

# UNIT 4

# Special Days

The purpose of this Unit is to introduce the idea of different types of special days as a discussion and role-play topic. Rather than seeing these days simply as non school days or non-work days, students can discover and discuss the traditional, religious, cultural, and social significance of these days. They are also introduced to new special days such as Women’s Day, Random Acts of Kindness Day, Buy Nothing day, and World Peace Day.

## Page 33

Let’s find out

### Task 1 (Pairs)

- T: Ask students to “read and do the the instructions”.
- Students match the names of special days to their descriptions, setting up the learning schema.
- The answers are in the back of the book.

### Task 2 (Pairs)

- Students discuss the difference between National Holidays, Public Holidays and Other Special Days.
- They write as many holidays as they can think of in the three boxes.

There is no need to teach the difference between the three classifications. Students can find out for themselves by thinking about which days are school/work holidays and which special days are not. They can talk about why there is this difference. In the case of Hangul Day, for instance, this has been a public holiday (1945), then a national commemoration day (1991) and then a national holiday (2013). If students are really interested but unsure, they can ask the teacher for help or search [google.co.kr](http://google.co.kr).

There are 17 National Holidays in Korea and 6 other special days. There are also many international special days, so students should be able to find many examples. Here are some suggestions:

National Holidays	Public Holidays	Other Special Days
New Year's Day	Labor Day	Boxing Day
Sollal	Parents' Day	Arbor Day
Independence Day	Constitution Day	St. Patrick's Day
Children's Day		St. Valentine's Day
Buddha's Birthday		Black Day
Memorial Day		White Day
Liberation Day		Mothers' Day
Chuseok		Easter Day
National Foundation Day		Earth Day
Hangul Day		
Christmas Day		

## Page 34

### Important Days (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (TRACK 17) and ask students to read the passage silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- Students do the matching activity while they read the passage.

traditional	to say that something must happen
religious	the part played by someone in a family or society
commemorate	the natural world
role	remind people of an important event
call for	relating to belief in a god or gods
environment	make us more determined; advise
protection	keeping from harm or loss
closer to home	involving us directly
encourage	invite someone to do something difficult
challenge	an established way of doing things.

As in Units 1, 2 and 3, students can use “Classroom Language” at this point.

This reading passage introduces some modern special days, showing that these events do not always have to be historical or religious. Instead they can deal with current issues such as global warming and women's rights. This will help students to be creative when making their own special day on Pages 335 and 40.

**Further Reading:** The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

## Page 35

### Comprehension Check (pairs or groups)

- Students answer the questions about the reading passage.
- They also find out about Emmeline Pankhurst, Marie Curie, Helen Keller and Mother Teresa. They can do Internet search on their smartphones.

These people are mentioned in the reading passage, but not their contributions to society. These questions show that comprehension doesn't just mean understanding the passage. Reading should lead to a desire to find out more about what has been read.

The teacher can check the answers with everyone, or students can talk about them in groups and present their answers to the class.

A picture of Helen Keller is to the right of these questions. This should also stimulate students to be curious and to find out more information.

Answers:

1. 6 special days in Korea are not National Holidays.
2. Emmeline Pankhurst changed the world by campaigning for women's rights..
3. Marie Curie changed the world by researching into radioactivity. She was the first woman to win the Nobel Prize and the only woman to win two Nobel Prizes.
  - a. Helen Keller changed the world by showing that a deaf-blind person could be an author,

political activities and lecturer.

Mother Teresa changed the world by founding the Missionaries for Charity. They run hospices, homes for people with diseases, orphanages and schools.

4. I think there are various events about North American Indians on Native American Day.
5. Native American Day is important because it honors Native American cultures in the United States and celebrates their traditions.
6. "Shop Less, Live More" means we should think less about possessions and more about our quality of life.

## Think for Yourself

Students make their own day and write it on this page, in preparation for Page 40.

## Background Information

More special days are offered here. Students can check (✓) the ones they know and do an Internet search to find out about the others.

## Page 36

### Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they "read and do the instructions".
- Students discuss the questions, using the Conversation Strategies.

Interrupting and getting back to the topic strategies appear here. These are useful tools for discussion. It can be helpful to ask students to use one conversation strategy phrase every time they speak.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

### Suggested Answers:

1. My favorite special day is Arbor Day
  - It falls on April 5th and it used to be a public holiday until 2005.
  - On that day people plant lots of trees on mountains and elsewhere.
  - I like it because it is helping nature and making lots more trees.
2. What do you know about *Halloween*?
  - Halloween falls on October 31st. It means "All Hallow's Eve."
  - There are many events on that day, including "trick or treat", costume parties, bonfires and apple bobbing.
  - "Trick or Treat" is a custom for children in many countries. They dress upon costumes and visit people's houses, asking for treats or candies. If they don't get any, they say they will play a trick on the house owners.
3. *Saint Patrick's Day* is a festival about an Irish Saint.
  - It falls on March 17th. It commemorates the death of Saint Patrick (AD 385-461).
  - It is a public holiday in the Republic of Ireland.
  - On that day, people wear green clothes, eat green food and drink green drinks.
4. *Martin Luther King Day* falls on the third Monday in January each year.
  - It commemorates Martin Luther King Jr., who was killed in 1968.
  - It is important because King called for non-violent action against racial discrimination and helped the Civil Rights Movement in America.

- I like *Peace Day*, *Earth Day*, and *Women's Day*. I think it is a good idea to have new types of special days.
6. The '14<sup>th</sup>' days (February 14, March 14, April 14) started with St. Valentine's Day. On February 14th, lovers give each other presents. In the west men usually give flowers or chocolates to their lovers. In Asia, women often give presents to their lovers. Valentine's Day is now extremely popular.

March 14 is White Day. This is the opposite of Valentine's Day. On this day, men in Japan, Korea, Taiwan and China give presents to their lovers.

April 14 is Black Day in South Korea. It is celebrated by single people. On this day, people who did not get gifts on Valentine's Day or White Day get together and eat Jajangmyeon (black noodles).

- Tell us about them. What happens on those days?
7. I think Black Day is only celebrated in South Korea. Perhaps Pepero Day is also only celebrated in Korea. Originally the Pepero sticks were exchanged in the hope of becoming taller and thinner. Now they are exchanged as marks of friendship and love.
8. - I think commercial special days are OK. People like to have special days to talk about. Many special days have become commercial these days.  
- I think commercial special days are wrong. Special days are important days for remembering our history and our national ideas. People should not make money out of these days.
9. - Yes, I think days like Christmas still have their original meaning. People still remember why special days were made. They still respect those days.  
- No, I think special days have lost their original meaning. People just see them as holidays now. They just like to take a trip and get away from the office. They have forgotten why the special days were made. Companies also try to make money from special days like Christmas and Chuseok.
10. - Yes, I think that new special days will be made in the future. New traditions are being made all the time and new events are happening all the time. I think there will be new days like Climate Change Day, Global Warming Day, Migrants Day and even DINK (Double Income, No Kids) Day. How about a No Study Day or a National Kindness Day?  
- No, I don't think new days will be made. We have enough special days as it is. Why do we need any more?

## Page 37

### Dialogue (pairs)

- Students get into pairs and read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 18 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of 'health'.
- Finally, they answer the questions in the [Dialogue Quiz](#).

### Dialogue Quiz.

- Students explore the topic through answers the questions. They will need to use their phones to search the Internet to do this.

While it is not necessary for everyone to do every activity on every page, the activities which focus on

creativity and problem-solving should be attempted as often as possible.

Teachers might like to focus on different activities for each Unit rather than trying to get through every page on every occasion.

#### Answers:

1. Ramadan is a religious.
2. Muslims eat after the sun goes down during Ramadan.
3. The original Valentines were killed because they were Christians.
4. The modern version of Valentine's Day began when people started giving cards, roses and chocolates to their lovers in the 19th century.
5. There are many Saints' Days. For example: St. Patrick's Day, St. Catherine's Day, St. Andrew's Day, St. Peter's Day, St. Matthew's Day, St. Cecilia's Day, St. Luke's Day, St. Francis' Day, and St. David's Day.
6. St. Swithin was Bishop of Winchester until his death in c. AD 854. According to tradition, the weather on St. Swithin's Day (15 July) continues for 40 days. So if it rains on that day, it will rain for 40 days!
7. The biggest commercial holiday in the world is Christmas.

## Page 38

### Let's Make a Role-play! (groups)

- Students read the **Situation** and then the instructions.
- They choose roles and read the hints.
- They also look at the phrases on this page.
- Then students think about what they will say in the role-play and write their ideas on the next page.
- If it is not possible to have 4 students in every group, 2 or 3 students can choose their roles and make a role-play.

Since this is the fourth Unit using role-plays, students are encouraged to make their own role-plays rather than relying on opinion samples.

The phrases in the bottom half of the page are all useful for discussions. Students should use one of these (or one of the phrases on page 28) each time they speak. Eventually they will use these conversation gambits automatically.

Sample Role-play:

**Hotel Receptionist:** Good afternoon. How can I help you?

**Mr. Tourist:** Hello. I want to make a complaint. The service in this hotel is terrible.

**Receptionist:** I'm sorry to hear that, sir. Could you fill in this complaint form?

**Mrs. Tourist:** Certainly not! We demand to see the manager.

**Receptionist:** I'm afraid he's busy at present. Can you come back later?

**Mr. Tourist:** No. We need to see him now. Please call him at once.

**Receptionist:** (*On the telephone*) Hello sir, there are some people here who want to make a complaint. I told them you were busy.

**Manager:** Tell them I'll be down right away.

**Receptionist:** (*To Mr. and Mrs. Tourist*) He says he'll be down right away.

**Mrs. Tourist:** Good. We have a lot to talk about.

**Manager:** (*Entering*) Good afternoon. What seems to be the trouble?

**Mr. Tourist:** For a start we can't sleep because of the disco tech. The food is terrible and our room has no view.

**Manager:** I see.

**Mrs. Tourist:** There is not Internet in our room, the bath water is cold, and there are no towels.

**Manager:** I understand.

**Mr. Tourist:** Furthermore the TV doesn't work. Do you call this a hotel?

**Manager:** Thank you for telling me about these things. I will get them fixed as soon as possible.

**Mrs. Tourist:** That's not good enough. We demand a refund now.

**Mr. Tourist:** Yes. We want to go to another hotel.

**Manager:** Please don't be hasty. I'm sure we can sort this out. (*To the receptionist*) Please give them a 50% discount.

**Mrs. Tourist:** OK, we'll think about it.

**Mr. Tourist:** But if the room isn't fixed when we come back this evening, we're leaving.

**Manager:** Thank you for understanding. Don't worry. Everything will be fixed.

**Receptionist:** Have a pleasant stay!

## Page 39

### My Ideas (individuals)

- Students write down their own ideas about the role-play in the boxes.
- The tourists find 4 things to say about how the hotel experience. The manager and receptionist apologize.
- The role-play begins. Students should try to reach a settlement for the problems.
- Students use the phrases on this page plus the vocabulary on pages 34 and 36 when talking to each other.

Students are now making the role-play largely by themselves. Various phrases have been given in the first four Units, and the students should now be able to brainstorm ideas, outline the role-play, and perform it to other groups.

Writing a script and performing the role-play can be an effective mini-test if the teacher wants to assess writing and oral performance.

### Opinion Samples

- The teacher plays the Audio CD-Rom, tracks 19 and 20.
- Students listen to the two opinion samples and note how phrases from pages 36 and 38 are used in them.

The Opinion Samples serve as examples of how to use the phrases on pages 36 and 38. In their role-plays, students should try to make 3 or 4 points during the role-play and introduce their speeches with conversation strategies.

Extra Opinion Samples:

**Tourist:** I'd like to make a complaint. The weather here is lovely and the tourist attractions are fantastic. But the hotel is a problem. It's not at all like the picture on the Internet. The room is small, the beds are uncomfortable, and there is no TV. What's worse, our sheets haven't been changed and our towels haven't been changed. The room has not been cleaned since we got here. We want

to check out and we want our money back.

**Manager:** I'm sorry to hear that and I do apologize. I don't know how this has come about. I will look into things at once. We want to give you happy memories of your holiday. Please give us a chance to put things right. We will give you a discount and a free meal. It is not easy to get staff these days, but there is no excuse for poor service. I am deeply sorry that you have been inconvenienced.

**Receptionist:** I don't like these tourists who come here and spend all their time complaining. Who do they think they are? We are doing our best, but they want everything to be perfect. I think some of them just want to get their money back so they can have a cheap holiday. They take the towels home, they drink the beer in the fridge and they even break things in their rooms. Tourists who act like this give a bad name to everyone else.

## Page 40

### Time to Think! (pairs, groups)

- Students make posters for their special days.
- When they have finished, they talk about their posters together.

The final pages of each Unit present opportunities for creativity and reflection. This page encourages students to make a poster about the special day which they created on Page 35. Students will typically come up with interesting ideas such as "No Study Day" and "Watch Movies Day". They might also be influenced by the reading passage and think of socially-oriented days such as "Help an Orphan Day" or "Preserve Nature Day".