

MODULE 2 CULTURES AND TRADITIONS
UNIT 4 Roots of Mongolian Identity

LEARNING OBJECTIVES

LISTENING

- L1 Understand the main points about the symbolism of colors from monologue
- L2 Understand most of the specific information about Mongolian music and art from a TV program
- L7 Recognize typical features at word, sentence and text levels of extended narratives related to the symbolism of colors in Mongolia from monologue
- L8 Understand extended narratives on a growing range of topic on the symbolization of colors in Mongolia

SPEAKING

- S3 Give an opinion at discourse level on symbolism
- S5 Summarize the main idea of the TV program for the class
- S6 Link comments to what others say at sentence and discourse levels in pair, group and whole class exchanges on the module topics

READING

- R1 Understand the main points in extended texts about Queen Alungoo and Mongolian nomads
- R2 Understand specific information in texts about Queen Alungoo and Mongolian nomads
- R4 Understand implied meaning from the texts on Queen Alungoo and Mongolian nomads
- R5 Recognize the device a writer uses to express intentions in extended texts
- R6 Deduce meaning from context on the module topics
- R7 Recognize the attitude or opinion of the writer on Mongolian nomads

WRITING

- W1 Brainstorm, plan and draft a paragraph, a short article, a description and a tip at text level on the module topics
- W2 Write, with some support, about experiences and celebrations on the module topics
- W5 Use, with some support, the appropriate style and register in written genres on the module topics

USE OF ENGLISH

- UE 11 Use a growing range of phrasal verbs on a growing range of general and curricular topics
- UE 14 Use a range of relative clauses with *who*, *which*, *that*, *where*, *when* on a range of general and curricular topics

Do you know? (Жишиг зураг. Эх бэлтгэл хийгдэнэ)

Alungoo was an outstanding Mongolian queen, who taught her sons the meaning of the bundle of five arrows.



1



2)

1. Look at the photos and answer the questions together.

- Who do you see in the picture?
- What do you know about Queen Alungoo?
- Why did she become known as an outstanding queen in history of Mongolia?
- What is the meaning of the bundle of five arrows?
- How is this teaching of Queen Alungoo relevant to raising children?

Glossary

- Encourage** (v)-give someone hope or confidence
- Immortalize** (v)-make someone famous forever
- Invincible** (adj.)-impossible to defeat or destroy someone
- Impart** (v)-pass along something intangible to someone
- Solidarity** (n)- support between people in a group who have similar aims

2. Read the text and mark the statements 1-10 True or False.

The Legend of Queen Alungoo

(1) Since ancient times Mongolians have raised their children by teaching them works of literature and traditional cognitive games, and by educating them in national culture and tradition. Learning by doing is the main method nomadic people use to pass on their knowledge to their children. Young children are taught to respect the elderly, to take care of the old and the young, and to live in harmony with their friends, families, society and nature.

(2) The teaching of Queen Alungoo was immortalized in Mongolia's greatest work of literature, the "Secret History of the Mongols." She was the 11th generation ancestor of Chinggis Khan. She had five sons who continually fought with one another. Queen Alungoo wanted them to stop quarrelling and to be friendly and helpful with each other.

(3) One spring day after boiling some dried mutton, she gathered her five sons. She asked each of her boys to take an individual arrow and break it. They all broke the arrow easily. She then asked them to break five arrows bundled together. Her sons tried in turn to break the bundle of arrows, but there was no one who could do it.

(4) Then she said "You were all born in my womb. If you stand alone, you will remain powerless like a single arrow which is easily broken. If you stand united, you will be invincible like the bundle of arrows; you will not be defeated by your enemies." Teaching by example, she imparted her knowledge to her sons who didn't **get along** with each other.

In this sentence, the relative clause modifies *people*.

3c. Find the mistakes and correct them.

1. Out of 17 outstanding queen in the history of Mongolia, Alungoo was the first beautiful ,
wise queen with good vision who raised her children through her teachings by educating
them at home.
A B
C D
2. Mongolians are proud of Queen Alungoo which also reminded future generations of the
importance of solidarity through her valuable teaching.
A B C
D
3. In 1992, on the occasion of the 230th anniversary of Chinggis Khan's birthday, a statue of
Queen Alungoo is erected on the bank of the Arig river of Chandmani-Undur soum,
Khuvsgul Province.
A B
C D
4. Since 2002, residents of Chandmani-Erdene soum, Khuvsgul province who respect the
history and culture of Mongolia, organized cultural events in honor of Queen Alungoo.
A B
C D

4. Make a short dialogue about the Queen Alungoo using the relative clause.

Example:

- Student 1: Who was Alungoo?
Student 2: She is a wonderful woman **who** raised her five sons through her teaching.
Who was Chinggis Khan?
Student 1: He was a great man **who** united the scattered tribes of Mongolia in the
13th century.
Student 2: Thanks a lot for your information!

5. Work in a group and practice using relative clauses.

- Take a piece of A4 paper. Write a paragraph of 3-5 sentences on how Mongolians raise their children. Use "who" in a relative clause.
- Circle "who" with a red pen. Then, stick your paragraph to the board and present it to the class.

What is a paragraph?

A **paragraph** is a group of sentences that presents information about a single idea. There are usually 3-5 sentences in a paragraph.

A Good paragraph

- presents a single idea
- begins with topic sentence. Topic sentence makes this single idea clear.
- It should be strategically well-organized
- Informs and entertains your reader.

What are the 3 types of sentences in a paragraph?

Topic sentence

The first sentence of the body of the paragraph. The topic sentence introduces what the paragraph will be about.

Supporting sentences

These sentences elaborate upon the topic sentence. They help explain and detail the point of the paragraph.

Concluding sentence

This is the last sentence in the paragraph. It ends the paragraph and transitions to the next paragraph.

Example:

Mongolians [**who live in Central Asia**] have their own method of raising their children, which they have practiced since ancient times. Mongolian parents [**who serve as role models for their children**] take care of their children. They teach their children how to treat others and behave properly. As a result of these methods, Mongolian children are proud of their grandparents and parents [**who pass along these life skills**].

6. Complete the sentences with the correct phrasal verb with “Get”.

- | | |
|---|--|
| a) get along: be compatible | 1. My sister with her classmates to work as a team. |
| b) get back: return | 2. My mother will to her work on August 25 th . |
| c) get off: depart from a vehicle (bus, train, plane, elevator) | 3. We should at the next stop to see the National History museum. |
| d) get over:—overcome | 4. My friend couldn't her shyness when she made a presentation on Mongolian culture. |

MODULE 2 CULTURES AND TRADITIONS
Symbolism of colors

UNIT 4 Roots of Mongolian Identity



Do you know? (Жишиг зургууд: Эх бэлтгэл хийгдэнэ).

The nine white horsetail banners are used for state ceremonies; they symbolize peace, good deeds and happiness.



7. Look at the photos and answer the questions together.

- What do you see in the pictures?
- What is your favorite color? Why do you like that color?
- What does the color “blue” symbolize?
- What does the color “white” symbolize?
- What do the colors “red, green and yellow” symbolize?

8. Choose the correct answers.

- Achievement is
 - success; the act or process of achieving something
 - getting something
- Integral is
 - an separable part of something
 - an inseparable part of something
- Perspective is
 - point of view
 - a point
- Cosmology is
 - the scientific study of the universe
 - the world
- Cognition
 - process by which knowledge and understanding is developed in the mind
 - knowledge

Inference question

Inference question checks if you can comprehend the implied idea in the text. You should think about the explicit meaning of the author’s words and the logical implications of those words.

How to recognize Inference Questions?

Inference questions will include the word *infer*, *suggest*, or *imply*.

-Which of the following can be inferred about X?

-The author of the text implies that X

-Which of the following can be interred about X....?

9a. Listen to the monologue and complete the summary below. Write only one word for each answer.

Color Symbolism in Mongolia

Colors can be viewed from different perspectives such as: 1) , cosmology, culture, and psychology. The symbolism of colors is an integral part of Mongolian culture and each color is associated with a specific element in 2) For example: blue (cosmos), white (air), red (fire), black (water) and yellow (earth). The significance of these colors is associated with points of view, nature worship, and 3) life of the Mongols.

The color blue

Blue symbolizes peace and growth. The Mongols, who have worshipped the blue sky for many centuries, view themselves as originating from heaven. According to folklore, the spiritual ancestors of the Mongols had heavenly 4) with the sky that they honor with the saying "Let the Mongol nation exist forever as the eternal blue sky."

The color white

White exemplifies purity, 5) , and a good start. Gers, which are the traditional nomadic dwellings of the Mongols, are white as are the dairy products they consume. The people are said to be pure of heart and mind. They compare good deeds to white milk. It is customary to set a table with dairy 6) during the Lunar New Year.

The color red

Red is the color of fire that is the symbol of progress, prosperity, and 7) The national flag of Mongolia is red with a vertical blue stripe down the middle. The top of the traditional hat of the Mongols is decorated with a red knot which signifies power and growth.

The color green

Green is the color of the earth, which includes grassland, pastureland, and forests. It is a sign of growth, freshness, and 8) Green is also the color of hope and is associated with springtime as it **stands for** the rebirth of animals and the renewal of plants and 9) after the long Mongolian winter. The combination of blue and green symbolizes harmony and balance.

The color yellow

Yellow is the color of the sun that gives us warmth and energy. It is the color of autumn when the leaves of the trees turn yellow. As the color of light, yellow is associated with knowledge and wisdom. Mongols show 10) to religious people as well as teachers by offering a yellow "khadag," a type of silk scarf.

9b. Listen to the monologue again and answer the questions.

1. What is this listening mainly about?
 2. Why are these colors important to Mongolians?
-
- | | |
|--|--|
| 3 The word "associated with" in line 4 of paragraph 1 could be replaced by | 4. The word "stand for" in line 2 of paragraph 5 means |
| a) Depend on | a) Signify |
| b) Consist of | b) Maintain |
| c) Related to | c) Originate |
| d) Include in | d) Represent |
-
- | | |
|--|--|
| 5 All of the following are true in the text EXCEPT | 6. What can be inferred from the use of "blue" in paragraph 2? |
| a) Blue as a symbol of the eternal sky | a) The word explains the eternal blue sky. |
| b) Green as a symbol of rebirth and growth | b) The word is associated with the origin of the Mongols. |
| c) White as a symbol of bad deeds | c) The Mongols have worshipped the color blue for centuries. |

- d) Red as symbol of power and strength d) The color blue doesn't have a specific meaning.

10a. Look: Read the grammar explanation below.

Relative clause with "which" and "that"
A relative clause is also called an adjective clause in English. Relative clauses begin with the relative pronouns "which" and "that."
<ul style="list-style-type: none"> ▪ When we add information about things, we can use "which" and "that." ▪ Relative clauses with which/that can be used as a subject or an object in a sentence. ▪ Which/That appears just after the noun it relates to. ▪ Which/That modifies a noun or a pronoun in a main clause.
As a subject of subordinate clause
<div style="display: flex; justify-content: space-around;"> relative clause main clause </div>
<p><i>Gers</i>, [which/that are the traditional nomadic dwellings of the Mongols], are white as are the dairy products they consume.</p> <p>Relative clause: [which/that are the traditional nomadic dwellings of the Mongols]. <small>Subject Verb</small></p> <p>Main clause: <i>Gers</i> are white as are the dairy products they consume. <small>Subject Verb</small></p> <p>In this sentence, the relative clause modifies <i>the gers</i>.</p>

10b. Sentence analyses: Look back at the text and diagram the sentences with relative clauses.

Example:

Since ancient times, Mongolians have kept khadags of five colors at home [which/that symbolize peace and wealth].

main clause
relative clause

Subject Verb
Subject Verb

In this sentence, relative clause modifies *khadags of five colors*.

10c. Complete the sentences using who, which, and that.

symbolizes the eternal blue sky.	are the sun, sky, air, water and earth.
are the descendents of Bortu Choni	symbolize multiplication and a good start.
are associated with nature.	

- During the Lunar New Year, the Mongols greet each other by holding a blue khadag, a silk scarf **that symbolizes the eternal blue sky**.
- The Mongols give people two items as gifts
- The number five symbolizes the five elements
- Mongolians use a blue khadag for various ceremonies such as a wedding ceremony, a hair cutting ceremony, and funeral rituals.
- Red and green *khadags* are used for the ceremonies

11. Make a short dialogue about the symbolizations of colors using the relative clause.

Example:

- Student 1: What does the color white symbolize?
 Student 2: White is the color of dairy products **which** symbolizes pure heart. What does the color blue symbolize?
 Student 1: Blue is the color of eternal sky **which** symbolizes eternal blue sky.
 Student 2: It is good to know it! Thank you!

12. Write a paragraph about symbolism of numbers in Mongolia and present it to the class. Use the information presented below, and instructions on constructing paragraphs from Exercise 6.

Symbolism of numbers in Mongolia

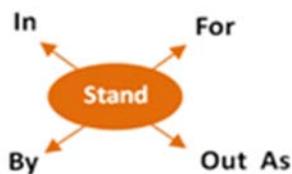
Number	Symbolism
2	duality, existence, growth
3	three milestones , power, eternity
4	four directions, four seasons, stability
5	five types of animals, unity, strength, five senses
9	horsetail standards , “tsatsal”, a wooden scoop with nine holes

Example: **Number 2:**

The meaning of the number “two” means “double.” Living organisms such as humans, animals and even birds live in pairs. So, the number two symbolizes **dualities** {which are the main source life}. Since ancient times, Mongolians have explained the meaning of the number two by considering the two sided nature of lives or entities/things such as good-bad, right-wrong, happiness-trouble, true-false, high-short, fat-thin, eternal-finite, fire-water, day-night, light-dark, and white-black.

Number 5: Mongolians revere **the number five** {which is a symbol of unity}.

13a. Read and understand the phrasal verbs with “stand.”



- a) stand in: take someone’s place
- b) stand by: support
- c) stand for: represent
- d) stand out: to be markedly superior to someone or something else

13b. Complete the sentences with phrasal verbs “Stand,” from Exercise 11a.

1. Old generations young people by introducing them to their culture and tradition.
2. The flames on top of the national symbol taken from the “Soyombo” script..... past, present and future generations.
3. Queen Alungoo from other queens of her generation because of her teachings.
4. You can for me if I can’t participate in the cultural event this afternoon.

MODULE 2 CULTURES AND TRADITIONS
Mongolian music and art

UNIT 4 Roots of Mongolian Identity



Do you know?

The traditional musical instrument “Horse head fiddle” was registered with UNESCO as the Cultural Heritage of Mongolia in 2008.

14a. Read and answer the question.

- Do you play any of Mongolia’s musical instruments?
- What is your favorite folk song or music? Why do you like it?
- Name some popular horse head fiddlers and throat singers in Mongolia.

14b. Read and find the appropriate definition.

1	Horse head fiddle	a singing technique in which a performer produce a multiple vocal tones, all at once
2	Flute “Limbe”	a stringed instrument with a carved horse head on the top

3		Wind instrument "Tsuur"	twisted body position
4		Throat singing "Höömii"	a vertical pipe-shaped wooden wind instrument with three finger holes
5		Contortion	side-blown flute with two holes which requires special breathing techniques to play

14c. Answer the questions using the pictures. (Жишиг зургууд: Эх бэлтгэл хийгдэнэ)

- What kinds of musical instruments are they playing in pictures 1-3?
- Who do you see in picture 4? Have you ever watched this during a concert?
- Who are the performers in picture 5? What are they describing through the dance?



14d. Listen and identify the instrument used to produce the different songs and melodies. Put the numbers from 1 -5 in each box.

1	Horse head fiddle	
2	Flute	
3	Wood instrument "Tsuur"	
4	Throat singing "Höömii"	
5	Mongolian epic "Tuuli"	

15a. Listen to the program on "Wonders of Mongolian Music and Art" and fill in the blanks.

1. Folklore performance

- The performance of traditional music and 1) of Mongolia was held on July 11th during the "Naadam" festival.
- The performance lasted for 2) an and half.
- The performance was held in the Drama Theatre where Mongolians and 3) quite often visit.

2. Horse head fiddle

- The horse head fiddle is unique because it can imitate the galloping, trotting and neighing 4) of a horse.
- It has only two 5), made from horse hair.
- Many types of music can be 6) with the horse head fiddle.

3. Throat singing

- Throat singing, or "Höömii," originated in 7) Mongolia where many ethnic groups live.

2. "Tsuur" vividly depicts the beauties and glories of nature, mountains, rivers and animal behavior.
"Tsuur" is a vertical pipe-shaped wooden wind instrument with three finger holes.
3. The wind instrument "Tsuur" originated in Bayan-Ulgii and Khovd provinces.
The Uriankhai ethnic group lives in Bayan-Ulgii and Khovd provinces.
4. Naranbat.B was a member of the Working Group to register the instrument with UNESCO in 2009.
Naranbat.B is a 9th generation "Tsuur" player in his family.
5. The Uriankhai ethnic group in Mongolia remembers the time.
They hid the instrument "Tsuur" in the mountains during the cultural attack of the 1950s.

17. Choose one of the sub- topics below and use the plan to write a newspaper article of 120-150 words. Then, present it to the class.

1. Mongolian traditional festival
"Naadam"
 - Opening ceremony
 - Wrestling tournament
 - Horse racing
 - Khucklebone shooting tournament
 - Archery tournament
 - Closing ceremony
2. "Golden Eagle" Festival in Bayan-Ulgii Province

Plan

Introduction

Paragraph 1: Introduce the event to the readers (where/ when/what)

Main Body

Paragraphs 2-3: Write about the main events using the facts and examples

Conclusion

Paragraph 4: Conclude the presentation of the event. Write about how it ended and how people felt.



Жишиг зургууд: Хэвлэлийн эх бэлтгэл хийгдэнэ.

Horse race

Names of the horses

- Two- year -old horse racing(Daaga)
- Three- year- old horse racing(Shudlen)
- Five –year-old horse racing (Hyazaalan)
- Five-year- old horse racing(Soyolon)

Useful words and expressions

horse trainer; jockeys; sing the song " Giingoo" to make the horse go fast; wear a colorful traditional costume and a helmet; check in; follow the rule of the horse race; the start line; race at a distance of 15-28 kilometers; ride bareback; test the riding skill and courage of young riders; dirt road; dust; ambulance car; follow riders by car; the finish line; sweat a lot; touch the horse to receive its good spirit; scrape the sweat of the horse with a horse comb; award ceremony; receive a medal; praise the winning five horses; the last horse; booby price

“Golden Eagle” Festival in Bayan-Ulgii Province

capture and train eagle; female eagle; more aggressive; hunt small animals such as fox and rabbit; male hunters; female huntresses; register; Cultural Heritage of Mongolia in 2012; gather together; participate in the Festival; participants parading in on horseback with their eagles; display their hunting outfits and accessories; compete with others; release from a cliff; signal for the eagles to land upon their arms; receive scores; catch a fox skin dragged by their owner on horseback

MODULE 2 CULTURES AND TRADITIONS Mongolian nomads

UNIT 4 Roots of Mongolian Identity



Do you know?

Ancient nomads are the creators of unique paintings, drawings, monuments and sculptures of our country.

(Жишиг зураг: Эх бэлтгэл хийгдэнэ)

Glossary

- | | | | |
|---|---|---|--|
| 1 | Essence (n) - basic quality | 4 | Phenomena (n) –fact or an event in nature |
| 2 | Characteristic (n)-typical, defining attribute | 5 | Observe (v)- watch, notice |
| 3 | Maintain (v)-preserve, keep | 6 | Value (v)-consider important |

18. Read the text and answer the questions.

Nomadic Life is a Part of our Culture

Mongolia is a country that has a special history of nomadic culture. Nomads have preserved their traditional way of life for millennia. Mongolians have developed nomadic animal husbandry practices that are ideally suited to its extreme climate and to its landscape of scarce plants and trees. Mongolian nomadic life and culture has been captured in its history, folk literature, archaeology, and art. It continues to be enacted in practices such as religious ceremonies and national holidays Tsagaan Sar and Naadam, and in performances of epic story-telling, various vocal techniques and instruments, and dances.

Mongolian nomads are hardworking people that have a rich ability to think, observe and learn the essence and progress of any phenomena within their vast territory. Nomads live in harmony with the natural environment since they respect the earth, **care for** their animals and practice strict conservation. Nomads observe animal movements and behavior, plant growth, and characteristics of the sun, the moon and stars. They also observe the movements of clouds to predict weather and to avoid natural disasters such as climate change, cold rain, dust or snowstorms, extreme cold and heat. They have keen eyesight that enables them to distinguish the colors of the animals in their herds, from the animals of herds from other families. They also possess great visual memory that allows them to survive by remembering the places they have seen, so they know how to return .

The many things that nomads have contributed to the culture of Mongolia should be valued by younger generations. Nomads have made great contributions to the development of animal husbandry, which is still the dominant sector of the Mongolian economy. Unfortunately, some young people in our country do not realize the importance of animal husbandry and the nomadic way of life.

In recent years, most nomad families want their children to be well-educated because of social changes, needs and demands. Everyone from a nomadic family who wants to get an education has the right to study, according to the Constitution of Mongolia. However, if the nomads send all of their children to universities and colleges in Ulaanbaatar, who is going to become a herder in the future? Who is going to maintain the pastoral animal husbandry that is an essential part of our culture?

- | | |
|--|---|
| 1. What is this text mainly about? | 2. What is NOT true about Nomads? |
| a) Nomadic culture | a) Nomads possess good thinking skills. |
| b) Nomads in Mongolia | b) Nomads learn new things by observing. |
| c) Animal husbandry | c) Nomads have a long history of eco-friendly practices. |
| d) Studying at the university | d) Nomads don't recognize their animals. |
| 3. Nomads can predict natural disasters by observing all EXCEPT | 4. What the main purpose of this text? |
| a) Rivers and mountains | a) To talk about nomadic culture |
| b) The sky and stars | b) To describe the economy of the country |
| c) Animals and plants | c) To teach the contributions of nomads to the development of the country |
| d) Clouds in the sky | d) To define the importance of education |
| 5. What is the speaker's opinion about nomads from the past generations? | 6. Which best describes the author's tone at the end of this text? |
| a) Nomads were intelligent people whose practices provided for future generations of Mongolians. | a) Angry |
| b) Nomads were people who only created the musical instrument, the "horse head fiddle" | b) Excited |
| c) Nomads were the people who only herded five types of domestic animals. | c) Concerned |
| d) Nomads were the people who only developed animal husbandry of Mongolia. | d) Proud |

19a. Look: Read the grammar explanation below.

Relative clause: Difference between "which" and "that"	
A relative clause is also called an adjective clause in English. Relative clauses begin with relative pronouns "which" and "that."	
<ul style="list-style-type: none"> ▪ Use "that" as a subject after thing, something, anything, everything, anyone. ▪ Use "that" after such words such as all, little, much, and none used as nouns. ▪ Use "that" after superlatives such as <i>one of the kindest people.</i> 	
As a subject of subordinate clause	
main clause	relative clause
<p>Mongolian nomads are <i>one of the most hardworking people</i> [that live in Mongolia today.]</p> <p>Relative clause: [that live in Mongolia today].</p> <p style="text-align: center;">Subject Verb</p>	

<p>Main clause: <u>Mongolian nomads are <i>the most hardworking people</i></u></p> <p style="text-align: center;">Subject Verb superlative degree of adjective+noun</p> <p>In this sentence, the relative clause modifies <i>the most hardworking people</i>.</p>
<p style="text-align: center;">relative clause</p> <p><i>Many things</i> [<u>that nomads have contributed to the culture of Mongolia</u>] should be valued by younger generations in Mongolia.</p> <p>Relative clause: [<u>that nomads have contributed to the culture of Mongolia</u>].</p> <p style="text-align: center;">Object Subject Verb</p> <p>Main clause: <u>Many things should be valued</u> by younger generations in Mongolia.</p> <p style="text-align: center;">Object Verb</p> <p>In this sentence, the relative clause modifies <i>many things</i>.</p>

19b. Sentence analyses: Look back at the text and find the relative clauses in it. Circle the relative pronouns *who*, *which* and *that*. Draw an arrow from the relative pronoun to the noun it describes.

Example:

Young people are pleased with *all* [that ancient nomads did for future generations].

main clause relative clause

19c. Complete the sentences with *who*, *which*, and *that*. In some sentences, either *which* or *that* can be used.

- Young generations appreciate the nomads for everything they did for the country.
- Most herders in Mongolia own five types of domestic animals (sheep, goats, cows, horses and camels) are the main sources of their livelihood.
- Nomad families don't give their children everything they want because spoiling children too much is not good.
- Herding families make a variety of dairy products such as curd, cheese, yogurt and airag, "fermented mare's milk," are all rich in calcium and good for metabolism.
- We believe anything that ancient nomads continued to pass along were practices should be preserved
- In summer, the animals stay in a camp is located in an open area.
- Nomads are pleased with all the Governor's office of the province did for them.
- Is there anyone is from a nomad family?
- They spend the winter in a winter camp is located at the slope of a hill.
- In April, nomads move to their spring camp keeps the animals warm in the cold and windy spring months.

20a. Write a short article of 70-100 words for Children's magazine about Mongolian nomads.

	Structure of the article	Useful expressions
1.	<p>Introduction:</p> <p>-Full name</p> <p>-School number, province, city</p> <p>-Name of the place you live</p>	<p>I like everything that I see in the countryside.</p> <p>There are things that I don't like about country life.</p> <p>Herders are people who work</p>
2.	<p>Body:</p> <p>Reason why you (don't) like country life etc. Write more examples to support your idea.</p>	<p>They produce dairy products which are</p> <p>They brand their animals with branding irons which/that</p>
3.	<p>Conclusion:</p> <p>State your conclusions based on the reasons presented</p>	<p>At the end of summer, they shear the sheep wool which is used to make</p>

Suggested article

Country Life is Interesting

My name is Solongo. I live in Ulaanbaatar with my family. I go to school number 52 in Khan-Uul District, Ulaanbaatar.

I like country life because I like everything **that** I see in the countryside. There are many things **that** we can learn from country life. My grandparents who live in the countryside own sheep, goats, cows and horses. I learned how to herd animals, milk animals and make dairy products **which** are everyday activities for herders' families.

It is important for us to learn more about country life because it is a part of our cultural heritage.

20b. Talk about herders or country life to your classmates. Use the new vocabulary and grammar in your discussions.

21. Complete the sentences with phrasal verbs "Care."

a) Care for: look after something or someone who is very old, very young or sick.

b) Care about: to show love, compassion, concern for someone or something

1. Nomads their animals every day.

2. Your parents are only doing this because they you.

3. She came back home to her elderly parents.

MODULE 2 CULTURES AND TRADITIONS
UNIT 4 ROOTS OF MONGOLIAN IDENTITY
CHECK YOUR PROGRESS

I. LISTENING

1a. Listen to a social worker giving advice on how to raise children and complete the sentences.

Ten traditional principals of raising Mongolian children

1. Love your children in the 1) way.
2. Protect your children from bad 2).....
3. Show your children good examples. Be a good role 3) for your children.
4. Do good 4) with your children.
5. Play with your children and have 5)..... with them.
6. Teach them any life skills that are 6)..... necessary for their future lives.
7. Let them know what 7) power they have.
8. Teach your children to listen to 8)
9. Let them 8) the obstacles to life.
10. Let them have good 10).....

II. VOCABULARY

1b. Listen to the legend about the horse head fiddle and answer the questions.

- a) What does the legend tell you?
- b) Who is Khuhuu Namjil?
- c) Who gave him the horse called “Jonon Khar” as a token of remembrance?
- d) What made his horse special?
- e) Who killed his beloved horse? Why?
- f) What happens at the end of this legend?
- g) From where does the horse head fiddle originate?

2a. Describe parts of speech of the words below and write their synonyms.

- a) *Achievement* noun (n) success
- b) integral
- c) individual
- d) represent
- e) quarrel
- f) originate
- g) maintain

2b. Match the words (1-8) with meanings (a-i).

1	g	immortalize	a) typical quality of someone or something
2		invincible	b) a performer who twists and bends their body in extreme ways to entertain others
3		impart	c) to happen
4		cognition	e) point of view
5		contortionist	f) pass along knowledge to people
6		characteristic	g) make someone famous forever
7		take place	h) impossible for someone to be defeated or destroyed
8		perspective	i) process by which knowledge and understanding is developed in the mind

2c. Choose the best answer to complete the sentences.

1. Queen Alungoo had five sons who didn't with each other.
a) get back b) get along c) get off d) get over
2. Fire flames on top of the “Soyombo” symbol past, present and future generations.
a) stand in b) stand by c) stand for d) stand out as
3. A horse head fiddler will..... to his work on October 1st.
a) get along b) get off c) get over d) get back
4. Nomads five types of domestic animals all year round.
a) care for b) care about c) take care d) look for

5. Nomad families their children by teaching them life skills.
a) care b) care about c) care for d) take care

III. USE OF ENGLISH

3a. Complete the sentences with *who, which, that, where* or *when*. In some sentences, either *which* or *that* can be used.

11. Contemporary Mongolia is one of the few placesyou can see the nomadic way of life.
12. The nomads are peopledon't settle down in one place for a long time, but move in search of pasturage and water for their animals.
13. The greatest thingswe can learn from nomads is our cultural heritage and traditional practices.
14. Many nomads in Mongolia remember the yearsthey became the "State Best Herders."
15. The gers of many nomads have solar panelsprovide electricity for mobile phones and televisions.
16. In late September to early October, nomads move back to their winter campthey spend cold winter months with their animals.
17. There is somethingis very special about the nomads of Mongolia.
18. Children of herders grow up in familiesvalue hospitality and tradition.
19. Nomads will never forget the yearstheir animals survived the disastrous "dzud."
20. The nomad's life, and connection with their animals and the environment are vividly reflected in their songsthey like to sing.

3b. Find the mistakes in each sentence correct them using *who, which, that, where* and *when*.

Example:

1. Mongolians keep the horse head fiddle on the north side of the ger ~~when~~ is the place of honor.
Mongolians keep the horse head fiddle on the north side of the ger *which* is the place of honor.
2. Throat singing, who is a Mongolian traditional art, was registered as a Cultural Heritage practice with UNESCO in 2010.
3. The performance of folk song and dance is performed in a theater who many people gather.
4. Contortionists practice on the stage which they can do a headstand, with a pole clenched between her teeth.
5. One of the most interesting things when Kazakh people do is hunt with eagles.
6. One of wonderful things where tourists see in Mongolia is the nomadic way of life.
7. Nomads brand their animals with branding irons who could be in the shapes of a crescent, swastika or a flame.
8. Tourists will never forget the day that they saw the performance of folk songs and dances in Mongolia.
9. Queen Alungoo taught an important lesson to her five sons when didn't get along, by giving them each a bundle of five arrows to break.
10. Mongolian nomads are the true founders of our script, books, writings, history, religion and folk literature while the following generations are those where have contributed to the culture of Mongolia.

IV. READING

4a. Complete the sentences by inserting the correct, missing words, from the box. Then memorize it. (Зураг орно)

difficulties	creative	culture	who	strong
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Nine principles that are followed by Mongolian children

- I am a good-hearted Mongolian child 1) loves my country
- I am a Mongolian child who cares for my parents and has compassion for others
- I am a Mongolian child who is healthy and 2)
- I am a studious Mongolian child who has the goal to study and succeed
- I am an optimistic Mongolian child who is able to overcome 3)
- I am a responsible Mongolian child who prefers honesty
- I am a 4) Mongolian child who is able to work hard
- I am an intelligent Mongolian child who respects my siblings and relatives
- I am of a child of Mongolian origin who respects our 5) and tradition

4b. Read the text and answer the questions. (Зураг орно.)

Symbolism is a Part of Our Culture

(1) The Lunar New Year, which takes place in late January or February according to the lunar calendar, is an important celebration for Mongolians. On the eve of the Lunar New Year, Mongolians set a table with traditional dishes such as dairy products, fermented mare's milk "airag," and traditional pastries called "Ul boov."

(2) It is a common practice for Mongolians to set their table with "Ul boov" by layering the pastries in odd numbers and placing them on a wooden carved plate. Depending on their ages and life experiences, Mongolians layer the "Ul boov" in odd numbers of 3, 5, and 7 layers, which represent the characteristic life stages of humans. These stages of life are happiness, trouble and happiness. These pastries are placed on the wooden carved plate to symbolize that human life begins with happiness and ends with happiness. Younger people only place three layers of "Ul boov" on the plates, while the elderly, 60-70 years old and over, put 5-7 layers. Three layers symbolize three flames of fire, which represent the prosperity of the past, present and future generations. Five layers of "Ul boov" symbolize the five elements, which are cosmos, air, fire, water and earth.

(3) The oblong shape of "Ul boov" was designed by Zanabazar, who was a great sculptor, artist and religious leader of Mongolia. The shape has a deep meaning in Mongolian culture. The soles of human feet are connected to the earth by gravity; our feet exchange information with the earth and, in turn, get energy from it. With the help of our feet, we move from one space to another. So Mongolians named the traditional pastry "Ul boov" to symbolize "going or progressing forward."

(4) On the eve of the Lunar New Year, Mongolians place silk scarves called "khadags" of different colors at the altar, which is located on the north side of the ger. During the Lunar New Year, Mongolians greet the elderly and others by holding a blue "khadag." When greeting in the traditional manner, you fold the "khadag" three times and hold it in a way so that the open side of the scarf is facing the person whom you are greeting.

- | | |
|---|---|
| 1. What is this text mainly discussing? | 2. Who designed the shape of the traditional pastry "Ul boov"? |
| a) The Lunar New Year "White moon" | a) Zanabazar |
| b) The "khadag", a blue silk scarf | b) Mongolians |
| c) Symbolization in our culture related to the Lunar New Year | c) Nobody |
| d) "Ul boov" traditional pastries | d) Religious leaders |
| 3. What is the meaning of the shape of "Ul boov"? | 4. All of the following are true in the text EXCEPT |
| a) Gravity | a) Young people set a table with "Ul boov" layered in even numbers. |

- b) Going or progressing forward b) Young people set a table with “Ul boov” layered in 3.
- c) Going to faraway places c) The five layers of “Ul boov” symbolize the five elements.
- d) Getting energy d) “Ul boov” layered in odd numbers represents the life stages of humans.
5. What can be inferred from the text about khadags of five colors?
- a) Mongolians know a lot about “khadags” a) Informative
- b) Mongolians respect and keep all five colors of “khadags” at home. b) Concerned
- c) Mongolians respect and keep only blue “khadags” at home. c) Excited
- d) Mongolians greet each other holding a “khadag” during the Lunar New Year. d) Critical

V. Writing and Speaking

6. Choose one of the two topics below and write news article. Then make a presentation to the class on your chosen topic. (Зурар орно)

Celebrations	Structure of Presentation; Useful Expressions
<p>1. Hair cutting ceremony take place, get their first hair cut, reach 2 or 4 years old, choose the best days of the year, cut the birth hair with scissors wrapped with a blue khadag, a silk scarf, bless a child</p>	<p>a) Remember the structure of a presentation</p> <ul style="list-style-type: none"> - Introduction - Body - Conclusion
<p>2. Kazakh “Nauryz” Festival spring, beginning of the year, take place, March 21st, goodness and wealth, happiness, visit each other’s homes, dombra concert, parade, wrestling, horse racing</p>	<p>b) Use these expressions in the presentation:</p> <p><i>first of all, at the beginning, at first, firstly</i> <i>secondly, also, next, after that</i> <i>to sum up, in conclusion, finally</i></p>

Self-assessment Checklist :	Can do this easily	This is my goal
Unit 4: Roots of Mongolian Identity		
Listening		
I can listen to main points in a dialogue and a monologue		
I can listen to specific information in a dialogue and a monologue		
I can find the meaning from context in a dialogue and a monologue		
Speaking		
I can give my opinions on Mongolian culture		
I can answer the questions of a text		
Reading		
I can find main points in a text		
I can find specific information in a text		
I can find the meaning of new words from context		
Writing		
I can write a paragraph, a short article and a description about culture		
Use of English		
I can use phrasal verbs and relative clauses in sentences		

TAPE SCRIPT

MODULE 2 CULTURES AND TRADITIONS UNIT 3 Roots of Mongolian Identity

9a. Listen to the monologue and complete the summary below. Write only one word for each answer.

Symbolism of Colors in Mongolia

Colors can be viewed from different perspectives such as: cognition, cosmology, culture, and psychology. The symbolism of colors is an integral part of Mongolian culture and each color is associated with a specific element in nature. For example: blue (cosmos), white (air), red (fire), black (water) and yellow (earth). The significance of these colors is associated with points of view, nature worship, and nomadic life of the Mongols.

Blue symbolizes peace and growth. The Mongols, who have worshipped the blue sky for many centuries, view themselves as originating from heaven. According to folklore, the spiritual ancestors of the Mongols had heavenly connections with the sky that they honor with the saying "Let the Mongol nation exist forever as the eternal blue sky."

White exemplifies purity, happiness, and a good start. Gers, which are the traditional nomadic dwellings of the Mongols, are white as are the dairy products they consume. The people are said to be pure of heart and mind. They compare good deeds to white milk. It is customary to set a table with dairy products during the Lunar New Year.

Red is the color of fire that is the symbol of progress, prosperity, and achievement. The national flag of Mongolia is red with a vertical blue stripe down the middle. The top of the traditional hat of the Mongols is decorated with a red knot which signifies power and growth.

Green is the color of the earth, which includes grassland, pastureland, and forests. It is a sign of growth, freshness, and progress. Green is also the color of hope and is associated with springtime as it **stands for** the rebirth of animals and the renewal of plants and flowers after the long Mongolian winter. The combination of blue and green symbolizes harmony and balance.

Yellow is the color of the sun that gives us warmth and energy. It is the color of autumn when the leaves of the trees turn yellow. As the color of light, yellow is associated with knowledge and wisdom. Mongols show respect to religious people as well as teachers by offering a yellow "khadag," a type of silk scarf.

15a. Listen to a TV program on "Wonders of Mongolian Music and Art" and fill in the blanks.

TV commentator: Welcome to our program on "Wonders of Mongolian Music and Art." Today's guest is Elizabeth, a tourist from the United States of America. Good evening Elizabeth! Thanks for coming to our program! Please tell us your impression of the folk songs and music performances you have seen here.

Elizabeth: Thanks for inviting me to participate in your show! I saw an hour and a half performance of traditional Mongolian music and songs on July 11th during the "Naadam" festival. July 11th is the day when Mongolians celebrate Victory Day of the People's Revolution. The performance was held in a drama theater where Mongolians and tourists quite often visit.

TV commentator: Mongolians have beautiful songs and music. What amazed you during the performance?

Elizabeth: I remember the moment when I was impressed by listening to Mongolian melodies. The horse head fiddle is unique because it can imitate galloping, trotting and neighing sounds of a horse. It has only two strings made from horse hair, but many musical sounds can be played.

TV commentator: What have you learned about throat singing “Höömii”?

Elizabeth: Throat singing “Höömii” originated in western Mongolia where many ethnic groups live. Throat singing “Höömii” imitates the sounds of nature such as that of a bird singing or a river flowing. A throat singer can produce several tones at the same time.

TV commentator: That’s great! What else really impressed you during the performance?

Elizabeth: I was amazed by the young contortionist. She performed on the center stage where she did a headstand on a pole clenched between her teeth. She also did push-ups without her feet touching the ground. It also demonstrated her flexibility and strength during the performance. She was wonderful to watch.

TV commentator: In summary, what would you like to say about your experience with Mongolia and its culture?

Elizabeth: Mongolia is a beautiful country with its own unique songs and music. I hope the Mongolian youth appreciate what a wonderful heritage they have and that they strive to keep this musical treasure alive for future generations.

TV commentator: Thanks a lot for participating in today’s program. We wish you safe travels and hope that you will return to Mongolia soon.

Elizabeth: Thank you very much!

MODULE 2 CULTURES AND TRADITIONS
UNIT 4 Roots of Mongolian Identity
CHECK YOUR PROGRESS

I. LISTENING

1a. Listen to a social worker giving advice on how to raise children and complete the sentences.

Ten traditional principals of raising Mongolian children

1. Love your children in the right way.
2. Protect your children from bad things.
3. Show your children good examples. Be a good role model for your children.
4. Do good deeds with your children.
5. Play with your children and have fun with them.
6. Teach them many life skills that are necessary for their future lives.
7. Let them know what power they have.
8. Teach your children to listen to others.
9. Let them know the obstacles they may face in life.
10. Let them have good memories.

1b. Listen to the legend about the horse head fiddle and answer the questions.

Legend of the Horse Head Fiddle- Morin Khuur

Once upon a time Namjil, a horseman from Eastern Mongolia went into the military service to defend the western part of the country. He is known by the name "Khukhuu Namjil" among the locals, since he sang beautifully.

While serving in the military, he met a beautiful princess and they fell in love. When he returned home from the army, she gave him her horse named "Jonon Khar" as a token of remembrance. It was a very special horse with secret wings; he was the only one who rode this horse and the locals wondered why. In the evenings, he flew to see his beloved princess, but he returned to his home at dawn. Three years passed this way and nobody knew what he was doing.

Khukhuu Namjil had an evil woman neighbor who was very jealous of him, since she knew that he had a very special horse that nobody else had. One time, Khukhuu Namjil went to see his beloved princess and came back home as usual and sent the horse out to pasture, but he fell asleep before he took off the horse's secret wings.

As soon as the treacherous woman heard the sound of the horse's hooves, she spied upon them. After Khukhuu Namjil went into his home, she went to where his horse was tied. Unfortunately, the horse didn't sense that she was an enemy. The horse looked so splendid and showed its strong chest and moved its magical wings. She hurried to her home and brought back her tailoring scissors. The horse, which was commonly known by the name "Jonon Khar" died as the evil woman cut its beautiful magic wings.

Khukhuu Namjil woke up at dawn and found his beloved horse dead. He had deep sorrow and his loss couldn't be expressed in words. He decided to make a musical instrument to remember his beloved horse. He carved its head in wood, made the handle from a soft tree, and covered the lower part of that instrument with horse skin. The two strings were also made from the tail of his horse. He covered the strings with tar to produce a more melodic sound. Then he started playing it to describe different gaits of his horse, including galloping, trotting and also imitating its neighing. Thus, the Horse Head Fiddle "Morin Khuur" originated from Mongolia and the Mongols have played it for many centuries.