Teacher's Guide.

Chapter 8 Kui Ming's first month party

Look at the pictures.



one month old



Put the right words under each picture.

red eggs

one month old

dinner

parents

gifts

enjoys

Chapter 8 Kui Ming's first month party

Read the story.

My name is Suzy Lo. This is a special day for a

Chinese family. My sister's son, Kui Ming, is one month

old.

His parents are very happy. They will give a party.

They will eat a big dinner. They will give red eggs to the

guests. The guests will give gifts or red packets to Kui Ming.

Everyone will enjoy the party.

Kui Ming's first month party

Match these words.

Kui Ming

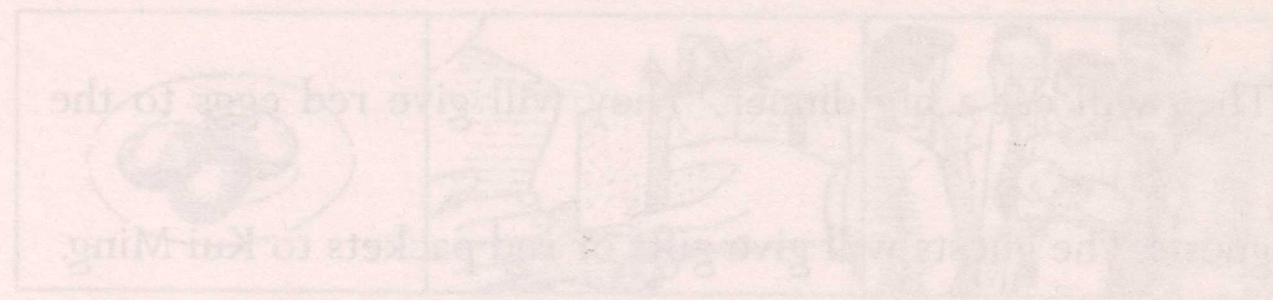
give red eggs

parents

one month old

guests

give gifts to Kui Ming



Put the right words under each picture.

red eggs

parents

one month old

gifts

dinner

enjoys

Kui Ming's first month party

Write about the story.

1. Who is Kui Ming?

2. Why is today a special day?

3. Who is happy?

4. What will the parents give the guests?

5. What will the guests give Kui Ming?

6. Why do you like this day?

You can use these words:

birthday

dance

anniversary

sing

holiday

celebrate

Kui Ming's first month party

Fill-in exercise.

My name is Suzy Lo. This is a special day for a Chinese family. My sister's _____, Kui Ming, is one _____ old.

His _____ are very happy. They will give a _____.

They will give red _____ to the _____.

The guests will give _____ or red packets to Kui Ming. Everyone will _____ the party.

Kui Ming's first month party

Write about a special day.

1. What day is a special day for you?

2. Do you have a party?

3. Do you have a big dinner?

4. Do you give the guests something?

5. Do the guests give you something?

6. Why do you like this day?

You can use these words:

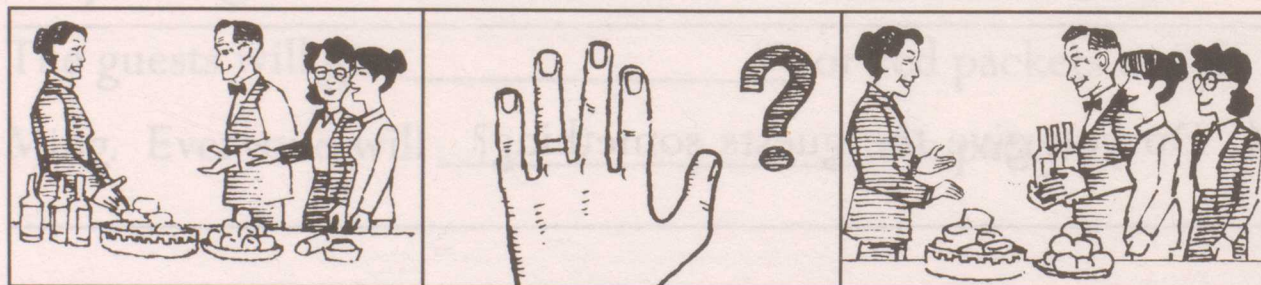
birthday
anniversary
holiday

dance
sing
celebrate

Look at the pictures.



Wei Qiang



Put the right words under each picture.

matchmaker
accepted the gifts
bride
got married

gave some gifts
golden anniversary
offer
roasted pig

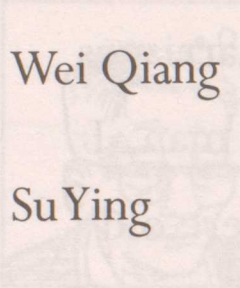
Read the story

My name is Wei Qiang. In the past, arranged marriages were the custom in China. When I was a young man, I got married. My bride was Su Ying. Our parents were old friends. My family arranged the marriage. They asked a matchmaker to visit Su Ying's family. She took many gifts. She took cakes, candies, wine and an offer of marriage. "Here are gifts. Will Su Ying marry Wei Qiang?"

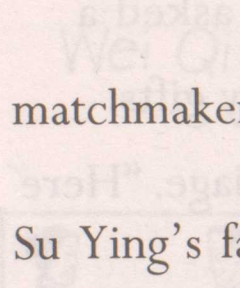
Su Ying and her family said thank you. They accepted the gifts. They also gave some gifts to my family. They said, "Yes, Su Ying will marry Wei Qiang."

Su Ying and I were happy. Our families chose a good day for the wedding. We got married. My family sent Su Ying's family a roasted pig. That was fifty years ago. Tomorrow is our golden anniversary. Wish us luck!

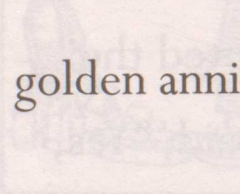
Match these words.



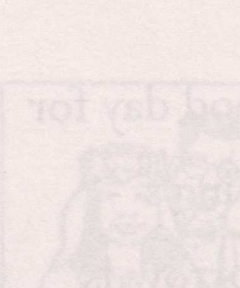
Wei Qiang



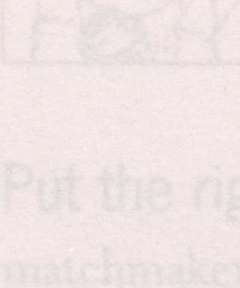
Su Ying



matchmaker



Su Ying's family



golden anniversary

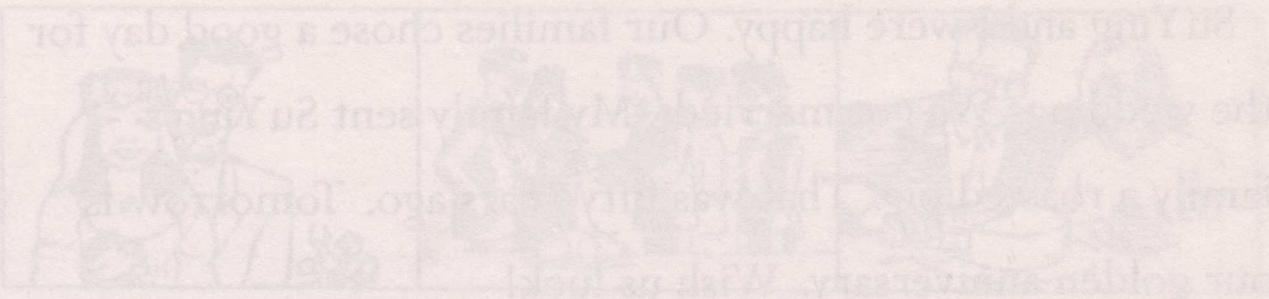
took an offer of marriage

got married when he was a young man

bride

tomorrow

accepted the gifts



Put the right words under each picture.

- matchmaker

accepted the gifts

bride

got married
- gave some gifts

golden anniversary

offer

roasted pig

Write about the story.

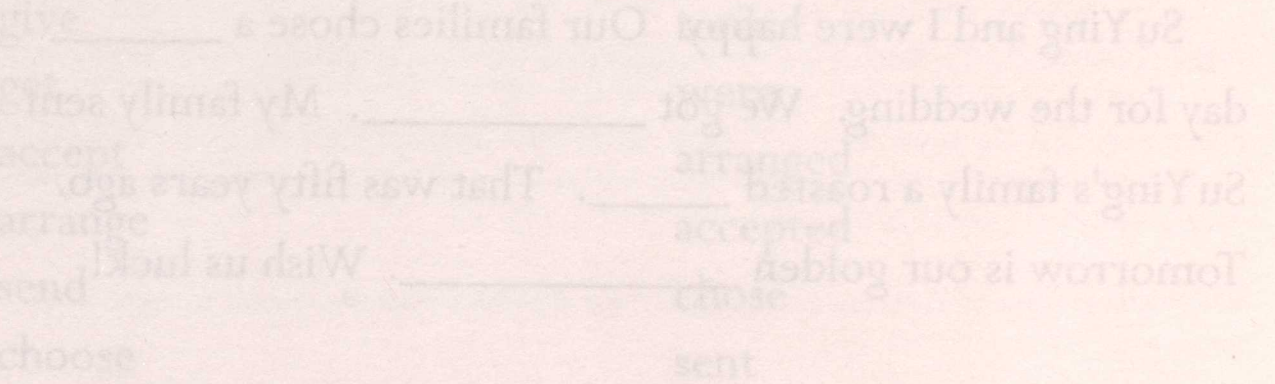
1. What did Wei Qiang do when he was a young man?

2. Who was the bride?

3. What did the matchmaker take to Su Ying's family?

4. What did Su Ying's family say?

5. What day will Su Ying and Wei Qiang celebrate tomorrow?



Fill-in exercise.

My name is Wei Qiang. In the past, arranged _____ were the custom in China. When I was a young man, I got _____. My _____ was Su Ying. Our parents were _____ friends. My _____ arranged the marriage. They asked a _____ to visit Su Ying's family. She took many _____. She took cakes, _____, wine and an _____ of marriage. "Here are gifts. Will Su Ying _____ Wei Qiang?"

Su Ying and her family _____ thank you. They accepted the gifts. They also _____ some gifts to my _____. They said "Yes, Su Ying will _____ Wei Qiang."

Su Ying and I were happy. Our families chose a _____ day for the wedding. We got _____. My family sent Su Ying's family a roasted _____. That was fifty years ago. Tomorrow is our golden _____. Wish us luck!

Present tense:

I always ask my family for help.

Past tense:

My family asked a matchmaker to visit Su Ying's family.

Match these words.

Present

ask
am, is
are
say
take
give
get
accept
arrange
send
choose

Past

gave
said
got
asked
was
took
were
arranged
accepted
chose
sent

General instructions

Pictures and text

Look at the pictures at the beginning of the chapter, and encourage students to describe them orally.

Read the vocabulary aloud, modelling pronunciation, and ask for definitions of the words. Then have students practise pronunciation and discuss vocabulary.

Read the story aloud two or more times while students follow by looking at the pictures. Students match the vocabulary with the pictures orally, then write the words under the appropriate pictures.

Read the text of the story aloud several times with the students. Have them answer questions orally and retell the story.

Matching exercises, strip stories and word scrambles

Matching exercise: Make one copy of the pictures and vocabulary for each pair of students, then cut each set up into individual words and pictures. Students work in pairs to put the pictures into the correct order and match the vocabulary with the pictures.

Strip story: Make one copy of the text for each pair of students, cut into strips of one sentence, scramble them, then have students put the sentences into order.

Word scramble: Write the vocabulary words on the board or on paper with their letters scrambled. Students say or write the word.

Exercises in the book

Match these words: Students work individually or in pairs and match key vocabulary from the story, by drawing a line from one to the other.

Write about the story: Students answer questions about the story, first orally, then in written form.

Fill-in exercise: The instructor reads the story aloud while students fill in the blanks. The instructor can write the answers on the blackboard - not in correct order - if help with spelling is needed. Note: there is no Fill-in exercise in Chapter 1.

Write about you: Students use the vocabulary and structures from the chapter to write about themselves.

Discussion and activity ideas for each chapter

Chapter 1

Discussion: Focus on the word order of names in Chinese and compare this with the order used in English and other languages.

Activity: Use the game board on page 7. Each group of three to five students gets a game board, one die and markers. One student rolls the die, moves his marker the required number of spaces and asks a question based on the square he lands on, eg. "What's your birthdate?" The next student answers the question, then takes a turn. Higher level students can practise spelling words such as birth month or street name. The players move around the board from Start to Finish and the first player to arrive at the Finish wins.

Chapter 2

Discussion: Students talk about what they do on their days off and compare it with what they did in their home country. Students talk about what they like to do while the instructor writes the vocabulary on the board.

Activities:

Personal story: Students bring pictures of themselves and their families, and write one sentence under each picture describing something about the picture or the people. Students share these in groups of three. The other students in the group must make up one or more question about each picture.

Fictitious biography: Students work in pairs, using a magazine photo of a person. The instructor provides one photo per pair of students and a list of the personal information required. Try to choose pictures of people at work or involved in an activity rather than people modelling clothes. When the students have completed their fictitious biographies, they can share them with the class by putting them up on the bulletin board or presenting them orally.

Chapter 3

Topics: List the vocabulary used to describe family relationships, such as mother, father, etc. and elicit adjectives, such as tall, old, or friendly which describe members of the students' own families (appearance and personality). Talk about how some names have a meaning; eg. Allan means harmony. The teacher could consult a name book.

Activity: Students make up poems about family members. The poems consist of three lines, eg.

My sister, (relationship)
young, tall, beautiful, (3 adjectives)
she is happy. (one sentence describing them)

Students can bring pictures of family members and write a poem. All the poems are then mixed up and students guess which poem matches which picture.

Chapter 4

Discussion: Compile a list of students' likes and dislikes about their work. Focus on the question "Why?" and on answers with "because...." Encourage students to describe their job situations.

Activity: Use the pictures and vocabulary for jobs on pages 28 and 29 to create a game. For lower levels, use 8 pictures and the matching vocabulary, for higher levels, use 12 or 16 pictures and vocabulary items. Make a copy of the pictures and the vocabulary for each group and cut into cards of equal size. Students work in groups of three to five, each group with a set of cards (i.e. 8 pictures and 8 words or more). The first student turns over two cards, hoping to match a picture with a word. If he succeeds, he keeps the pair and takes another turn. Then it is the second player's turn to try and the game continues until all the cards are matched. The student with the most pairs wins.

Chapter 5

Discussion: Focus on jobs and transportation and develop vocabulary to make contrasts; eg. the pay is high/low; in Canada I drive a car/in China I rode a bike, etc.

Activities: Simplify classified ads for jobs based on students' own jobs, analyse vocabulary, abbreviations and job requirements.

Card game: If many students take the bus, play this card game to practise street names. Make one deck 52 cards per group of three to five students. Each deck consists of 26 pairs of images (street names).

Each group of students plays a game of fish: one student shuffles the cards well, then deals out five to each player. The rest of the deck is placed face down on the table. The first player asks another "Does this bus go to _____?" (street name or number on his card). If the second player has a card with this street name or number on it, he answers, "Yes, it does," and hands over the card. If not, then he says, "No, it doesn't," and the first player picks up a card from the deck. Then the second player takes a turn and so on. The object of the game is to match up all of the cards and to collect as many pairs as possible. In this exercise, students focus on reading skills and question making.

Chapter 6

Discussion: Focus on vocabulary for country and nationality, adjectives to describe a place and personal feelings about the place.

Activities: 1. Students bring a photo or postcard, or make a drawing of their favourite place. They write the name of the place, three words to describe it and one sentence telling why they like it.
2. Students work in pairs. They exchange pictures with their partners. The partner writes three to five questions about the picture. Then he passes the picture and questions back to the owner of the picture, who answers the questions orally.

Map of the world: Students look at the world map on page 41, find the countries they are from and compile a list of countries and nationalities. Students contribute information (one sentence or more) about their country or region, eg. "It rains a lot." The students talk about climate, cities, food products, etc. This information can be written on a larger map and displayed in the class. Then students can bring pictures or additional information to add to the map as the term progresses. Instructors can follow up the exercise by spending some time each week focussing on a particular country or region, using books, photos, slides or videos, and eliciting students' impressions of their native country. If possible, the teacher should bring a large wall map.

Chapter 7

Discussion: Circle this year's date for Chinese New Year on the calendar. Talk about which year it is, eg. Year of the Monkey. Compare the dates and customs for Chinese New Year with Canadian and other countries' New Years, focussing on these questions: What day is it? What do you eat? What do you do? If all of the students celebrate Chinese New Year, discuss what students do before New Year, and on New Year's Day, and how long New Year's celebrations last. Compare the holiday in Canada with the holiday in China.

Activity: Students work in groups of three and make a list of activities which ensure good luck at New Year. If the students are all from the same linguistic or ethnic group, be prepared to provide examples of New Year's luck from different countries, including Canada. Students can find the countries on the map and add this information to the large map displayed in class.

Chapter 8

Discussion: Focus on these questions: What is a special day for you? What do you eat? What do you do? Introduce basic vocabulary for food preparation to facilitate the following activity.

Activity: In pairs, students choose a simple dish traditionally prepared and eaten for a special day and write a recipe for it, eg. how to cook red eggs. If possible, students prepare these in class and share them with other students.

Chapter 9

Discussion: Have students describe and compare wedding clothes, customs, toasts, gifts and food in their countries or regions.

Activity: Make five groups of four students. Number students 1 to 4 in each group. Each group will focus on one aspect of a wedding and make up three to five questions about the topic (eg. bride, groom, gifts, ceremony, party). Students regroup according to the number assigned to them (all the ones together etc.) to create four groups of five. Each student will now have a list of questions about one aspect of a wedding. They will ask other group members and compile a profile of wedding customs in one or more countries. These customs can then be compared and contrasted with Canadian customs. This activity requires more difficult vocabulary to describe customs.