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University of San Francisco

**Teaching the English Language through American Holidays:
Halloween and Thanksgiving**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching English To Speakers of Other Languages

By
Naranchimeg Bat-Yondon
May 2021

**Teaching the English Language through American Holidays:
Halloween and Thanksgiving**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Naranchimeg Bat-Yondon
May 2021

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

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May 12, 2021

Date

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ABSTRACT

Culture remains one of the crucial issues in foreign language education research worldwide, and theories related to linguistics suggest that culture must be emphasized as an important part of language classrooms. Learning any foreign language without learning the focal culture of it is less meaningful, so it is important to include cultural instruction in every language class. Compounding these already tenuous issues in Mongolia, students have little chance to be exposed to real-life situations where they can interact with native speakers from different cultural backgrounds, so the students face great challenges of not being able to become fluent speakers of English. To meet students' needs, the lessons should include practical, productive, and authentic context, so that teachers can continue to use materials that will motivate students and make them feel like enthusiastic learners. In addition, teaching culture can engage students in the classroom actively because culture-based activities and tasks are appealing to students. Therefore, when the students are learning English, not only they need to know the culture and traditions of the language, but they should also know how to use their language skills on a daily basis or in their career.

The handbook created for this project demonstrates how culture can be integrated with English language teaching through American holidays such as Halloween and Thanksgiving. It serves as an example of teaching the English language in a way that integrates American culture, using the most relevant teaching model and a wide variety of exercises. It can be an additional text for English as a Second Language and English as a Foreign Language teacher. The handbook consists of an introduction, overview, and two units under the topics of Halloween and Thanksgiving. Each unit includes a teachers' guide and a wide variety of activities integrated with vocabulary, reading, listening, speaking, and writing skills.

CHAPTER I INTRODUCTION

Statement of the Problem

In recent years, English language demand has evidenced a significant increase in Mongolia, because the development of the country and the education of its people depend on how they efficiently acquire and utilize new information and English language skills. The English language is becoming a global language, and it functions as a medium of instruction for communication (Kidwell, 2019). With Mongolians' ever-growing interest in learning English, English language teaching has become more challenging and demanding than ever before. To meet students' needs, the lessons should include practical, productive, and authentic context, so that teachers can continue to use materials that will motivate students and make them feel like enthusiastic learners. It is important to facilitate and provide the best available materials for teaching and learning in the EFL classroom (Cortazzi & Jin, 1999).

Learning any foreign language without learning the focal culture of it is less meaningful, so it is important to include cultural instruction in every language class. In fact, an individual who is learning a foreign or second language should study not only linguistic forms but also must know the culture of the target language in order to communicate (Ali et al., 2015). This project aims to demonstrate how culture should be integrated with English language teaching through including American holidays such as Halloween and Thanksgiving in classroom materials.

Many research studies have recently been conducted to determine the importance of teaching culture in foreign language study classrooms. Introducing the culture into the foreign and second language classroom has been a center of the debates (Yakup et al., 2013). Culture should not be separated from language teaching and it plays an important role in both language teaching and learning (Yuri, 1994). Thus, culture remains one of the crucial issues in foreign

language education research worldwide, and theories related to linguistics suggest that culture must be emphasized as an important part of language classrooms. Therefore, experts agree that successful language learning requires students to study the culture of the language in addition to the target language itself. Understanding the cultural context of the target language helps students how to appropriately use and produce various forms of the language (Peterson & Coltrane, 2003). Research on the culture has been done among scholars and “the culture remains a hotly debated issue in the teaching of foreign languages around the world. The debates involve school curricula, language teachers and language learners” (Kramersch, 2013).

According to Kramersch (2013), language teachers only teach language, and culture is taught by literature professors. However, when native speakers teach the language, culture remains an important issue in the language classroom. Because of the inherently innate relationship shared by native English speakers’ use of target culture and language, most Mongolian universities prefer to hire native speakers to teach the language. Although, because of the insufficient number of native speakers who want to work in Mongolia, for a long time, universities have had difficulty hiring faculty members who speak English natively. As a result, most teaching positions are filled with people who barely have first-hand knowledge of the target culture. Non-native speakers have been teaching English without including much instruction about the target culture, or if they do try to integrate cultural instructions into the classroom, they have some problems with how to do it well. It is a fact that teachers and educators in the English language programs must be knowledgeable in the target language culture (Yesil & Demiröz, 2017).

Due to the influence of Western countries, Mongolians understand that English is an important language to study. Because of the demand to learn English as an additional language,

the Mongolian government decided to implement an official language teaching policy (Mongolian Ministry of Education, Culture and Science, 1995). As English has become more popular, the English education curriculum in Mongolia needs to be improved and developed as well. For instance, When I worked as an English lecturer at the National University of Mongolia, our department teaches English skills divided as follows. English is taught mostly as Reading and Writing skills, Speaking and Reading, English Grammar, Syntax, and English Translation at most universities in Mongolia. In most ESL classes, teachers focus only on the English four skills, vocabulary, and grammar from their textbooks and do not cover communication and cultural components (Ali et al., 2015; Nuchinun, 2020). If students are majoring in the field of English Language Education or English Translation, they take around more than 60 credits of English mandatory courses during their undergraduate years. They must do assignments such as giving presentations, taking midterm and final exams, speaking and listening to oral examinations, etc. Therefore, the students do not learn much about the culture of the target language.

Compounding these already tenuous issues in Mongolia, students have little chance to be exposed to real-life situations where they can interact with native speakers from different cultural backgrounds, so students face great challenges of not being able to become fluent speakers of English. Thus, when they are learning English, not only they need to know the culture and traditions of the language, but they should also know how to use their language skills on a daily basis or in their career. This issue has been addressed to bring some solutions, but the problem still exists since the English language teachers are not sure about how to integrate culture into their curriculum. When I worked as an English lecturer in Mongolia, I also experienced the same problem of how to enrich my lesson plans by integrating the culture. The department of British

and American studies, in which I work, was the first foreign language department for teaching English. Our department offers both undergraduate and graduate programs and has five curriculums in the following fields: British Studies; American Studies; English Language, Education; English Language, Translation; and English language, Literature. British Studies and American Studies curriculum contains cultural aspects of the target language. The other curriculums inadequately cover the culture of the target language. Not only our department but also other universities and ESL centers do not include teaching culture in their programs. Thus, non-native teachers like me always seek the best resources from books and websites to improve our lesson plans. Therefore, there is a need for teachers to have an appropriate handbook for them to help teach not only English but also the culture of the target language in order to provide the students authentic cultural knowledge. Even though each university has its own textbooks, these textbooks do not usually cover cultural aspects and only focus on linguistic features.

Research shows that culture is a crucial part of effective language teaching (Nuchinun, 2020; Peterson & Coltrane, 2003; Tseng, 2002; Wang, 2011;). It is claimed that integrating cultural tasks and activities with foreign language teaching support the acquisition of the language (Byram, 1997b; as cited in Kramsch work, 2013). In addition, teaching culture can engage students in the classroom actively because culture-based activities and tasks are appealing to students. Similarly, it is cited in the article of Peterson and Coltrane (2003):

Students can acquire knowledge about the culture while they are studying the target language, however, they cannot learn the language completely until they have also grasped the cultural context of the target language. (National Standards in Foreign Language Education Project, 1996, p.27)

Although Mongolian students typically study the English language at secondary school for more than eight years, they tend to be unable to reach the expected proficiency level when they enter tertiary higher education. Therefore, “English as a Foreign Language” (EFL) learners in Mongolia do not have English language competency and confidence to communicate well in English, and they cannot express themselves appropriately. Providing a handbook that will assist English language teachers in Mongolia to combine language and culture in their teaching will contribute to the solution to this problem.

According to the Mongolian National Policy on Teaching Foreign Languages of 1995, Mongolian students in the fifth grade can choose Russian or English as a foreign language to study. After the Democratic revolution, foreign relationships in Mongolia were expanding and people started learning many foreign languages including English, Korean, Japanese, French, German, Chinese, and many more besides Russian. Secondary schools began to change their curricula and English has become a mandatory language to learn since then. Students had to study their preferred language from their fifth grade to graduation in the eleventh grade for six years, approximately 655 hours until the age of 18.

Immediately upon implementation of this policy, secondary school pupils primarily had to choose to learn English, not Russian, thereby the number of English teachers at the secondary level had been increased by the government. What’s more, the Mongolian government increased the percentage of English classes as compared to Russian twice. Early in 2000, The English education curriculum was again changed by the newly elected Mongolian parliament, so students needed to begin their English language study from fourth grade through twelfth grade. Moreover, private secondary schools teach English from the beginning of first grade until their students’ graduation of twelfth grade.

English has been becoming an increasingly widely used language in Mongolia since 1990. The number of non-Russian speakers increased, and Russian-speaking teachers were on the verge of losing their jobs, so they started learning English too. There was a familiar viewpoint among Mongolians that those who did not know Russian were considered uneducated; this perspective disappeared and English entered the lives of Mongolians on a daily basis. There have been some basic requirements on job descriptions that would compel potential hires to learn English, and companies have started hiring employees who are more articulate in English since then. In other words, if one does not know English, it is very difficult for one to find a job.

The Department of British and American Studies at the National University of Mongolia was established in 1956; this was the first foreign language department for English Language Studies in Mongolia for which the new handbook had been planned. As previously mentioned, it offers both undergraduate and graduate programs in the following fields: British Studies; American Studies; English language, Education; English language, Translation, and English language, Literature. In the British and American Studies programs, British and American culture are taught separately to those students who chose these programs. Students who are majoring in other programs do not even study culture separately. As a result of this definitive schism, they learn English without learning American culture. In addition, most of the ESL centers only focus on linguistic aspects, and they do not teach culture as well. This handbook is able to be used in these centers.

To achieve this, English language teachers in Mongolia should be guided on how to integrate culture into their curriculum. Unfortunately, English language instructional materials offered in most English classes in Mongolia do not cover the specific language culture. Without teaching the target culture with its language spontaneously, it means that teachers educate the

students with meaningless symbols that have the wrong meaning (Politzer, 1959). Therefore, students need to learn the language with the culture because language and culture are intertwined; without culture, language is incomplete (Kuo & Lai, 2006; Solgi & Tafazoli, 2018).

Purpose of the Project

The purpose of this project is to guide “English as a Second Language” (ESL)/ “English as a Foreign Language” (EFL) teachers in Mongolia by providing effective teaching methods and techniques that include cultural components in their lesson plans. Through the use of this handbook, teachers can learn to emphasize culture in their English language pedagogy. This handbook can be used as additional material alongside course textbooks. Acquiring knowledge about American culture will help Mongolian students to better and more cogently communicate in the English language. This may obviate further difficulties of self-expression while they communicate in English, especially while talking with their native-speaker teachers. Also, any lack of cultural reference engenders learning difficulties. According to cultivation theory, culture impacts some changes in individual concepts and is crucial to broaden an individual’s views of the world (Tseng, 2002). We can gather that materials such as guidebooks or handbooks that combine language and culture for ESL/EFL teachers in higher education should be developed to help Mongolian students gain more cultural knowledge while learning English simultaneously. In this way, language and culture should be taught together in the language classroom. The purpose of teaching culture is to develop students’ cultural awareness and aid students to realize there are different thoughts and views of different nationalities.

Theoretical Framework

Benjamin Whorf proposed the linguistic relativity (Whorfian hypothesis) theory which states that each language imposes on its speaker a particular 'Worldview.' In other words, language influences thought (Worf, 2012). Arguably, Worf's most famous contribution to linguistics is the relationship between language and worldview. "... the speakers of different languages think and perceive reality in different ways and [that] each language has its own worldview" (Hussein, 2012, p.642). This model is what gave rise to the idea that when people switch languages, indeed, they also switch identities. Liu (2002) as cited in Wang, describes that in Whorf's theory of linguistic relativity, "...we see the world in the way that our language describes it so that the world we live in is a linguistic construct" (p.228). In addition, because of the enormous divergence in the cultural background from that of native English speakers, Mongolian students tend to think of their cultural backgrounds when they are talking and speaking in English. That is why misunderstandings may, and often do occur, due to cultural differences. To this end, understanding of and exposure to other cultures is essential when learning foreign languages. Cultural vicariance, then, becomes one of the most profound barriers in teaching and learning. Although learners may acquire some degree of cultural knowledge, they usually tend to make errors in the utilization of language in real life because textbooks and teaching materials ignore cultural aspects.

According to Hunt et al. (1991),

The Whorfian hypothesis mainly concentrated on the language structure that influences the speaker's worldview. Thus, students are likely to speak based on their language knowledge and cognition. The Whorfian hypothesis has two versions which are strong and weak. In the strong version, it says that language controls thought and perception. On

the other hand, a weak version is considered that language affects people's thoughts and decisions. Therefore, people speak a particular language and that language can lead to how people think. (p. 377-389)

According to this hypothesis, language determines the way in which we perceive the world and therefore language and culture should be taught together. In Mongolia, most institutes of higher learning tend toward teaching language without combining the culture of the target language, so that the materials which cover language and culture should be developed. "In EFL or ESL classroom, the students should be taught English with the culture associated with it so that the students can acquire the target language with cultural background and correspond in real-life situations" (Solgi & Tafazoli, 2018). Therefore, students are able to perceive the world differently and broaden their minds if they learn foreign languages.

Significance of the Project

This field project is significant in that it can be used as an additional source/handbook for ESL and EFL teachers in a higher education context and lend students a systematic cultural knowledge with which to teach English. Because most of the textbooks that are used in Mongolia do not cover the culture of the target language, students cannot get ample knowledge about the culture. The combination of teaching culture and language is in high demand for EFL and ESL students to enhance interaction among students, provide students with more opportunities to utilize their English outside the classroom, improve students' communicative competence, increase the efficacy of the teaching and learning process, make students more active and relaxed in the classroom, and enhance the students' cultural understanding and expand their cultural knowledge (Ali et al., 2015). This should naturally promulgate a more confident

bearing on the part of teachers. We can state that language learners gain cultural knowledge not only to communicate with foreigners but also to increase their comprehension of the target language. It shows that the students can get accustomed to the culture. Therefore, it is necessary to integrate cultural aspects with the target language into language teaching so that students are able to engage in more natural conversations, be more confident while speaking, and increase motivation (Nuchinun, 2020).

CHAPTER II REVIEW OF THE LITERATURE

Introduction

In recent years, the issue of teaching the culture of the target language has been one of the important debatable topics among researchers (Kumagai, 1994; Yakup et al., 2013). Much research has been done on teaching language and culture, and these two concepts are still being discussed as hot questions in the researchers' interest (Paige et al., 2000; Yakup et al., 2013). Teaching culture combined with language enhances and develops students' competence in their intercultural communication (Emitt & Komesaroff, 2003; Nuchinun, 2020).

The claim of this literature review is that language teachers must include and enrich cultural components into their lesson plans. To support this claim, this literature review will focus on three themes. To better understand the relationship between the language and its attendant culture, the meaning of each concept will be described first. Toward this end, this literature review starts with the first theme that is the explanation of the strong relationship between language and culture and then continues with these two concepts' definitions. The concept of integrating culture in language classrooms is explored in the second theme. Finally, because the focus of this field project is to improve English language teaching and learning in Mongolia, the third theme focuses on the predominant language teaching practices used in Mongolia.

The Relationship between Language and Culture

A wide swath of cultural definitions can be found in the literature. For Brown (2007), every culture comprises its tangible and intangible attitudes of the society, and it connects people of that community. Likewise, Solgi and Tafazoli (2018) define culture as: "... the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts" (p. 2). Each author defines the word 'culture' differently based on their perspectives because the term 'culture' has broad definitions. In addition to the components of culture mentioned in the previous definitions, Robertson (1981, as cited in Wang, 2011) emphasizes the shared aspect of culture saying that "Culture is a system of shared beliefs, values, customs, behaviors, and artifacts that the members of a society use to cope with" (p.67). Therefore, many scholars focus on different aspects of culture in their definitions.

Similar to culture, the definitions of language also include shared components of a society. Many scholars emphasize the agreed-upon signs and gestures to express meanings of different concepts while defining the language. As Merriam-Webster's Collegiate Dictionary (2003) describes, "...language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings" (p. 699). So, then without language, humans cannot communicate with each other and express themselves. As Kuo and Lai (2006) emphasize, "language is a system of symbols and rules that is used for meaningful communication" (p.3). Therefore, every language has its own characteristics and, it follows, its own symbols and rules by which to engender communication. The idea that the difference between livestock and humans is their languages is not so novel. It is said that each language has four different dimensions such as competence and performance; comprehension and production; nature and nurture; and universal grammars (Brown, 2000). Among these

components, performance, production, and nurture specifically require knowledge of a culture. Therefore, the understanding of language should concern understanding its structures, dimensions, and culture as a whole.

For some authors, the relationship between language and culture is more than the similarities in the definition of these terms. It is crucial to understand the connection between language and culture, and knowledge of the usage of any foreign language can aid to see the world differently (Solgi & Tafazoli, 2018). Therefore, language and culture are intertwined and without one, the other cannot be regarded as complete without its complement.

Kramersch (2013) supports this fact explaining the relationship between the language and culture:

...language is not a bunch of arbitrary linguistic forms applied to a cultural reality that can be found outside of language, in the real world. Without language and other symbolic systems, the habits, beliefs, institutions, and monuments that we call culture would be just observable realities, not cultural phenomena. (p.62)

There are numerous, notable scholars and researchers who have been studying language and culture to various academic conclusions. Some of the more well-known linguists who studied the connection between language and culture were Sapir (1962) and, as cited earlier, Whorf (1956). Their eponymous hypothesis, The Sapir-Whorf hypothesis, claims that language determines one's perception of the world, and if an individual does not know the other languages, he cannot express himself and is not able to be understood by others (Hussein, 2012). Sapir's linguistic relativity hypothesis appears to be based on these principles:

a) Language knowledge helps to perceive the world in a different way.

b) It is implied that people who have and know various languages' systems distinguish the world in other ways (Hussein, 2012).

This hypothesis explored the meaning of the language and attempted to discover the nature of the language in the process of thinking. As Kuo and Lai (2006) argue that language represents the entire culture so that the culture is expressed by the opinions of its speakers. From this, we can reasonably conjecture that the structure of language follows how our mind sees the world. From these scholars' definitions, it seems clear that language and culture are inextricably interwoven.

Another author, Brown (2007), describes the relationship between language and culture as follows: "A language is a part of a culture and a culture is a part of a language; the two are intricately intertwined so that one cannot separate the two without losing the significance of either language or culture" (pp.189-190). To Brown, then, a language without culture is unimaginable and culture is a major component of any language. Brown's view cannot separate these two factors, especially in the respective models of secondary and foreign language teaching which is explained more in detail in the following section.

To sum up, language and culture are inseparable. Language expresses cultural aspects and characteristics. Learning a foreign language allows students to know the culture of the target language and when they learn the culture throughout their language learning process, they are able to communicate with speakers belonging to the culture. Therefore, language and culture must be taught together because the study of culture plays an important role in learning a foreign language.

Integrating Culture in Language Teaching

Culture plays an essential role in foreign language classrooms; therefore, language teachers and scholars agree that culture and language are strongly connected with each other (Kumagai, 1994; Peterson & Coltrane, 2003; Wang, 2011). The necessity of integrating culture in language teaching is critical, considering the intertwined nature of these two concepts as explained in the previous section. Likewise, linguist Robert Lado (1964, as cited in Wang, 2011) defines “the goal of learning a foreign language is the ability to use it, understanding its meanings and connotations in terms of the target language and culture, and the ability to understand the speech and writing of natives of the target culture in terms of their great ideas and achievement” (p.25). Specifically, learning a foreign language means learning the behavioral norms of different people. In other words, studying a second language explores studying the culture of the target language. “When it comes to the realm of teaching and learning,” as McKay (2003) presents it, “the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching” (p.6). Therefore, the perception of culture is one of the crucial components of foreign and second language teaching, and the implication for language teachers is that we should introduce our students to the new culture, traditions, customs, and beliefs of the target language while we are teaching. Teaching culture has been recognized as an essential part of language teaching. Peterson and Coltrane (2003) emphasized:

The idea of teaching culture is nothing new to second language teachers. Culture must be fully incorporated as a vital component of language learning. Second language teachers should identify key cultural items in every aspect of the language that they teach.

Moreover, students can be successful in speaking a second language only if cultural issues are an inherent part of the curriculum. (p.2)

While language learners are also studying the attendant culture of the target language, they may do well to compare and contrast their own culture with the target culture. In this way, they can gain different perspectives from different cultures. Sometimes, however, because of cultural differences, there may be some misunderstanding and miscommunication between the two cultures. Kramsch (1993) notes “from the clash between...the native culture and...the target culture, meanings that were taken for granted are suddenly questioned, challenged, problematized” (p. 238). Integrating culture in language teaching should help to avoid these misunderstandings and provide a better collective context for communication.

That being said, most of the language programs do not usually teach culture, and they only focus on teaching the English skills of listening, speaking, reading, and writing (Nuchinun 2020; Wang, 2011). The language skills are mostly taught in isolation or grouped for academic purposes. For example, reading and writing skills, as well as speaking and listening are taught together. When these skills are being taught, the grammar-translation method is utilized in most cases (Kumagai, 1994, p.11). ESL and EFL teachers focus more on teaching language skills because their primary goal is to enhance their students’ proficiency level in order to prepare their students for their academic studies in higher education or for getting higher scores in TOEFL and IELTS (Jaclyn, 2017). Therefore, culture is not a priority in many language programs.

This lack of culture in English instruction is not relegated to curricula alone. The materials of many language programs lack the essential cultural components of language. Textbooks and audio materials are important factors in language teaching. Despite the fact that most higher education institutions buy their teaching materials mostly from Great Britain and the

United States of America, they are unable to renew them every year, so these textbooks are quickly becoming obsolete. According to Cortazzi and Jin (1999), foreign language textbooks and materials should cover the cultural aspects of the target language. Nevertheless, through their examination of a range of textbooks from different parts of the world, Cortazzi and Jin found that a target culture is not always included. As a result, most language teachers try to find additional resources to adapt and enrich their lessons by integrating the target culture (Tran, 2010; Wang, 2011). This shows us that adoption of the focal culture of the target language is needed to enrich classroom activities and make the environment of the classroom more interesting to the students.

Through all of these cases, we find that every language reflects its culture and hence culture and language are intertwined, so it's relatively ineffective to teach language without instituting a cultural component. It seems to be important to ESL and EFL teachers that the culture of the target language ought to be taught in the foreign language classroom. Students not only learn a new culture through the target language but also can distinguish differences and similarities between two cultures. Although teaching culture is not easy, especially for non-native speakers, because foreign language classrooms are perhaps the primary way to introduce the target culture to the learners. Therefore, it can be essential to guide non-native language teachers about how to teach culture through the use of a guidebook which helps them to better motivate and encourage the students.

The General Problem of Teaching Language and Culture in Mongolia

Sybing (2011) found "teaching culture in connection with language is a necessity; what is required with teaching the lingua franca is a greater awareness and sensitivity for cultural differences so that respect for all cultures is achieved" (p.469). Due to the irrefutable influence of

the West, Mongolians began, in earnest, to learn foreign languages; especially English, which is the most important language of our contemporary world.

As Gundsambuu (2019) put it, since 1990, Mongolia has been establishing diplomatic relations with many foreign countries so that people who are learning English have been increasing. We can infer from this that there is a great need to study the intertwined connection between language and culture in Mongolia. “Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives” (Sapir, 1970, p. 207, as cited in Thanasoulas, 2001).

According to the guidelines of the Minister of Education, Culture, Science, and Sports, state secondary schools teach English from fifth to twelfth grade, but private schools teach English from the first grade until graduation. Most universities teach English as a compulsory lesson and the university in which the students major in the English language takes most of the courses in English. At these universities, they teach English skills separately and most of the lessons do not adequately cover the culture of the target language (Kumagai, 1994, p.16). That being stated, the more established scholars invariably continue to encourage the teaching of language and culture in sympathy.

Cultural features of the target language in the foreign language classrooms have to be taught with the linguistic features simultaneously (Tran, 2010). Likewise, Kramersch (1993) opined that “learning another language necessarily involves learning about the cultures with which it is associated and if language is seen as a social practice, culture becomes the very core of language teaching” (p.8). In other words, students cannot master the language if cultural teaching is ignored.

It is observed that Mongolian students who have sufficient knowledge of English tend to have some difficulties corresponding with their native speaker teachers or in real-life situations (Cohen, 2003, p.14). This happens because of learning English without learning the culture of the target language. It is promoted that if students learn and understand different cultures of the target languages, they can be prepared to live in diverse cultural communities without any problems (Shemshadsara, 2012).

Introducing cultural teaching is especially critical to Mongolian students in English learning and teaching. Rarick et al. (2014) conducted an empirical study that revealed some cultural differences between the United States and Mongolia. Mongolian culture is different from American culture, and students need to learn the differences between the two countries' cultures. For example, Mongolians are more collectivist, and they are able to live with their parents until they get married. On the other hand, Americans are individualists, and when they become old enough, they leave their parents to live on their own. It is realized that students from various cultures learn things differently as well as it is possible to generate new opportunities utilizing cultural diversity (Tran, 2010).

As a result of these cultural differences, Mongolian students tend to make mistakes in their use of the language, especially while translating some authentic culture-based articles. Therefore, while language teachers are functionally designing their courses, they should find a way to include these cultural differences in their instructions. As Solgi and Tafazoli (2018) say, "The teachers should keep in mind the importance of culture and must have a prior knowledge of the cultural knowledge of the chapter or lesson he is going to teach the students" (p.8). This might be a good way of language learning for Mongolian students where they enjoy learning and actually trying new things so that teaching culture can expand their knowledge and worldviews.

When non-native speakers teach the language in combination with the focal culture, they should truly know the target culture of that language well. However, due to the lack of materials and experience with the target country, non-native teachers are not comfortable teaching the culture of the target language (Sowden, 2007). In addition, textbooks that are used in the English language classrooms in Mongolia do not cover cultural components, and each higher education institutions are unable to hire native speaker teachers every year and the Peace Corps teacher trainers are able to come to train non-native teachers (Cohen, 2004).

Zhao Lili's study (2013), Kramersch (1993) put it succinctly:

Native speakers of a language speak not only with their own individual voices, but through them speak also the established knowledge of their native community and society, the stock of metaphors this community lives by, and the categories they use to represent their experience. (p.67)

Teaching culture is not only important for language learners but also valuable for Mongolian students. Therefore, culture should be taught with language in higher education institutions in Mongolia. It also benefits students to become more confident while they are speaking with native speakers. Thus, "second language teachers should identify key cultural items in every aspect of the language that they teach" (Peterson & Coltrane, 2003). Moreover, language teachers should be provided with more teaching materials to guide their students in integrating culture in their language teaching.

How Language and Culture are Implemented/Taught in Mongolia

The last section of this literature review explores how language and culture teaching is implemented in Mongolia. Teaching English has become one of Mongolia's most crucial mandatory subjects from secondary schools to universities (Cohen, 2004). Most universities use English language textbooks according to my teaching experience. "Textbooks can be deemed as ideology, as they reflect a worldview or cultural system, a social construction that may be imposed on both teachers and students; thus, textbooks can indirectly construct teachers' and learners' view of a culture" (Tran, 2010, p.20). Most state secondary schools use English textbooks which the Mongolian English teachers' associations developed, and these textbooks mostly cover worldwide and foreign culture topics (Aldera, 2017). Throughout my experience, Mongolian private schools and universities use English textbooks bought for their students from the United States or Great Britain.

As stated by Wang (2011), "It is impossible to introduce all knowledge of British and American culture even by all kinds of approaches to culture introduction" (p. 224). Most universities, unfortunately, work from a broad spate of textbooks from around the world and these textbooks do not cover the culture of the target language much. Thus, a guidebook that covers culture and language skills together will help teachers make their students more motivated to learn the language.

Wang (2011) spoke to this dynamic: "We should get rid of traditional teaching methods, and introduce more cultural background knowledge" (p. 224). This traditional method needs to be changed so that the US embassy in Mongolia and Educational Advising and Resource Center offers some language programs for ESL teachers in Mongolia. Mongolian non-native language teachers mostly use their textbooks, CDs, and other materials when they are teaching languages.

“In order to provide a different perspective on the foreign culture’, the effective teacher should employ comparison/contrast methodologies, with a view to identifying common ground or even lacunae within or between cultures” (see Ertelt-Vieth, 1990, 1991, as cited in Byram, 1994, p. 43).

This may very well be a propelling factor in Mongolian schools’ preference in hiring native English speakers as instructors. The manifold advantages of hiring native speakers bring many types of culture-based activities and ideas integrated into their lessons, and it can be helpful to enrich school curriculums with the support of their methods and materials. “Due to limited textbooks, shortages and weaknesses in the teaching context, a lack of motivation, and exposure to the target language as spoken by native speakers” (Wang & Batbileg), there are some weaknesses in the process of both teaching and learning. As concluded by Peterson and Coltrane (2003), cultural tasks, activities, and objectives need to be constructed thoroughly and integrated into lessons to enhance and inform the content of the teaching.

So, then, it follows that teaching both the language and its attendant culture will have a synergistic effect on the linguistic development of the second language learner and their absorption process. “Knowing a second or foreign language should open windows on the target culture as well as on the world at large” (Thanasoulas, 2001). Additionally, students may better absorb their focal language and its attendant cultural knowledge and then better understand how to reactively correspond in real-life situations. It helps learners better observe differences and similarities between different cultures and teaching culture makes the classroom more active and students can get motivated to learn the language.

Summary

This literature review explores three themes related to the teaching of language and culture. Most studies show that language and culture are interwoven, indicating that language textbooks must contain cultural aspects of the target language because language represents its culture (Cortazzi & Jin, 1999; Nuchinun, 2020; Wang, 2011;). Integrating culture into foreign language teaching aims to improve the students' knowledge about culture and help motivate them. The first section of the literature review explored the relationship between language and culture and explained culture and language definitions separately. Language and culture should be taught concurrently because they are intertwined (Brown, 2007). The second theme investigated integrating culture into language teaching and the general problem of teaching culture and language. Using cultural activities in the language classroom has positive effects on language learners (Nuchinun, 2020). The last section of the literature review identified how culture and language are important to be taught in Mongolia. Mongolia has a shortage of textbooks and materials that adequately integrate English language instruction with the teaching of culture. These three themes are instrumental in providing the foundation for my field project: *A Handbook for EFL/ESL Teachers in Mongolia*.

CHAPTER III

THE PROJECT AND ITS DEVELOPMENT

This project is a handbook for teaching the English language through American Holidays especially Halloween and Thanksgiving. English language teachers in Mongolia should be guided on how to integrate culture into their curriculum. Unfortunately, English language instructional materials offered in most English classes in Mongolia do not cover the specific language culture. Without teaching the target culture with its language spontaneously, it means that teachers educate the students with meaningless symbols that have the wrong meaning (Politzer, 1959). Therefore, students need to learn the language with the culture because language and culture are intertwined; without culture, language is incomplete (Kuo & Lai, 2006; Solgi & Tafazoli, 2018). Based on my experience, like most novice teachers, they need additional resources to enrich their lesson plans because many of the common textbooks that are used in our teaching ignore the culture of the target language.

Brief Description of the Project

This handbook is intended to help ESL and EFL teachers teach the English language using Halloween and Thanksgiving. It is developed in an interesting, encouraging, and entertaining way. The handbook will be used by ESL and EFL teachers working with university students whose language proficiency skills are pre-intermediate or intermediate level.

This handbook covers an introduction, overview, and two units under the topics of Halloween and Thanksgiving. Each unit includes five sections which are vocabulary, reading, listening, speaking, and writing. The units are designed to help students learn English and American culture using the ways Americans celebrate Halloween and Thanksgiving as well as the history and origins of the holidays. Most materials in this handbook are worksheets for

student use. I take Unit 1 as a sample to show here because the two units are designed exactly the same format and structure.

Overview

The main purpose of the overview helps teachers to look at the structure of the units easily. Each unit has the exactly same structure and sometimes includes slightly different exercises and tasks.

Introduction

The introduction section aims to orient the teachers to the handbook with a *Note for teachers* which describes the format of the handbook, *the Intended audience*, and mentions who *the author* is.

Unit 1: Halloween

This unit introduces the history and origin of *Halloween* and *the teacher's guide* in a total of 360 minutes of four 90-minute lessons. Each lesson lasts 90 minutes including warm-ups, exercises, tasks, and homework. *The Teacher's Guide* explains the objectives of the unit and the definition of each of the exercises and their answer keys included.

The unit starts with the *Vocabulary Section* that includes five activities. The vocabulary section introduces 15 new words related to Halloween and activities based on the new vocabulary. The types of activities are: unscramble words, fill in the blank, read the clues and find out the words, and make a short story using the new vocabularies. I drew all the pictures in the vocabulary sections of the units myself in order to try not to use online and copyright pictures.

The *Reading Section* provides three main activities including pre-reading, during-reading, and post-reading activities in seven sub-activities. This section provides a more

comprehensive introduction to Halloween. *The Origin of Halloween* and *How Americans celebrate Halloween* reading passages are followed in *during-reading* activities. Post-reading activities are based on the during reading passages.

The ***Listening Section*** is followed by pre-listening, during-listening, and post-listening activities. Pre-listening activities usually introduce new words and exercises related to new vocabulary. The during-listening activity consists of teaching a song and a recording made by the author. This section ends with two post-listening activities that are related to the during-listening.

In the ***Speaking Section***, two speaking activities are included. Students are asked to speak based on the speaking worksheets. The worksheets are designed to encourage students to speak with each other. The last section of this unit is the ***Writing Section***. The writing section consists of two activities. Each of the activities promotes students' creative writing skills.

Each unit includes a teacher's guide, warm-up, vocabulary, reading, listening, speaking, and writing activities. Figures 1 and 2 illustrate how this handbook is designed and organized for teachers. The teacher's guide is placed at the beginning of each unit. As seen in Figure 1, the handbook includes a brief introduction to the unit, estimated time to teach, sections, materials that used, and objectives of the unit. This section helps the teachers to prepare and organize their lessons to teach the classroom.

For the Teacher

This unit will cover Halloween integrated with vocabulary, reading, listening, speaking, and writing skills of the English language.

Total: 360 minutes lesson
90min x4 lessons included

Activity: Vocabulary
Reading
Listening
Speaking
Writing

Materials:

- Blackboard
- Vocabulary sheet
- Exercise handouts
- MP3/CD player

Objectives:

Students will learn:

- new vocabulary
- how to use new vocabulary in the sentences

Students will be able to:

- memorize uses of new terms
- reproduce and construct new vocabulary
- speak and communicate using new words

8

Figure 1. Unit Introduction Sample (pages 8 in the handbook). It provides a brief introduction, materials that are used throughout the unit, and objectives of the unit.

Figure 2 shows the teacher's guide. It illustrates the warm-up activity of the beginning of the unit, the estimated time of each activity, and the rubrics of the activities provided.

For the Teacher

Warm-up: (10 minutes)

- Ask the students about Halloween. Write answers on the blackboard and encourage students for discussion.
- Discuss how Americans celebrate Halloween and compare how Mongolians celebrate it. Write down the ideas on the board.
- Ask students about their unforgettable Halloween party. Have students explain why they never forget that party.

VOCABULARY SECTION:

Activity 1: (20 minutes)

There are 15 new words related to Halloween. Hand out new words sheet and explain to the students.

Activity 2: (15 minutes)

There are scrambled 15 new words. Provide students with the handouts and allow students to unscramble them.

Answer key: 1) pumpkin 2) witch 3) haunted house 4) mummy 5) trick or treat 6) vampire 7) haystack 8) superstition 9) skull 10) skeleton 11) jack-o-lantern 12) wizard 13) scarecrow 14) graveyard 15) mask


9

Figure 2. Teacher's Guide Sample (pages 9 in the handbook). It guides the teachers, provides activities' rubric and estimated time for each of the activities.

The vocabulary section follows the introduction (see Figure 3). In the vocabulary section, 15 new words are introduced and these words are used in the following sections throughout the unit. I personally drew all the pictures of the new words in this section and used my pictures.

SECTION 1: VOCABULARY




Activity 1: Look at the words in bold. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
4. Jack-o-lantern 	<i>Lantern carved from a pumpkin</i>	Kids like carving their own jack-o-lanterns during Halloween.
5. Vampire 	<i>A corpse that rises at night to drink the blood of the living</i>	In the Dracula movie vampires suck human blood.
6. Mummy 	<i>A body embalmed and dried and wrapped for burial</i>	The Mummy : Tomb of the Dragon Emperor movie was released in 2008.

20

SECTION 1: VOCABULARY

Activity 1: Look at the words in bold. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
7. Haunted house 	<i>Inhabited or frequented by ghosts</i>	Sarah felt creepy and scary after entering the haunted house .
8. Trick or treat 	<i>A request by children on Halloween; they pass from door to door asking for candies and threatening to play tricks on those who refuse</i>	Kids don't want to trick or treat at Mr. Mean's house again.
9. Pumpkin 	<i>a large, edible, orange-yellow fruit borne by a <u>coarse</u></i>	Mandy likes to eat pumpkin pie during Halloween.

21

Figure 3. Vocabulary Section Sample. (pages 20 and 21 of the handbook).

The next section is Reading Section. The reading section consists of three main parts. The pre-reading, during-reading, and post-reading activities are provided. In the pre-reading, new vocabulary from the reading passages is introduced and the vocabulary activities related to new words are provided as well. Students learn the new words and do the vocabulary exercises before

reading the passages. The Reading passages of the units in the During-reading section are adopted and developed by the author.


SECTION 2: READING

During-reading Activity

Activity 3 continued: Answer the questions below.

Comprehension questions

- 1) When is Halloween celebrated?
- 2) What is the origin of Halloween?
- 3) Who were the Celts?
- 4) During the Samhain festival, what did the people do?
- 5) Why the Celts wear strange costumes?



32

Figure 4. Reading Section Sample. (page 32 of the handbook).

SECTION 2: READING

During-reading Activity

Activity 4: Read the passage. Then answer the questions below.

How Americans began to celebrate Halloween?

Halloween was first originated in Europe and then it was brought to America by early settlers. At first, Halloween was celebrated in Maryland and they changed the customs a little bit so American version of the Halloween began to be celebrated. They celebrated gathering with neighbors, telling their stories of the dead, dancing and singing.

During the nineteenth century, many immigrants came to America and then Halloween became a popular holiday to celebrate among Americans. They began to wear costumes, visit their neighbors to ask for food and money. This tradition turned into today's trick-or-treating. Since the twentieth century, the holiday has been celebrated in common among both children and adults. Halloween parties focused on games, foods and costumes. Since then, it lost most of its superstition and religious meanings.


33

Figure 5. Reading Section Sample. (page 33 of the handbook).

The listening section follows the reading section. The format of the listening section is similar to the reading. It also includes pre-listening, during-listening, and post-listening activities. I used a song from YouTube for the during-listening activity as well as created and adopted a listening recording for both units. Post-listening activities are designed based on the during-listening activities. Figure 6 shows a sample listening page.

SECTION 3: LISTENING

During-listening Activity

Activity 4:  Listen to the recording and fill in the missing words.

Halloween superstition

Halloween is a popular holiday especially for kids and young

1) It is full of superstitions. Halloween originated from a Celtic **2)** and during the celebration, people thought their deceased **3)** and friends came to the earth. On Halloween night they prepared dinner table, left food in the **4)**, and lit **5)** to help the deceased ancestors find their **6)** back from the spirit world. It is also thought that on Halloween **7)** and ghosts come out of hiding.

Today's Halloween superstitions and **8)** are scarier than in the past. This means that people connect with **9)** things with Halloween. There are many superstitions that are related to this holiday. For instance, if someone is born on Halloween, it is thought this person can see **10)** and talk to them. Halloween superstitions usually focus on the **11)** not the past life of ourselves. Ancient Celts were very **12)** people and they believed that the spirits of the **13)** came back to their houses. In order to keep **14)** spirits away, they wore scary costumes and made **15)** at night.

44

Figure 6. During-listening Section. (pages 44 in the handbook).

After the listening section, the speaking section is introduced. Two speaking activities are provided for the students. These activities help to improve students speaking skills based on the topic of the units. Students can speak to each other using speaking rubrics, and it allows them to

encourage speaking without any worries. Figure 7 depicts a sample of the speaking section.

SECTION 4: SPEAKING

Activity 1: Walk around the classroom and ask your classmates ‘Yes/No’ questions to find someone who fits each statement below. You can only find one person for each category. You cannot use the same person twice. Then ask follow-up questions to find out an additional information.

	Find someone who...	Name	Additional information
1	...went to a Halloween party last year.		
2	... believes in vampires.		
3	...has carved a jack-o-lantern.		
4	... is going to celebrate Halloween this year with classmates.		
5	... likes watching horror movies.		
6	... has been trick-or-treating.		
7	... likes to tell scary stories.		
8	... has made a Halloween costume for herself/himself.		
9	... can name four scary movies.		
10	... has decorated their home at Halloween.		

47

Figure 7. Speaking Section Sample. (page 47 in the handbook).

Students are provided with the writing section of the handbook in the last section. Similar to the speaking section, two writing activities are included in this section. These two writing

Development of the Project

Based on my teaching experience in Mongolia, I decided to create this handbook because I have always been interested in enriching the current textbooks which are used in my department at the National University of Mongolia. The textbooks that we have been using lack cultural aspects, and it is quite challenging for non-native and novice teachers to teach and integrate the culture of the target language. They may require the training to plan and prepare their lesson plans due to their impossibilities to study in America and experience American culture. Moreover, it is difficult to hire native speaker teachers every year so that my intention in developing this handbook is to promote non-native teachers to enrich their lesson plans by integrating cultural aspects. In addition, in developing this handbook, I wanted to help non-native and novice teachers to provide culturally-based materials in order to motivate and encourage their students. We teach mostly the English language focusing on its four skills, and only the students who are majoring in the American and British Studies program learn American and British culture. I chose Halloween and Thanksgiving because these two holidays are more popular.

Through my class at The National University of Mongolia, I developed a “Hands-on” curriculum comprised of experiential learning modules designed to allow students in our isolated, landlocked country the luxury of kinesthetic learning. I implemented this development through a holistic, multimedia approach. In 2014, I had the privilege to study English for a semester at Queens College in New York through a joint studies program at my university. After I came back, I realized I had to organize extra-curricular activities for students. Thus, I have been organizing an Open Day event for students to introduce our department curriculum based

on my experience in the USA. One very definitive example would be my “American National Holiday” series’ “Thanksgiving Dinner” celebration, wherein I sought to replicate the experience both of the first American “Thanksgiving” meal with the Native American peoples and the “Pilgrim” colonists, as well as the experience of a modern-day 21st century Thanksgiving dinner. I suggested to my students that they choose a costume from either the European “Pilgrim” era of American civilization or from contemporary American culture. As an educator who subscribes to the concept of multi-sensory experience for real-time visceral learning, I located (which is difficult in my country) a plucked and refrigerated Turkey and the associated spices, seasonings, and side dishes associated with traditional American Thanksgiving dinner. Through this mixed-media approach, my students “experienced a slice of American culture through more than simple words or graphics, but also through other senses: Sound, Smell, Taste, and movement. My students also performed significant research into these various roles and presentations, helping them to better equip themselves for multimedia presentations in their future academic and professional careers. It is my intention to use the tools that I develop and hone at your institution toward furthering this model. Therefore, there is a need for students who are learning the English language to study the American culture in order to be prepared for utilizing their knowledge in a real-life situation.

Recently, Halloween has become a popular celebration among Mongolian children and young adults. They are interested in celebrating Halloween, and they are trying to spread this celebration year by year. I also organized a Halloween-themed English contest among my students, and they were satisfied with participating in the contest. These kinds of events aid students to use their knowledge in real-life situations and practice being a part of the celebration. As for the students, it is very hard to study abroad and experience the celebrations in the USA.

Therefore, based on my previous years of teaching, I observed that my students were more motivated to be involved in the culture-themed events. In addition to the content, organizing the events not only helped them develop their cultural knowledge, but also improved their communication skills. For that reason, ESL teachers should teach cultural content and create more of those events and situations where students can practice their second language pretending like they are in America. Thus, there is a need for students who are studying English to have a better understanding of the culture of the target language in order to provide them authentic cultural knowledge. However, with the overwhelming resources available online, non-native, novice teachers tend to be overwhelmed or may not know where to start. Therefore, I designed this handbook to help teachers grasp the main idea and enrich their lesson plans based on my handbook. To take an example from this handbook, I do hope ESL and EFL teachers can adapt materials and plan their lessons accordingly.

The Project

The project can be found in the appendix.

CHAPTER IV CONCLUSIONS, AND RECOMMENDATIONS

Conclusions

With Mongolians' ever-growing interest and the usage of technological development in learning the English language, English language teaching has become more challenging and demanding for non-native teachers. Due to today's students' needs, teachers and policymakers need to understand to adapt and enrich their curriculum. It is crucial to facilitate and provide the best available materials for teaching and learning in the EFL classroom (Cortazzi & Jin, 1999).

In Mongolia, students have little chance to be exposed to real-life situations where they can interact with native speakers and foreigners from different cultural backgrounds, so students face great challenges of not being able to become fluent speakers of English. In addition to this, English language instructional materials offered in most English classes in Mongolia lack cultural aspects of the target language. Therefore, students need to learn the language with the culture because language and culture are intertwined; without culture, language is incomplete (Kuo & Lai, 2006; Solgi & Tafazoli, 201). Thus, it is important that ESL and EFL teachers need to research and adapt cultural contexts to their lesson plans in order to integrate the language with its culture. The purpose of teaching culture is to develop students' cultural awareness and aid students to realize there are different thoughts and views of different nationalities.

To provide ESL and EFL teachers with systematic materials, I developed a two-unit ESL teaching handbook that is designed to teach the English language through American holidays. Each of the units consists of five main sections including vocabulary, reading, listening, speaking, and writing. By providing fun, engaging and entertaining activities are designed to lower students' affective filters while introducing American culture. Lessons start with a warm-up activity and then vocabulary activities in preparation for the unit. The reading section is

followed by vocabulary and both the reading and listening sections are divided into pre-reading and pre-listening, during-reading and during-listening, and post-reading and post-listening activities. Speaking and writing are the last sections of the handbook. The first unit focuses on Halloween and the second unit is on Thanksgiving.

This handbook is rooted in my experiences in my teaching. Through the use of this handbook, teachers can learn to emphasize culture in their English language pedagogy. This handbook can be used as additional material alongside course textbooks. Acquiring knowledge about American culture will help Mongolian students to better and more cogently communicate in the English language. This may obviate further difficulties of self-expression while they communicate in English, especially while talking with their native-speaker teachers. Also, any lack of cultural reference engenders learning difficulties.

All in all, this handbook is significant in that it can be used as an additional source/handbook for ESL and EFL teachers in a higher education context and provides students with systematic cultural knowledge with which to teach English. I should mention that throughout designing the handbook, I have personally learned more about the history and origin of Halloween and Thanksgiving. In addition, I have an opportunity to experience these holidays in a real situation while I am studying at the University of San Francisco. Lastly, I accomplished my goal of creating the handbook for ESL/EFL teachers in Mongolia. The handbook consists of two holidays, and it covers exercises related to these holidays according to my original plan to create the handbook for ESL/EFL teachers. A lasting conclusion that can be drawn from my field project is that integrating the culture into language classrooms is essential for today's second language learners. This project affirms that integrating culture improves students' motivation and knowledge of the target culture. After developing my field project, I feel much more like an

expert in creating and adapting additional cultural and authentic context into my lesson plans, and to contribute to the field, this project helps others do the same.

Recommendations

The handbook was developed to support non-native and novice ESL/ EFL teachers in Mongolia. It is hoped that this handbook promotes the teachers in order to enrich their lesson plans based on the students' needs. Through the activities provided in the handbook, the teachers can improve not only students' language skills, but also enhance their communication skills. In addition, the handbook may help ESL/EFL teachers and policymakers to recognize how important to integrate culture into language teaching.

This handbook can be an additional sample resource for ESL/EFL teachers. Some activities can easily be adapted. The students are able to follow and engage in the activities without any anxiety. Due to the lack of time, the handbook covers only two holidays in the USA so that it cannot be the only material used by the teachers. It is recommended that the teachers should design their own handbook based on this handbook because I had insufficient time to include more topics. Therefore, it is a good idea for them to contain all the public holidays of America because this project was developed for only one semester. Also, teachers can modify some activities according to the needs of the students and their lesson plans. After they test this handbook, the teachers are able to get their students' feedback, and later on, they can reflect their students' feedback in the implementation of their handbook.

If time allowed, there were many other activities that I wanted to include. For instance, Christmas, Independence Day, Memorial Day, Labor Day, Easter, St. Patrick's Day are able to be added. My hope is that the teachers using the handbook will be inspired to expand on the

existing content themselves and teachers would need to modify the provided resources according to the students' English learning level. The teachers must provide enough time for the students to practice while they are working on the activities and use some repetition even though the time of each activity is provided to the teachers. In addition, the teachers can set up and create a culture corner based on the topics. Lastly, the teachers are able to hold and organize Halloween and Thanksgiving events that can connect students with each other.

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APPENDIX

**Teaching American Holidays in the ESL classroom: Halloween and
Thanksgiving
A Handbook for ESL teachers**

TEACHING
AMERICAN HOLIDAYS IN
THE ESL CLASSROOM:
HALLOWEEN AND
THANKSGIVING

A HANDBOOK FOR ESL
TEACHERS

NARANCHIMEG BAT-YONDON

UNIVERSITY OF SAN FRANCISCO

2021

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INTRODUCTION

Note for teachers

This handbook is developed for ESL and EFL teachers in Mongolia. The handbook can be an additional resource for ESL teachers as a guide to teach American holidays especially Halloween and Thanksgiving. Through this handbook, students will be able to familiarize some cultural norms besides learning English and most importantly they can learn how Americans celebrate these two holidays.

The handbook includes total ten sections in two units, that will help students learn English skills and culture by using the holidays of Halloween and Thanksgiving. Each unit includes vocabulary, reading, listening, speaking, and writing sections based on cultural activities of two holidays respectively.

Teachers may easily follow and teach each unit in an interesting, engaging, entertaining, and meaningful way. Each unit is followed by a wide variety of supporting classroom activities to increase students' participation and involvement as well as enhance their knowledge, confidence, and self-esteem.

INTRODUCTION

Intended audience

This handbook is aimed to be used by ESL/EFL teachers working with students whose English language skills are pre-intermediate and intermediate level. Teachers are provided with an integrated sample of units to utilize in teaching English through American holidays.

The purpose of the units is to help students to practice and learn American holidays while learning English. Students are able to get familiar with new terms and vocabulary of these two holidays.

INTRODUCTION

About the Author



Naranchimeg Bat-Yondon completed her bachelor's and master's degree in education in Mongolia. She worked as an English lecturer for over ten years in the Department of British and American Studies at the National University of Mongolia. She completed Master's degree in Teaching English to Speakers of Other Languages at the University of San Francisco.

1

Unit

HALLOWEEN

In This Unit

- Section 1: Vocabulary
- Section 2: Reading
- Section 3: Listening
- Section 4: Speaking
- Section 5: Writing

For the Teacher

This unit will cover Halloween integrated with vocabulary, reading, listening, speaking, and writing skills of the English language.

Total: 360 minutes

90min x4 lessons included

Activity: Vocabulary

Reading

Listening

Speaking

Writing

Materials:

- Blackboard
- Vocabulary sheet
- Exercise handouts
- MP3/CD player

Objectives:

Students will learn:

- new vocabulary
- how to use new vocabulary in the sentences

Students will be able to:

- memorize uses of new terms
- reproduce and construct new vocabulary
- speak and communicate using new words

For the Teacher

Warm-up: (10 minutes)

- Ask the students about Halloween. Write answers on the blackboard and encourage students for discussion.
- Discuss how Americans celebrate Halloween and compare how Mongolians celebrate it. Write down the ideas on the board.
- Ask students about their unforgettable Halloween party. Have students explain why they never forget that party.

VOCABULARY SECTION:

Activity 1: (20 minutes)

There are 15 new words related to Halloween. Hand out new words sheet and explain to the students.

Activity 2: (15 minutes)

There are scrambled 15 new words. Provide students with the handouts and allow students to unscramble them.

Answer key: 1) pumpkin 2) witch 3) haunted house 4) mummy 5) trick or treat 6) vampire 7) haystack 8) superstition 9) skull 10) skeleton 11) jack-o-lantern 12) wizard 13) scarecrow 14) graveyard 15) mask

For the Teacher

Activity 3: (10 minutes)

Provide each student a fill in the blank exercise worksheet. Ask them work individually. Then, ask them to discuss with their partner, and after that with the entire class.

Answer key: 1) jack-o-lanterns 2) trick-or-treat 3) witch 4) vampire 5) scarecrow 6) graveyard

Activity 4: (5 minutes)

Provide students vocabulary exercise worksheet. Allow them to find out the words.

Answer key: 1) vampire 2) scarecrow 3) skeleton 4) mask 5) haystack

Activity 5: (10 minutes)

Ask students to write a small scary story using given words. Provide them worksheet.

For the Teacher

READING SECTION:

Pre-reading Activity

Activity 1: (10 minutes)

Provide students vocabulary worksheet and ask them discuss the meaning of the words with their partner, and then with the entire class.

Activity 2: (10 minutes)

Activate students' prior knowledge by asking focus questions about Halloween.

Tell the students that they are going to read *the Origin of Halloween* to learn how Halloween began.

Homework: Ask students to memorize new words and make 10 sentences using new words.

For the Teacher

READING SECTION (continued):

Warm-up: (10 minutes)

Ask students to volunteer to read their sentences that they made up at home using the new vocabulary.

During-reading Activity

Activity 3: (20 minutes)

Provide students reading worksheet. Ask them to read the short passage and answer the questions. Then compare answers with their partners.

Activity 4: (10 minutes)

Provide students reading worksheet and ask them answer the comprehension questions. Then discuss with the entire class.

Activity 5: (10 minutes)

Each student will be provided with *True and False* exercise sheet based on *How did Americans begin to celebrate Halloween* reading. Ask them to do the during-reading exercise, and then discuss with the entire class.

For the Teacher

Answer key: 1) False 2) True 3) False 4) True 5) False 6) False
7) False 8) True 9) True 10) False

Post-reading Activity

Activity 6: (10 minutes)

Provide students reading worksheet. This is *Fill in the blanks* exercise. Allow them to do the exercise individually. Then ask students discuss their answers with partners.

Answer key: 1) celebrated 2) lights 3) dead 4) immigrants 5)
neighbors 6) games 7) superstition 8) cartoon 9) creepy 10) patch

Activity 7: (10 minutes)

Provide students post-reading activity worksheet and ask them do the multiple-choice exercise individually. When they finish, ask them to discuss with their partners.

Answer key: 1) b, 2) c, 3) b, 4) a, 5) c

For the Teacher

LISTENING SECTION:

Pre-listening Activity

Activity 1: (10 minutes)

Provide students vocabulary worksheet and ask them to discuss the meaning of the words with their partner, and then with the entire class.

Activity 2: (10 minutes)

Ask students to do the matching exercise based on the new words. Then check answers with the entire class.

Answer key: 1) e, 2) h, 3) g, 4) d, 5) f, 6) c, 7) b, 8) a

Homework: Revise new words from the reading activities and be prepared to tell the meanings of the words to the class.

During-listening Activity

Warm-up: (10 minutes)

- Ask students to work in pairs to discuss about new words that taught in the previous session.
- Ask students who Michael Jackson is? Ask them to name his songs?

For the Teacher

Activity 3: (30 minutes)

Ask students if they know the song by Michael Jackson, and what the song is about. Allow students listen to the song and try to write the missing words. Then students compare with a partner and then listen again to check answer. Check answer as a class. Play the song again for students to try and sing along.

Answer key: 1) midnight 2) see 3) heart 4) terror 5) eyes 6) thriller 7) beast 8) door 9) hand 10) imagination 11) time 12) chance 13) fighting 14) life 15) time 16) night

Activity 4: (30 minutes)

Provide each student during listening worksheet. Ask them to listen to the recording carefully and fill in the missing words as they listen. They can listen to the recording twice and then, ask them to discuss the answers with their partners.

Answer key: 1) adults 2) festival 3) relatives 4) streets 5) bonfires 6) way 7) monsters 8) customs 9) scary 10) spirits 11) future 12) superstitious 13) dead 14) evil 15) noise

For the Teacher

Post-listening Activity

Activity 5: (10 minutes)

Answer comprehension questions, discuss answers with their partners, and then share with the class.

Activity 6: (10 minutes)

Provide students with multiple-choice exercise worksheet. Ask them to do the exercise individually, and then discuss their answers with the entire class.

Answer key: 1B, 2C, 3B, 4A, 5A

Homework: Ask students to listen the recording again at home to listen and catch new words and vocabulary. Ask them to choose five new words from the listening to make up five sentences using those words.

For the Teacher

SPEAKING SECTION:

Warm-up: (10 minutes)

Ask students talk in pairs according to the following questions:

- Do Mongolians celebrate Halloween?
- How do they celebrate it?
- Are Mongolians superstitious?

Activity 1: (20 minutes)

Give each student a copy of the speaking worksheet. Ask them to go around the class asking yes/no questions to one another. When a student finds someone who answers 'yes' to a question, they write down that person's name and then, ask follow-up questions to gain an additional information and notes down the answer in the last column. When everyone has finished, the students give feedback to the rest of the class on what they found out.

For the Teacher

Activity 2: (20 minutes)

Provide each student a copy of *Halloween survey* activity worksheet and have them interview their partner. At the end of the activity, go through the questions one by one and listen to their opinions and experiences.

WRITING SECTION:

Activity 1: (10 minutes)

Ask students to write ten questions. Pretend them to interview a vampire.


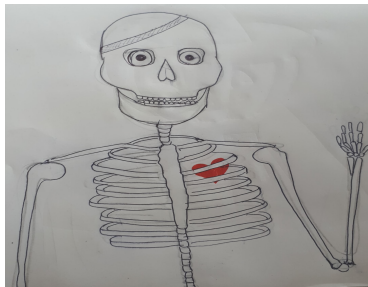

Activity 2: (30 minutes)

Ask students to write a short essay. Provide them writing worksheet that has writing prompt.

Homework: Review Unit 1 and be prepared to share their knowledge on Halloween in class.

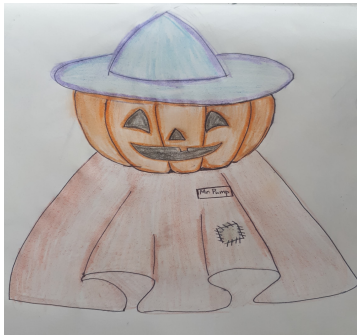

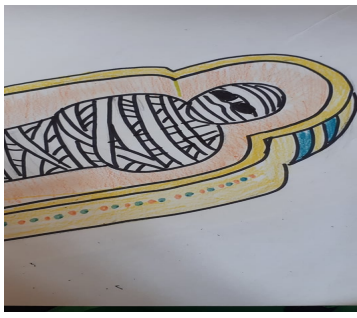
SECTION 1: VOCABULARY

Activity 1: Look at the words in **bold**. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
<p>1. Superstition</p> 	<p><i>a belief or notion, not based on reason or knowledge; a custom or act based on such a belief</i></p>	<p>According to superstition, a black cat brings bad luck.</p>
<p>2. Skeleton</p> 	<p><i>the bones of a human or an animal considered as a whole, together forming the framework of the body.</i></p>	<p>The human skeleton consists of more than 200 bones.</p>
<p>3. Scarecrow</p> 	<p><i>an object, usually a figure of a person in old clothes; an effigy in the shape of a man to frighten birds away from seeds</i></p>	<p>A scarecrow is usually placed near farms to protect cattle from wolves.</p>

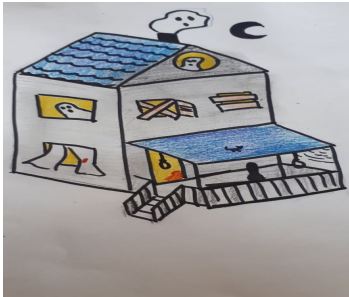


SECTION 1: VOCABULARY

Activity 1: Look at the words in bold. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
<p>4. Jack-o-lantern</p> 	<p><i>Lantern carved from a pumpkin</i></p>	<p>Kids like carving their own jack-o-lanterns during Halloween.</p>
<p>5. Vampire</p> 	<p><i>A corpse that rises at night to drink the blood of the living</i></p>	<p>In the <i>Dracula</i> movie vampires suck human blood.</p>
<p>6. Mummy</p> 	<p><i>A body embalmed and dried and wrapped for burial</i></p>	<p>The Mummy: <i>Tomb of the Dragon Emperor</i> movie was released in 2008.</p>




SECTION 1: VOCABULARY

Activity 1: Look at the words in bold. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
<p>7. Haunted house</p> 	<p><i>Inhabited or frequented by ghosts</i></p>	<p>Sarah felt creepy and scary after entering the haunted house.</p>
<p>8. Trick or treat</p> 	<p><i>A request by children on Halloween; they pass from door to door asking for candies and threatening to play tricks on those who refuse</i></p>	<p>Kids don't want to trick or treat at Mr. Mean's house again.</p>
<p>9. Pumpkin</p> 	<p><i>a large, edible, orange-yellow fruit borne by coarse</i></p>	<p>Mandy likes to eat pumpkin pie during Halloween.</p>

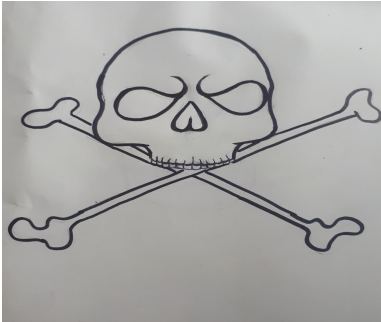


SECTION 1: VOCABULARY

Activity 1: Look at the words in bold. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
<p>10. Witch</p> 	<p><i>a woman who is supposed to have evil or wicked magical powers</i></p>	<p>A witch changes a mouse into a cat.</p>
<p>11. Haystack</p> 	<p><i>A stack of hay</i></p>	<p>Searching for a needle in the haystack is the most difficult thing. Haystack is used for decorating pumpkins outside the houses.</p>
<p>12. Graveyard</p> 	<p><i>A tract of land used for burials</i></p>	<p>Some American families decorate their yards like a graveyard for Halloween.</p>

SECTION 1: VOCABULARY

Activity 1: Look at the words in bold. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
13.Skull 	<i>The bone skeleton of the head</i>	In the most Hollywood movies, the bullet passed straight through the opponent's skull .
14.Mask 	<i>A covering to disguise or conceal the face</i>	He wore a wolf mask over his face for the Halloween party.
15.Wizard 	<i>A person who practices magic</i>	The wizard drew some strange signs in the air with her hand.

SECTION 1: VOCABULARY

Activity 2: Unscramble the Halloween words.

1. kupmpin
2. ihwct
3. anhdetu oeuhS
4. mumym
5. trkci ro atetr
6. irpveam
7. ysachtka
8. onsteiprsitu
9. luskl
10. ksleotne
11. cajk-o-ntarlen
12. awdriz
13. sorwecacr
14. dgearyrva
15. smak

SECTION 1: VOCABULARY

Activity 3: Use one of the following words in the blanks.

scarecrow

graveyard

vampire

witch

jack-o-lanterns

trick-or-treat

Halloween is one of the holidays when kids have fun. Every year kids make 1) from pumpkins with their parents on Halloween. They go to their neighbors' houses and knock on their doors. When someone opens the door, they say 2) Kids sometimes play a trick. They wear costumes, so they look like ghosts, 3), or other weird things. Americans believe that dead people walk around on Halloween and scare kids. In addition, they decorate their yards same as 4) Last year, I put on a scary and bloody costume, and looked like 5) My friend Amy made her costume herself and looked so funny like 6).....

SECTION 1: VOCABULARY

Activity 4: Read the clues and find out the words.

1. He bites people and drink their blood in order to stay alive.

.....

2. It has a similar shape of a person to frighten birds away.

.....

3. The supporting structure of people's body.

.....

4. Children wear it on their head on Halloween to look like scary things.

.....

5. People use it to put under pumpkin to decorate their yards.

.....



SECTION 1: VOCABULARY

Activity 5: Make a story using the following words.

ghost pumpkin girl candies
haunted house wizard skull
superstition mummy costume

.....

.....

.....

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SECTION 2: READING

Pre-reading Activity

Activity 1: Look at the words the left column. Study their meanings by looking at the right column, and discuss these words with your partner.

Word	Meaning
date back	go back, belong to an earlier time
ancient	very old, belonging to times long past especially of the historical period
harvest	crop, the season for gathering crops
ancestor	someone from whom you are descended (more remote than a grandparent)
celebration	a joyful occasion for special festivities to mark some happy event
bonfire	large outdoor fire that is lighted as a signal or in celebration
costume	a style of dress, fashion of dress appropriate to a particular occasion or season
dress up	put on special clothes to appear particularly attractive
spirit	the vital principle in humans, animating force within living things
fortune	luck, chance

SECTION 2: READING

Pre-reading Activity

Activity 2: Focus questions and class discussion.



1. What do you know about Halloween?
2. Do you and your family celebrate Halloween?
3. Do you have a day like Halloween in your country?

SECTION 2: READING

During-reading Activity

Activity 3: Read the short passage. Then answer the questions below.

The Origin of Halloween

Every year, Halloween is celebrated on October 31. The origin of Halloween dates back to the ancient Celtic harvest festival of Samhain. The Celts were the people who lived around 2000 years ago. The ancestors of the United Kingdom, France and Ireland are the Celts. The Celts celebrated their new year from October 31 to November 1 and Samhain marked the end of harvest season and the beginning of cold winter because they considered that this time of the year was related to human death. During Celtic festival of Samhain, people light bonfires and wear strange costumes to avoid ghosts because they believed that the ghosts of the dead returned to the world the night before the new year.

SECTION 2: READING

During-reading Activity

Activity 3 continued:

Therefore, the Celts were afraid of evil spirits and dressed up in costumes to make noise in order to make the evil spirits go away. These costumes usually consisted of animal heads and skin. During the celebration, they told their fortunes. After the celebration was finished, they lit the bonfire again to protect them during the cold winter.

Christians celebrated All Saints' Day on November 1 and it later became known as All Hallows' Day. The previous day of All Hallows' Day was October 31 and it became known as All Hallows' Eve. Later that All Hallows' Eve was known as Halloween. Now people celebrate Halloween with traditional bonfires, wearing strange costumes, treats with candies, and focuses on the dark.

SECTION 2: READING

During-reading Activity

Activity 3 continued: Answer the questions below.

Comprehension questions

- 1) When is Halloween celebrated?
- 2) What is the origin of Halloween?
- 3) Who were the Celts?
- 4) During the Samhain festival, what did the people do?
- 5) Why did the Celts wear strange costumes?



SECTION 2: READING

During-reading Activity

Activity 4: Read the passage. Then answer the questions below.

How did Americans begin to celebrate Halloween?

Halloween was first originated in Europe and then it was brought to America by early settlers. At first, Halloween was celebrated in Maryland and they changed the customs a little bit so American version of the Halloween began to be celebrated. They celebrated gathering with neighbors, telling their stories of the dead, dancing and singing.

During the nineteenth century, many immigrants came to America and then Halloween became a popular holiday to celebrate among Americans. They began to wear costumes, visit their neighbors to ask for food and money. This tradition turned into today's trick-or-treating. Since the twentieth century, the holiday has been celebrated in common among both children and adults. Halloween parties focused on games, foods and costumes. Since then, it lost most of its superstition and religious meanings.

SECTION 2: READING

During-reading Activity

Activity 4 continued:

Now Halloween is celebrated on October 31 and it is one of the favorite holidays with kids and adults. On that day, people dress up like witches, ghosts, vampires, monsters, or their favorite cartoon and movie characters. Children wear masks or costumes to school and have party in their classrooms. They also decorate their houses with creepy things, carve pumpkins into Jack-o-lanterns, and go to costume parties with their friends.

After their dinner is over, they wear their costumes and carry pumpkin shaped bags to go trick-or-treating in their neighborhood. They go door to door and neighbors open the door, and kids shout 'trick-or-treat'. Then the neighbors put some candies in the kids' bag. If the neighbors turned off their lights, the kids know that they shouldn't visit that house because those neighbors may run out of their candies or they don't celebrate Halloween.

SECTION 2: READING

During-reading Activity

Activity 4 continued:

Most children go trick-or-treating with their friends, parents or in groups.

Orange and black colors are the traditional colors for Halloween and many people prepare for the holiday weeks in advance. Kids go to a pumpkin patch with their parents to choose pumpkins to carve.

Stores sell candies and everyone enjoys sampling candies for sale in the stores. It is said that one quarter of all the candy sold annually is purchased for Halloween. As for teens and young adults, they visit haunted houses for a fun because it is the season for scary adventures.



SECTION 2: READING

During-reading Activity

Activity 4 continued: Answer the questions below.

Comprehension questions

- 1) Who brought Halloween to America?
- 2) Where was it first celebrated?
- 3) What is trick-or-treating?
- 4) What do they use to carve Jack-o-lanterns?
- 5) What does it mean if the families turned off their lights?
- 6) What are the colors for Halloween?
- 7) Why do kids go to the pumpkin patch?
- 8) How much candy do the stores sell during Halloween?



SECTION 2: READING

During-reading Activity

Activity 5: Read the *How did Americans begin to celebrate Halloween* reading passage again and circle *TRUE* or *FALSE* for the following sentences.

Circle the correct choice.

1. Halloween originated from South Asia. True False
2. Halloween changed its first traditions gradually. True False
3. During Halloween, people didn't sing a song. True False
4. People asked food and money from their neighbors. True False
5. Halloween didn't lose its religious characteristics. True False
6. Kids wear backpack while they are trick-or-treating. True False
7. Neighbors don't run out of candies. True False
8. Black is the main color for Halloween. True False
9. Kids can eat free candies in the stores. True False
10. Haunted houses are full of old guests during Halloween. True False

SECTION 2: READING

Post-reading Activity

Activity 6: Fill in the following blanks with the correct words.

dead cartoon neighbors superstition lights
patch games celebrated immigrants creepy

1. Halloween is on October 31 every year.
2. Jack-o-lanterns are made from pumpkins.
3. People told stories of the
4. During 19th century, came to America and Americans began to celebrate Halloween.
5. Kids wear costumes and visit their
6. Halloween parties focused on food, and costumes.
7. Halloween gradually lost its
8. Kids usually like to dress up like their favorite characters.
9. Children decorate their houses withthings.
10. Families go to the pumpkinto choose best pumpkins.

SECTION 2: READING

Post-reading Activity

Activity 7: Read the passage again and choose the correct answer from (a, b, c, or d) that completes the sentences.

1. The Origin of Halloween comes from festival.
 - a. European
 - b. Celtic
 - c. France
 - d. Samhain
2. Ancestors of the, France, and Ireland are the Celts.
 - a. The United States
 - b. Scotland
 - c. the United Kingdom
 - d. Australia
3. Samhain marked as end of the season.
 - a. cold
 - b. harvest
 - c. rainy
 - d. autumn
4. During the festival, the Celts dressed up strange costumes to avoid vampires,, and witches.
 - a. ghosts
 - b. mummies
 - c. scarecrows
 - d. wizards
5. Halloween now became popular among kids and
 - a. old people
 - b. citizens
 - c. young adults
 - d. neighbors

SECTION 3: LISTENING

Pre-listening Activity

Activity 1: Look at the following new words. Study their meanings and discuss with your partner.

Word	Meaning
1. evil	something bad
2. lurk	lie in wait
3. sight	view
4. scream	shout
5. terror	fear
6. paralyze	can't move
7. beast	animal
8. strike	hit
9. slam	close hard
10. creep	slowly move forward
11. the Dead	zombies
12. jaws	mouth

SECTION 3: LISTENING


Pre-listening Activity

Activity 2: Match new word with the definition.

- | | |
|-------------|----------------------------------|
| 1. terror | a. zombies |
| 2. creep | b. immobile, can't move |
| 3. lurk | c. yell, shout |
| 4. strike | d. hit against |
| 5. jaws | e. fear, anxiety |
| 6. scream | f. the bones that hold the teeth |
| 7. paralyze | g. wait in hiding to attack |
| 8. The Dead | h. slowly movement |

SECTION 3: LISTENING

During-listening Activity

Activity 3:  Listen to the song and fill in the blanks.

<https://www.youtube.com/watch?v=ZEHsIcsjtdI>

Thriller by Michael Jackson

It's close to **1)** and something evil's lurking in the dark
Under the moonlight, you **2)** a sight that almost stops
your **3)**

You try to scream but **4)** takes the sound before you
make it

You start to freeze as horror looks you right between the **5)**

You're paralyzed

Cause this is **6)**....., thriller night

And no one's going to save you from the **7)**about to strike

You know it's thriller, thriller night

You're fighting for your life inside a killer, thriller tonight, yeah

You hear the **8)** slam and realize there's nowhere left to run

You feel the cold **9)**and wonder if you'll ever see the sun

You close your eyes and hope that this is just **10)**,
girl

But all the while you hear a creature creeping up behind

You're out of **11)**

Cause this is thriller, thriller night

There are no second **12)** against the thing with the forty
eyes, girl

SECTION 3: LISTENING

During-listening Activity

Activity 3 continued: 

You're **13)** for your life inside a killer, thriller tonight
Night creatures calling, the dead start to walk in their masquerade
There's no escaping the jaws of the alien this time
(They're open wide)
This is the end of your **14)**

They're out to get you, there's demons closing in on every side
They will possess you, unless you change that number on your dial
Now is the **15)** for you and I to cuddle close together, yeah
All through the **16)**, I'll save you from the terror on the
screen
I'll make you see
That this is thriller, thriller night
Cause I can thrill you more than any ghost would ever dare try,
Thriller, thriller night!
So let me hold you tight and share a killer, diller, chiller, thriller here
tonight!
Cause this is thriller, thriller night
Girl, I can thrill you more than any ghost would ever dare try
Thriller, thriller night!
So let me hold you tight and share a killer, thriller...

SECTION 3: LISTENING

During-listening Activity

Activity 4:  Listen to the recording and fill in the missing words.

Halloween superstition

Halloween is a popular holiday especially for kids and young

1) It is full of superstitions. Halloween originated from a Celtic 2) and during the celebration, people thought their deceased 3) and friends came to the earth. On Halloween night they prepared dinner table, left food in the 4), and lit 5) to help the deceased ancestors find their 6) back from the spirit world. It is also thought that on Halloween 7) and ghosts come out of hiding.

Today's Halloween superstitions and 8) are scarier than in the past. This means that people connect with 9) things with Halloween. There are many superstitions that are related to this holiday. For instance, if someone is born on Halloween, it is thought this person can see 10) and talk to them. Halloween superstitions usually focus on the 11) not the past life of ourselves. Ancient Celts were very 12) people and they believed that the spirits of the 13) came back to their houses. In order to keep 14) spirits away, they wore scary costumes and made 15) at night.

SECTION 3: LISTENING

Post-listening Activity

Activity 5: Answer the following questions.

Comprehension questions

1. What is the origin of Halloween?
2. What did ancient Celts prepare before the celebration?
3. Why did ancient Celts light bonfires?
4. If someone born on Halloween, what is the superstition related to it?
5. Why did the Celts dress up scary costumes in Halloween?



SECTION 3: LISTENING

Post-listening Activity

Activity 6: Answer the following questions. Choose A, B, C, or D.

1. Who celebrates Halloween the most?
 - a. old people
 - b. kids and young adults
 - c. parents
 - d. women
2. Where did ancient Celts leave foods?
 - a. on doorsteps
 - b. on the table
 - c. in the streets
 - d. inside their houses
3. Today's Halloween superstition is than it was.
 - a. funnier
 - b. scarier
 - c. more dramatic
 - d. creepy
4. What do the Halloween superstitions usually focus on?
 - a. future
 - b. past
 - c. present
 - d. time
5. What did the Celts believe?
 - a. They believed that spirits of dead people visited them on Halloween.
 - b. They thought evil spirits went far away.
 - c. They believed dead people came alive.
 - d. They believed scary costumes helped them look nice.

SECTION 4: SPEAKING

Activity 1: Walk around the classroom and ask your classmates ‘Yes/No’ questions to find someone who fits each statement below. You can only find one person for each category. You cannot use the same person twice. Then ask follow-up questions to find out an additional information.

	Find someone who...	Name	Additional information
1	...went to a Halloween party last year.		
2	... believes in vampires.		
3	...has carved a jack-o-lantern.		
4	... is going to celebrate Halloween this year with classmates.		
5	... likes watching horror movies.		
6	... has been trick-or-treating.		
7	... likes to tell scary stories.		
8	... has made a Halloween costume for herself/himself.		
9	... can name four scary movies.		
10	... has decorated their home at Halloween.		

SECTION 4: SPEAKING

Activity 2: Work in pairs and interview your partner. Then share your opinion one by one.

Halloween Survey

Question	Answer
What is your favorite part of Halloween?	
Have you ever heard anyone who thinks they have seen a ghost?	
What is your favorite scary movie?	
Have you ever dressed up for Halloween?	
Have you ever played a trick on anyone?	
Would you spend a full night inside of a haunted house if someone paid you?	
What is the scariest Halloween costume you have ever seen?	
Have you ever walked through graveyard late at night?	

SECTION 5: WRITING

Activity 1: Pretend you are going to interview a vampire. Write ten questions you would ask him.

- 1)
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- 2)
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- 3)
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- 4)
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- 5)
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- 6)
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- 7)
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- 8)
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- 9)
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- 10)

SECTION 5: WRITING

Activity 2: Write a short essay titled “If you could create your own monster, what would it look like? What would you name it? How do you make it to scare people? Where does your monster live? Write everything about your monster.

(Words 150-200)

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GLOSSARY: Halloween

1. ancient
2. ancestor
3. beast
4. bonfire
5. celebration
6. costume
7. creep
8. date back
9. dead
10. dress up
11. evil
12. fortune
13. graveyard
14. harvest
15. haunted house
16. haystack
17. jack-o-lantern
18. jaws
19. lurk
20. mask
21. mummy
22. paralyze
23. pumpkin

GLOSSARY: Halloween

24. scarecrow
25. scream
26. sight
27. skeleton
28. skull
29. slam
30. spirit
31. strike
32. superstition
33. terror
34. trick-or-treat
35. vampire
36. witch
37. wizard

2

Unit

THANKSGIVING

In This Unit

- Section 1: Vocabulary
- Section 2: Reading
- Section 3: Listening
- Section 4: Speaking
- Section 5: Writing

For the Teacher

This unit will cover Thanksgiving integrated with vocabulary, reading, listening, speaking, and writing skills of the English language.

Total: 360 minutes

90x4 lessons included

Activity: Vocabulary

Reading

Listening

Speaking

Writing

Materials:

- Blackboard
- Vocabulary sheet
- Exercise handouts
- MP3/CD player

Objectives:

Students will learn:

- new vocabulary
- how to use new vocabulary in the sentences

Students will be able to:

- memorize uses of new terms
- reproduce and construct new vocabulary
- speak and communicate using new words

For the Teacher

Warm-up: (10 minutes)

- Ask the students about Thanksgiving. Write answers on the blackboard and encourage students for discussion.
- Discuss how Americans celebrate Thanksgiving. Do other countries celebrate it? Write down the ideas on the board.
- Ask students if they were invited to the Thanksgiving dinner?
Have students explain what it was?

VOCABULARY SECTION:

Activity 1: (20 minutes)

There are 15 new words related to Thanksgiving. Hand out new words sheet and explain to the students.

Activity 2: (10 minutes)

Provide students with a vocabulary matching exercise. Ask them to the exercise individually and then discuss with their partners.

Answer key: 1) i 2) g 3) j 4) a 5) h 6) b 7) c 8) d 9) f 10) e

For the Teacher

Activity 3: (10 minutes)

Hand out *WORD SEARCH* vocabulary worksheet. Ask them to work in pairs, and then discuss with whole class.

Activity 4: (10 minutes)

There are 10 scrambled words in the exercise. Ask students to unscramble the scrambled Thanksgiving words. Then, ask them to discuss their answers with their partners.

Answer key: 1) pumpkin pie 2) cranberry sauce 3) gravy
4) harvest 5) blessing 6) yam 7) gratitude 8) Mayflower 9) dinner
10) colony

Activity 4: (10 minutes)

Provide students with Odd words out worksheet. Ask them to do the task individually. And then, discuss with their partners.

Answer key: 1) D 2) C 3) A 4) D 5) C 6) A 7) B 8) C

For the Teacher

READING SECTION:

Pre-reading Activity

Activity 1: (10 minutes)

Provide students vocabulary worksheet and ask them discuss the meaning of the words with their partner, and then with the entire class.

Activity 2: (10 minutes)

Activate students' prior knowledge by asking focus questions about Thanksgiving. Tell the students that they are about to read *the History of Thanksgiving* to learn how Thanksgiving celebration began.

Homework: Ask students to memorize new words that taught in the vocabulary section as well as the pre-reading section.

During-reading Activity

Warm-up: (10 minutes)

Put students into small groups of 3-4 students and allow them to have 10 minutes for guessing new vocabularies that we learned previous lesson. One student from the group asks new words and the rest of the students try to guess the meaning.

For the Teacher

Activity 3: (30 minutes)

Provide students reading worksheet. Ask them to read the *History of Thanksgiving* reading passage and answer the questions. Then compare answers with their partners.

Activity 4: (20 minutes)

Provide students reading worksheet and ask them to read the passage, and then answer the comprehension questions. Then discuss with the entire class.

Activity 5: (10 minutes)

Each student will be provided with *True and False* exercise worksheet based on *How do Americans celebrate Thanksgiving* reading passage. Ask them to do the during-reading exercise individually and then discuss with their partners.

Answer key: 1) False 2) True 3) False 4) False 5) False 6) True
7) True 8) False 9) True 10) False 11) False 12) False

For the Teacher

Post-reading Activity

Activity 6: (20 minutes)

Provide students with post-reading activity worksheet. Ask students to choose the correct answer individually and then discuss with the entire class.

Answer key: 1) C 2) C 3) B 4) C 5) A 6) B 7) D 8) B 9) D 10) C

Homework: Ask students to write a paragraph about a similar celebration like Thanksgiving in your country. Ask them to be prepared to share their opinions.

Warm-up: (10 minutes)

Ask students work in pairs to discuss about the following questions:

- Does your country have any celebrations like Thanksgiving?
- If you have, how do you celebrate? When do you celebrate it?
- How many days does it last?
- What do people eat during that celebration?
- What is the reason for the celebration?

For the Teacher

Activity 7: (10 minutes)

Provide each student with *Fill in the blank* exercise worksheet. The exercise is based on the readings. Ask them to work in pairs and then discuss the answers with an entire class.

Answer key: 1. Grateful 2) cranberries 3) celebration 4) pumpkin pie 5) Pilgrims 6) Mayflower 7) fall 8) gravy 9) turkey 10) feast 11) yam 12) harvest 13) parade 14) family 15) blessings 16) hungry 17) crops 18) plane 19) bargains 20) Native Americans

LISTENING SECTION:

Pre-listening activity

Activity 1: (10 minutes)

Provide new words worksheet and explain them. There are the meanings of the words provided. Ask students randomly to make a sentence using new words.

Activity 2: (10 minutes)

Give each student a vocabulary matching exercise worksheet. Ask them to work with their partners.

For the Teacher

Then, discuss their answers with the entire class.

Answer key: 1) d 2) f 3) h 4) i 5) b 6) e 7) j 8) a 9) g 10) c

During-listening Activity

Activity 3: (15 minutes)

Ask students if they know the singer Ben Rector. Allow students listen to the song and try to write the missing words. Then students compare their answers with a partner and then listen again to check answer. Check answer as a class. Play the song again for students to try and sing along.

Answer key: 1) highways 2) brown 3) hometown 4) different 5) changing 6) love 7) bittersweet 8) football 9) families 10) table 11) grandfather 12) cry 13) dishes 14) leftover 15) longest

Activity 4: (15 minutes)

Students are given during listening activity worksheet. Ask them to listen to the recording twice and fill in the blanks while they are listening to the recording.

For the Teacher

Answer key: 1) 400 2) worship 3) life 4) brave 5) travel 6) Mayflower 7) stormy 8) land 9) Virginia 10) stepped 11) settle 12) board 13) food 14) settlement 15) native 16) surprised 17) leader 18) treaty 19) harvested 20) grateful

Post-listening Activity

Activity 5: (10 minutes)

Answer comprehension questions, discuss answers with their partners, and then share with the class.

Activity 6: (10 minutes)

Provide students with multiple-choice exercise worksheet. Ask them to do the exercise individually, and then discuss their answers with the entire class.

Answer key: 1C, 2C, 3B, 4D, 5A, 6A, 7A, 8C

Homework: Ask students to write a short poem about Thanksgiving using their new words.

For the Teacher

SPEAKING SECTION:

Warm-up: (10 minutes)

Ask students to read their poems about Thanksgiving to each other. Students can read their poems voluntarily to their class.

Activity 1: (20 minutes)

Provide each student with *Would you rather...* speaking activity worksheet. Students work in pairs and ask questions each other. They must take turns to answer the questions. You should go around the classroom and help them speak.

Activity 2: (20 minutes)

Divide students into 8 small groups. Students will debate. Ask each group to choose the music genres. Tell them to prepare for 10 minutes in order to defend their opinions and try to be chosen in the parade. In the end of the debate, you can choose the music genre which will participate in the Thanksgiving parade.

For the Teacher

WRITING SECTION:

Activity 1 (20 minutes)

Ask students to write their ideal Thanksgiving dinner for their family and invited celebrity. Provide them with the writing worksheet and write based on the rubric.




Activity 2 (20 minutes)

Provide each student with *Creative writing* worksheet. Ask them to write a letter to their farmer. Students must write a descriptive and persuasive letter.

Homework: Review Thanksgiving unit and memorize new vocabulary from the glossary.




SECTION 1: VOCABULARY

Activity 1: Look at the words in **bold**. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
<p>1. bargain</p> 	<p><i>something bought more cheaply than usual</i></p>	<p>During Black Friday shopping, there are lots of bargain offers in the stores.</p>
<p>2. blessing</p> 	<p><i>a short prayer said before a meal</i></p>	<p>His father said his blessing to his family before Thanksgiving dinner.</p>
<p>3. cranberry sauce</p> 	<p><i>a type of sweet jam made from cranberries</i></p>	<p>Thanksgiving dinner reminds me of cranberry sauce.</p>

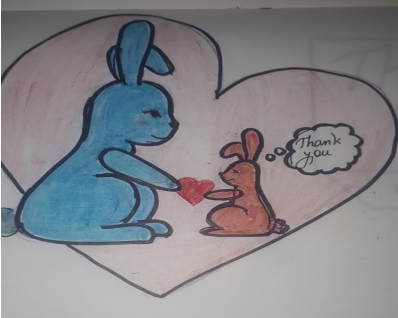


SECTION 1: VOCABULARY

Activity 1: Look at the words in **bold**. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
4. crops 	<i>the plants grown on farm</i>	Crops are often in the countryside areas.
5. colonist 	<i>settler; a person who settles in a new colony or moves into new country</i>	Colonists came to America to explore a new land.
6. feast 	<i>a very large meal</i>	After the Thanksgiving feast , everyone went to sleep.




SECTION 1: VOCABULARY

Activity 1: Look at the words in **bold**. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
<p>7. gratitude</p> 	<p><i>the state of being grateful or thankful</i></p>	<p>Thankfulness is the beginning of gratitude.</p>
<p>8. gravy</p> 	<p><i>a sauce made from roasted meat juices that is served with meal</i></p>	<p>You should use flour to thicken your gravy.</p>
<p>9. Harvest</p> 	<p><i>to collect the crops from the fields</i></p>	<p>Farmers harvest their crops in autumn season.</p>

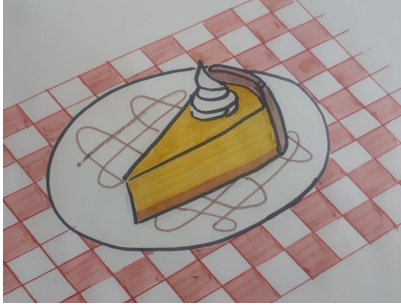

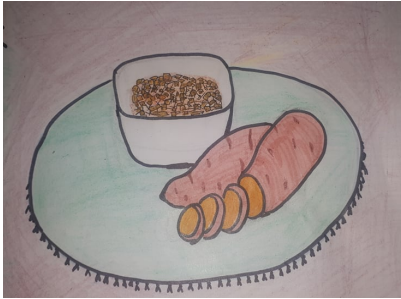
SECTION 1: VOCABULARY

Activity 1: Look at the words in **bold**. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
<p>10. Mayflower</p> 	<p><i>name of a ship on which the Pilgrims sailed</i></p>	<p>The ship which carried colonists was called the Mayflower.</p>
<p>11. parade</p> 	<p><i>a ceremonial procession including people marching</i></p>	<p>I saw Macy's parade in the New York city in 2014.</p>
<p>12. Pilgrims</p> 	<p><i>people who came from England for religious freedom</i></p>	<p>The Pilgrims have already prepared for the coming winter.</p>

SECTION 1: VOCABULARY

Activity 1: Look at the words in **bold**. Study their meanings by looking at the chart below.

Word	Meaning	Sentence
<p>13. pumpkin pie</p> 	<p><i>a dessert like a cake made with pumpkin but thicker and moister</i></p>	<p>Pumpkin pie is a traditional dish served on Thanksgiving.</p>
<p>14. turkey</p> 	<p><i>a large bird native to North America that is a popular food</i></p>	<p>It is traditional to eat turkey on Thanksgiving Day in America.</p>
<p>15. yam</p> 	<p><i>also commonly known as sweet potatoes</i></p>	<p>Yam is rich in high nutrition and healthy food.</p>

SECTION 1: VOCABULARY

Activity 2: Match the new words with their definitions.

- | | |
|--------------|---|
| 1. Pilgrims | a. a large bird usually eaten on Thanksgiving |
| 2. bargain | b. sweet potato |
| 3. gratitude | c. people marching ceremony |
| 4. turkey | d. to collect the crops |
| 5. feast | e. a person who settles in a new colony |
| 6. yams | f. a short prayer |
| 7. parade | g. something bought cheaply |
| 8. harvest | h. a very large meal |
| 9. blessings | i. people came from England to the America |
| 10. colonist | j. a state of being thankful |



SECTION 1: VOCABULARY

Activity 3: Find the following words in the grid. All of the words are related to Thanksgiving.

Word Search

X	R	E	M	S	L	M	W	A	M	T	E	J
F	N	I	V	I	G	S	K	A	A	H	T	E
E	S	L	S	A	R	H	Y	S	E	A	A	T
A	B	E	C	H	A	G	E	Q	M	N	R	Z
S	Y	O	I	R	B	V	L	A	V	K	B	N
T	R	F	V	R	A	O	Y	I	O	F	E	I
N	U	E	F	E	R	F	N	Q	P	U	L	K
N	S	R	L	F	L	E	I	E	H	L	E	P
T	V	W	K	O	G	O	B	B	L	E	C	M
J	X	T	W	E	T	R	S	N	M	R	F	U
O	I	E	E	F	Y	S	Y	V	A	R	G	P
R	R	R	D	M	Y	S	A	S	Y	R	V	U

TURKEY	GRAVY	PILGRIM	YAM	FEAST
PUMPKIN	HARVEST	THANKFUL	MAYFLOWER	

SECTION 1: VOCABULARY

Activity 4: Unscramble the following Thanksgiving words.



1. UMIPNPK IPE
2. YRACBNRER USCAE
3. YGARV
4. ESRTHVA
5. LNSBSGEI
6. MYA
7. TDRIUAGET
8. FMWLAEORY
9. RDNIEN
10. OYNOLC

SECTION 1: VOCABULARY

Activity 5: Find the odd words out.

1. A) pumpkin pie B) cake C) muffin D) ship
2. A) Indian B) Mayflower C) witch D) pilgrim
3. A) soldiers B) natives C) settlers D) colonists
4. A) sweet potato B) yam C) tomato D) milk
5. A) grateful B) gratitude C) thankless D) thankful
6. A) pork B) turkey C) chicken D) duck
7. A) bargain B) cost C) discount D) sale
8. A) cranberry sauce B) gravy C) pasta D) dressing



SECTION 2: READING

Pre-reading Activity

Activity 1: Look at the words the left column. Study their meanings by looking at the right column, and discuss these words with your partner.

Word	Meaning
sail	travel on water
seek	look for, discover
community	a group of people living in a particular local area
voyage	ocean trip, a journey on water
anchor	a mechanical device that prevents a vessel from moving
brutal	harsh, suffering
contagious	spread as from one person to another
decease	death, the event of dying
lack	not enough, be without
historians	a person who studies history

SECTION 2: READING

Pre-reading Activity

Activity 2: Focus questions and class discussion.



1. What do you know about Thanksgiving Day?
2. Have you ever celebrated Thanksgiving?
3. Do you have any idea about what is this holiday for?

SECTION 2: READING

During-reading Activity

Activity 3: Read the short passage. Then answer the questions.

The History of Thanksgiving

Thanksgiving Day is a national holiday that is celebrated in the USA and Canada. Most Americans celebrate Thanksgiving on the fourth Thursday of November. In Canada it is celebrated on the second Monday in October.

In 1620, a group of colonists that we call Pilgrims sailed on a small ship called the Mayflower came to America seeking a new home to create a religious community. Their sea voyage lasted long, they dropped the anchor, and landed in Massachusetts. They arrived in the middle of the brutal winter and they were not prepared for the cold winter. Because of the freezing cold weather, many people in their group were sick and hungry. Only half of the Pilgrims lived to see their new land because some of them died the first winter from contagious disease and lack of food.

In their first spring in Massachusetts, Native American people called Wampanoag greeted and helped them to teach how to hunt, catch fish in the rivers, and grow crops. In November 1621, Pilgrims first harvested their crops, they organized a feast, and they invited some of the Wampanoag people to their celebration and said to thank God for all of the food they had harvested. The first Thanksgiving celebration lasted for three days. Many historians consider this festival to be the first American Thanksgiving.

SECTION 2: READING

During-reading Activity

Activity 3 continued: Answer the questions below.

Comprehension questions

1. When do Americans celebrate Thanksgiving Day?
2. What is the Mayflower?
3. Where did the Pilgrims first land?
4. When did they arrive?
5. Why did they come to America?
6. Why did some of the Pilgrims die?
7. Who are the Wampanoag people?
8. How did Native Americans help?
9. When did the Pilgrims harvest their first crops?
10. Why did they start to celebrate Thanksgiving?

SECTION 2: READING

During-reading Activity

Activity 4: Read the passage. Then answer the questions.

How do Americans celebrate Thanksgiving?

Thanksgiving has lost its religious significance and Americans celebrate it with their family and friends. They focus on cooking and sharing a bountiful meal as well as being grateful for all of the good things in our lives. Today, approximately more than 85 percent of Americans eat roasted, baked or deep-fried turkey and other traditional foods such as yams, pumpkin pie, gravy, stuffing and cranberry sauce. Each family prepares a lot of food and it is a special honor to be asked to carve the roast turkey. Usually someone says a blessing before the meal and everyone is invited to tell the group something they are thankful for. Many people serve a pie for dessert at the end of the meal. During Thanksgiving people help each other. For example, they volunteer to serve food at homeless shelters and donate foods to shelters.

There are some traditions for Americans including travelling, shopping and watching parade. Travelling is one of the best things for people. Americans usually tend to live far from their family members so they travel long distances by cars, train and plane.

SECTION 2: READING

During-reading Activity

Activity 4 continued:

Black Friday shopping is one of the traditions and it sometimes starts at Thursday night. Black Friday is considered to be the first day of the Christmas shopping season and many stores offer special prices. There are full of bargains and stores open very early on Friday and some stores stay open all night. Parades have also become an important part of Thanksgiving in cities and towns. The largest parade is organized by Macy's department store every year in the New York city. The parade includes marching bands, performers, floats conveying various celebrities, songs and performs from Broadway musicals, and giant balloons shaped like cartoon characters.



SECTION 2: READING

During-reading Activity

Activity 4 continued: Answer the following questions.

Comprehension questions

1. What do Americans traditionally eat at Thanksgiving?
2. What is the main focus on Thanksgiving?
3. What is the main dessert?
4. To whom do Americans help during Thanksgiving?
5. What are the main means of transportation for Thanksgiving travelling?
6. What is Black Friday?
7. Where is the biggest parade held?
8. What are the balloons shaped?
9. Who organizes the largest parade?
10. What time do the stores open during Black Friday?

SECTION 2: READING

During-reading Activity

Activity 5: Read the reading passage again and circle the correct choice. Are these statements *True or False*?

1. Thanksgiving still has some religious traditions. True/False
2. People express their gratitude during Thanksgiving. True/False
3. The main dish for Thanksgiving is roasted chicken. True/False
4. The blessings are said after the main meal. True/False
5. People go to shelters to deliver clothes. True/False
6. People donate their foods to shelters. True/False
7. Families travel and visit their loved ones by train. True/False
8. Black Friday shopping starts at Friday night. True/False
9. Stores offer discounts during Black Friday. True/False
10. Macy's parade is held in New Jersey city. True/False
11. Broadway show performers organize Thanksgiving parade. True/False
12. Kids play with giant balloons shaped like cartoon characters. True/False

SECTION 2: READING

Post-reading Activity

Activity 6: How much do you know about Thanksgiving? Choose the correct answer in the quiz.

1. When do Americans celebrate Thanksgiving?
 - a. The second Thursday of November
 - b. The third Friday of November
 - c. The fourth Thursday of November
 - d. The Thursday of November
2. What year did the Pilgrims start their voyage?
 - a. 1610
 - b. 1621
 - c. 1620
 - d. 1611
3. What is the name of the ship?
 - a. Way flower
 - b. Mayflower
 - c. Sunflower
 - d. Man flower
4. When did the Pilgrims arrive?
 - a. summer
 - b. autumn
 - c. winter
 - d. spring
5. Why did some of the Pilgrims die?
 - a. Because of lack of food and decease
 - b. Because of the cold winter
 - c. They were hungry.
 - d. There was no place to live.

SECTION 2: READING

Post-reading Activity

Activity 6 continued:

6. Who were Wampanoag people?
 - a. European settlers
 - b. Native Americans
 - c. American Africans
 - d. Historians
7. When did the Pilgrims harvest their first crops?
 - a. 1611
 - b. 1620
 - c. 1610
 - d. 1621
8. How many days did the first Thanksgiving celebration last?
 - a. two
 - b. three
 - c. five
 - d. seven
9. What do Americans traditionally eat at Thanksgiving?
 - a. stuffed turkey and chocolate pie
 - b. stuffed turkey and tomato soup
 - c. roast chicken and French fries
 - d. roast turkey and pumpkin pie
10. When do Canadians celebrate Thanksgiving?
 - a. The second Monday of November
 - b. The same day as the USA
 - c. The second Monday of October
 - d. The fourth Thursday of October

SECTION 2: READING

Post-reading Activity

Activity 7: Complete the sentences with the word given.

turkey	harvest	parade	plane	yam	Pilgrims
bargains	fall	pumpkin pie	celebration	gravy	
feast	crops	Native Americans	hungry	family	
blessings	Mayflower	cranberries	grateful		

1. Another word for is 'thankful'.
2. Red berries called are eaten at Thanksgiving.
3. Thanksgiving is a traditional in the USA.
4. Thanksgiving popular desert is
5.celebrated first Thanksgiving.
6. The Pilgrims sailed to the new land on the
7. Thanksgiving is held in
8. Athat is made from meat sauce.

SECTION 2: READING

Post-reading Activity

Activity 7 continued:

9. is a kind of large bird and main dish for the Thanksgiving.
10. Thanksgiving dinner is athat is a large meal.
11. Another name foris sweet potato.
12. People corn, vegetables, and fruits.
13. In some cities, there is a Thanksgiving
14. One of the best things about Thanksgiving is spending time with
.....
15. People saybefore eating their meals at
Thanksgiving.
16. The first winter was so difficult. The Pilgrims were sick and
17. The Native Americans helped the Pilgrims survive. They grew
.....
18. During Thanksgiving, people travel to their families by
19. Stores have discounts and during Black Friday.
20. The taught the Pilgrims how to use the new land.

SECTION 3: LISTENING

Pre-listening Activity

Activity 1: Look at the following new words. Study their meanings and discuss with your partner.

Word	Meaning
familiar	commonly or generally known or seen
highways	a main road, especially one between towns or cities
bittersweet	both pleasant and painful or regretful
raise	to move to a higher position; lift up; elevate
leftover	food remaining uneaten at the end of a meal
condition	a state at a particular time; a mode of being
peacefully	in a peaceful manner
steer	maneuver; direct; guide
surround	encircle; border
settlement	an area where group of families live together
treaty	written agreement between two states
worship	attend religious services

SECTION 3: LISTENING

Pre-listening Activity

Activity 2: Match new words with their definitions.

- | | |
|----------------|---|
| 1. bittersweet | a. direct something |
| 2. leftover | b. a main road |
| 3. treaty | c. skirt or border |
| 4. peacefully | d. regretful |
| 5. highway | e. a community of people live together |
| 6. settlement | f. uneaten food |
| 7. condition | g. attend religious services |
| 8. steer | h. written agreement |
| 9. worship | i. in a peaceful manner |
| 10. surround | j. form of existence of a person or thing |



SECTION 3: LISTENING

During-listening Activity

Activity 3:  Listen to the *Thanksgiving song* by Ben Rector.

While you are listening to the song, fill in the missing words from the lyrics. <https://www.youtube.com/watch?v=QwaxNPY5nIY>

The Thanksgiving song

Familiar **1)**

Lined with leaves turned **2)**

Making my way

Back into my **3)**

Funny how this all looks **4)**, but it feels the same

Like how life never stops **5)**but some things never
change

So, fill your plate and fill your drink

And fill this house with family

The kind of **6)** that all these years can't wash away

Cause the older that I get I see that life is short and **7)**

Thank God to this Thanksgiving Day

Yeah, yeah

Watching **8)**

Watching **9)**grow

SECTION 3: LISTENING

During-listening Activity

Activity 3 continued:

The old kid's **10)** all have kids of their own
Starting to see my **11)**in my nephew's eyes
Mom still can't talk about him and not almost **12)**

So, fill your plate and fill your drink
And fill this house with family
The kind of love a thousand miles can't wash away
Cause the older that I get I see that life is short and bittersweet
Thank God to this Thanksgiving Day
So, fill your plate and fill your drink
Put your **13)**in the kitchen sink
And let the **14)**year just wash away
Cause we made it through I do believe the **15)** year in history
Thank God that it's Thanksgiving Day



SECTION 3: LISTENING

During-listening Activity

Activity 4:  Listen to the recording and fill in the blanks.

In Europe around 1) years ago, the Pilgrims had a big problem. They weren't allowed to practice their religion and 2) as they wanted. This made 3)..... difficult for them so they made the very 4) decision to leave their family members, homes, and friends to 5) west to a new land across the Atlantic Ocean.

The Pilgrims sailed on the 6) and their trip was dangerous. The sea was 7) and they had very difficult living conditions. They stayed on the ship for 66 days until they spotted 8) The Mayflower planned to land in 9) but stormy seas steered the ship further north to Plymouth. Only the men 10) on land and left the ship to find a place to 11) while the women and young children stayed on 12) Men built houses for their family. Unfortunately, when winter came, they didn't have enough

SECTION 3: LISTENING

During-listening Activity

Activity 4 continued:

13)and many Pilgrims became sick and hungry. Half of them died but finally the 14)was done and everyone moved to the land. One day a 15) American man named Samoset visited the pilgrim settlement. The Pilgrims were 16) that he spoke English. Samoset promised to come back again with his 17) and friends. After a while, Samoset returned with his English-speaking friend Squanto and his leader. The Pilgrims and Native Americans became friends and made a peace 18)to promise that they would live peacefully with each other. Squanto taught the Pilgrims how to plant crops, pumpkins, potatoes, and how to catch fish. The Pilgrims 19) their crops successfully and they could see how God had blessed them in this new land. The Pilgrims were so 20) and they decided to organize a special celebration. Their celebration lasted for three days and their table was filled with food and surrounded by Native American friends. This was the first Thanksgiving Day.

SECTION 3: LISTENING

Post- listening Activity

Activity 5: Work with your partner to discuss the following questions. Then present the answer to the entire class.

1. Where did the Pilgrims come to the new land?
2. Why did they leave their country?
3. How long did the Pilgrims' travel take?
4. How many days the Pilgrims stay on their ship?
5. Who was the first person the Pilgrims meet?
6. Who helped them how to plant crops?
7. What did they make to live peacefully with Native Americans?
8. Why did they celebrate Thanksgiving?

SECTION 3: LISTENING

Post- listening Activity

Activity 6: Answer the following questions. Choose A, B, C, or D.

1. Where did Squanto come from?
 - a. England
 - b. Ireland
 - c. North America
 - d. New Zealand
2. How many people celebrated first Thanksgiving?
 - a. about 60 people
 - b. exactly 66 people
 - c. It doesn't mention
 - d. 400 people
3. Why did Pilgrims leave their country?
 - a. It was too cold there.
 - b. They wanted religious freedom.
 - c. They were very hungry.
 - d. There was no place to live.
4. What was the name of the ocean they sailed across?
 - a. The Pacific Ocean
 - b. The Indian Ocean
 - c. The Arctic Ocean
 - d. The Atlantic Ocean

SECTION 3: LISTENING

Post- listening Activity

Activity 6 continued:

5. Where did the Mayflower first plan to stop?
 - a. Virginia
 - b. California
 - c. Vermont
 - d. Massachusetts
6. Who first built houses in the new land?
 - a. men
 - b. women
 - c. children
 - d. visitors
7. The first winter, what were the Pilgrims lack of?
 - a. food
 - b. clothes
 - c. money
 - d. water
8. Who taught how to hunt, catch fish and grow crops?
 - a. The Pilgrims
 - b. Samoset
 - c. Squanto
 - d. The Irish people

SECTION 4: SPEAKING

Activity 1: Work in pairs. Discuss with your partner about following questions. **Would you rather.....?** Take turn and ask questions.

1	be a turkey farmer	OR	be a pilgrim?
2	spend Thanksgiving in New York city	OR	on a farm
3	go Black Friday shopping	OR	harvest crops
4	cook the entire Thanksgiving meal	OR	clean up the dishes for the entire Thanksgiving meal
5	eat Thanksgiving dinner with your family	OR	eat Thanksgiving dinner with the famous celebrity
6	never celebrate Thanksgiving	OR	never celebrate Tsagaan sar
7	eat pumpkin pie for two months	OR	eat turkey for two months
8	go on vacation for Thanksgiving to the USA	OR	get \$10000 for Thanksgiving
9	give thanks	OR	get thanks
10	dress as turkey at school for a day	OR	dress as pumpkin at school for a day
11	watch Thanksgiving Day Parade	OR	march in the Thanksgiving Parade
12	spend Thanksgiving on a cruise	OR	spend Thanksgiving at Disney World

SECTION 4: SPEAKING

Activity 2: Debate

Work in small groups which represent different music genres (*Rap/Hip Hop, Rock, Classical, Pop, Country, R&B, Folk (traditional), Alternative*).

Macy's is organizing the Thanksgiving Parade and looking for new artists but they want to focus on one genre of music. They have asked representatives from each genre which would be the best one to focus on. Prepare and research the arguments for the chosen genre and need to think of pros and cons for each genre in order to be chosen in the parade. After discuss with your group debate with other musical genres for being chosen in the parade.



SECTION 5: WRITING

Activity 1: Making the Thanksgiving dinner

Imagine yourself as a Thanksgiving chef for your family. Your family invited the famous celebrity at your Thanksgiving family dinner. You are the one who must prepare the dinner.

- What would you serve?
- What would your main dish be?
- If you invented a dessert, what would it be?
- What kind of salads and starter would you make?

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SECTION 5: WRITING

Activity 2: Creative Writing

Imagine you are a turkey. Thanksgiving is coming soon. Write a letter to your farmer why you think your partner is better choice for the Thanksgiving table. Be persuasive and descriptive.

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GLOSSARY: Thanksgiving

1. anchor
2. bargain
3. bittersweet
4. blessings
5. brutal
6. colonist
7. condition
8. contagious
9. community
10. cranberry sauce
11. crops
12. decease
13. familiar
14. feast
15. gratitude
16. gravy
17. harvest
18. highways
19. historians
20. lack
21. leftover
22. Mayflower

GLOSSARY: Thanksgiving

- 23. parade
- 24. Peacefully
- 25. Pilgrims
- 26. pumpkin pie
- 27. raise
- 28. sail
- 29. seek
- 30. settlement
- 31. steer
- 32. surround
- 33. treaty
- 34. turkey
- 35. voyage
- 36. worship
- 37. yam

UNIT 1: HALLOWEEN

During-listening activity 4. Listen to the recording and fill in the blanks.

Halloween superstition

Halloween is a popular holiday especially for kids and young adults. It is full of superstitions. Halloween originated from a Celtic festival and during the celebration, people thought their deceased relatives and friends came back to earth. On Halloween night they prepared the dinner table, left food in the streets, and lit bonfires to help their deceased ancestors find their way back from the spirit world. It is also thought that on Halloween, monsters and ghosts come out of hiding.

Today's Halloween superstitions and customs are scarier than in the past. This means that people connect scary things with Halloween. There are many superstitions that are related to this holiday. For instance, if someone is born on Halloween, it is thought that this person can see spirits and talk to them. Halloween superstitions usually focus on the future not the past life of ourselves. Ancient Celts were very superstitious people and believed that the spirits of the dead came back to their houses. In order to keep evil spirits away, they wore scary costumes and made noises at night.

UNIT 2: THANKSGIVING

During-listening activity 4. Listen to the recording and fill in the blanks.

In Europe around 400 years ago, the Pilgrims had a big problem. They weren't allowed to practice their religion and worship as they wanted. This made life difficult for them so they made the very brave decision to leave their family members, homes, and friends to travel west to a new land across the Atlantic Ocean.

The Pilgrims sailed on the Mayflower and their trip was dangerous. The sea was stormy and they had very difficult living conditions. They stayed on the ship for 66 days until they spotted land. The Mayflower planned to land in Virginia but stormy seas steered the ship further north to Plymouth. Only the men stepped on land and left the ship to find a place to settle while the women and young children stayed on board. Men built houses for their family.

Unfortunately, when winter came, they didn't have enough food and many Pilgrims became sick and hungry. Half of them died but finally the settlement was done and everyone moved to the land. One day a native American man named Samoset visited the pilgrim settlement. The Pilgrims were surprised that he spoke English. Samoset promised to come back again with his leader and friends. After a while, Samoset returned with his

English-speaking friend Squanto and his leader. The Pilgrims and Native Americans became friends and made a peace treaty to promise that they would live peacefully with each other. Squanto taught the Pilgrims how to plant crops, pumpkins, potatoes, and how to catch fish.

The Pilgrims harvested their crops successfully and they could see how God had blessed them in this new land. The Pilgrims were so grateful and they decided to organize a special celebration. This celebration lasted for three days and their table was filled with food and surrounded by Native American friends. This was the first Thanksgiving Day.

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