

SEPTEMBER

1st Monday

Labour Day



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LABOUR DAY



TASK ONE

OBJECTIVES:

- to discuss what is known about Labour Day
- to discuss Statutory Holidays – *what* and *when*

ESSENTIAL SKILLS:

- Reading Text
- Writing
- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills

TIME:

20 minutes

MATERIALS:

- a Crossword Puzzle for each learner

1. What Do We Know about Statutory Holidays?

Instructions:

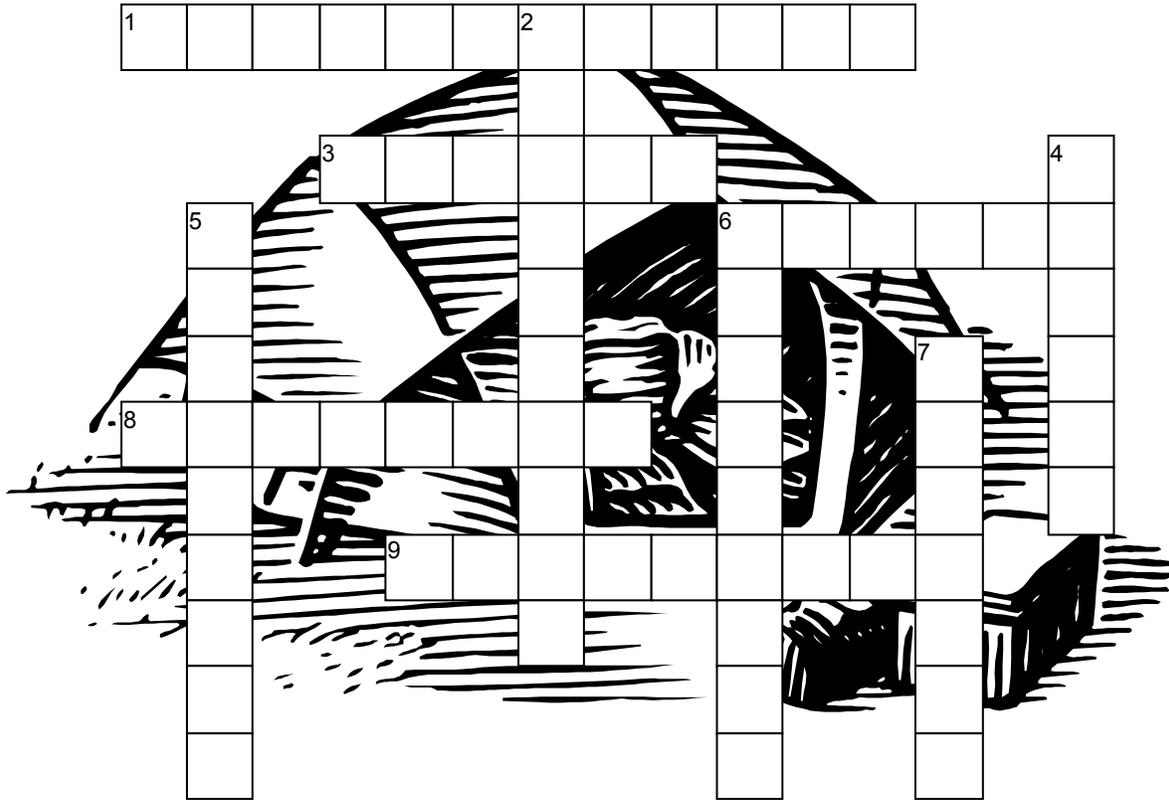
1. Discuss the fact that there is a Statutory Holiday coming up the first Monday of September: Labour Day – a holiday in celebration of working people.
2. Elicit what the learners know about the meaning of statutory:
 - *required by the legislature body of the country or province – a statute or decree or law.*
 - Explain that this is a paid holiday unless they miss work the day before or after the holiday.
3. In most provinces there are 8 General or Statutory Holidays: New Year's Day, Louis Riel Day (in Manitoba, perhaps Family Day in other provinces), Good Friday, Victoria Day, Canada Day, Labour Day, Thanksgiving Day, Christmas Day.
4. Hand out the crossword puzzle for the learners to do. They may work in pairs. Have the learners give the correct words for you to fill in on an OHT when they have completed the puzzle on their own.

Answer Key:





What Statutory Holiday is it?



www.CrosswordWeaver.com

| ACROSS | DOWN |
|------------------------------------|---|
| 1 2nd Monday in October | 2 first Friday after the full moon after March 21 |
| 3 physical or mental work | 4 first Monday in September |
| 6 July 1st | 5 third Monday in February |
| 8 the Monday on or before May 24th | 6 December 25th |
| 9 required by law | 7 January 1st |



TASK TWO

OBJECTIVES:

- to learn about the history of Labour Day

ESSENTIAL SKILLS:

- Reading Text
- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills

TIME:

20 minutes

MATERIALS:

- a set of 12 cards for each group of 3 learners (copy back to back to place ??? on top of cards)
- a Tubes and Ladders Board, markers for each learner and a die
- a worksheet for each group

2. *What is Labour Day all about?*

Instructions:

1. Explain that the facts about Labour Day are going to be read and discussed through using the Tubes and Ladders board.
2. Divide the class into multi-level groups of three. Give each group a board, markers, a die and a set of 12 cards (the cards should be in numerical order).
3. Whenever a learner lands on a ? square, he/she must take the card and read the information on the card to the others. The learners must all demonstrate that they understand the content before the next learner takes his/her turn.
4. When the groups are done, lead a discussion about the history of Labour Day (the information they just read together in groups) with the whole class.

Note to Instructor: Remind the learners that if their marker lands at the foot of a ladder it can climb up it to a higher square, but if their marker lands at the top of a tube it should slide down it to a lower square.



LABOUR DAY

| | |
|--|--|
| <p>1. The first Monday in September is Labour Day in Canada - a statutory holiday. Although we may spell it differently, it has the same purpose as the holiday in the United States. (<i>labor</i> is spelled with the <i>u</i> in the US)</p> | <p>2. Labour Day has been celebrated on the first Monday in September in Canada since the 1880s.</p> |
| <p>3. The September date has remained unchanged, even though the government was encouraged to adopt May 1 as Labour Day, the date celebrated by the majority of the world.</p> | <p>4. Moving the holiday to May 1, in addition to breaking with tradition, could have been viewed as aligning the Canadian labour movements with internationalist sympathies.</p> |
| <p>5. Another major reason for keeping the current September date is that the United States celebrates its Labor Day on the same day. Synchronizing the holiday reduces possible inconvenience for businesses with major operations on both sides of the border.</p> | <p>6. The origins of Labour Day in Canada can be traced back to a printer's revolt in 1872 in Toronto, where labourers tried to establish a 54-hour work week. At that time, any union activity was considered illegal and the organizers were jailed.</p> |
| <p>7. In 1872, protest marches of over 10,000 workers were formed in response to the jailing of the revolting printers which eventually led to Prime Minister Sir John A. Macdonald repealing the anti-union laws and arranging the release of the organizers as well.</p> | <p>8. While Labour Day parades and picnics are organized by unions, many Canadians today simply regard Labour Day as the Monday of the last long weekend of summer.</p> |
| <p>9. Non-union celebrations include picnics, fireworks displays, water activities, and public art events.</p> | <p>10. Since the new school year generally starts right after Labour Day, families with school-age children take it as the last chance to travel before the end of summer.</p> |
| <p>11. Some teenagers and young adults view it as the last weekend for parties before returning to school, which traditionally begin their new year the day after.</p> | <p>12. A Labour Day tradition in Canada is the Labour Day Classic, a Canadian Football League event where rivals like Calgary Stampeders and Edmonton Eskimos, Hamilton Tiger-Cats and Toronto Argonauts, and Saskatchewan Roughriders and Winnipeg Blue Bombers play on Labour Day weekend.</p> |

set of 12 cards

LABOUR DAY



??? Tops for Cards



| | | | | | |
|--------------|---------|---------|---------|---------|---------|
| 36 Finish | 35 | 34 ? | 33 | 32 ? | 31 ? |
| 25 ? | 26 ? | 27 ? | 28 | 29 ? | 30 |
| 24 | 23 | 22 | 21 | 20 ? | 19 |
| 13 ? | 14 | 15 | 16 | 17 ? | 18 |
| | 12 | 11 | 10 ? | 9 ? | 8 |
| Start 1 | 2 | 3 | 4 | 5 | 6 |

The board is a 6x6 grid with alternating colors: red (36), yellow (35, 34, 32, 25, 29, 13, 10, 9, 7, 3, 4, 5), blue (33, 27, 21, 16, 12, 8, 6), and green (36, 1). The board is populated with wooden ladders and grey tubes. Ladders are placed on the following squares: 31, 30, 29, 28, 27, 26, 25, 24, 23, 22, 21, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. Tubes are placed on the following squares: 35, 34, 33, 32, 31, 26, 27, 28, 29, 30, 23, 24, 25, 26, 27, 28, 29, 30, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 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.

Tubes & Ladders Discussion Board



TASK THREE

OBJECTIVES:

- to learn about the formation of tag questions
- to hear the difference between true tags and confirmation tags
- to answer tag questions appropriately

ESSENTIAL SKILLS:

- Reading Text
- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills

TIME:

20 minutes

MATERIALS:

- Sample Questions OHT
- Listening Discrimination worksheet for each learner
- a board and set of cards for each group of 3 or 4 learners
- marker for each learner

3. You Know How to do That, Don't You?

Instructions:

Part A

1. Present about the use of tag questions:

- a statement is made into a question with the addition of a tag - auxiliary + pronoun.
- demonstrate with the following questions using the

Sample Questions OHT:

This is the Labour Day holiday weekend, isn't it?

It isn't this weekend, is it?

It is very nice weather, isn't it?

You can't speak Chinese, can you?

You live in town, don't you?

- review the use of auxiliaries or helping verbs
be, have, modals, do, does, did
- point out that the tag auxiliary should agree with the main verb
- normally the tag is negative if the main verb is positive and vice versa

2. Hand out a **question card** to each learner and have them form it into a tag question and ask it to someone in the class. (Choose appropriate question cards from the last activity in this task.) Have the other learner respond appropriately to the truth of the situation.



This is the Labour Day
holiday weekend, isn't it?

It isn't this weekend, is it?

It is very nice weather, isn't it?

You can't speak Chinese, can
you?

You live in town, don't you?

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Part B

1. Put up the **Question Intonation OHT** with the following sentences (without the intonation marked):

A: How's your headache? It isn't getting worse, *is it?*

B: It's very nice weather, *isn't it?*

2. Model the sentences, being careful to use a rising intonation on the tag in sentence A and a falling intonation on the tag in sentence B. Ask learners to listen and identify the difference in the intonation of the tag in the two sentences.
3. Explain that one of the questions is a real question since the speaker does not know the answer. The other sentence is not really a question, since the speaker knows the answer and is only asking for confirmation – usually to make conversation. Ask the learners to identify which is which. (A is the real question.) Explain that the difference in intonation in the tag questions signals whether or not the question is real.
4. Draw the intonation patterns onto the sentences on the **Question Intonation OHT**, rising for A (*is it?*) and falling for B (*isn't it?*). Read the tag only from A or B and ask the learners to identify which one you are saying; they must recognize this from the intonation alone.
5. Ask learners to give other example sentences with tags and write them on the board. Ask them which intonation pattern the tag should be. Often both are possible, depending on the context. Where this is the case, you should ask learners to describe a possible context.



How's your headache?

It isn't getting worse, is it?

It's very nice weather, isn't it?

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Part C

1. Hand out the **listening discrimination** sheet for the learners to mark whether they are true question tags or confirmation tags as you read them.
2. Ask individual learners to read out the tag only for their classmates to identify as Real or Affirmation.
3. Drill the example sentences.



Check (✓) off whether you hear a **real** question or **affirmation** question.

| | Real Question ↗ | Affirmation Question ↘ |
|--|-----------------|------------------------|
| 1. It's a beautiful day, isn't it? | | |
| 2. You work the evening shift, don't you? | | |
| 3. You don't take sugar in your coffee, do you? | | |
| 4. We'll have a holiday on Monday, won't we? | | |
| 5. John went home, didn't he? | | |
| 6. The stores won't be closed, will they? | | |
| 7. Workers should rest on that day, shouldn't they? | | |
| 8. It's great to have one more long weekend, isn't it? | | |
| 9. You are going camping, aren't you? | | |
| 10. Be careful driving, won't you? | | |

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Part D

Hand out a board and cards to each group of 3 or 4 learners.

- Place the cards face down in the middle of the board and the markers on the square marked Start.
- Players move around the board. Each time a player passes Start, he or she may write his or her name on any square on the board; no other player can then land on that square. **The first player to pass Start three times is the winner.**
- Players take turns to pick up a card and move.
- When a player picks up a card, he or she must read the sentence on it and complete it with a tag question with the appropriate formation and intonation. If it is correct, the player can then move to the next square with that tag question and that intonation (as marked by the arrow).
- If a player arrives at a square which is the start of an arrow pointing forwards, he or she can move to the square indicated if he or she can suggest a sentence that would naturally lead to that tag question.
- If a player arrives at a square which is the start of an arrow pointing backwards, the player must move to the square indicated unless he or she can suggest a sentence that would naturally lead to that tag question.
- If a player lands on a square with another's player's name in it, the player must return to the square he or she came from.

Note to Instructor: During the activity, move around the class helping learners to resolve any disputes. Encourage players to read the sentences and tags to themselves to check that they sound correct before moving their markers.

| Key: | |
|---|---|
| <p>1 have-you? (falling)</p> <ul style="list-style-type: none"> • You haven't tried very hard, • You must be hungry. You haven't eaten today, • You can't go out. You haven't done your homework, • You can't afford a car. You haven't got any money, | <p>2 have-you? (rising)</p> <ul style="list-style-type: none"> • You haven't seen my glasses anywhere, • You haven't taken my keys by mistake, • You haven't got a pen I could borrow, • You haven't got a phone, |
| <p>3 can-you? (falling)</p> <ul style="list-style-type: none"> • You can't write very clearly, • You can't expect to pass if you don't study, • You can't make an omelet without breaking eggs, | <p>4 can-you? (rising)</p> <ul style="list-style-type: none"> • You can't remember where I left the keys, • You can't pass me that book off the shelf, • You can't remember John's phone number, • You can't think of a good present for mum, |
| <p>5 do-you? (falling)</p> <ul style="list-style-type: none"> • You don't do much to help, • You're very rude to John. You don't like him, • There's no sugar, but you don't take sugar in coffee, | <p>6 do-you? (rising)</p> <ul style="list-style-type: none"> • You don't know where I could buy a stamp around here, • You don't think I should wear casual clothes, • You don't think we should take a day off, |
| <p>7 is-it? (falling)</p> <ul style="list-style-type: none"> • It's not very nice weather, • That's not a very good idea, • This music's not very interesting, | <p>8 is-it? (rising)</p> <ul style="list-style-type: none"> • The music's not too loud for you, • How's your headache? It isn't getting worse, • You live on Elm Street. That's not the one off Main Street, • I hate the name Sue. Oh! Your name's not Sue, |
| <p>9 are-they? (falling)</p> <ul style="list-style-type: none"> • Those earrings aren't very nice, • Those flowers aren't very pretty, • Teachers aren't very well paid, • These gloves aren't very warm, | <p>10 are-they? (rising)</p> <ul style="list-style-type: none"> • The shoes I bought you aren't too small for you, • My dogs aren't annoying you, • These aren't the keys you're looking for, • The vegetables aren't too well done, |

Adapted from *Pronunciation Games* by Mark Hancock



START

is it?

have you?

can you?

do you?

are they?

is it?

do you?

have you?

can you?

is it?

do you?

are they?

cards

is it?

do you?

can you?

is it?

are they?

do you?

have you?

can you?

is it?

are they?

do you?

have you?

can you?

is it?

are they?

Game Board

LABOUR DAY

| | |
|---|--|
| <p>You don't think I should wear casual clothes,</p> | <p>You don't think we should take a day off,</p> |
| <p>There's no sugar, but you don't take sugar in coffee,</p> | <p>You don't do much to help,</p> |
| <p>You can't write very clearly,</p> | <p>This music's not very interesting,</p> |
| <p>The music's not too loud for you,</p> | <p>It's not very nice weather,</p> |
| <p>You live on Elm Street. That's not the one off Main Street,</p> | <p>The shoes I bought you aren't too small for you,</p> |
| <p>How's your headache? It isn't getting worse,</p> | <p>That's not a very good idea,</p> |

Question CardsA



| | |
|--|---|
| <p>Those flowers aren't very pretty,</p> | <p>These gloves aren't very warm,</p> |
| <p>The vegetables aren't too well done,</p> | <p>My dogs aren't annoying you,</p> |
| <p>Those earrings aren't very nice,</p> | <p>Teachers aren't very well paid,</p> |
| <p>These aren't the keys you're looking for,</p> | <p>You must be hungry. You haven't eaten today,</p> |
| <p>I hate the name Sue. Oh! Your name's not Sue,</p> | <p>You haven't tried very hard,</p> |
| <p>You haven't seen my glasses anywhere,</p> | <p>You haven't taken my keys by mistake,</p> |

LABOUR DAY

| | |
|---|---|
| <p>You can't go out. You haven't done your homework,</p> | <p>You can't afford a car. You haven't got any money,</p> |
| <p>You haven't got a pen I could borrow,</p> | <p>You can't think of a good present for mum,</p> |
| <p>You haven't got a phone,</p> | <p>You can't make an omelet without breaking eggs,</p> |
| <p>You can't expect to pass if you don't study</p> | <p>You can't pass me that book off the shelf,</p> |
| <p>You can't remember John's phone number,</p> | <p>You can't remember where I left the keys,</p> |
| <p>You're very rude to John. You don't like him,</p> | <p>You don't know where I could buy a stamp around here,</p> |

Question Cards C