

CELEBRATIONS

Thanksgiving

Teacher's notes

Age: Teenagers/Adults

Level: Elementary–Pre-intermediate (A1–A2)

Time: 60 minutes

Activity: In this lesson, students will:

1. read a text about Thanksgiving in the USA;
2. talk about things that make them happy and that they are thankful for.

Language focus: vocabulary related to Thanksgiving

Materials: one copy of the worksheet per student

Procedure

1. Ask students to read the items in exercise 1 and put a tick in the boxes next to the things that make them happy. Allow them a few minutes to compare where they have placed their ticks. Elicit whether there is a particular time of year in which students do some or all of these things, e.g. at Christmas time or another festival.
2. Students read the text in exercise 2 and find words that match the definitions 1–6.

Key:

1. feast
2. harvest
3. leftovers
4. parade
5. roast
6. stuffing

3. In exercise 3, students write the words in **bold print** in the Thanksgiving text next to the correct pictures.

Key:

Top row (l-r)

Harvest, Sweetcorn, Marshmallows, Gravy

Bottom row (l-r)

Roast turkey, Cranberries, Squash, Pumpkin pie

4. Students answer the questions in exercise 4 and talk about a special meal that they have as part of a celebration in their country or culture. Encourage them to compare their answers with the information in the text. How similar or different is their celebratory meal to today's Thanksgiving dinner in the USA?
5. Working alone, students cut out and complete the two cards in exercise 5 with a few things that they are thankful for. (If they don't want to cut up their worksheets, you could ask them to write on plain paper instead.) Before they write anything, elicit two examples and write them on the board. Make sure that grammatically and structurally one of the sentences uses *for* and the other one uses *that*, e.g.
 - *I am grateful for my children.*
 - *I am grateful that we never need to go to bed hungry.*
6. Tell students that they should not show anyone what they are writing. Check the students' sentences and make any necessary corrections. Collect all the cards. Now get the students to sit in a circle or around a table. Shuffle the cards and place them face up in the middle of the circle or table. Give the students a few moments to read what is on the cards. Tell students they should all take one card that interests them. Taking turns they should now guess or find out who wrote the card they have chosen, and then ask that student one question to find out more information.
7. Working in pairs for exercise 6, students find a recipe for one of the parts of a Thanksgiving meal. Then, each pair should sit with one or two other pairs in groups of four or six and explain their recipe to the others (in lower level groups allow them to do this in their own language). End the lesson with some group feedback in which students say which recipes they talked about and whether they would like to make and eat this item of food.