



ABSTRACT

The topic of this research is “Developing Reading skills in Teenagers through Material Based on American Holidays”. This work was designed in order to create activities based on “American Holidays” to reinforce the reading skill in high school students.

Three important methods are taken into account to develop this process. The first one is the Bibliographic method in order to create the Literature Review, which contained information about this research work from books, articles, and websites. The second and third ones are the qualitative and quantitative methods, which were useful to describe and analyze information from surveys applied to ten university teachers, and an interview applied to an expert of the topic, and questionnaires given at the beginning and at the end of the observation to high school students whose questions were related to their knowledge about American Holidays. At the end of the research, a booklet was designed including readings about seven “American Holidays”, as well as activities related to them for students to practice their reading skills.

The most important conclusion is that making students read American Holidays was useful, not only to improve their reading skills, but also to be aware of the American culture.

KEY WORDS: Reading Strategies, activities, American Holidays, Motivating Students.



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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

**“DEVELOPING READING SKILLS IN TEENAGERS THROUGH
MATERIAL BASED ON AMERICAN HOLIDAYS”**

**Tesina previa a la obtención del Título de
Licenciada en Ciencias de la Educación
en la Especialización de Lengua y
Literatura Inglesa.**

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Cuenca-Ecuador

2012



DEDICATION

This monographic research is dedicated to my dear husband, Jorge, to my sweet girl, Alison, to my lovely mother, Mercedes, and to all my family and friends, who support, encourage, and raise me to be a better human being every day. Thanks for giving me confidence and for being with me when I need a friendly hand.

Miriam



DEDICATION

This monographic research is dedicated to my beloved parents, Miguel and Hilda, to my siblings, Pilar, Miguel, Johana, and Jhoan, to all my relatives and friends, who supported, encouraged, and helped me to make this trip of dreams true throughout my university studies. Thanks for providing me real confidence when I was in trouble, and when I needed your advice.

Jaqueline



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Besides, we want to thank the High School "4 de Julio"; to its Director, professors, and the students of 5th grade, who allowed us to apply and develop our thesis. We thank them for sharing their time.

Finally, our sincere gratitude to our relatives, friends, and teachers, who assisted and encouraged us during our college years. They were and will be a fundamental pillar which we can use for support in any event of our lives.



INTRODUCTION

EFL (English as a foreign language) teachers sometimes face difficulties when trying to teach their students to read in English. Reading is a problematic challenge which is related to many other accomplishments: attention, retention, language, and motivation. Therefore, this research work was designed to develop the teenagers' reading skill through the use of "American Holidays".

Knowing that many young learners do not like to read because of lack of motivation or even because they do not have the opportunity or the space to read in the classroom, the purpose of this research, "Developing Reading skills in Teenagers through Material Based on American Holidays", is to create activities that students find attractive through the use of American Holidays as a source for them to read. Consequently, below the objectives of this research work are explained

Objectives

General objective

- ❖ To develop teenagers' reading skills through material based on "American Holidays".

Specific Objectives

- ❖ To teach teenagers English through activities based on American Culture (Holidays).



- ❖ To motivate students to read.
- ❖ To create a booklet with reading activities based on the most important “American Holidays”.

The beneficiaries of this research will be EFL high school teachers and students. The teachers will benefit because with the use of the booklet proposed in this thesis, they will find a resource to use in their classes for making their students read in an interesting way. Besides, students will be the beneficiaries because if they use the American Holidays as a source of reading, they will improve their reading skills as well as their knowledge of the American Culture.



CHAPTER I

THE PROBLEM

1.1 Topic

DEVELOPING READING SKILLS IN TEENAGERS THROUGH MATERIAL BASED ON AMERICAN HOLIDAYS

1.2 Description of the problem

According to our experience, teenagers do not enjoy reading. One of the main reasons for this is that teachers do not use suitable texts and strategies or techniques. Therefore, teenagers get bored when they read. Consequently, a possible solution can be that teachers present the topics using interesting reading and in a fun way, using appropriate activities and correct strategies to captivate teenagers' attention in the class.

1.3 Justification

The reason that we chose this topic was that we were always interested in two subjects during our university years. They were Culture of The United States, and TEFL. So we want to investigate more about these topics, but we know that the Culture of The USA is very extensive. For this reason, we wanted to narrow it down, and we decided to focus on five "American Holidays": Martin Luther King Day, Independence Day, Veterans' Day, Thanksgiving, and Halloween.

In addition, we would like to put together the two subjects. That is to say,



we would like to research about how we can develop reading skills in teenagers based on “American Holidays” because we think that in this way we will not only investigate American Culture more deeply, but also we will try to introduce holidays to teenagers using different techniques and strategies.

Moreover, we think that with the development of this topic, we will contribute to the Teaching – Learning process in teenagers because we take into account the importance of reading activities in the classroom. We are going to design and collect material in order to make a booklet with some activities, using pictures which can help students practice and develop the reading skill through “American Holidays”.

Finally, through the development of this research work we are sure that teenagers will be able to develop reading skills in a better way because we will not only adopt the language of the U.S.A, but also we will focus on knowing about Culture, since it is part of the language.

1.4 Research Questions

How can we teach reading through “American Holidays” texts to teenagers?

How can we motivate teenagers to read?

What strategies and activities can we use to develop teenagers’ reading skills?



CHAPTER II

LITERATURE REVIEW

In order to develop this literature review, some significant and relevant scientific works will be used. All of them will be related to the topic, “Developing Reading Skills in Teenagers through Material Based on American Holidays”. In addition, these topics are related to foreign language learning as well as the reading skill. Therefore, the first topic to be developed is “Strategies to Develop Reading Skills in Teenagers”

2.1 Strategies to Develop Reading Skills in Teenagers

Applying different strategies in the teaching and learning process is not a new notion for a teacher. However, the application of strategies seems to be questionable, since the teachers have a lack of understanding of the strategies they apply. Therefore to avoid this, the most important strategies will be described and classified according to each step of the reading process through this research work.

According to Nell K. Duke and P. David Pearson in “Effective Practices for Developing Reading Comprehension”, it is necessary that students take into account five main individual comprehension strategies. The first strategy is “Prediction,” which refers basically to making predictions about the topic that they are going to study. To do this, students have to relate their prior knowledge to the new knowledge. In other words, they have to activate their prior



knowledge, to make predictions. The second strategy to develop reading comprehension consists of “thinking aloud,” which means sharing any one student’s thoughts with the whole class, when he or she is doing a reading task. Also, the authors emphasize that not only do students have to use this technique, but teachers as well, because it is a way of teacher modeling, and besides, it demonstrates that the teacher knows how and when to use these strategies. The third strategy, “Visual representations of texts” explains that pictures are more useful than words because they help to understand and remember texts in a better way. The fourth strategy that authors mention is “Summarizing,” which requires students to determine what is important in what they are reading and put it into their own words. Instruction in summarizing helps students to recognize or create main ideas, and then join these main ideas, and eliminate unnecessary information.

Moreover, it can be said that instruction in summarizing has two main purposes: to increase students’ capacity to summarize texts, and to increase their ability to understand and remember the text. Lastly, “Questions / Questioning” is used before, during and after the reading. Its purpose is to help students comprehend and recall the reading texts. Also, Nell K. Duke and P. David Pearson mention that Raphael., et al. suggest one of the best techniques of work with questions is QAR (Question - Answer – Relationship). With the QAR technique, students are able to distinguish the three different types of questions they apply to the text. First, “Right There” refers to the



questions and answers which are found in the text. Second, "Think and Search," questions are based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage, to find the answer. Third, "On My Own," type questions require students to activate their prior Knowledge and use their experiences to answer them (5 – 13).

Concerning this topic, Omaggio makes reference to Philips. According to her, the students need to feel confident with the material they are going to read. To make this possible, Philips mentions three important strategies: such as Brainstorming, to create ideas that have a high likelihood of occurring in the text; looking at visuals, to attract the attention of the students; and Predicting, to engage the students with the text. According to Philips during the reading process the teacher should use strategies to guide the students, such as the following: Identifying topic sentences and main ideas, and getting the meaning of words from the context. As a final point, the author says that after the reading, the teachers should use strategies to reinforce what they have read, such as Rereading, to clarify guessing or to confirm predicting; Summarizing, to give the students a chance to retell the text in their own words; and selecting the best paragraph, that describes the whole reading (153 -157).

2.2 Difference between Intensive and Extensive Readings.

In the reading teaching-learning process, there are two kinds of readings, Intensive and Extensive. Each one of them has its own purpose, and they can



be used according to the teachers and students' goals. Therefore, a definition of differentiation between these readings will be given.

According to Kerr, in her "Journal Reading", extensive reading consists of reading as much as possible, out of desire, at a difficulty level at which students can read easily and rapidly without looking up words or translating them as they read. In other words, extensive reading means not spending a lot of time simply decoding a short part of one book. In extensive reading, teenagers read many simple books that are a little below the level at which they read fluently (1).

In the article entitled "On the Relationship between Intensive Reading and Critical Thinking," Adnan Satariyan explains that "Intensive Reading" is a type of reading where readers need to comprehend all the text. In spite of the fact that they are readings, they demand a high level of comprehension, to keep in mind as much information as possible. In addition, Intensive Reading helps students to develop word study skills, expand reflexive lexis, strengthen skills associated with sentence building, increase active language, and differentiate among theses; statement, understanding and non-understanding details, and sociocultural visions (2-3).

Concerning this topic, in "The Extensive Reading Foundation's" it is emphasized that intensive and extensive readings are different because each one of them has a specific purpose. First, Intensive reading means reading to learn something about the language itself, such as new words, grammar, and



idioms. Intensive reading is considered as the typical reading that students do, in which they learn something new about the language, and also, in this kind of reading there are pre- and post-reading activities and comprehension questions. Moreover, the aim of intensive reading is to teach the language or the reading skill (2).

On the other hand, extensive reading means learning to read, because in this kind of texts the students are practicing the skill of reading by understanding for information. The aim of it is to shape fluency without the necessity of learning new things and to extend their knowledge of language in a better way. This reading allows students to practice the language faster and improves their comprehension and enjoyment. In addition, students can also learn to read by augmenting their set of reading skills and strategies, and by doing speed-reading activities oriented to words developing overall fluency (par. 2).

Finally, according to this guide, these two types of reading are complementary. Intensive Reading introduces new language items to the students, while Extensive Reading helps the students practice and internalize a deeper knowledge of them (par. 2).

2.3 Motivating the Students

Motivating teenagers to learn English can be very difficult. Nevertheless, teachers should provide support to engage them with the lesson they are going



to learn. Also, motivating students can facilitate the Teaching - Learning process because they will be interested in acquiring the foreign language.

Concerning this topic, Budget makes a reference to Barbara L. McCombs and James E. Pope, two specialists in motivating students, and to their ideas, "Individuals are naturally motivated when they do not have to fear failure, when they perceive what they are learning as being personally meaningful and relevant, and when they are in a respectful and supportive relationship with teachers" (par. 28). This means that when a student fails in any academic assignment, he or she needs to feel strong support from his or her classmates and teacher, to overcome this. Also, this statement of McCombs and Pope makes a reference to the teacher – student relationship, because in a good environment students and teachers can be motivated to learn. However, the authors say that having a good relationship also involves respect from the students to the teacher and from the teacher to the students, all the time.

Nell K. Duke and P. David Pearson emphasize that the level of students' motivation depends on the importance of a task as well as the use of the understanding approaches. Therefore, a possible model for motivating students should be to provide them with autonomous practice, whenever possible. In addition, there are some of the comprehension instructions, such as providing actual material for real situations and creating a cooperative class environment, help students to feel comfortable(5).



2.4 Authentic Material

The selection of material is essential in the teaching – learning process because it can provide students with the opportunity to face real life. In other words, if teachers use authentic material in the classroom, students will be able to use real language produced by real speakers for a real public.

In the article “The Use of Authentic Materials in the Teaching of Reading” Sacha Anthony Berardo cites Wallace, who defines Authentic Materials as “...real-life texts, not written for pedagogic purposes.” According to Berardo they are created for people who have English as their first language; therefore, this material confronts students with real language in real contexts. On the other hand, “non- authentic texts” are created with a particular objective. Consequently, these kinds of readings produce an artificial language. Moreover, Berardo mentions that publications, newspapers, TV programs, songs, literature, and especially the internet are good sources of authentic materials to be used in a classroom. Also, the author makes reference to Nuttall’s suggestion of three pieces of advice at the time to choose material. First, “suitability of content,” means that the students should like the material, and it should be in accord with their necessities. Second, “exploitability,” involves how the text can help students to develop as readers. Lastly, “readability” is related to structure and lexicon that texts show. In addition, it refers to the quantity of new terminology and grammatical forms existing in the text (2- 4).

Jo Ann Aebersold and Mary Lee Field, in the book “From the Reader to



Reading Teacher,” use the term “realia” to refer to authentic material. According to them, it is a kind of material where modifications of texts are not made. They say, “Authentic materials are taken directly from L1 sources and are not changed in any way before they are used in the classroom.” In other words, these types of texts present real material and give readers the opportunity to be in contact with the real language used in daily life. Another term used by the authors is “modified”; this word is used to refer to all the material which was changed to facilitate students’ understanding (48-49).

2.5 Previous Studies of Authentic Material and Motivation

Teaching teenagers to read in English can be a real concern if the teacher does not use adequate material. Therefore, some studies about authentic material have been carried out to show that the development of this topic is really important to guide students to improve their reading skills.

Concerning this topic Johan Israelsson carried out his research about “Teachers’ attitudes to teaching aids and authentic materials”, in which he applied a survey concerning authentic material, and in his conclusions he emphasizes that the interviewees apparently agree that authentic materials provide the most gratifying experience for students as well as for teachers. In addition, as a final comment he says that authentic materials provide teachers with a challenge and a never-ending source of motivation and opportunity, that has the power to keep the teaching interesting and rewarding for a long time (20).



According to Blanka Vaňková in her bachelor's thesis, "Teaching ESP at vocational school - using authentic materials", the use of authentic material in the classroom was very useful in many ways. First, students' awareness in the lessons increased. Secondly, students had the opportunity to work more confidently and autonomously. Thirdly, they worked creatively on their assignments, plans, and lessons. Lastly, students acquired much more from their tasks, which could be simply measured and verified by their better test results. In addition, she argues that the use of authentic materials in EOP teaching deserves more attention, because students' needs should be the principle standard.

Moreover, Vaňková emphasizes that the use of authentic material demanded a lot of work and time. However, she says that the use of authentic material helped students to be autonomous, creative, and motivated in their assignments (53).



CHAPTER III

METHODOLOGY

In order to develop this monographic work three methods were used. First, the bibliographic method, in order to collect scientific information to develop the literature review with contents concerning the teaching of the reading skill. Also, the qualitative and quantitative methods were used to describe and analyze questionnaires applied to students and teachers and an interview with an expert, as well.

The first step was the collection of bibliographic material. This consisted of collecting data from different sources, including books, articles, and web sites. The topics included information about the reading skill, as well as the types of readings.

The second step was to interview an expert on teaching a foreign language. Thus, in order to acquire more information about the monograph topic, we interviewed a teacher at the University of Cuenca, Master Guillermo Pacheco. He knows a lot about American culture because he has traveled to that country on different occasions, and he is involved with the development of students' reading skills. To carry out the interview we created a questionnaire of 6 questions. The interview was transcribed afterwards (See appendix 2, pag. 36)

Then a first survey was carried out among 10 English Teachers at the University of Cuenca. The age of the interviewees was from 26 to 69 years old. A questionnaire of 10 questions was chosen to apply the survey. These



questions were divided into two parts. Part “A” consisted of multiple choice questions, to determine their knowledge about “American Holidays”, as well as activities and strategies to develop reading skills in teenagers. Part “B” consisted of yes/no questions, with their corresponding explanations, to identify the importance of “American Holidays”, the difficulty of the reading texts, and the motivation of the teenagers.

The following stage was to apply a survey. We carried out the survey 1 among 27 students of the Social Science major at the Public High School called “4 of July” in Chunchi. The age of the interviewees was from 15 to 19 years old, and the level of the students’ was second year of bachillerato. Moreover, this survey was applied on June 11, 2012, and its purpose was to figure out how much the students know about “American Holidays”. In order to apply this survey, we chose 7 questions, and these questions were divided into two parts. Part “A” consisted of yes/ no questions, to ascertain their knowledge of what kind of holidays were Independence Day, Halloween, and Thanksgiving Day. On the other hand, Part “B” consisted of multiple choice questions, to ascertain if the students know how and when the holidays mentioned above are celebrated in North America.

After a week of application of the three American Holidays, Independence Day, Halloween, and Thanksgiving Day, from the booklet which was created to develop reading skills in teenagers, a second survey was carried out with the same group of students. This survey was applied on June 14, 2012, and its



purpose was to find out the students were able to develop the reading skills through material based on three “American Holidays” over the course of a week. Also, the survey consisted of 7 questions, which were divided into two parts. Part “A” consisted of yes/ no questions, to establish their knowledge of what kind of holidays Independence Day, Halloween, and Thanksgiving Day were. On the other hand, Part “B” consisted of multiple choice questions, to discover if the students know how and when the holidays mentioned are celebrated in the United States.



CHAPTER IV

RESULTS: ANALYSIS AND INTERPRETATION

In this section we will include the results obtained from the Field Research. The following topic will contain qualitative information from the interview with an expert and quantitative data from the University teachers and the second year of bachillerato. The qualitative information was obtained from the interview with an expert at the University of Cuenca before the creation and the application of the booklet. On the other hand, the data shown in the quantitative charts were obtained from a survey of 10 University teachers before the development of this research work, and from the pre and post – surveys, taking into account the three American Holidays as applied to the course that was the sample of this research.

4.1 Qualitative Results

The first objective of this research was to teach English through material based on American Holidays. Another objective was to motivate teenagers to read. Also, the creation of a booklet with the most important “American Holidays” was taken into account. Moreover, as the expert was from the University of Cuenca, it was relatively easy to carry out the interview.

Since the focus of this research was on the development of the reading skills through material based on American Holidays, the interview helped to get information and to build a fundamental pillar to develop this monographic work.



Therefore, the expert's answers will be presented in this part.

The expert explained that in order to develop teenagers' reading skills through "American Holidays", we should use visual aids to attract the students' attention. Thus, we can associate the pictures with the holidays, asking key questions, or having students work in groups. Also, we can use reading activities, such as reading comprehension questions, filling in the gaps, or matching, to engage students with the topic. In addition, he emphasized that reading texts should not be too difficult; otherwise, students would get bored and frustrated. In addition, he added that teaching "American Holidays" is very important because it is part of the language, so students should be engaged with them. (See appendix 5, pag 42)

4.2 Quantitative Results

In this section the results are illustrated in the following tables and figures, which are divided into two sections. The first section shows the results obtained from the survey applied to University teachers, in which the percentage of the teachers' appreciation related to reading using "American Holidays" texts is explained.

The second segment presents the summary of results, in which the quantity, percentage, and the grade of students' knowledge about American Holidays in the pre – questionnaire as well as in the post- questionnaire is explained. The third part, on the other hand, displays the general results

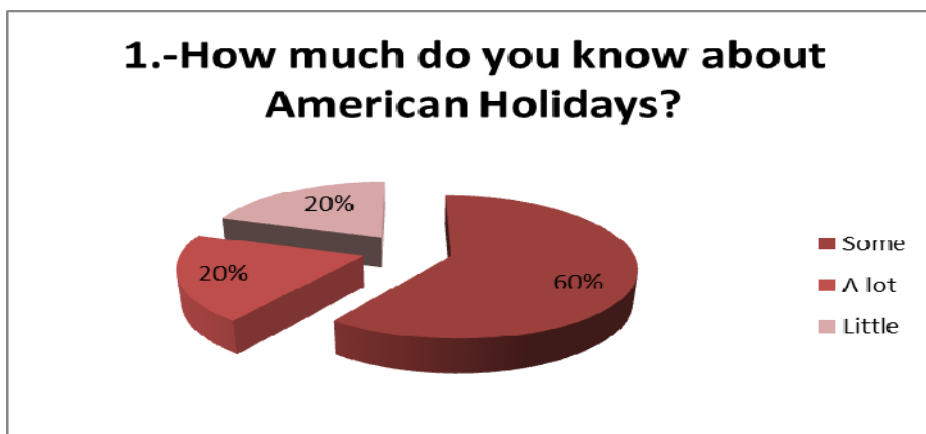


obtained from the average of surveys, making a comparison between the pre- and the post-ones.

SURVEY GIVEN TO UNIVERSITY TEACHERS

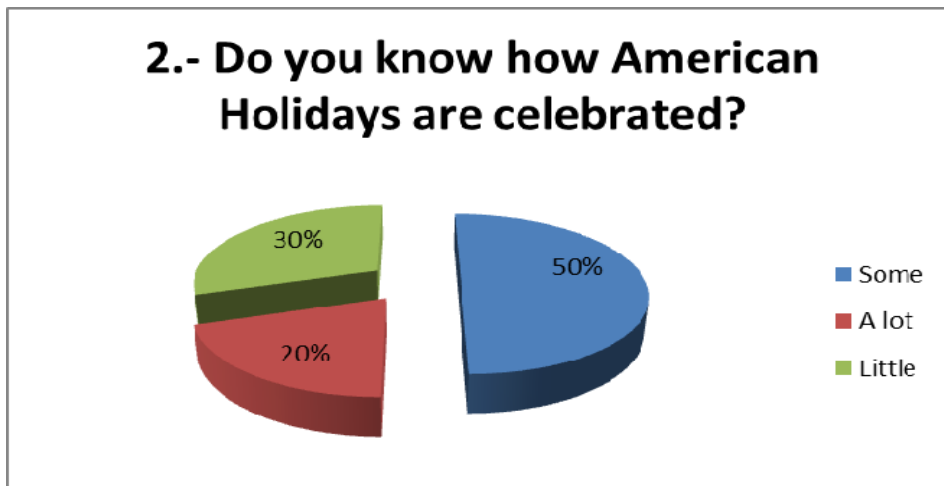
PART A

Graph1. Answers to question 1 applied to university teachers



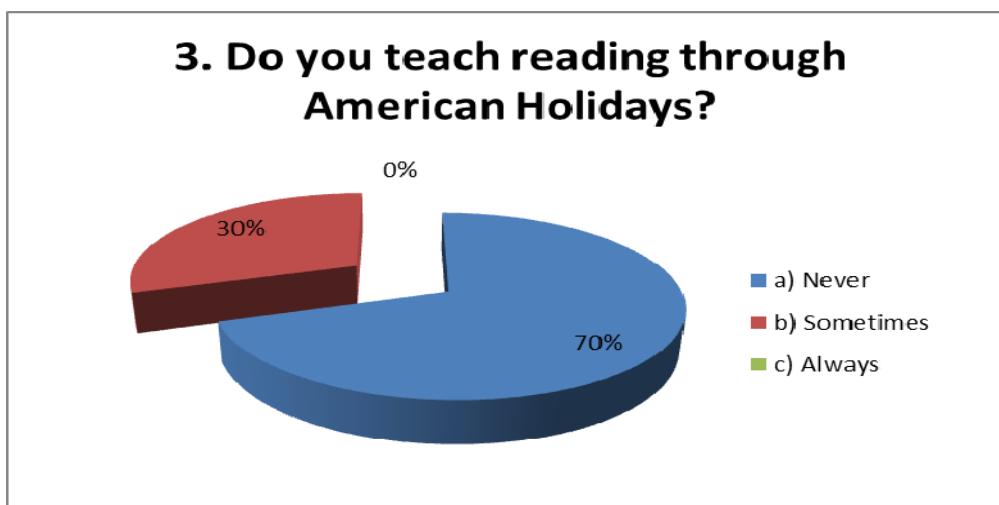
Source: Questionnaire applied to university teacher
Authors: Miriam Ortiz and Jaqueline Garcia

Graph2. Answers to question 2 applied to university teachers



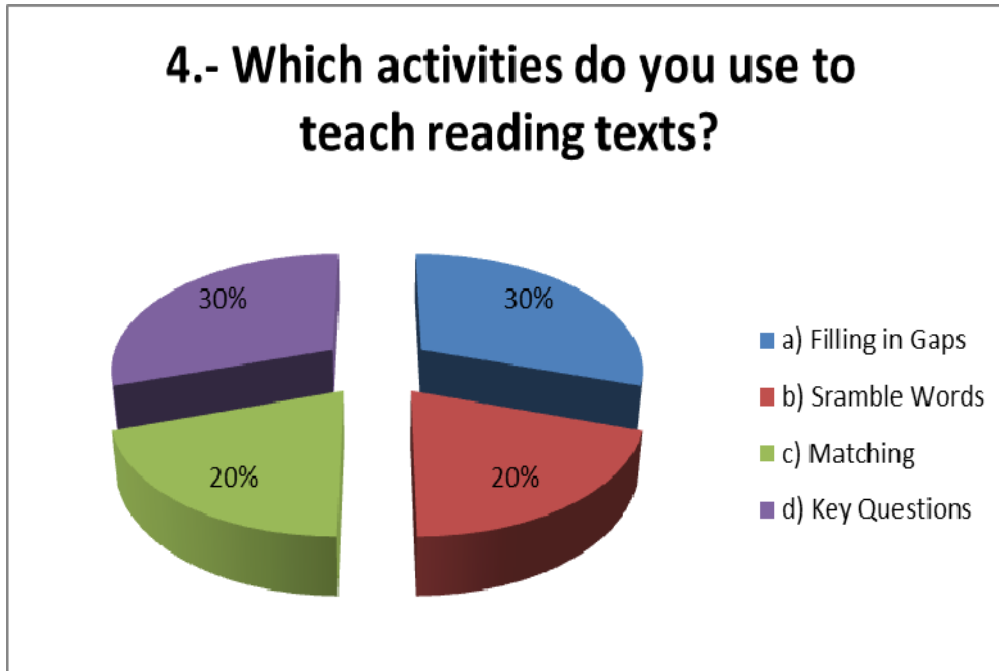
Source: Questionnaire applied to university teacher
Authors: Miriam Ortiz and Jaqueline Garcia

Graph3. Answers to question 3 applied to university teachers



Source: Questionnaire applied to university teacher
Authors: Miriam Ortiz and Jaqueline Garcia

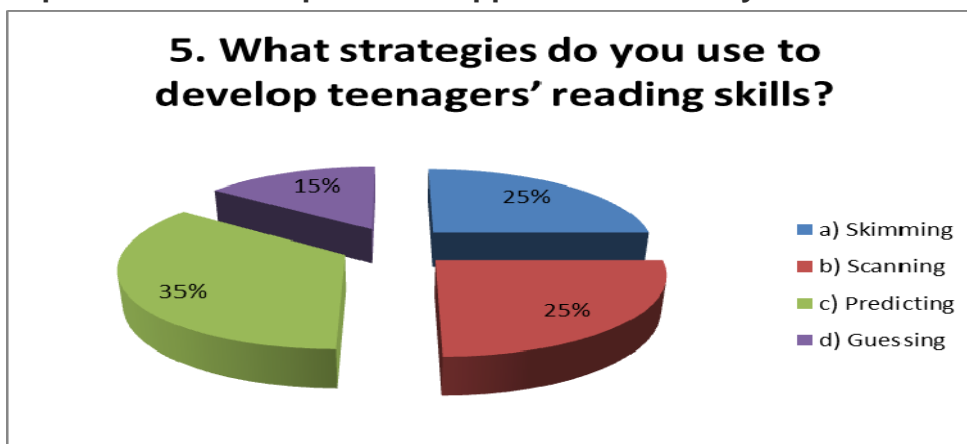
Graph4. Answers to question 4 applied to university teachers



Source: Questionnaire applied to university teacher
Authors: Miriam Ortiz and Jaqueline Garcia



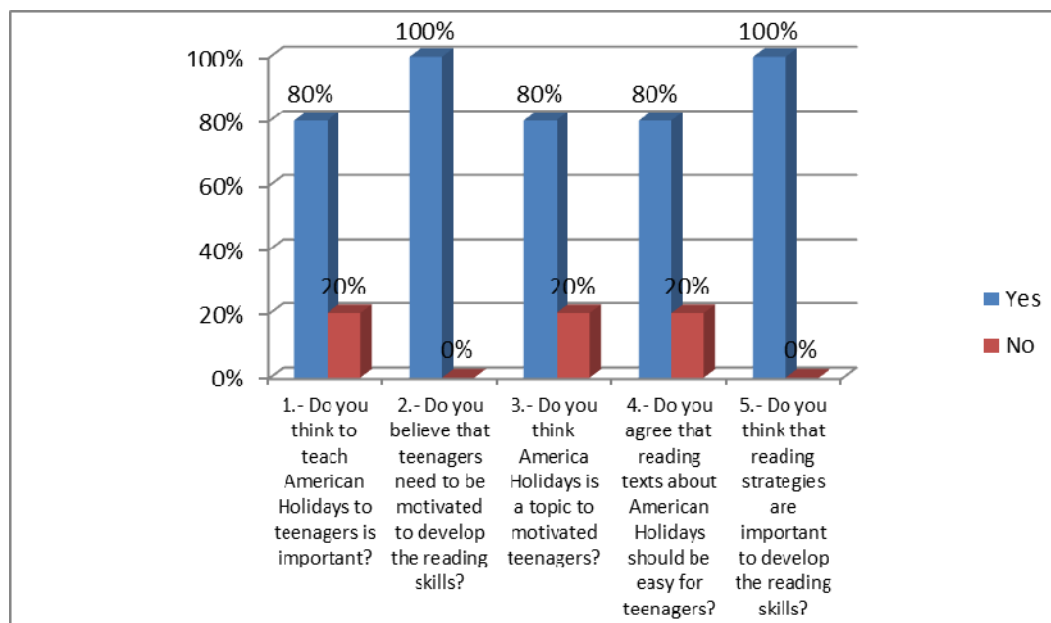
Graph5. Answers to question 5 applied to university teachers



Source: Questionnaire applied to university teacher
Authors: Miriam Ortiz and Jaqueline García

PART B

Graph6. Answers to questions from 1 to 5 applied to university teachers



Source: Questionnaire applied to university teacher
Authors: Miriam Ortiz and Jaqueline García

According to the graphics, we can say that almost all the teachers know about American Culture, and they are immersed in the way that “American



Holidays” are celebrated. Therefore, it can be assumed that the teaching of “American Holidays” is not new or strange in the teaching process. Thus, some reading activities can be taken into account, such as filling in gaps, scrambled words, matching, and key questions, to help students develop their reading skills. Also, the application of some well-known reading strategies, such as skimming, scanning, predicting, and guessing, would guide the students in the reading process. Moreover, the teachers mention that it is important that students should not only use the English language but also its culture to get them involved with the language as a whole body of knowledge. (See appendix 2, pag 36)

SUMMARY OF RESULTS

Table 1. Answers to questions applied to high school teenagers

PRE – QUESTIONNARE

PART A	Number	Percentage	Grade
1.-Is a holiday a time when people celebrate important events in a country?	9	33%	07/20
2. - Is Thanksgiving a National Holiday in the United States?	14	67%	10/20
3. - Is Halloween a Secular Holiday in the United States?	3	11%	02/20
4. - Is Independence Day a Federal Holiday in the United States?	4	15%	03/20
PART B			
5. - When is Thanksgiving celebrated?	0	0%	0/20
6. - What is celebrated on the 4th of July?	23	85%	17/20
7. - When is Halloween celebrated?	25	93%	19/20

Source: Questionnaire applied to high school students.
 Authors: Miriam Ortiz and Jaqueline Garcia



The table above shows the results of the performance of students of the second year of bachillerato to the first survey to ascertain how much the students know about the “American Holidays” and how often they use them to develop the reading skill.

It can be seen that in PART A, Yes/ No questions, only 32% of the students chose the correct answer. Therefore, it has been clear that the students did not know and use American Holidays readings in the classroom.

Besides, in PART B, Multiple Choice questions, 53% of the students selected the correct answer. Thus, it can be inferred that the students are familiarized with the most well- known “American Holidays”. (See appendix 3, pag 40)

Table 2. Answers to questions applied to high school teenagers

POST – QUESTIONNAIRE

PART A	Number	Percentage	Grade
1.-Is a holiday a time when people celebrate important events in a country?	27	100%	20/20
2. - Is Thanksgiving a National Holiday in the United States?	26	96%	19/20
3. - Is Halloween a Secular Holiday in the United States?	19	70%	14/20
4. - Is Independence Day a Federal Holiday in the United States?	24	89%	18/20
PART B			
5. - When is Thanksgiving celebrated?	27	100%	20/20
6. - What is celebrated on the 4th of July?	26	96%	19/20
7. - When is Halloween celebrated?	27	100%	20/20

Source: Questionnaire applied to high school students.

Authors: Miriam Ortiz and Jaqueline Garcia



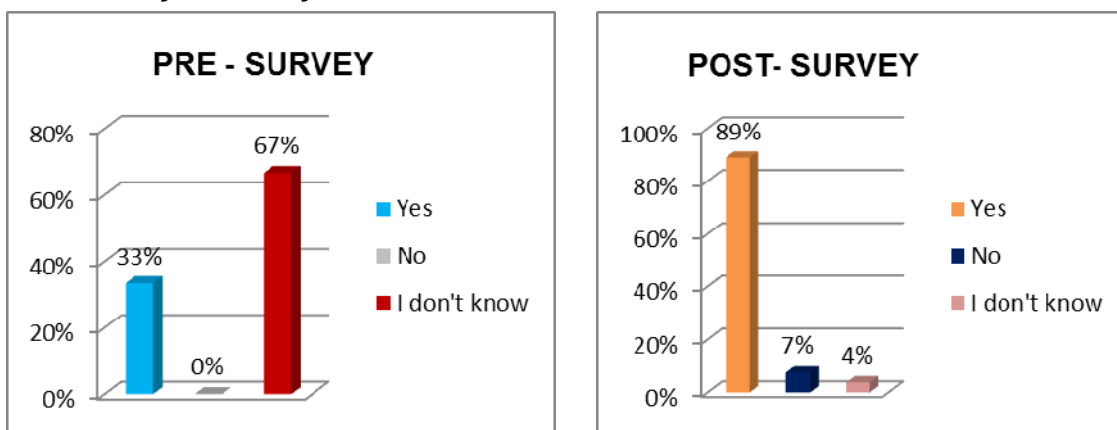
This time, the table shown above presents the results obtained from the post- survey of the class.

According to the results obtained in the table of Part A, Yes/ No questions, it can be seen that 89 % of the students improved their reading skills after the application of the American Holidays readings in the classroom. Therefore, it can be concluded that through the material based on the American Holidays, teenagers were able to increase their ability to understand and develop reading texts.

Moreover, in Part B, Multiple Choice questions, 99% of the students chose the right answers. Thus, the students did acquire more knowledge to do the assignment formulated in the lessons of the booklet (See appendix 4).

Comparative Results

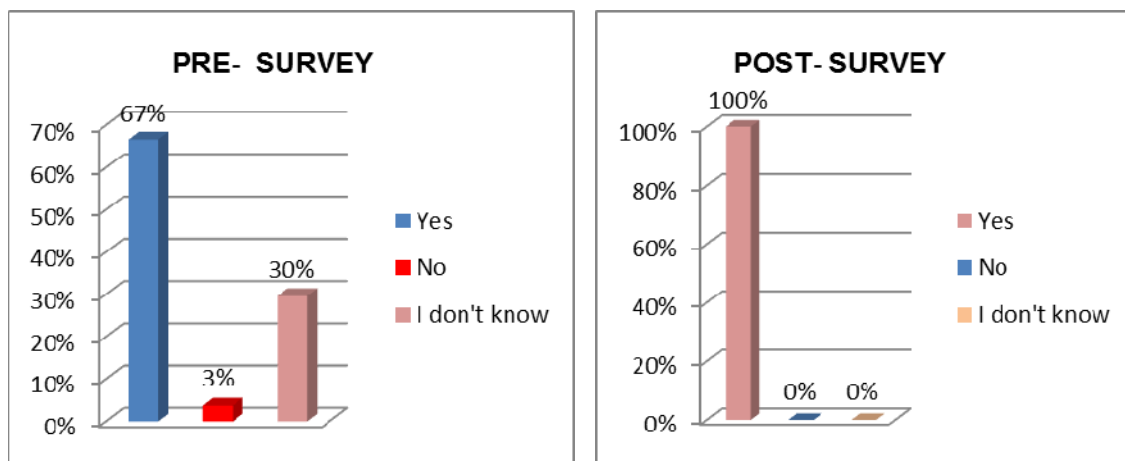
1. – Is a holidays at time when people celebrate important events in a country? Holiday?



This is a comparison of the same questions before and after the application of the selected readings for the booklet from second year of the bachillerato at the “4 of July” High school. Top percentage: 100%. **Source:** Survey applied at the beginning and end of the application.



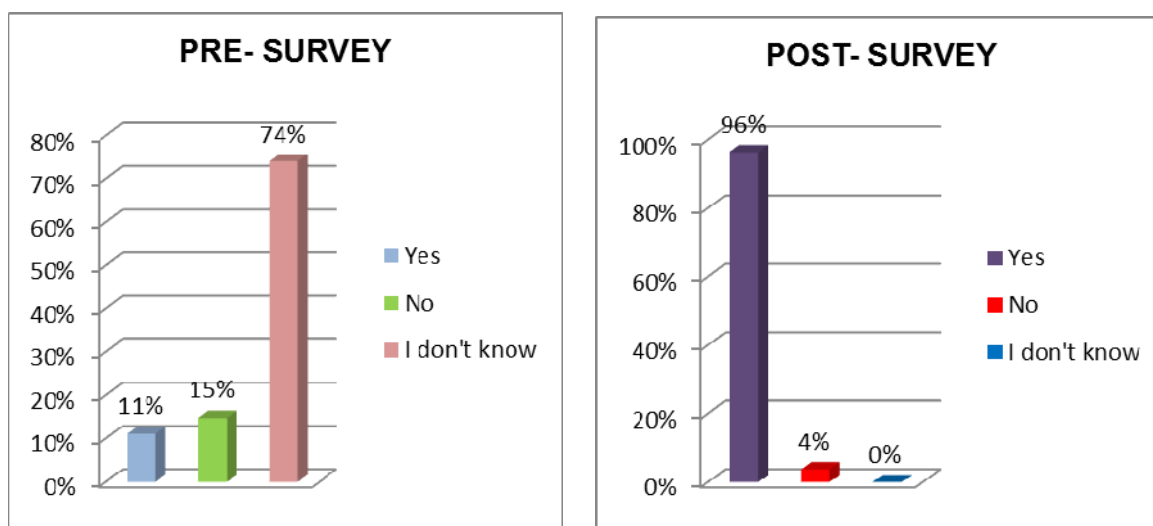
2.- Is Thanksgiving a National Holiday in the United States?



This is a comparison of the same questions before and after the application of the selected readings for the booklet from second year of the bachillerato at the "4 of July" High school. Top percentage: 100%

Source: Survey applied at the beginning and end of the application.

3.- Is Halloween a Secular Holiday in the United States?

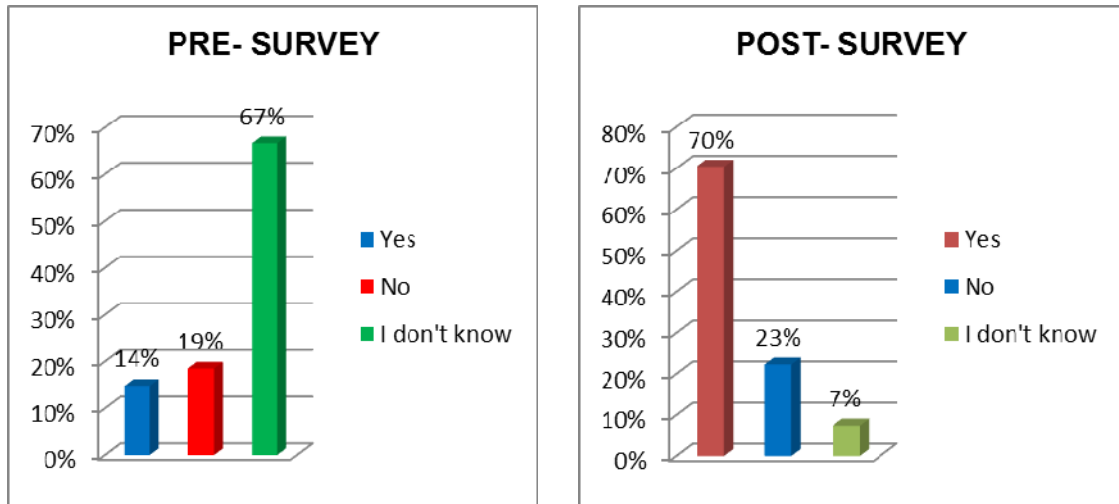


This is a comparison of the same questions before and after the application of the selected readings for the booklet from second year of the bachillerato at the "4 of July" High school. Top percentage: 100%

Source: Survey applied at the beginning and end of the application.



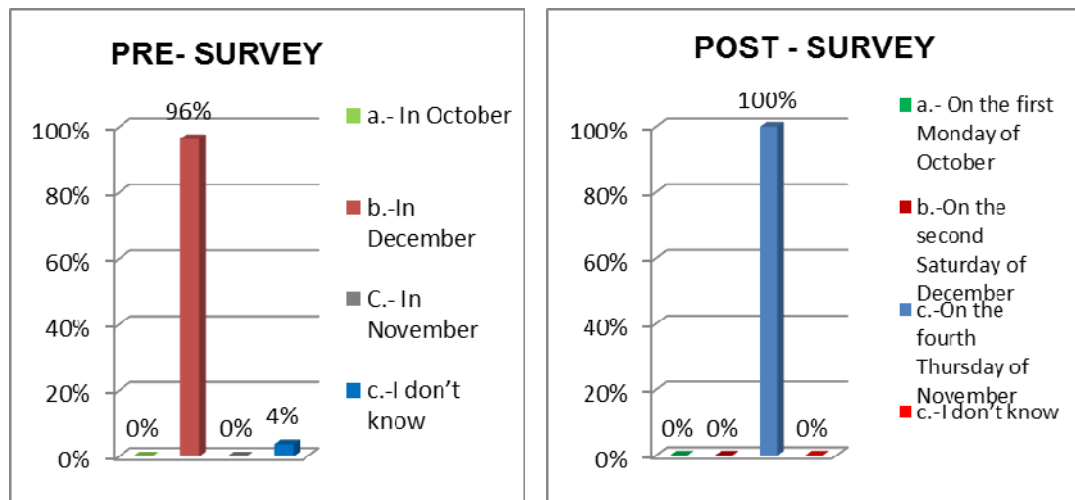
4. - Is Independence Day a Federal Holiday in the United States?



This is a comparison of the same questions before and after the application of the selected readings for the booklet from second year of the bachillerato at the “4 of July” High school. Top percentage: 100%

Source: Survey applied at the beginning and end of the application.

5. - When is Thanksgiving celebrated?

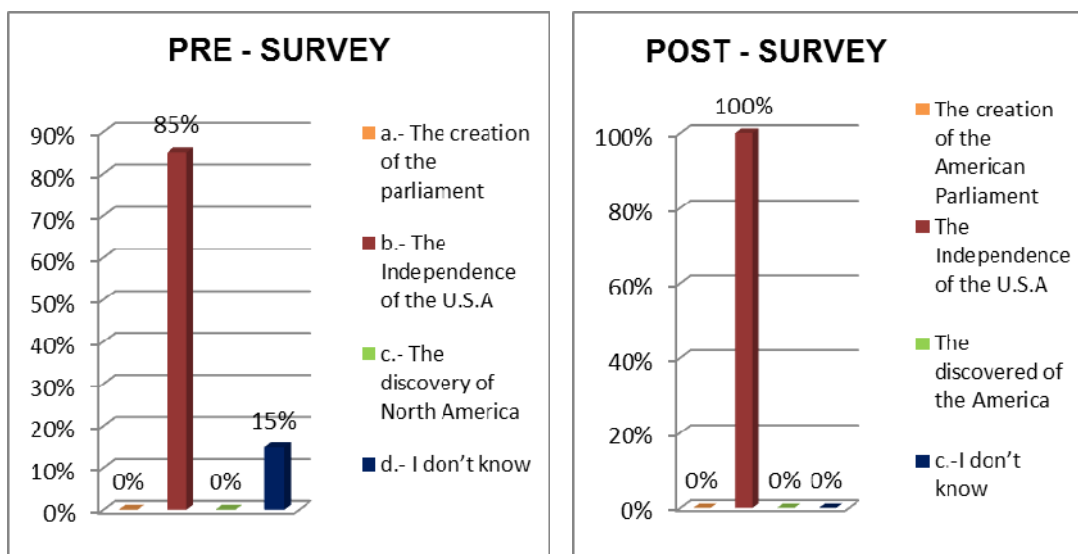


This is a comparison of the same questions before and after the application of the selected readings for the booklet from second year of the bachillerato at the “4 of July” High school. Top percentage: 100%

Source: Survey applied at the beginning and end of the application.



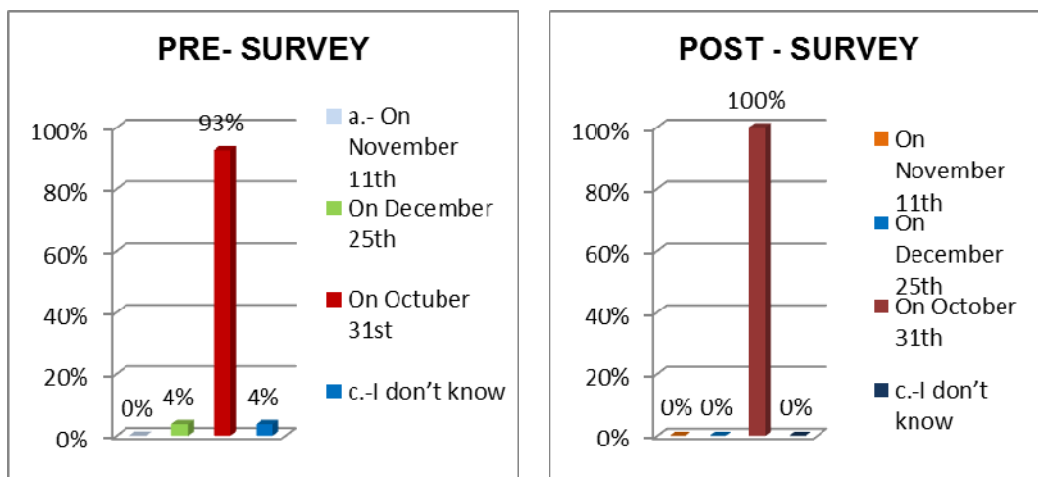
6. - What is celebrated on the 4th of July?



This is a comparison of the same questions before and after the application of the selected readings for the booklet from second year of the bachillerato at the “4 of July” High school. Top percentage: 100%

Source: Survey applied at the beginning and end of the application.

7. - When is Halloween celebrated?



This is a comparison of the same questions before and after the application of the selected readings for the booklet from second year of the bachillerato at the “4 of July” High school. Top percentage: 100%

Source: Survey applied at the beginning and end of the application.



4.3 Interpretation of Results

After the presentation and description of results, it is time now to interpret and discuss each one of the three research questions proposed for this research work.

Research question 1: How can we teach reading through “American Holidays” texts to teenagers?

To answer this question let us focus on the results obtained from the pre- and post-surveys, in which it is observed that fewer students chose the correct answer in the pre- survey than in the post – survey. Also, the interview can help to answer this question because the expert said that guessing and predicting strategies can engage the students with the reading texts, and he also emphasized that group work can help the students share their ideas with their classmates and the teacher.

Research question 2: How can we motivate teenagers to read?

To reply to this question, it is necessary to pay attention to what the expert said in the interview. He said that by using different activities, the teenagers can feel motivated and comfortable in the class; otherwise, the students often get bored. In addition, it can be said that according to the results of the application, the students internalized a lot of what they were doing in the classroom because of the implementation of the different activities. Thus, it can be inferred that the students felt confidence in the class because they increased their percentage when they took the post- survey.



Research question 3: What strategies and activities can we use to develop teenagers' reading skills?

To answer this question, it is necessary to mention the expert's words, because he said in the interview that guessing meaningful context would be one of the good strategies because students would get interested in the class, and also it would be a challenge for them to guess what the topic would be about. On the other hand, the expert suggested reading activities, such as filling in the gaps, crosswords, reading comprehension, and debating, to guide the students in the reading process. It is also important to mention the results obtained from the survey applied to the University teachers, in which most of them agreed that the such strategies as skimming, scanning, predicting, key questions could be used.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- ❖ From the quantitative and qualitative information analyzed, it can be seen that the development of the reading skills in teenagers through material based on American Holidays was effective because the students showed interest in learning reading through the culture. Moreover, they increased their knowledge after the application of the three American Holidays texts from the booklet. Therefore, the objective, to teach English using American Culture was achieved optimally.
- ❖ In addition, it is important to mention that the students felt motivated during the application of the booklet because the teachers were facilitators, who helped and guided them to understand and develop reading comprehension activities. Besides, the creation of an adequate environment in the classroom was another factor to help the students feel confident with the teachers and the topic, resulting in a significant participation on their part.
- ❖ As a last conclusion, it is necessary to emphasize that one of the objectives of this monographic work was to provide a real connection between the language and the culture by using American Holidays texts. Therefore, to create the booklet the reading activities and strategies from the literature review, the information provided by the expert, and the analysis and results of the survey were taken into account. Thus, the teenagers developed their



reading skills by knowing and appreciating that culture is part of the language.

5.2 Recommendations

- ❖ Since there are not enough opportunities for students to be in contact with the American Culture, it is advisable for teachers to create activities related to American Culture, like “American Holidays”, “Costumes in the United States”, and “Education in the U.S.A”, with which students can share their leaning experience and practice their reading skills, taking into account that to acquire English as a second Language it is necessary that students first get involved with the Culture.
- ❖ To create a good environment when the students feel comfortable and confident with the topic and the teacher.
- ❖ To motivate the students by using fun and different kinds of activities so that the students become engaged with the topic.
- ❖ To use appropriate reading strategies, so that the students do not feel frustrated at the time they read, and so they will be able to develop the reading skill in a better way.



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Appendixes



Appendix 1: Questionnaires

INTERVIEW WITH AN EXPERT

- 1.- How can we introduce the American Holidays to students from 15 to 16 years old?
- 2.- Which techniques can we use with students from 15 to 16 years old to develop the reading skill?
- 3.- Which reading activities can be applied with teenagers?
- 4.- What do you think about the level of the reading texts for students from 15 to 16 years old? Should they be easy or difficult? Why?
- 5.- Do you think teaching American Holidays is important? Why or Why not?
- 6.- Do you think that teenagers will be interested in learning about American Culture?



Appendix 2: Survey

AMERICAN HOLIDAYS TO DEVELOP READING SKILLS

Profession: _____

Age: _____

PART A

The purpose of this part is to ascertain the knowledge of American Holidays, the activities, and the strategies that teachers use to teach reading.

Choose one or more of the options

1. How much do you know about American Holidays?

A. Nothing

B. Little

C. Some

D. A lot

2. Do you know how American Holidays are celebrated?

A.- Nothing

B. Little

C. Some

D. A lot



3. Do you teach reading through American Holidays?

- A. Never
- B. Sometimes
- C. Always

4. Which activities do you use to teach reading texts to teenagers?

- A. Filling in gaps
- B. Scrambled words
- C. Crosswords
- D. Matching
- E. key Questions
- F. Others

Which? _____

5. What strategies do you use to develop teenagers' reading skills?

- A. Skimming
- B. Scanning
- C. Predicting
- D. Guessing



E. Others

Which? _____

PART B

The purpose of this part is to know the importance of American Holidays, the motivation of the students, and the difficulty of the reading texts.

1. Do you think teaching American Holidays to teenagers is important?

A. Yes

B. No

Why? _____

2.- Do you believe that teenagers need to be motivated to develop reading skills?

A. Yes

B. No

Why? _____

3. Do you think American Holidays is an important topic to teach teenagers?

A. Yes

B. No

Why? _____



4. Do you agree that reading texts about American Holidays should be easy For teenagers?

A. Yes

B. No

Why? _____

5. Do you think reading strategies are important to develop reading skills?

A. Yes

B. No

Why? _____



Appendix 3: Pre - Questionnaire

UNIVERSITY OF CUENCA

GRADUATION COURSE

Name:..... **Age:**.....

High School's Name:..... **Date:**.....

The purpose of this survey is to identify how much the students know about the American Holidays (Independence Day, Thanksgiving, and Halloween).

PART A

CHOOSE ONE OF THE OPTIONS

1.-Is a holiday a time when people celebrate important events in a country?

- a) Yes
- b) No
- c) I don't know

2. - Is Thanksgiving a National Holiday in the United States?

- a) Yes
- b) No
- c) I don't know

3. - Is Halloween a Secular Holiday in the United States?

- a) Yes
- b) No
- c) I don't know

4. - Is Independence Day a Federal Holiday in the United States?



- a) Yes
- b) No
- c) I don't know

PART B

CHOOSE ONE OF THE OPTIONS

5. - When is Thanksgiving celebrated?

- a) In October
- b) In December
- c) In November
- d) I don't know

6. - What is celebrated on the 4th of July?

- a) The creation of the American Parliament.
- b) The independence of the United States
- c) The discovery of North America
- d) I don't know

7. - When is Halloween celebrated?

- a) On November 11th
- b) On December 25th
- c) On October 31st
- d) I don't know



Appendix 4: Post – Questionnaire

UNIVERSITY OF CUENCA

GRADUATION COURSE

NAME:..... **DATE:**.....

HIGH SCHOOL'NAME:..... **LEVEL:**.....

The purpose of this survey is to identify how much the students know about the American Holidays after the application of the topics.

PART A

CHOOSE AND CIRCLE ONE OF THE OPTIONS

1.-Is a holiday a time when people celebrate important events in a country?

- a) Yes
- b) No
- c) I don't know

2. - Is Thanksgiving a National Holiday in the United States?

- a) Yes
- b) No
- c) I don't know

3. - Is Halloween a Secular Holiday in the United States?

- a) Yes
- b) No
- c) I don't know

4. - Is Independence Day a Federal Holiday?



- a) Yes
- b) No
- c) I don't know

PART B

CHOOSE AND CIRCLE ONE OF THE OPTIONS

5. - When is Thanksgiving celebrated?

- a) On the first Monday of October
- b) On the second Saturday of December
- c) On the fourth Thursday of November
- d) I don't know

6. – What is celebrated on the 4th of July?

- a) The creation of the American Parliament.
- b) The independence of the United States
- c) The discovery of North America
- d) I don't know

7. - When is Halloween celebrated?

- a) On November 11st
- b) On December 25th
- c) On October 31st
- d) I don't know



Appendix 5: Interview Transcript

INTERVIEW WITH AN EXPERT

1.-How can we introduce the American Holidays to students from 15 to 16 years old?

Mmmmm! I guess the good way to actually introduce American Holidays will be by using pictures; you know, teenagers are very interested in pictures, and that will be like a visual aid that you can use to start introducing American Holidays.

2.- Which techniques can we use with students from 15 to 16 years old to develop the reading skill?

I would think guessing meaningful context would be one of the good strategies that you can actually use, because students will ahhhh! get interested in it, you know, it will be pretty much like a challenge for them to guess what the topic will be about, Right! For example, by using different pictures you can go like, ok, what do you think this holiday is about? Right! You know, like asking questions and also having them work in groups, so they discuss the ideas they have, you know, some like predicting what the text will be about.

3.- Which reading activities can be applied with teenagers?

Ammm! Well! Reading activities could be like filling the gaps, crosswords will be, like, mmm! You ask for reading activities mmmmm! Like reading



comprehension, you know, and mmmmm! Also, I would say, like, you know debating. For example, you present the reading right! You have the reading in the class and then at the end you can go, like, ok, let's take our position in the reading, you know, get an idea of what our opinion is on it.

4. - What do you think about the level of the reading texts for students from 15 to 16 years old? Should they be easy or difficult? Why?

I don't think that reading texts should be very difficult because if you present very difficult reading texts to your students, you know, frustration will come along, and that will actually block up the motivation they have toward the language, and so if you find a text which actually has difficult words, you know, you should take those out, write them on the board, and then explain the words first, before they read it; otherwise they will feel frustrated, and they will just get bored.

5.- Do you think teaching American Holidays is important? Why or Why not?

I definitely say that I believe that it is important to teach American Holidays because, you know, we are learning the language, and, you know, culture is also part of the language, and that will also, you know, help students to get into the learning of the language, learning of English as a foreign language.

6.-Have you ever taught American Holidays to students from 15 to 16 years



old? Where and how was this experience?

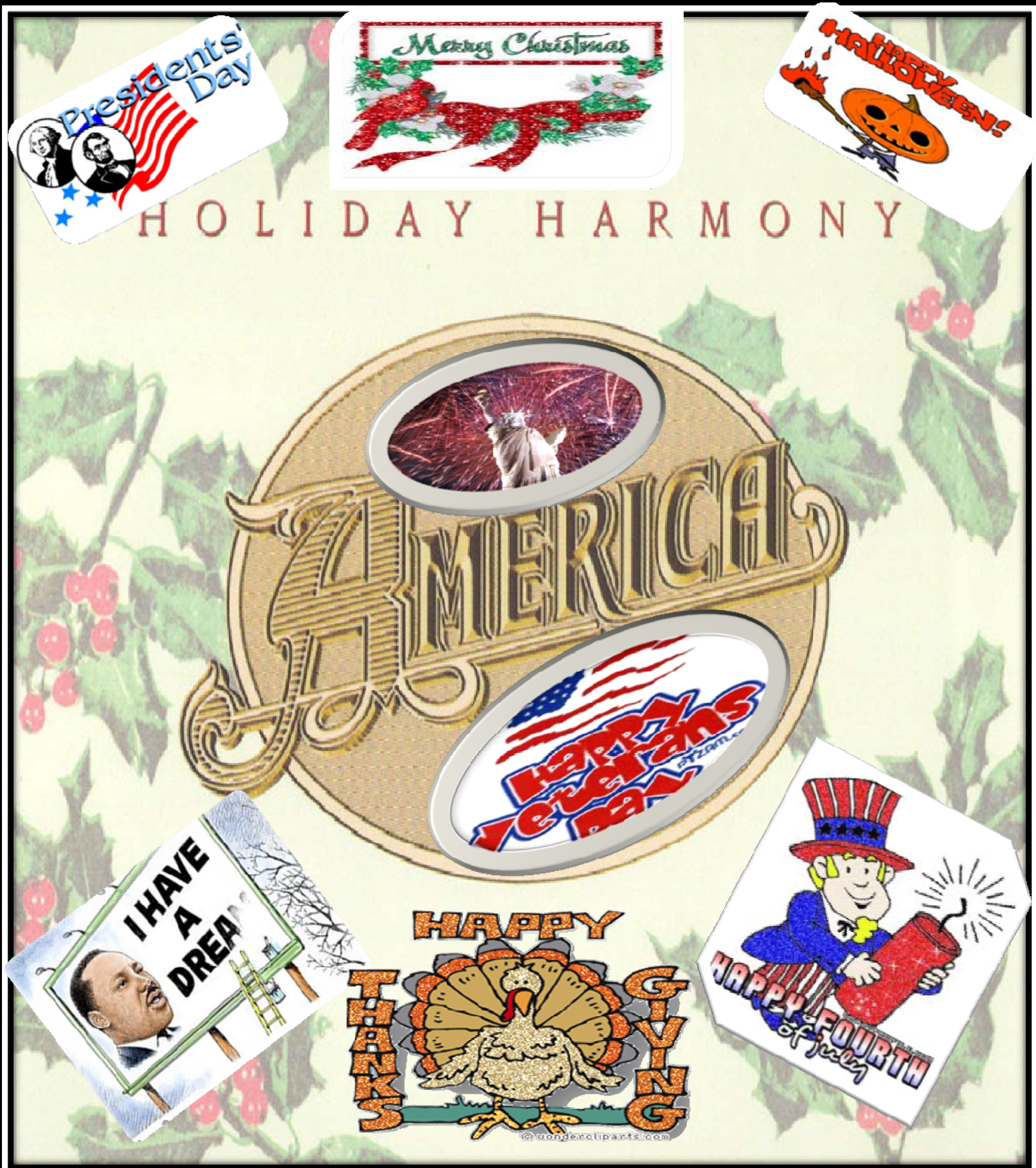
Unfortunately, I haven't actually taught that to teenagers; actually, I've done that with college students, and thattttt! Well, I would say that It was a very good experience because they actually got to watch videos, they got to read some material, you know, to be able to share, you know, ideas about the holiday, but unfortunately, as I said before, I have not taught fifteen to sixteen year-olds.

7.- Do you think that teenagers will be interested in learning about American Culture?

I think it doesn't have to do with learning American Culture; I guess It has to do with the way you present context, right! If you actually present context in a very attractive way whatever you're teaching I am sure students will engage in it , but if you present context in an inappropriate way, you know, they will just get bored. So I think it has to do with the way you present context, rather than with the culture itself.



Appendix 6: The Booklet

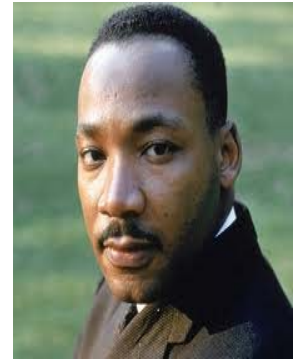




TASK

1

Work in pairs and try to identify the ethnic group which these people belong to.



TASK

2

Read the text quickly and tick the topics it includes.

Black Culture

white Culture

A holiday in the U.S.A

Advice to black Ecuadorians

MARTIN LUTHER KING DAY

Martin Luther King Day is a federal holiday held on the third Monday of January. It honors the life and achievements of Martin Luther King Jr., an influential American civil rights leader who was born in Georgia in 1929. He is recognized for his campaigns to end racial segregation on public transportation and for racial equality in the United States. Nevertheless, he was assassinated in Tennessee in 1968, and he was buried at the King Center in Atlanta, Georgia. 15 years after his assassination, the Congress passed the holiday legislation in 1983, which was then signed into law by President Ronald Reagan. However, this holiday was moved to be celebrated on Martin Luther King's birthday.

During this day all North Americans promote equal rights regardless of their race. Some educational establishments mark the day by teaching their pupils or students about the work of Martin Luther King and the struggle against racial segregation and racism. Some schools and colleges close but others stay open and teach their students about the life and work of Martin Luther King.

**TASK****3****Read the text again and choose the correct information****1. Where was Dr. King born?**

- a. in Africa
- b. in Tennessee
- c. in Georgia

2. - Martin Luther King Day is

- a. a federal holiday on the third Monday of January.
- b. a national holiday on the second Saturday of May
- c. a secular holiday on the first Monday of June

3.-Martin Luther King was

- a. an African civil rights leader
- b. a North American civil rights leader
- c. an Ecuadorian civil rights leader

4.- Dr. King wanted equality for...

- a. all people, no matter their race
- b. everybody who was in the race
- c. all politicians in the presidential race

5.-The holiday legislation was sign by

- a) President Thomas Jefferson in 1774
- b) President George Washington in 1838
- c) President Ronald Reagan in 1983

6. - During this holiday North Americans

- a. promote equal rights
- b. open all the schools
- c. close all the schools

TASK**4****Find words in the text which mean the same as the words and phrases below.**

1.- discrimination (n) (paragraph 1)

s _ _ _ _ _

2.- law (n) (paragraph 1)

l _ _ _ _ _

3.- fight (n) (paragraph 2)

s _ _ _ _ _

4.- significant (adj) (paragraph 2)

i _ _ _ _ _

5.-accomplishments (n) (paragraph 2)

a _ _ _ _ _



TASK 1 Look at the pictures and discuss the following questions with your classmates and teacher.



Who are they?
bills?

What did they use to do?

Why are them in the

TASK 2 Read the text quickly and choose the best tittle for it.

Presidents plants

Presidents achievements

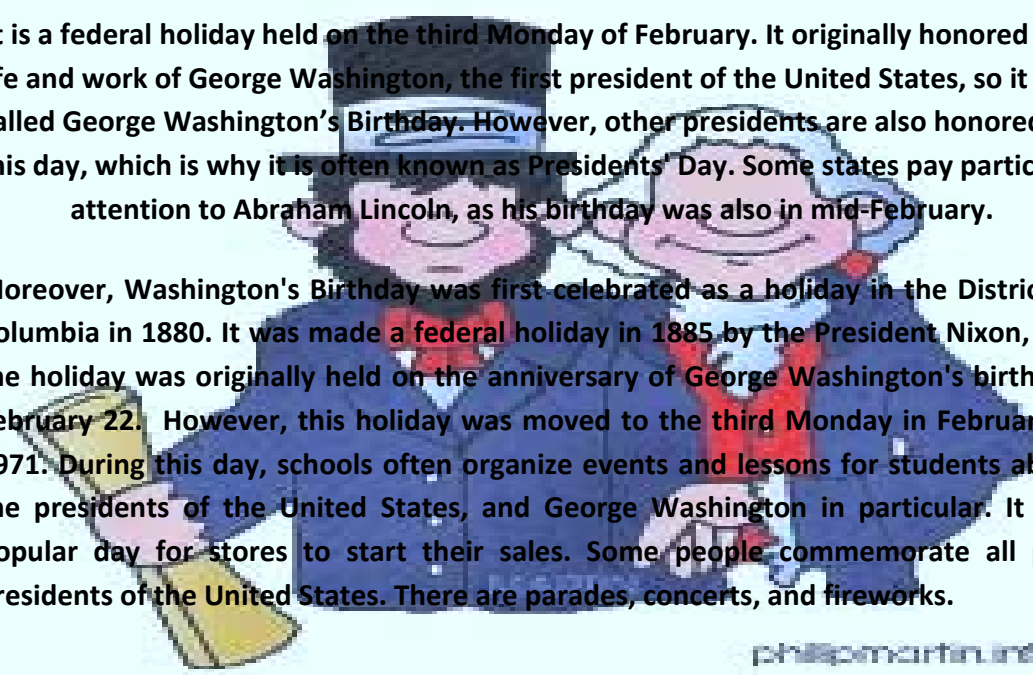
Presidents projects

Celebrating the Presidents of U.S.A

PRESIDENTS DAY

It is a federal holiday held on the third Monday of February. It originally honored the life and work of George Washington, the first president of the United States, so it was called George Washington's Birthday. However, other presidents are also honored on this day, which is why it is often known as Presidents' Day. Some states pay particular attention to Abraham Lincoln, as his birthday was also in mid-February.

Moreover, Washington's Birthday was first celebrated as a holiday in the District of Columbia in 1880. It was made a federal holiday in 1885 by the President Nixon, and the holiday was originally held on the anniversary of George Washington's birth, on February 22. However, this holiday was moved to the third Monday in February in 1971. During this day, schools often organize events and lessons for students about the presidents of the United States, and George Washington in particular. It is a popular day for stores to start their sales. Some people commemorate all past presidents of the United States. There are parades, concerts, and fireworks.





TASK

3

Fill in the blanks with the words from the box.

commemorate
was made

held
was moved

pay
organize

- ❖ North Americans.....past presidents.
- ❖ Presidents holiday is.....on the third Monday of February.
- ❖ North Americans.....attention also to Abraham Lincoln in this day.
- ❖ Schools.....lesson and events about George Washington.
- ❖ This holiday.....to the third Monday of February in 1971.
- ❖ Presidents day..... a federal holiday by President Nixon.

TASK

4

Write a summary with the most important facts about Presidents Day in North America.

.....

.....

.....

.....

.....





TASK 1 Look at the picture and circle the correct answer to each question.

WHAT DOES THIS PICTURE SHOW?



A. a party B. a battle C. Monsters

WHAT DOES THIS PICTURE REPRESENT?



A. Slavery B. Love C. Liberty

TASK 2 Read the text and share your ideas with the teacher.

INDEPENDENCE DAY

This holiday is celebrated on July 4th. It commemorates the day on which the United States became a free country. It honors the day when people of the thirteen British colonies declared a war against the British Empire because they considered that the colonies did not receive a fair treatment by the king and parliament in Britain. As the war went on, the colonists knew that they were fighting not just for a better treatment, but also for freedom. The war began in 1775, and one year later, in 1776, a document called “The Declaration of Independence” was signed by the leaders of the colonies.



It stated that each person on the earth had the right to be free. Nevertheless, the war did not finish until 1783, and that year Independence Day was declared as an official Holiday. Then, in 1941, it was proclaimed as a Federal Holiday by the Congress.

Each year a big celebration is made to commemorate freedom. Many activities are carried out during this day, such as, civic parades, discourses by public officers, guided tours through famous monuments, outside stage shows, and boat contests. Also, people wear red, white and blue because those are the colors of the American flag; others show the American flag at their balconies as a signal in pride of their nation. In addition, families get together at picnics, baseball games of little leaguers are played, folk dancing is presented, and at night, concerts and fireworks illuminate the city.

TASK

3

Read the text again and answer the following questions.

INDEPENDENCE DAY

When is Independence Day celebrated?

What kind of Holiday is it?

How many colonies fought in the war?

How is this Holiday celebrated?

When did the United States become a free country?





TASK

4

How many words can you make out of **SWEET LIBERTY**?

SWEET LIBERTY



Did you find?

- An insect
- You and me
- See you later
- What a spider makes
- A part of your body
- Opposite of worse
- Opposite of worst
- Opposite of no
- Use a pencil
- Use your eyes





WHO AM I? MONSTER RIDDLES



TASK

1

Write the name of the character according to the description, using the

following words.

WEREWOLF	WITCH	MUMMY
SKELETON	VAMPIRE	GHOST

(1) I was wrapped in white and buried in my tomb a long time ago. Now, I wait in the dark with my golden treasures all around. Outside the sand piles high over the top of my tomb.

Who am I?

(2) I am a monster that has been on a diet. There is no fat on me! Or muscle either! You might say that I am all skin and bones --without the skin. I rattle when I walk. And my teeth chatter when I talk.

Who am I?

(3) Dressed in black, I brew potions, I cast spells, and I put curses on people. If you bother me or my cat, you'll sit on a lily pad and eat flies.

Who am I?

(4) I walk through walls as I please. Sometimes you can see me and sometimes you can't. I moan and I groan. I rattle chains. You find me in old houses, graveyards, and castles.

Who am I?

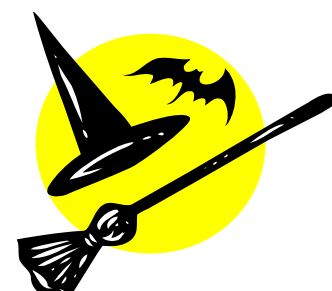
(5) Most of the time, you would never guess I was a monster because I look just like you. But once a month, I let my hair down and howl at the moon. But beware! If I bite you will become like me.

Who am I?

(6) Welcome! Have a seat. Dinner will be served shortly. Sorry, we don't have any garlic bread. I can't stand it. What am I drinking, you ask? Don't worry . . . it's . . . um . . . grape juice. Now just relax while I look at your neck.

Who am I?

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**TASK****2**

Read the text and answer the following question.



Halloween is a word that was originated in the 1500s. The word 'Hallow' means Holy and 'een' is the short form of evening. On October 31, the ancient Celtic tribes of Scotland, Wales and Ireland celebrated the festival of Samhain, the lord of the dead. They believed that the souls of the dead would come back to mingle with the living on this day. In order to be safe from evil spirits, they lit bonfires and wore masks. They initially carved turnips and placed lighted candles to scare the evil spirits. These are now replaced by carved out pumpkins as these are easily available during the autumn in North America.

On Halloween day, the children go door to door crying 'trick or treat', wearing masks or costumes to scare others. They sometimes perform songs or horror stories. 'Trick' refers to threats of mischief on the house owners or their properties if no treats are given to them. The treats include apple candies, Candy Corn, or fruit cake.

Other Halloween foods include:

1. Roasted sweet corn
2. Popcorn
3. Roasted pumpkin seeds
4. Pumpkin pie or bread
5. Novelty candy shaped like skulls, pumpkins, bats and worms
6. Small bags of potato chips
7. Chocolates, caramels and gum
8. Pumpkin and apple pie ice cream



Miriam Ortiz x Laquele García

HALLOWEEN CLOZE



TASK 3 Fill in the blanks with words from the box.

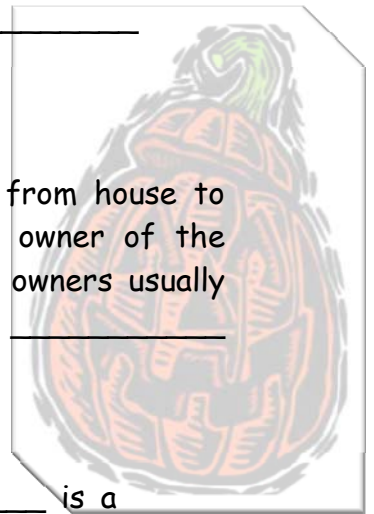
Costumes:

werewolf mask	costumes vampire pirate	mummy make-up candy	trick-or-treat candle
------------------	-------------------------------	---------------------------	--------------------------

On Halloween, kids dress up in _____. Some kids wear a _____ on their face and others paint their face with _____. Many boys like to dress up as a _____ because they can carry a sword.

Trick or Treat:

At night, kids go trick-or-treating, which means they go from house to house and say _____. Then, the owner of the house will give the kids _____. The house owners usually carve a pumpkin. When they are finished carving, they put a _____ inside to light up the face.



Monsters:

There are many monsters at Halloween. A _____ is a monster that likes to drink blood. A _____ is a monster from Egypt covered in white bandages. A _____ is a monster that comes out when the moon is full.

TASK 4 Filling in the blanks with the appropriate verb.

- Children _____ pumpkins.
- Children _____ costumes.
- Children _____ candy.
- Monsters _____ under the bed.
- Vampires _____ blood.
- Ghosts _____ old houses and castles





"FITHING FOR MY NATIVE LAND"



TASK 1 Look at the picture below and write your ideas about it.



TASK 2 Read the text and share your ideas with your classmates and teacher.

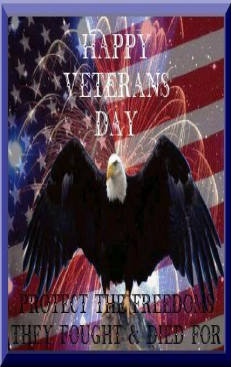


Veteran's Day is celebrated on November 11th. However, it was known as Armistice Day to commemorate the treaty of peace, which ended World War I in 1918. Many years later the country was involved in another war, WWII. Thus, Armistice Day was declared as a Federal Holiday by President Wilson. Then citizens suggested the congress that this holiday should honor the heroes of WWI, as well as heroes of WWII. Therefore, Armistice Day was renamed as Veteran's Day to render tribute all old people who fought in the two wars. Nowadays, it is a tradition that every eleventh month and eleventh day also the eleventh hour, soldiers who survived in the wars marched in a parade through their home towns. In addition, they honor the dead of the heroes, who died in the wars. Politicians and veteran officers give speeches and hold ceremonies of thanks for the peace they had won. President of the U.S.A sends a wreath to the tomb of the heroes at Arlington National Cemetery.

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**TASK****3**

Reread the text and put a tick if the statements are true or false.



1. At first, Veteran's Day was known as Armistice Day.

True

False

2. Veteran's Day is a National Holiday.

3. Veteran's Day is celebrated in honor to army.

4. George Bush declared Veteran's Day as Federal Holiday.

5. Veteran's Day is observed on November 10th.

6. The president of the U.S.A sends gifts to the officials.

TASK**4**

Read the following statements and circle the correct synonym of the underlined word.

1) Veteran's Day was celebrated on November eleventh.

- a. Remembered
- b. Observed
- c. Simulated

2) The country was involved in another war.

- a. Commemorated
- b. Related
- c. implicated

3) Armistice Day was declared as Federal Holiday.

- a. Developed
- b. Familiarized
- c. Renamed
- d.





HAPPY TURKEY DAY!



TASK 1 Look at the pictures below and discuss your answers to the following questions with your classmates and teacher.



- ❖ Do you know what the name of this celebration is?
- ❖ In which month does it take place?
- ❖ Is this celebration carried out every year?

TASK 2 Read the text and put the pictures in the correct order.





THANKSGIVING DAY

Thanksgiving is a national holiday celebrated in North America on the fourth Thursday in November. This holiday was created by the Pilgrims. They came from England to North America because they wanted free religion, and they came on a boat called "The Mayflower". When they arrived at the new world in Massachusetts, they had some trouble because they did not know how to survive in a strange place. Also, many of the settlers died because of sickness and hunger. After some time, the Pilgrims asked the Indians for help. The Indians taught them how to grow, hunt, and build. Thus, the Pilgrims had their first crops, such as corn, pumpkins, peas, and beans in 1621.

After that, The Pilgrims decided to hold a celebration to give thanks for their harvest, and they invited members of a nearby Indian tribe to take part in it, and that celebration lasted three days.

Finally, President Abraham Lincoln declared the 4th Thursday in November as a national holiday for Thanksgiving in 1863. During this day, families prepare a meal similar to the meal prepared by the Pilgrims and Indians many years ago, and the Thanksgiving meal almost always includes turkey meat with a bread mixture cooked inside. Other traditional foods are sweet potatoes, cranberries, and pumpkin pie. It is a time for counting the many blessings we have received during the year and for spending time with family and friends.

TASK 3 Read the text again and decide if the following statements are true or false.

1. - Thanksgiving was created by the African Americans.....
2. - The Pilgrims arrived at Massachusetts in 1620.....
3. - None of the Pilgrims died.....
4. - The Indians did not help the pilgrims to survive.....



- 5. - The first Thanksgiving lasted 2 days.....
- 6.- The first Thanksgiving was celebrated on December 13, 1621.....
- 7. - President Abraham Lincoln declared the 4th Thursday of November as a national holiday of Thanksgiving in 1863.....
- 8. - During this celebration, people give thanks for their harvests.....
- 9. - Thanksgiving is a federal holiday.....

TASK






4

Correct the wrong statements of task 3 when necessary.

-
-
-
-
-



TASK 1 According to your experiences. What does Santa do on Christmas Eve? Number the pictures below in the correct order.

<input type="checkbox"/> loads	<input type="checkbox"/> delivers	<input type="checkbox"/> eats	<input checked="" type="checkbox"/> checks	<input type="checkbox"/> goes down
				
his sleigh	presents	cookies	his list	chimneys

Write sentences about Santa using the pictures above. Write them in the correct order.

1. Santa checks his list.

3.

5.

4.

**TASK****2**

Read the text and share your ideas with your classmates.

Christmas



December is considered by Christians as "Christmas Holiday." According to their beliefs, it is the date on which Jesus Christ was born. On that day, people wear their best clothes, eat good meals, and offer presents to their close friends and dear ones. It is a festival of rejoicing, giving, and receiving gifts. In addition, people decorate their houses, establishments, and churches with a Christmas tree. It is a non-natural tree, lighted by small electrical bulbs and glittering paper stars. Also, children sing a carol, a Christmas song, in chorus, in remembrance of Christ's birth. On the final day there is a mid-night mass, followed by ringing of the bells leading in the New Year.



Since many years ago, Santa Claus has become a symbol of Christmas. Therefore, on the 24th night children and kids wait for the coming of Father Christmas, Santa Claus, who is supposed to carry with him many surprises. Moreover, it is said that San Nicholas lives at the North Pole and that he, elves, and goblins work during all the year to make millions of toys for good kids. On the other hand, naughty children receive from him only a piece of coal. Santa Claus comes to the earth on his sleigh, which is conducted by reindeers. Then, at midnight, he goes down the chimney to enter the house and leave there candies, sweets, and all kinds of toys for the children. The Father of Christmas dresses in red and white, with a long white beard.





TASK 3 Read the text again and answer the following questions using words from the box.

1. Where does Santa Claus live?

2. What animals pull Santa's sleigh?

3. How does Santa enter a house?

4. What does Santa give naughty children?

5. Who helps Santa make toys?

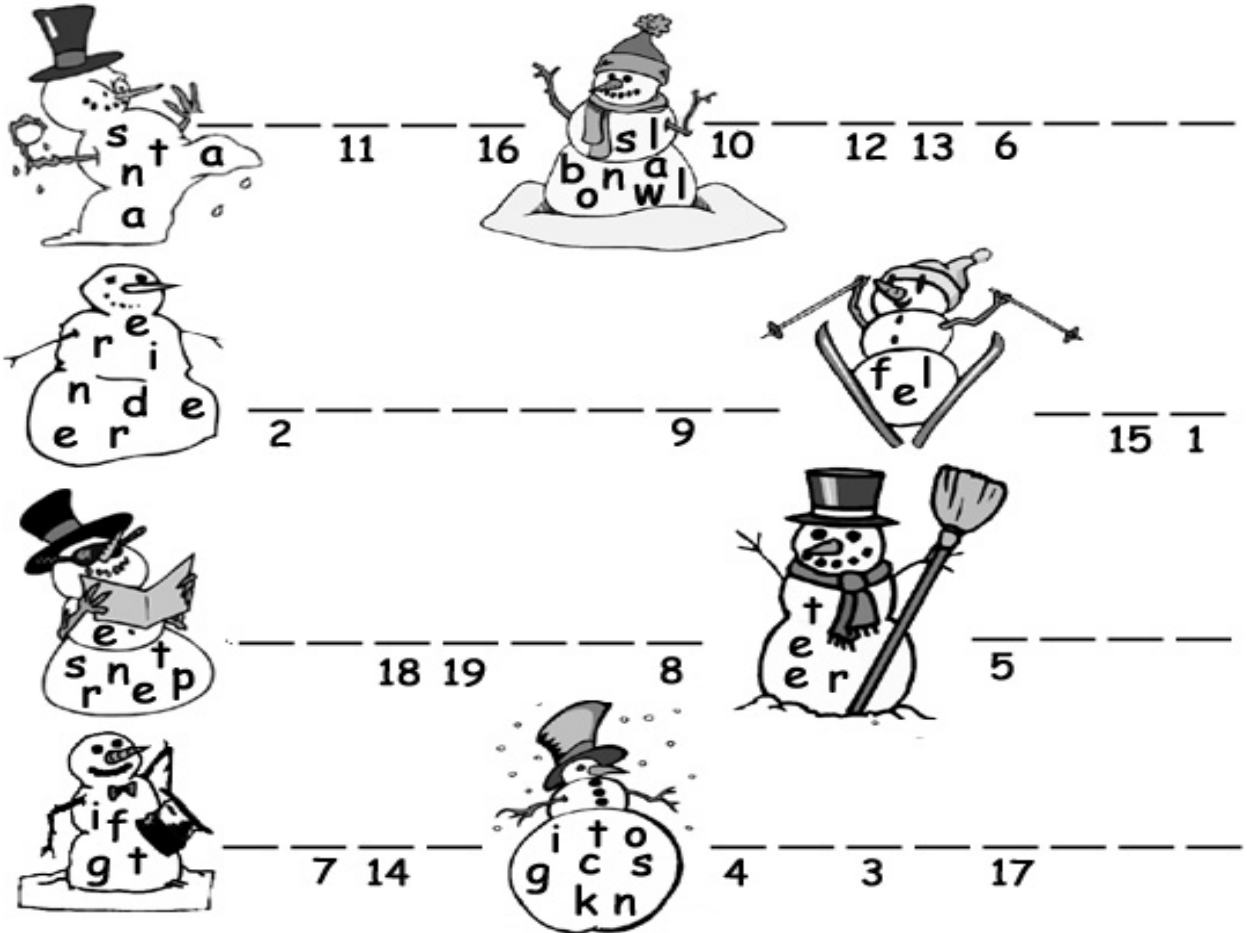
6. What does Santa use to travel?



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TASK 4 Unscramble the snowmen to find clues to solve the snowmen riddles at the bottom of the sheet



Riddle 1: What do vampires get when they attack snowmen?

1 2 3 4 5 6 7 8 9

Riddle 2: What do snowmen eat for breakfast?

10 11 12 13 14 15 16 17 18 19

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