

# MODULE 2 Public holidays

## Unit 1

My family always go somewhere interesting as soon as the holiday begins.

### Listening and vocabulary

#### Preparation

- Introduce the concept of “public holidays” by asking students to tell you what days are not working days but are holidays for everyone in the country (or region).
- Put students in small groups to make a list of dates that they think people celebrate as public holidays in China, the UK and the US.
- Compare the dates and festivities as a class and discuss.
- Ask students to look at the photograph on page 10 and tell you what public holiday it shows. Ask students to tell you what they associate with that date and how they celebrate it.

#### 1. Look at the picture and answer the questions.

- Put students in pairs to read and answer the questions using complete sentences.
- Compare answers as a class and find out if students know how to write the date using an ordinal numeral (1st May), and in words (the first of May), and how these are pronounced (identically).

#### Answers

1. People are celebrating Labour Day.
2. This holiday is on 1st May in China.

#### 2. Complete the sentences with the dates of the following holidays in China, the UK and the US.

- Ask students to read the sentences and, working with their desk partner, guess the correct dates.

- Compare ideas as a class and write them on the board.

#### Now listen and check.

- Play the recording for students to listen to and check the dates. Play it twice if necessary.
- Check answers as a class and check that students know how to say the dates correctly.

#### Answers

1. 1st May
2. the first Monday in May
3. the first Monday in September

#### Tapescript

**Lingling:** In China, many holidays are on the first day of the month. For example, we celebrate Labour Day on 1st May.

**Tony:** Well, we celebrate May Day in the UK. It's not always on the first day of May. It's on the first Monday in May.

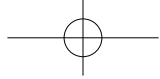
**Betty:** In the US, Labour Day is a national holiday, but it's on a different date. It's on the first Monday in September. It's the last day before the new school year begins.

#### 3. Listen and read.

- Ask students to close their books. Tell them they are going to listen to Tony, Lingling, Betty and Daming talking about different public holidays. Ask them to listen to the recording and tell you how many public holidays the four friends talk about. Play the recording twice if necessary.
- Compare answers as a class.
- Tell students to read the text and check their answers.
- Check answers as a class. (Answer: China's National Day, Independence Day and Christmas)

#### Now complete the table.

- Tell students to cover the text and, working with a partner, try to complete the table from memory.



- Elicit ideas from the class. Then tell students to check their answers by reading the text again.

### Answers

	China	US
<b>Holiday</b>	National Day	Independence Day
<b>Date</b>	1st October	4th July
<b>Duration</b>	three days	one day
<b>Ways of celebration</b>	celebrating with flowers and national flags	celebrating with flags, picnics and watching bands play music in parks
<b>Year the celebration started</b>	1949	1777

### Everyday English

- Ask students to find the expressions in the text and tell you the meanings.
- Tell students to work with a partner and write a short conversation using the expressions.
- Give students time to write and practise their conversations, monitoring to help as needed.
- Ask pairs to perform their conversations for the class.

#### 4. Complete the sentences with the correct form of the words in the box.

- Check that students know the meaning of the words in the box. Point out that in this case “found” is not the past tense of “find”. It is the verb “to found” meaning “to start a country, a company, etc.”
- Ask students to complete the sentences with the correct form of the words, and then compare their answers with their desk partner before checking answers as a class.

### Answers

1. vacation
2. flags
3. founded
4. activities

### Pronunciation and speaking

#### 5. Listen and repeat.

- Play the recording for students to listen to and

repeat. Play it two or three times.

- Play a game. Ask a student to dictate three of the ordinal numbers to the class. Check what students have written.

- Then put students in threes to take turns saying ordinal numbers and writing them down. Students get one point for each number they write correctly.

#### 6. Say the dates.

- Say the dates for the class to listen to and repeat after you. After saying them as a class a few times, ask individual students to say them.
- Ask students to remind you of the names of the months. Write them on the board if necessary.

#### Now work in pairs. Ask and answer questions about important dates.

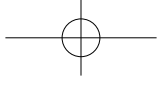
- Tell students to read the example question and write down three more questions about important dates. Put students in pairs to take turns asking and answering the questions.
- Have students change partners and ask and answer their questions again.

#### 7. Work in groups. Ask and answer questions about a Chinese public holiday.

- Give students time to read the questions and think about their answers.
- Allow them to write their answers down, if you wish. Monitor and help as necessary.
- Put students in small groups of three or four to take turns asking and answering the questions about holidays.
- Ask them to choose one of the holidays they have talked about and write down their answers to the questions. Tell them to add any interesting information they can think of.

#### Now present the Chinese public holiday to the whole class.

- Ask one student in each group to read out what their group has written about the public holiday they have chosen.



## Unit 2

We have celebrated  
the festival since the first  
pioneers arrived in America.

### Reading and vocabulary

#### 1. Work in pairs. Talk about the picture.

- Ask students to look at the picture for a moment and think of as much vocabulary as possible that they can use to talk about it. Allow them to write down the vocabulary if they wish.

- Put students in pairs. Tell them they are going to talk to each other about the photograph. Elicit questions that they can use to ask each other their opinion and write them on the board. For example:

What do you think?

Do you agree?

I'm not sure what they are celebrating. How about you?

Can you see anything else?

- Tell students to talk about the photograph. Ask them to describe what they can see and speculate about what the people are celebrating, what their relationship is, why they are happy, and so on.

- Compare ideas about the photograph as a class.

#### 2. Read the passage and match the headings with the paragraphs.

- Ask students to cover the text and read the headings.

- Elicit what kind of information and/or vocabulary they would expect to read under each heading. Possible ideas: A special dinner — vocabulary related to food, eating and preparing food; An American festival — who celebrates the festival and what it is about; The history of the festival — dates, places, verbs in the past; Things to do during the festival — words including parade, friends, dinner, visit, etc.

- Tell students to read the text and match the headings with the paragraphs. Play the recording while they read.

- Check answers as a class.

- Ask students if the information/vocabulary in the paragraphs matches their ideas. Discuss as a class.

#### Answers

a. 3      b. 1      c. 2      d. 4

#### 3. Complete the table.

- Ask students to cover the text on the previous page and read the table.

- Have students work with their desk partner to complete the table from memory.

- Ask pairs to compare answers with another pair. Then play the recording for them to listen to and check.

- Compare answers as a class.

- Tell students to read the passage again and underline the information they have used to complete the table.

#### Answers

- the fourth Thursday in November
- People give thanks
- the first pioneers
- grow corn; eating a dinner
- a traditional dinner
- Give thanks
- the Macy's Thanksgiving Day Parade; the football games

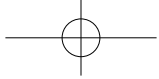
#### 4. Complete the passage with the correct form of the words in the box.

- Tell students to read the words in the box and find them in the passage in Activity 2.

- Ask them to tell you the meaning of the words, using the context to help if necessary. Tell them to notice the words that go with “lay” and “dish” (lay the table, wash the dishes).

- Have students then complete the passage using the words in the correct form.

- Allow them to compare their answers with their desk partner. Then check answers as a class.



### Answers

- |             |         |           |
|-------------|---------|-----------|
| 1. pioneers | 2. corn | 3. plenty |
| 4. among    | 5. lay  | 6. dishes |

### Writing

#### 5. Think about an unforgettable festival you have enjoyed. Answer the questions.

- Ask students to think of two or three festivals they have celebrated. Then ask them to read the questions and decide which festival will give them the most interesting answers.
- Have students make notes by writing down their answers to the questions.
- Put students in pairs to take turns asking and answering the questions. Encourage them to ask each other further questions to develop the conversation.
- When they have finished speaking, ask students to add any extra answers they gave their partner to their notes.

### Learning to learn

- Read the tip together. Ask students why it is a good idea to do this (to make their writing interesting). Ask them if there are any other questions that can make a piece of writing interesting. For example:

What do you wear?

Why do people celebrate it?

Does everybody in your country celebrate it?

What do you like best about it?

- Write their suggestions on the board.
- Ask students to think about the festivals they chose at the first stage of Activity 5, but that they haven't written about. Put them in pairs to take turns asking and answering questions about these other festivals, using the ideas in the box and their suggestions on the board.
- Ask students if they learnt anything interesting about how their partner celebrated a festival. Discuss as a class.

#### 6. Write a passage about the festival. Use your answers in Activity 5 to help you.

- Ask students to read through their notes/answers from Activity 5 and decide if they can add any more

interesting pieces of information about the festival, for example, the meaning and history of the festival. Also remind them about the advice in the Learning to learn box.

- Have students write a first draft about the festival, using their answers.
- Put students in small groups of three or four to read each other's passages.
- Ask students to tell each other what the most interesting thing is in each other's passages and ask any more questions that would make the passage more interesting. For example:  
Did you eat anything special?  
Did you wear special clothes for the festival?
- Have students write a second draft of their passage including the answers to their classmates' questions.
- When you have read and corrected the passages, ask students to write a final copy and use those copies to make a wall display. Invite students to illustrate their work with photographs, drawings, etc.

### Possible answer

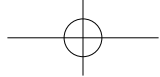
I had a great time on National Day last year. I'll remember it for a long time because it was Golden Week. I went with my mother and father to visit my grandparents in Shanghai. My grandmother made delicious dumplings and many other dishes, so I ate lots of really nice food!

## Unit 3

### Language in use

#### Language practice

- Read the sentences to the class. Check understanding and ask students what questions all the sentences can answer. Ask if they answer What?, When?, Where?, Who?, Why? or How? (Answer: When?).
- Ask students if they can think of any more words like the words in bold that help answer the question



When? Ask them to read the box in Activity 1 and find one more word (until). Check the meaning of the words.

**1. Complete the sentences with the correct form of the words or expression in the box. There may be more than one answer.**

- Have students use the words and expression in the box to complete the sentences. Point out there may be more than one possibility, but that the meaning will change.
- Allow students to compare and discuss their answers, in particular the change in meaning with different words from the box.
- Check answers as a class.

**Answers**

- |                     |          |               |
|---------------------|----------|---------------|
| 1. After/As soon as | 2. While | 3. As soon as |
| 4. until            | 5. since |               |

**2. Complete the conversation with the clauses in the box.**

- Have students work with their desk partner to complete the sentences with the expressions in the box.
- Check answers as a class.
- Ask students to read the completed conversation and tell you which of the expressions refer to the future.

**Answers**

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. b | 2. c | 3. a | 4. f | 5. d | 6. e |
|------|------|------|------|------|------|

**Extension**

- Put students in pairs to practise the conversation. Ask them to try to memorise it and think about pronunciation.
- Invite a few pairs to perform the conversation to the whole class.

**3. Work in pairs. Ask and answer questions about yourself.**

- Ask students to read the questions and think about their answers. Allow them to take notes, if

you wish.

- Read out the questions for students to listen to and repeat. Be careful to model the sentence stress correctly, snapping your fingers or clapping to indicate stressed words and rhythm. For example:

Do you do your homework before you have dinner? (*clap*)

Do you listen to music while you are doing your homework?

What do you say when someone gives you a present?

- Put students in pairs to take turns asking and answering the questions.

**4. Complete the passage with the words in the box.**

- Ask students to read the passage very quickly and tell you what it's about.
- Find out what children know about Christmas in different countries. Discuss as a class.
- Put students in pairs to complete the passage with the words in the box.
- Check answers as a class.

**Answers**

- |         |          |           |          |
|---------|----------|-----------|----------|
| 1. When | 2. until | 3. before | 4. while |
|---------|----------|-----------|----------|

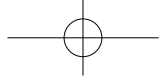
**Culture box: Father Christmas**

Not all countries that celebrate Christmas have Father Christmas, but most have similar characters who bring presents to children, either on 25th December or on the 5th or 6th of January, which is the end of the Christmas season. Other characters include the Three Wise Men, and in Italy the old lady "La Befana". Father Christmas is also called Santa Claus in some parts of the English-speaking world, particularly in the US.

**5. Complete the passage with the expressions in the box.**

- Have students read the expressions and check the meaning, and then use them to complete the passage.
- Check answers as a class.





### Answers

- |                 |                    |
|-----------------|--------------------|
| 1. the end of   | 2. spend some time |
| 3. get together | 4. have a picnic   |
| 5. as well      | 6. take a vacation |

### 6. Complete the conversations with the sentences in the box.

- Check that students know the meaning of the sentences and then tell them to use them to complete the conversations.
- Check answers as a class.

### Answers

1. c      2. a      3. b      4. d

### Extension

- Practise the intonation of the sentences, modelling them for the students. Exaggerate the intonation to show how you can sound a) bored and b) genuinely interested.
- Put students in pairs to practise the conversations. Encourage them to sound as interested as possible.

### 7. Listen and check (✓) the speakers' holiday plans.

- Ask students to read the table before listening to the recording.
- Play the recording for students to listen to and complete the table.
- Allow students to compare with their desk partner. Then play the recording a second time.
- Check answers as a class.

### Answers

	Mike	Tom	Becky	Jane
Go to a new place		✓		
Go to a favourite place	✓			
Stay at home			✓	
Take a friend home				✓

### Tapescript

**Becky:** Hi, Tom. Hi, Mike. Have you got plans for the holiday? Are you going somewhere nice?

**Mike:** Yes, my family and I are going to Sanya. We go there every year. It's our favourite place. Tom's coming with us.

**Tom:** I'm really looking forward to it. I've never been there before. What about you, Becky?

**Becky:** We're staying at home this time. My grandparents are coming for a visit. I'm really excited. It's been a long time since I saw them last.

**Mike:** Are you going to do anything special while they're here?

**Becky:** They want to see Beijing. My father only has one day off, so he'll take us all to the Great Wall. Then my mother and I will take them all over the city. What about you, Jane?

**Jane:** I'm taking my American friend to visit my family in Shanxi Province.

### 8. Listen again. Work in groups and talk about the speakers' holiday plans. Whose plan do you think is the most interesting?

- Play the recording again for students to listen to and take notes on the four friends' plans.
- Put students in small groups to compare their notes on the four plans and discuss which they think is the most interesting and why.
- Discuss as a class.

### 9. Complete the passage with the sentences in the box.

- Ask students to look at the photograph and tell you what they think of it. Would they like to visit the place? Why or why not?
- Give students a few seconds to look at the passage and find out which place the photograph shows.
- Ask students to read the passage again and tell you the differences between the way people in Greece celebrate Labour Day and the way people in China celebrate it. Discuss as a class.
- Ask students to read the sentences in the box and check understanding before using the sentences to complete the passage.



- Check answers as a class.

### Answers

1. c      2. a      3. d      4. b

### Around the world

- Ask students if they know what public holidays are celebrated in the US apart from Independence Day, Labour Day and Thanksgiving. Brainstorm ideas.

- Tell students to look at the picture and guess who it shows.

- Read the passage as a class.

- Ask students what they know about Dr Martin Luther King and Christopher Columbus. Discuss as a class.

- Find out which of the two dates students think is more important to commemorate and why.

- Ask students to think of a famous person they would like to honour with a public holiday. Put students in small groups to discuss their ideas and choose one person per group.

- Invite a volunteer from each group to say who they would have a public holiday for and why.

- As a class, vote for the most popular public holiday idea.

### Module task: Making a poster about a Chinese festival

#### 10. Work in groups. Choose a Chinese festival and answer the questions.

- Ask students to read the questions and think of a Chinese festival. Tell them to think about their answers to the questions.

- Put students in groups of four or five. Tell them to discuss which Chinese festival to base their poster on. Each student should justify his or her suggestion to the group, and the group should then choose one.

- Have students work together to answer the questions. One student should be the group secretary and write down the answers.

- Allow time to research answers if students do not know them immediately.

#### 11. Write sentences about the festival. Use your answers in Activity 10 to help you. Join the sentences with *as soon as*, *until*, *when*, *while*, etc.

- Tell students to work in their groups to write passages for their poster. Tell them to make sure they include sentences with the words given.

- Suggest they write the answers to one or two questions each and make sure they share the work equally.

#### 12. Make a poster. Find some pictures showing the festival.

- Ask students to find photographs or drawings, or to make drawings, to illustrate their posters.

- Tell students to work together to make their posters.

#### 13. Present your poster to the class.

- Have groups put their posters on the wall for their classmates to see.

- Ask students to choose the most informative poster, the most attractive poster, the poster with the most work, etc., and award stickers to the winning groups.