

SKILL & LEVEL: READING Canadian Language Benchmarks 2000 level 2 (beginners)

INFORMATION TEXTS: Greeting Cards - Congratulations

Functional focus:	Understands greeting cards - congratulations
Linguistic focus:	Vocabulary: <i>wedding; birth; graduation; anniversary; birthday; retirement;</i>
Socio-cultural focus:	Symbols associated with congratulation cards
Strategic focus:	Use of pictures to identify greeting card types

Presentation Suggestion:

List these words on the board/OH

wedding birth graduation anniversary birthdayretirement

Model the pronunciation of each and have students repeat

Elicit the meanings of the words from the students

Repeat the pronunciation modelling and repetition

Distribute a handout with symbols of the above occasions randomly arranged

Look at the pictures and have students identify the items(literal identification). Explain these items are pictures (symbols) for the above occasions.

Have students work with a partner to brainstorm which symbols go with which occasions.

Have students report their ideas and give reasons. Check if all students agree. If not have students explain their reasons for their choices. Provide correct associations.

Distribute a variety of congratulation cards. Have students look at them for the symbols used. Use symbols to identify the occasion identify any additional.

INFORMATION TEXTS: Greeting Cards - Congratulations

Functional focus:	Convey congratulations in writing
Linguistic focus:	Vocabulary: <i>(your) wedding; graduation; anniversary; birthday; retirement; award.</i>
Discourse focus:	Collocation: <i>congratulations on</i> Ellipsis: <i>(I wish you) congratulations on your _____</i> Format of greeting card message (location of constituent parts - date, greeting, signature, message)
Socio-cultural focus:	Types of messages and location of message parts

Presentation and Focused Practice Suggestion:

Write the vocabulary items on the board for the different events. Review pronunciation and meaning.

Ask students to recall symbols of each event

Have copies of various greeting cards on each theme. Distribute cards to pairs or small groups of students. Ask them what kind of card they have and why they think so. Ask them to look for symbols and words.

Write the following phrase on the board/OH

Congratulations on your _____

Model the pronunciation of the word congratulations and have students repeat several times. Model the pronunciation (stress & intonation) of the phrase and have students repeat several times.

Explain that the phrase means *I wish you congratulations* but we don't say the *I wish you* part. Explain we can use this phrase with the special events we have been practising - orally and in writing.

Do a substitution drill with the phrase and the various events

Look in the greeting cards and see if this phrase is used.

Write a message on the board using one of the events. Draw a big box around it so it looks like the message is in the middle of a card.

Congratulations on your wedding

Tell students it is the message in a card. Ask a student to read the message aloud. Model correct form and have class repeat several times. Erase the word *wedding* and substitute a different item. Repeat reading, modelling and repetition process.

Distribute a handout that has 2 columns. One column lists the following messages:

Congratulations on your wedding.

Congratulations on your graduation

Congratulations on your anniversary

Congratulations on your retirement

The second column has symbols of the above events arranged in a different order from the messages. Have students draw a line to match message with symbol.

Write one of the messages on the board. Ask students what they put on this kind of card in their language. Elicit address, signature, intended recipient, To, From, etc. (NB these words are for the teacher; they are not vocabulary items.) Ask where they would write those items. Show what and where we put items in Can. greeting cards.

Distribute copies of card handouts (teacher-made) which have some incorrect sections on the inside. Some may have date missing or incomplete; some may have event or To/From etc. Have students complete correctly. Have students examine the cards and compare each to the model. Have them identify the problem areas and suggest corrections.