

UNIT 6

Keeping traditions and customs alive!



Topic

Keeping traditions and customs alive!

Grammar

Understanding verb patterns and verb syntax.

Reading Skills

Finding factual information and sharing this with others
Reading to find factual errors in a text

Listening Skills

Listening for incorrect information.
Sequencing pictures according to a listening text

Writing Skills

Describing a traditional ceremony

Vocabulary

Verbs of expression and belief; traditions and ceremonies.

Speaking skills

Giving opinions; agreeing and disagreeing with speakers.

Strategies:

I can work with others to find answers to problems; I can learn from what others in my group say; I can use set phrases to agree or disagree with others

Lesson 1

Read the following statement. Do you agree or disagree with it? Why?

'Society passes social and family values to future generations through customs and traditions'.

AIMS

- To evaluate whether information is effective, accurate or incorrect?
- To think of similarities in customs in various countries around the world

Task 1

A. Read the definition of each word.

Custom: something that a social group does at certain times of the year.

Tradition: the passing down of beliefs, customs and practices from one generation to the next.

B. In pairs, write a list of the different customs and traditions you know. Compare your list with the class. Which is your favourite Greek custom or tradition?



Task 2

A. Listen to the musical piece. What musical instruments do you hear in the recording?

B. How does the music make you feel? Is this modern or traditional music? Why?

C. Are local celebrations necessary for society? Why? Why not?

Pre-reading

A. Look at the two pictures of traditional celebrations around the world. What do you know about these celebrations and traditions?

In what ways do the pictures show the kind of things associated with the celebrations and traditions? Which of these celebrations do you like most? Why? Discuss your answers with your partner.

B. In pairs write down 3 things that you know about 'Halloween' and 'Valentine's Day'. Think about: a) when it is b) what happens c) who enjoys it most.



a



b



Reading

Task 1a

A. Now, check your ideas by reading the text on Halloween below; your partner will read the text on St. Valentine's Day on p. 144. Tell each other what you have learned about the customs.



TEXT 1

HALLOWEEN is an annual celebration and takes place on the 31st October every year. Originally called 'All Hallows Eve' which means the evening before All Saints Day. Hallow is an old English word for Saint. Over the years, people joined the two words together to make the name Halloween.



It is the night of pumpkins, candles, ghosts, tricks and treats, witches and brooms. One story says it is a night when the spirits howl like wolves and go round the streets looking for living bodies. It is a creepy idea but these days, people do not believe such things happen. The Celts thought that dead friends would return with their souls in the body of a black cat. This has remained the symbol of Halloween to the present day. Naturally, the living did not want to lose their body to a spirit, so on the night of Halloween, villagers would put out the fires in their homes to make them cold and undesirable. Then, they would dress up to frighten off the spirits. In the dead of night, people would go from door to door to collect food to donate to their favourite God. They would take this to a bonfire on top of a local hill, eat and dance and have a good time. After the bonfire, the people were nervous about walking home in the dark so they dressed up as spooky characters and carved faces in their candle holders which they made from huge orange pumpkins. They hoped that the light of the candle would frighten the spirits away.

Nowadays, people still parade from place to place and frighten others but everyone laughs because they know it is just good fun. The young people of the town or village visit different houses and call out 'trick or treat'. The custom is for the people in the house to pretend to be afraid and to give the children a treat of some chocolates or biscuits. Parents allow children to stay out late because there is no school the next day.



B. Use the questions below to ask your partner about the text he or she has read:

- i) Who was St. Valentine?
- ii) When is St. Valentine's Day?
- iii) Why did the Emperor Claudius put Valentine in prison?
- iv) What do Japanese men do on March 14th?
- v) What might your father give your mother on Valentine's Day?

C. What does the decoration of a key on Welsh spoons mean?

Task 1b

In pairs, find 3 phrases in the text on Halloween which refer to things that happen today.

- 1) _____
- 2) _____
- 3) _____

Lesson 1

Task 2

- In pairs, find out how long Claudius was emperor of Rome. Look at your history book or ask your history teacher.*
- In pairs, find 3 differences between each custom in Task 1. List your differences and compare them with the answers of other members of the class.*
- As a class, discuss the importance of having these traditions.*



Vocabulary

Task 1 - Set phrases

The phrases in the box come from Text A. In pairs, use the phrases in the box to complete the sentences a-g below. There is one extra phrase you do not need to use.

on the night of	in the dark	over the years	the top of
in the dead of night	on the 5 th of November	in the past	at the turn of

- The customs we have today come from things people did
- The Hogmany party in Scotland is 31st December.
- It is difficult to see very far
- The custom says that the ghosts come out when everyone is asleep.
- Halloween is
- The tradition has not changed a bit
- They light bonfires at the hill.

Task 2 - Word formation

- How good is your memory? The words are in the texts on Halloween and St.Valentine's Day. Write the nouns beside each of the following words:*

- | | |
|---------------------|---------------------|
| i) marry | iv) celebrate |
| ii) engage | v) cancel |
| iii) decorate | |

- Use the endings -age, -ment, -ion, to form nouns from the words in the box on the right.*

Example: decide → decision

excite _____	carry _____
instruct _____	agree _____
process _____	invent _____
argue _____	spill _____

In pairs, try to think of more nouns with the endings: -age, -ment, -ion. Then make your own sentences and compare them with your partner. Decide who has written the better sentences.





A. Read through the text on Halloween in pairs and circle 7 verbs which **DO NOT HAVE** an object. Compare your answers with the rest of the class.

Example: People would go from door to door.

B. In pairs find three examples of verbs in the text on St. Valentine which **HAVE** an object. Put a circle around the verb **AND** their object. Compare your answers with the rest of the class.

Example: Some people believe this is a modern day celebration.

C. In pairs, decide which verb from the box below matches each sentence i-vi:

a) fall b) wore c) happen d) cried e) exist f) allowed

i) Mary's parents her to go to the bonfire celebration.

ii) Ghosts do not

iii) Annette a cloak and hat as a fancy dress.

iv) Did anything unusual at the carnival?

v) The little girl when she saw the ugly mask.

vi) Be careful! You will if you climb up there.

D. Write your own sentences with the verbs from the box and compare your answers with the other students.



Grammar rules

In pairs, choose a group of verbs on the right to complete the rules:

a) Verbs like: take **'to' + verb**.

b) Verbs like: take an **object**.

c) Verbs like: take an **object + 'to'**.

d) Verbs like: take an **object + object**.

e) Verbs like: **do not** take an **object** or **'to'**.

give - show - tell
enjoy - own - build
happen - cry - fall
remind - allow - advise
try - seem - agree

Task

Read the sentences 1-5 below and match them to the appropriate verb pattern a-e from the Grammar box above. Circle the right verb in bold italics according to the pattern.

1. The ghost **disappeared** / **discussed** when they entered the room.

2. We **decided** / **invited** Mary to our Halloween party.

3. The child **said** / **asked** me a question.

4. Children **believe** / **prefer** to play outside.

5. Mum **gave** / **told** the children to be careful.

Compare your answers with your partner.

Lesson 2

AIMS

- To predict a topic from visual clues
- To listen for factual information
- To identify speakers; likes and dislikes
- To give an opinion

Pre-listening

- A. What English customs or traditions do you know?
- B. Why do you think people burn effigies of other people from the past?
- because they were good
 - because they were Saints
 - because they did something bad

Task 1

- A. You are going to listen to the description of a traditional English custom. Look at the picture and choose a name for the custom from those below:

- a) Fire Night b) Guy Fawkes' Night c) Guy's Night

- B. Listen to the recording and number pictures a-g below in the order you hear them.

- C. Listen again to the recording on Guy Fawkes and tick T (TRUE) or F (FALSE) for the following statements:

	TRUE	FALSE
a) King James was a catholic	<input type="checkbox"/>	<input type="checkbox"/>
b) Guy Fawkes lived next to the Houses of Parliament	<input type="checkbox"/>	<input type="checkbox"/>
c) Soldiers found Guy Fawkes before the king arrived	<input type="checkbox"/>	<input type="checkbox"/>
d) People cooked potatoes on the bonfires	<input type="checkbox"/>	<input type="checkbox"/>
e) The traditional bonfire cake is Barking cake	<input type="checkbox"/>	<input type="checkbox"/>



Task 2

Read the text below on Guy Fawkes and the gunpowder plot. There are five factual errors in this text.

Listen to the recording again and, in pairs, try to find the five factual errors.

*Remember, remember the 5th of November
Gunpowder, treason and plot.*

*I see no reason that gunpowder treason
Should ever be forgot.*

Guy Fawkes' Night also known as 'Bonfire Night' or 'Fireworks Night' is on the 15th November. It is celebrated from year to year all over England. Four hundred years ago, in 1705, a man called Guy Fawkes and a group of his friends made a decision to kill King Henry I. They wanted to do this because the King hated Catholics and made laws against them. Guy Fawkes and his friends were not in agreement with these laws and so they rented a house which was next to the Houses of Parliament in Manchester. This house had a door to connect it to the Houses of Parliament, so Fawkes and his friends put gunpowder in the cellar of the Houses of Parliament. Before the King arrived, soldiers discovered Guy Fawkes and arrested him and took him by carriage to the Tower of London. This prevented the spillage of blood. They tortured him from morning to night for twenty-five days and forced him to tell them the names of his friends.



In celebration that he did not die, King James ordered that the people of England should have a bonfire on the night of November 5th. Today, people light bonfires and burn effigies on them. People use old clothes or straw to make an effigy of Guy Fawkes. The effigy reminds people of the story of Guy Fawkes. The fireworks are a reminder of the gunpowder that Guy Fawkes used in his plot. As well as burning an effigy, people use the bonfires to cook potatoes and to heat soup for the crowds that come to watch. The traditional cake on Bonfire Night is Parkin Cake. This is a sticky cake containing oatmeal, ginger, treacle and syrup. In main towns and cities, torch-lit processions are also popular on this night. The procession leads to where the bonfire and firework displays are. During the days before Bonfire Night, children used to take their homemade effigy around the streets and ask people for 'a penny for the Guy'. They used this money to buy fireworks.

Lesson 2



Speaking - Lead-in

- A. What celebrations take place in your area? What is the reason for these celebrations? Make a list of them.
- B. Do you know of any celebrations which are dangerous?
- C. Read through these celebrations:

- a) Pamplona Bull Run
- b) St. Patrick's Day
- c) New Year's Eve Hogmany

What do you know about them? Can you guess from the pictures what happens at each one?

Now, look at the sets of pictures 1-3 for each celebration and in pairs, match each set with celebrations a-c.



1. Julio ☐

2. Emilia ☐

3. Tracy ☐

Task 1 - Experiences

Listen to the following short extracts about each of the three celebrations in C above.

You will hear three people talking about their experience at each of the celebrations. In pairs, decide if they enjoyed it or not. Put Y(es) or N(o) in the box beside each name.

Task 2 - Giving opinions

- A. In pairs, discuss what you think the usefulness of celebrations like the ones in Task 1 is. Use the dialogue below as a model and the expressions in the box to give your opinion:

Example:

A: I really think that bull running is exciting!

B: That's what I think too! OR Are you serious? It's terrible for both people and the poor animals!

- B. Describe to your partner a celebration either in Greece or abroad but do not tell him/her its name. Your partner must guess which celebration it is.

i) give your opinion:

believe/ think/ say/ know/ feel + that

ii) agree:

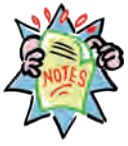
Absolutely!/ Good point!/ Yes, maybe you're right!

iii) disagree:

You're joking!/ No way!/ You can't be serious.

Task 3 - Mini project

Decide on a world celebration and find some information about it. Look at the internet by typing in "celebrations". Write a couple of paragraphs about this celebration and say if you would like to go to it and why. Present your celebration in class.



Writing

The 5th of November!

Task 1

A. In pairs discuss what you see in each of the pictures of a wedding in the Ukraine.

How does this wedding differ from a wedding in Greece?

Discuss your ideas with your partner and write down any differences.



When I write a description I...

- imagine a similar situation I know
- decide on a way to organize my description (time, event)
- write out a plan
- try to use adjectives with every noun.

B. In pairs, put the pictures 1-5 above into the correct sequence.

Task 2 - Wedding customs

In pairs, look at the internet or an encyclopaedia to help you to match the customs a-f below with the countries 1-6.



Country:

- 1) Japan
- 2) Egypt
- 3) China
- 4) India
- 5) Bulgaria

Custom:

- a) The bride hides under a tent on the back of a camel.
- b) The couple wear colourful headdresses.
- c) The couple are covered in flowers.
- d) The bride walks through the streets with her mother.
- e) The bride's mother gives her a dish with a raw egg and wheat to throw over her shoulder.

Task 3 - A traditional wedding in Greece

Imagine you have received a letter from your cousin in Australia who is going to come to Greece to attend a wedding in Crete. She wants to know about traditional Greek weddings and what happens.

Write a letter to her and describe a traditional wedding in your town or area. Include as many details as you can before and after the ceremony. Follow the order in the sample letter on the right.

Dear Nora,
I don't know much about wedding traditions and celebrations in Crete, but I'll tell you what happens in my home town. Before the wedding...
On the wedding day...
After the wedding ceremony...
I just hope you find this useful.
Kisses.

Lesson 3

World celebrations



Lead-in

In groups, look at your list of celebrations in *Speaking-Lead-in: A* on page 68 and discuss the following:

- What do people do during these celebrations?
- Has their purpose changed over the years or is it still the same?
- Are these celebrations important or not for your area? Why? Why not?

Discuss as a class.

Task 1 - Christmas around the world

A local newspaper has asked young people to write an article on the following:

"Baubles, tinsel, snowmen and the sound of piped carols",
wherever you are in the world, there is no getting away from Christmas.
But why is it such a universal festival? And what does it mean to you?

Read the comments from teenagers in other countries. Do you agree or disagree with them? Why? Why not?



There's an unnecessary emphasis on material gifts. I just hate it!

In a multiracial country, Christmas is visiting friends to celebrate. I do not agree with this practice, it just makes it all so commercial.

Christmas is all about having fun, getting together and enjoying good food.

Leave people to do what they want with this fabulous winter celebration, because the central message is the same: have fun, and love one another. Merry Christmas to you all!

For me it doesn't really mean anything except a holiday - time off school! It's a time when the TV is full of adverts for toys, and toy shops charge exorbitant prices for their goods.



Task 2 - Project: The Meaning of Easter

A. Work in groups of four: each of you will ask three people what they think Easter means to them. Decide what kinds of questions you will ask these people to find out about the meaning of Easter.

Use the questions to make a short questionnaire as the one on the right:

B. Report back to your group what you have found about the meaning of Easter to the people you have asked.

Put your findings together and then, with the other students in your group, prepare an article with the title 'The Meaning of Easter in Modern Greece'. Present your article to the class.

Easter means:

- Eating lots of food
- No school
- Spending time with family and friends
- Going to church
- Going away on a trip
- ...



Self-evaluation

Activity A

Complete the sentences with a correct form of the words in the box as in the example.

celebrate instruct pack excite marry argue

1. Guy Fawkes had an^{argument}..... with the Royalists about politics.
2. The plotter had to follow the to blow up the Houses of Parliament.
3. It is with much that all the children celebrate Halloween.
4. National are a very important part of all cultures.
5. The between Maria and James, took place in St. Paul's Church.
6. He received a from his pen-friend in Cairo.

___/5 points

Activity B

Complete the two halves of each sentence.

1. People allow ☐ a) their children a story about ghosts.
2. Children wear ☐ b) from the wall.
3. Guy Fawkes tried ☐ c) costumes with scary faces.
4. The picture fell ☐ d) to blow up the Houses of Parliament in London.
5. All the parents tell ☐ e) their children to stay out late on Bonfire Night.

___/2 1/2 points

Activity C

Make a meaningful sentence by matching 1-5 with a-e.

1. Years ago, the adults in the family would ☐ a) sit by the fire playing with her toys.
2. As a child she would ☐ b) leave the body when it died.
3. Before they had Christmas trees, people would ☐ c) meet at each other's home on New Year's Eve.
4. People believed that the soul would ☐ d) always make him wear new socks on Christmas day.
5. When my father was young, his granny would ☐ e) put a small boat in their sitting-room window.

___/2 1/2 points

Self-evaluation

Activity D

Complete the following sentences with a suitable verb from the box in the correct tense.

enjoy	give	fall	try	advise
-------	------	------	-----	--------

- The children to lift the heavy tar barrels.
- If you go to the carnival, I you to go early to get a good place to see.
- Be careful when you walk on the wet grass or else you will
- I hope you have the lesson on customs and traditions.
- Let me you a hand to lift the effigy.

___/5 points

Activity E

Complete the following sentences by choosing the most suitable word from those given.

- Years ago village people would use lanterns to see where to go, but they use electricity.
a) at present b) nowadays c) over the years d) in the dark
- At the of the 21st Century, many people were afraid something bad would happen.
a) end b) top c) turn d) finish
- Diane wore a costume to the carnival.
a) scary b) frightened c) sticky d) wedding
- In the past, it was the tradition in Greece for the bride to get a when she got married.
a) crown b) ribbon c) dowry d) stocking
- The young man his name with a knife on the wooden bench in the park.
a) wrote b) made c) signed d) carved

___/5 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can recognize different verb patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can read a text and understand how pronouns are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen and sequence information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about celebrations in different countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>