OCTOBER

2nd Monday

Thanksgiving Day

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TASK ONE

OBJECTIVES:
- to learn what the learners already know about Canadian Thanksgiving

ESSENTIAL SKILLS:
- ☑ *Writing*
- ☑ *Oral Communication*
- ☑ *Working with Others*
- ☑ *Thinking Skills*

TIME:
15 minutes

MATERIALS:
- Static paper, coloured markers

1. What do we know about the Thanksgiving Holiday?

Instructions:

1. Remind the learners that there is no class or work on the second Monday in October because it is a national holiday – Thanksgiving. Point out the actual date on the calendar.

2. Hand out static sheets to each group to draw what they know about Canadian Thanksgiving.

> **Note to Instructor:** Suggest that they make a mind map with the word Thanksgiving in the centre (illustrate on the board or OHT). They can use words and/or pictures.

3. Display the learners' pictures and ask the groups to expand on the ideas displayed on their posters.

TASK TWO

OBJECTIVES:
- to read and discuss the history of the holiday
- to learn about current customs

ESSENTIAL SKILLS:
☑ *Reading Text*
☑ *Oral Communication*
☑ *Thinking Skills*

TIME:
20 minutes

MATERIALS:
- worksheet for each learner
- text for each learner

2. *What is the Thanksgiving Holiday about?*

Instructions:
Part A

Read the **text** aloud for the learners to listen to.

THANKSGIVING

Thanksgiving is a celebration of the **fall harvest**. It is also a time when we give thanks for what we have.

In Canada, Thanksgiving is celebrated on the second Monday in October. This year it is on **October 8ᵗʰ**.

For most people this day is a **holiday**. In Canada the first Thanksgiving was in 1568. English settlers had a harvest feast. After that, Canadians held Thanksgiving feasts whenever they had a good reason to give thanks. Sometimes they celebrated military victories. Sometimes they celebrated recovery from illness. In 1870 Thanksgiving became a **national** holiday.

The Sunday before Thanksgiving Monday is often marked in Christian churches by services thanking God not only for the harvest of food in the fall but for other blessings too. On Thanksgiving Day itself, many Canadian families and close friends gather together to share **Thanksgiving Dinner**. Usually this dinner includes turkey, mashed potatoes, cranberry sauce and pumpkin pie.

Text

THANKSGIVING

Part B

1. Hand out the **worksheet** and read the questions together.

2. Read the text again. Let the learners check their answers.

Answer Key:
1. What do we celebrate at Thanksgiving?
    a) winter b) <u>fall harvest</u> c) spring planting
2. When is the holiday scheduled?
    b) 1st Monday in September b) <u>2nd Monday in October</u> c) 1st Sunday in November
3. What is the date of Thanksgiving this year?
    a) 8th b) 12th c) 10th d) 9th e)11th
4. What is the main event on Thanksgiving?
    a) <u>big dinner with family and friends</u> b) soccer game in the afternoon c) fireworks after dark
5. When was the first Thanksgiving?
    a) 1760 b) 1870 c) <u>1568</u>
6. When did Thanksgiving become a national holiday in Canada?
    a) 1867 b) <u>1870</u> c) 1780
7. What are some of the main foods that are eaten?
    a)shrimp & rice b) pancakes and strawberries c) <u>turkey, stuffing, potatoes, cranberry sauce and pumpkin pie</u>
8. Who are Canadians thanking for the harvest?
    a) government b) farmers c) <u>God</u>

4. Check on the answers of the learners by having them report back to you.

5. Hand out a copy of the text. Have the learners read the text aloud sentence by sentence, one by one.

Canadian Thanksgiving

1. **What do we celebrate at Thanksgiving?**
   a) winter
   b) fall harvest
   c) spring planting

2. **When is the holiday scheduled?**
   a) 1st Monday in September
   b) 2nd Monday in October
   c) 1st Sunday in November

3. **What is the date of Thanksgiving this year?**
   a) 8th d) 9th
   b) 12th e) 11th
   c) 10th

4. **What is the main event on Thanksgiving?**
   a) big dinner with family and friends
   b) soccer game in the afternoon
   c) fireworks after dark

5. **When was the first Thanksgiving?**
   a) 1760
   b) 1870
   c) 1568

6. **When did Thanksgiving become a national holiday in Canada?**
   a) 1867
   b) 1870
   c) 1780

7. **What are some of the main foods that are eaten?**
   a) shrimp & rice
   b) pancakes and strawberries
   c) turkey, stuffing, potatoes, cranberry sauce
      and pumpkin pie

8. **Who are Canadians thanking for the harvest?**
   a) government
   b) farmers
   c) God

worksheet

TASK THREE

OBJECTIVES:
- to learn the proper pronunciation of the /θ/ and /ð/

ESSENTIAL SKILLS:
☑ *Reading Text*
☑ *Oral Communication*
☑ *Working with Others*
☑ *Continuous Learning*
☑ *Thinking Skills*

TIME:
20 minutes

MATERIALS:
- /θ/ and /ð/ OHT
- contrasting OHT
- Listening Discrimination Sheet for each learner
- a set of Word Cards for each group
- Bingo Master Cards or OHT
- Bingo Cards for the learners

3. Th…th…th…thanks

Instructions:
Part A: Formation

1. Ask the learners to look at the text from Task Two and circle all the words with the 'th' letter combination.

2. Explain the formation of the two pronunciations of /θ/ and /ð/ using the **OHT**.
   - Both sounds are made with the tip of the tongue between the teeth and with continuing rough flowing air.
   - /θ/ is voiceless (these are less frequent) *e.g.* wi<u>th</u>, <u>th</u>rough
   - /ð/ is voiced (vibrating vocal chords – put your fingers on your neck to feel the vibrating vocal chords)   *e.g.* <u>th</u>at, <u>th</u>en

3. Read the text and ask the learners to label the voiceless /θ/ in their text. **All the rest are voiced**.

Key:	
voiceless /θ/	**Line**
Thanksgiving	1
Thanksgiving	2
thanks	5
Thanksgiving	7
Thanksgiving	13
Thanksgiving	15
thanks	15
Thanksgiving	17
Thanksgiving	18
thanking	19
Thanksgiving	20
Thanksgiving	21

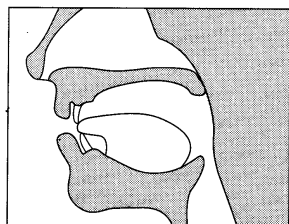# The position of the tongue in the production of /θ/ and /ð/
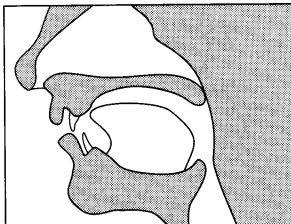
/θ/ and /ð/OHT

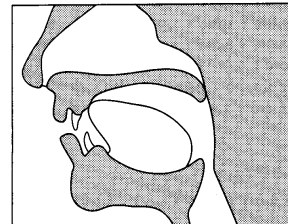*3. Th…th…th…thanks*
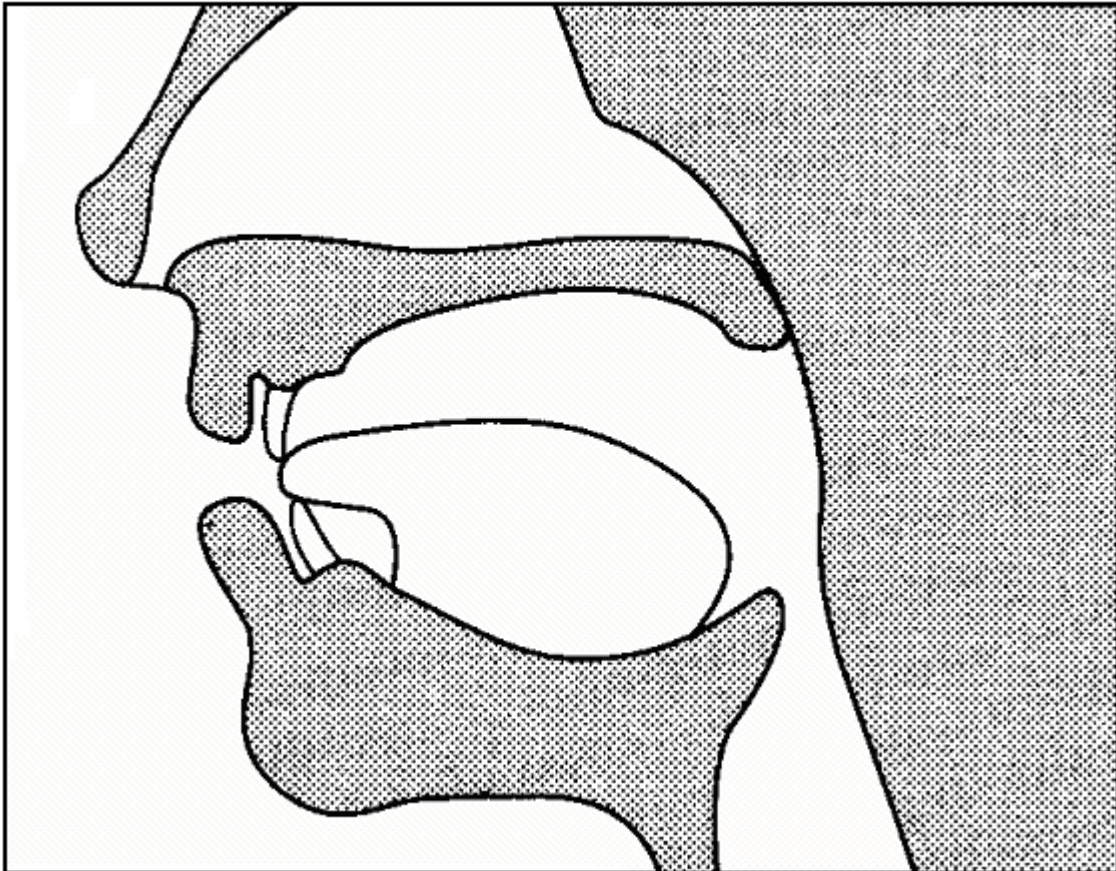
Part B: Listening Discrimination

1. Contrast the difference between the /θ/, /s/ and /t/ sounds, then the contrast between /ð/, /z/ and /d/, using the OHT of the tongue formation for each sound.

/θ/ /ð/   /s/ /z/   /t/ /d/

think	sink	tink
thank	sank	tank
a third	absurd	a turd
with	wisp	wit
thin	sin	tin
then	Zen	den
than	zan	Dan
they	say	day

contrasting OHT

3. Th…th…th…thanks

THANKSGIVING

2. Hand out the **listening discrimination worksheet.**

3. Tell the learners that you will read one of the words in the box, alternating randomly for 10 times.

4. Instruct them to check the word that they hear.

5. Mark on the OHT which one you read (with the light off); then, turn the light on for them to check how they did in hearing the sound you read.

Listening Discrimination

A		1	2	3	4	5	6	7	8	9	10
	think										
	sink										
	tink										

B		1	2	3	4	5	6	7	8	9	10
	thank										
	sank										
	tank										

C		1	2	3	4	5	6	7	8	9	10
	a third										
	absurd										
	a turd										

D		1	2	3	4	5	6	7	8	9	10
	with										
	wisp										
	wit										

E		1	2	3	4	5	6	7	8	9	10
	thin										
	sin										
	tin										

F		1	2	3	4	5	6	7	8	9	10
	then										
	Zen										
	den										

G		1	2	3	4	5	6	7	8	9	10
	than										
	zan										
	Dan										

H		1	2	3	4	5	6	7	8	9	10
	they										
	say										
	day										

Listening Discrimination worksheet

THANKSGIVING

Part C: Listening and Production

1. Hand out a **Bingo Card** and markers to each of the learners**.**

> **Note to Instructor:**   Cut up the **Master List Bingo Words** into an envelope or hat. Pull out and call the words one at a time. [An alternative would be to make an OHT of the **Master List** that you can mark as you call.]

2. Ask the learners to put a marker on their card over each word they hear.

3. The first learner with five markers in a row calls "Bingo".

4. The winner reads the five words back for you to check.

5. The winner becomes the caller for the next round.

think	**sink**	**tink**
thank	**sank**	**tank**
a third	**absurd**	**a turd**
with	**wisp**	**wit**
thin	**sin**	**tin**
then	**Zen**	**den**
than	**zan**	**Dan**
they	**say**	**day**

Master List Bingo Words /OHT

THANKSGIVING

Card 1

think	day	sink	say	they
tank	wit	tink	Dan	than
then	a third	FREE	then	a turd
absurd	wisp	tin	with	thin
sin	Zen	than	thank	zan

Card 2

day	thank	Zen	tink	then
a third	say	wit	absurd	zan
sink	with	FREE	wisp	think
thin	sank	sin	they	tin
than	a turd	den	tank	Dan

Card 3

think	than	sin	absurd	then
Dan	wit	thin	a turd	tank
than	a third	FREE	then	Zen
they	tin	zan	with	thank
say	sink	tink	day	wisp

Card 4

wisp	think	a third	with	thin
then	than	they	sink	sank
absurd	wisp	FREE	sin	Zen
zan	say	tink	tank	a turd
wit	tin	den	Dan	day

Bingo Cards B

THANKSGIVING

Part D: Production

1. Divide the learners into groups of 3 or 4. Hand out a set of **Word Cards** to each group and have them place the cards face down in a pile on the table.

2. Instruct the first learner to pick a **Word Card** from the pile. The learner will then form a sentence and say it to the rest of the group. The group will confirm if the specific word is pronounced correctly. Encourage the learners to use as many words as possible in one sentence after all the cards have been turned over.

3. Do a choral reading of the text with each learner consciously thinking of pronouncing the /θ/ and /ð/ sounds.

Thanksgiving	thanks
eighth	third
the	that
there	these
father	mother

Word Cards

other	then
Thursday	faith
fifth	sixth
ninth	tenth
thirsty	seventh

Word Cards

fourth	them
thanking	those
with	brother
they	

Word Cards

TASK FOUR

OBJECTIVES:
- to learn appropriate phrases for giving thanks
- to practice using the phrases

ESSENTIAL SKILLS:
☑ *Reading Text*
☑ *Oral Communication*
☑ *Working with Others*
☑ *Thinking Skills*

TIME:
30 minutes

MATERIALS:
- a set of Thanks Cards for each pair
- OHT of list
- a set of Situation Cards for each group

4. Let's Say Thanks

Instructions:

1. Explain that there are many ways to say 'thank you' depending on the people involved and the situation.

2. Put the learners into pairs ask them to categorize the Thanks Cards from the least formal to the most formal. Ask them to leave the cards spread out in order for the next two steps.

3. Show the OHT of the most likely ordering that a Canadian English speaker would do.

4. Explain that English shows or indicates formality or politeness by the use of more words and phrases. The more formal a statement, the more words there are.

Thanks.	Thanks a lot.
Thank you.	Thank you very much.
Thank you so much.	Thank you for _____ing…
I appreciate your thoughtfulness/generosity/ kindness.	I am thankful for your help.
I thank you for….	We give thanks for….
We want to thank you for….	You're welcome.
	No problem.

Thanks Cards

Thanks

Thanks a lot

Thank you

Thank you very much

Thank you so much

Thank you for ____-ing…

I appreciate your thoughtfulness/generosity/kindness

I am thankful for your help

I thank you for …

We give thanks for …

We want to thank you for…

Responses:
You're welcome (You are welcome).
No problem.

4. Hand out the **Situation Cards** – one set to every 3 or 4 learners. Place them upside down on a pile on the table.

5. The first learner will pick a card and read the situation and then select one of the Thanks Cards that seems an appropriate response. The other learners in the group discuss the choice.

THANKSGIVING

Your neighbor cut your grass.	Your co-worker handed you a broom.
Your harvest was plentiful.	You have good health, a good family, and a good job.
Your supervisor complimented you on your hard work.	You received a $500.00 bonus on your pay cheque.
A stranger helped you get your car out of the ditch.	You completed a training course about how to use a saw.
Your neighbor gave you some of his harvest of potatoes and carrots.	Your co-worker helped you lift a heavy load.
Your brother came and helped you build a shed on Saturday.	Your father sent you a check for $5,000.

Situation Cards

6. Discuss some of the situations as a whole class.
    - the setting – formal or informal
    - the participants and their relationship
    - size of 'favour'

TASK FIVE

OBJECTIVES:
- to learn the key foods of Thanksgiving
- to complete a puzzle of the words

ESSENTIAL SKILLS:
☑ *Reading Text*
☑ *Document Use*
☑ *Writing*
☑ *Oral Communication*
☑ *Thinking Skills*

TIME:
15 minutes

MATERIALS:
- Crossword Puzzle for each learner
- an OHT of the puzzle

5. Let's Eat!

Instructions:

1. Put the learners in pairs to complete the puzzle together.

2. Project the OHT of the turkey puzzle up on the whiteboard and ask each pair to say what word fits into the puzzle parts.

3. When the puzzle is filled in, have a Thanksgiving snack to hand out.

4. Eat together and be thankful ☺

Answer Key:
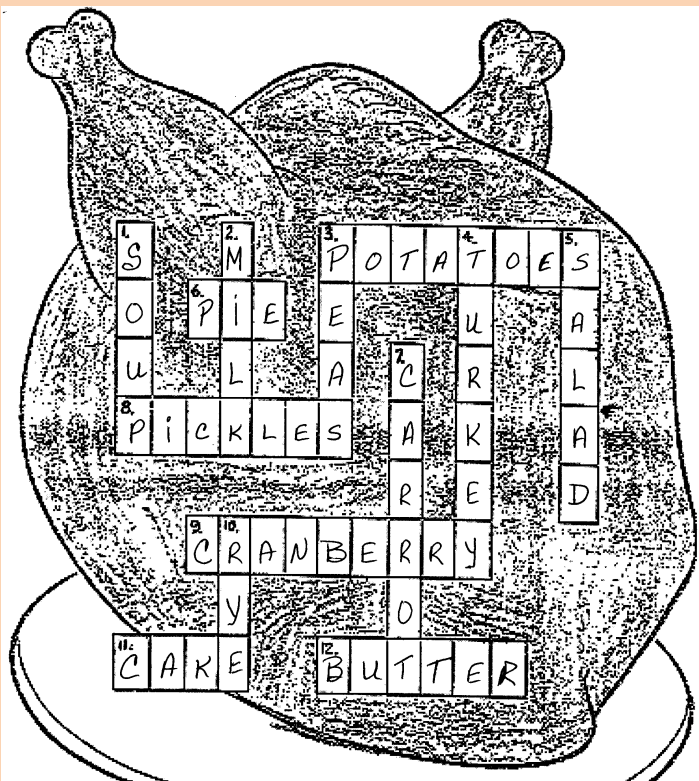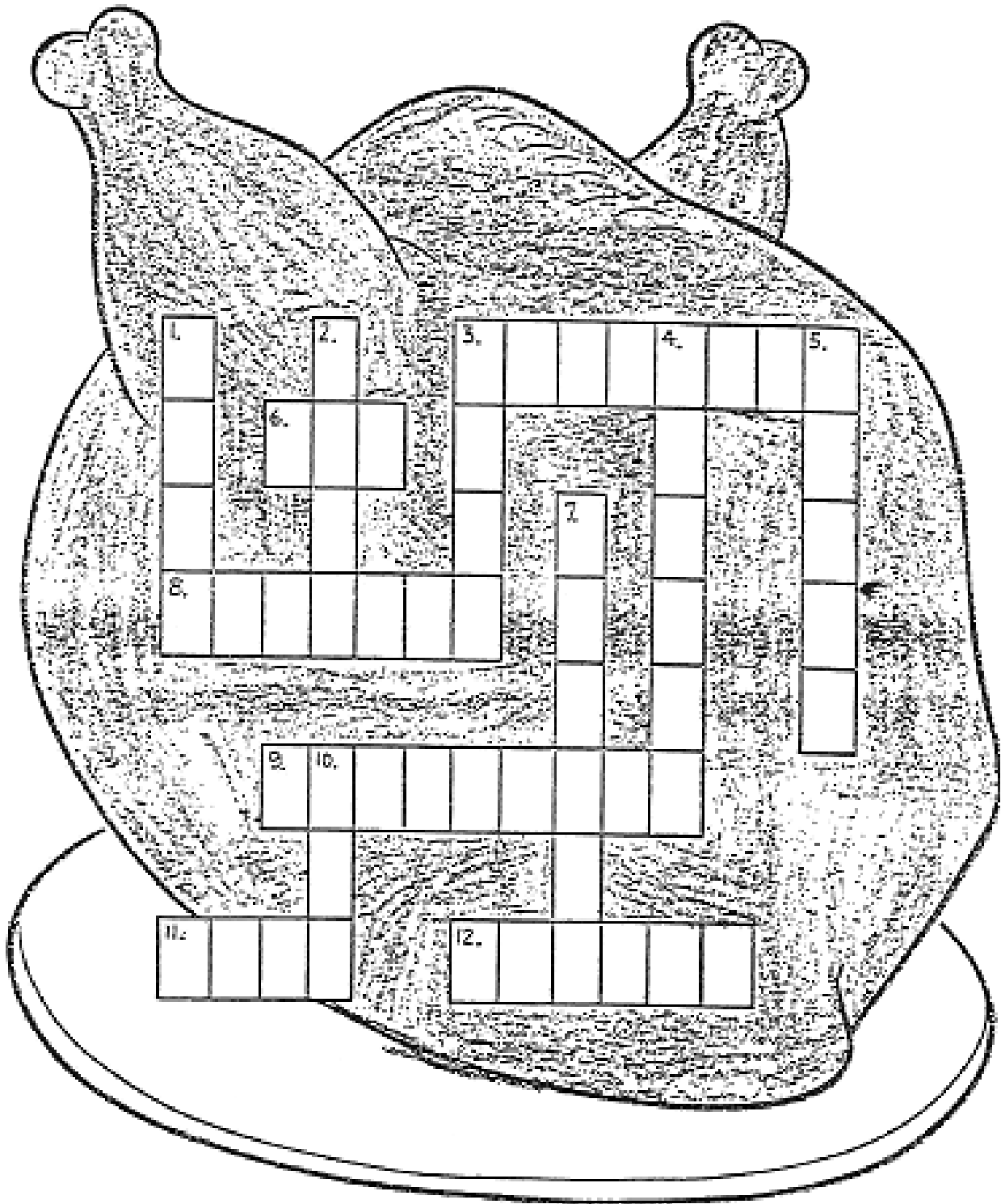
puzzle and OHT

THANKSGIVING

BUTTER SOUP SALAD POTATOES

STUFFING CARROT CAKE

ONIONS TURKEY
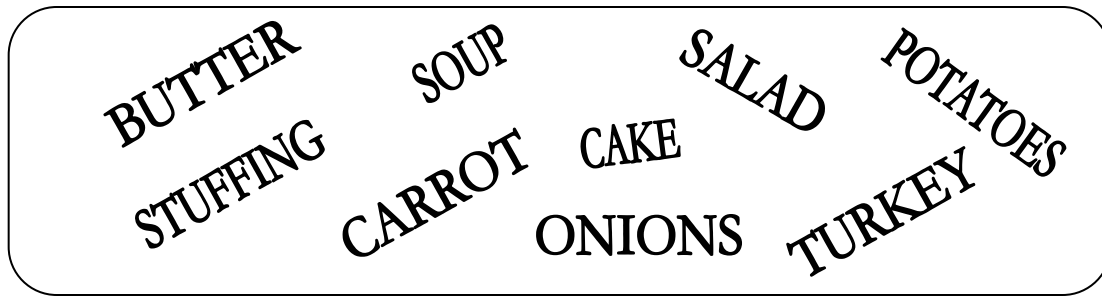
Across	Down
3.	1.
6.	2.
8.	3.
9.	4.
11.	5.
12.	7.
	10.

CRANBERRY PICKLES TEA MILK PEAS

RADISH

RYE GRAVY PIE

puzzle clues