

Festival cut-outs

Halloween

Learning outcomes:

- to present the concept of Halloween
- to practise speaking, listening and reading skills
- to say a rhyme and play games on the topic of Halloween

New language: *Halloween, witch, pumpkin, ghost, bat*

Recycled language: *cat, rat, skeleton, spider*; grammar and vocabulary from the Student's Book

Materials: Halloween cut-outs, scissors, large pieces of black paper and white paint (optional)

Warm-up

Aim: to present the topic of Halloween

- Introduce the topic of Halloween to the class.
- Elicit what they know about it and if they celebrate it.
- Brainstorm typical Halloween games/activities and write them on the board, e.g. dressing up as witches, putting a candle inside a hollow pumpkin, apple bobbing (trying to grab a floating apple in your teeth without using your hands).

1 Making the cut-outs

Aim: to enable students to prepare the cut-outs to use in the lesson

- Students cut out the eight pictures.
- Hold up each one in turn and elicit/say what it is (*a pumpkin, a bat, a rat, a witch, a cat, a ghost, a spider, a skeleton*).
- Students repeat.
- In pairs, students take turns to name each cut-out.

2 A rhyme

Aim: to enable students to use the cut-outs in a rhyme

- Students place the cards in front of them on the table.
- Say the following rhyme:
*Pumpkins, witches, spiders and bats.
Skeletons, ghosts, cats and rats.
On Halloween, after dark,
Who is hiding in the park?*
- The first time students listen, they hold up the cards in the order they hear them in the rhyme.
- Teach the rhyme to the class. Students then do the rhyme in groups.

3 A guessing game

Aim: to enable students to do a guessing game using the cut-outs

- Students say the rhyme and choose one card each time to hide behind their back. They play a guessing game in pairs:
Student A (hiding the card): *Who is hiding in the park?*
Student B: *(Is it) a witch?*
Student A: *No!*
Student B: *(Is it) a ghost?*
Student A: *Yes! (Shows the card.) Your turn.*

4 Matching cards

Aim: to enable students to play a game of Matching pairs with their cards

- Students work in pairs to play this game (see Introduction).
- They put all their cards face down on the desk in jumbled order.
- They take turns to turn over two cards and name them. If their two cards are the same, they say *Pair!* and keep the pair. If not, they turn them face down again.
- At the end, the student with the most pairs is the winner.

5 Happy families

Aim: to enable students to play a memory game

- Students play in groups of four. They mix their cards and deal them out.
- The aim of the game is to collect as many 'families' of matching cards as possible, e.g. four witches, four spiders.
- Students start by taking any complete 'families' they already have out of their hands and putting them on the table. They then try to complete more families by asking each other for the cards they are missing:
Student A (to B): *Have you got any spiders?*
Student B: *No.*
Student B (to C): *Have you got any ghosts?*
Student C: *Yes. Here you are.*

Optional follow-up activity

Aim: to encourage student creativity

- Give each student a large piece of black paper.
 - They put some splodges of white paint in the centre of the paper, fold the paper in half and press it together.
 - When they open it up, they get a spooky shape.
 - Students can add eyes and hair (made of wool) when the paint is dry.
- Display the spooky shapes when they are dry.

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Christmas

Learning outcomes:

- to present the concept of Christmas
- to practise speaking, listening and reading skills
- to say a rhyme and play games on the topic of Christmas

New language: *Christmas, merry, happy, wish, envelope*

Recycled language: grammar and vocabulary from the Student's Book

Materials: Christmas cut-outs, scissors, sticky tape

Warm-up

Aim: to present the topic of Christmas

- Introduce the topic of Christmas to the class.
- Elicit what they know about it and if they celebrate it.
- Brainstorm typical Christmas games/activities/food and write them on the board, e.g. giving and receiving cards and presents, eating turkey, eating Christmas pudding.

1 A rhyme

Aim: to enable students to say a rhyme about Christmas

- Sing or play the chorus from *We wish you a merry Christmas*:
*We wish you a merry Christmas,
We wish you a merry Christmas,
We wish you a merry Christmas,
And a happy New Year!*
- Students listen and then join in.

2 A Christmas present

Aim: to enable students to make a Christmas present

- Elicit from students what they give each other at Christmas (cards and presents).
- Tell students they are going to make their own Christmas present.
- Print the two Christmas cut-outs double-sided, so that the message is on one side, and the outside of the Christmas present envelope is on the other. (Or you can print single-sided and stick the cut-outs back to back.)
- Students cut out and make the Christmas present envelope by folding the corners of the cut-out into the centre, as indicated on the cut-out. They write who their present is going to be to and from inside, in the space provided. This could be someone in their family, or another student in the class.
- Students choose a toy, an animal or another object that they know in English and draw a picture of it on a small piece of paper. They put this drawing into their Christmas present envelope and seal it with a small piece of sticky tape.
- They either take this back to their families, or use it to play a Christmas guessing game (see Activity 3).

3 A Christmas guessing game

Aim: to enable students to play a guessing game

- Students can use their present envelopes to play a guessing game. They draw a picture of something as a present for their partner. They then put it into the present envelope and their partner has to guess what it is:
Student A: *Merry Christmas!*
Student B: *Thank you. (Is it) a kite?*
Student A: *No!*
Student B: *(Is it) a cat?*
Student A: *Open it and see!*
Student B: *Yes! It's a cat. Thank you.*

Optional follow-up activity

Aim: to enable students to follow instructions

- Instead of drawing a picture to put inside their envelopes, students write a simple instruction inside their envelopes.
- Students open their presents and have to read and follow the instructions.

Festival cut-outs

Easter

Learning outcomes:

- to present the concept of Easter
- to practise speaking, listening and reading skills
- to say a rhyme and play games on the topic of Easter

New language: *Easter, bunny, hop, jump, dance, stop*

Recycled language: the body, grammar and vocabulary from the Student's Book

Materials: Easter cut-outs, scissors, dice for each pair of students, lollipop sticks, sticky tape, little chocolate eggs (optional)

Warm-up

Aim: to present the topic of Easter

- Introduce the topic of Easter to the class.
- Elicit what they know about it and if they celebrate it.
- Brainstorm typical Easter activities and write them on the board, e.g. hunting for little chocolate eggs.

1 A game

Aim: to enable students to play a game with their Easter bunnies

- Students cut out all the pieces.
- Students play in pairs with a dice.
- They take turns to roll the dice and note the number, e.g. *Number 2: (It's) a face! Number 1: Ears!* They then find and position the correct body part into their bunny outline. If they roll a number they have already collected, they miss a turn. (They can say something like *Oh dear! A face again.*)
- The first student to collect and place all the bunny parts into the outline is the winner.
- Students can play the game as many times as they like before sticking the bunny parts into position.

2 Making the Easter bunny

Aim: to enable students to follow instructions to make an Easter bunny puppet

- Students make the bunny into a puppet by sticking it onto a lollipop stick or a pencil with sticky tape.
- Monitor and help as necessary.

3 A rhyme

Aim: to enable students to use the puppet in a rhyme

- Show your bunny puppet to the class. Elicit who it is (an Easter bunny).
- Say the following rhyme:
*Easter bunny dance,
Easter bunny hop,
Easter bunny jump,
Easter bunny stop!*
- Students use their puppets to do the actions as they hear them in the rhyme.
- Alternatively, students pretend they are Easter bunnies and move about as you say the rhyme.

4 Hide the bunny

Aim: to enable students to play a game

- Students close their eyes while you hide some of the bunny puppets around the classroom (in, on and under things).
- Students open their eyes and look for the puppets, saying, e.g. *There's a bunny under the chair!*

Optional follow-up activity

Aim: to enable students to follow instructions

- Hide some little chocolate eggs around the classroom before the students arrive.
- Write simple instructions for students to follow on the board, e.g. *Look near the window.*
- Students each collect one or two eggs.

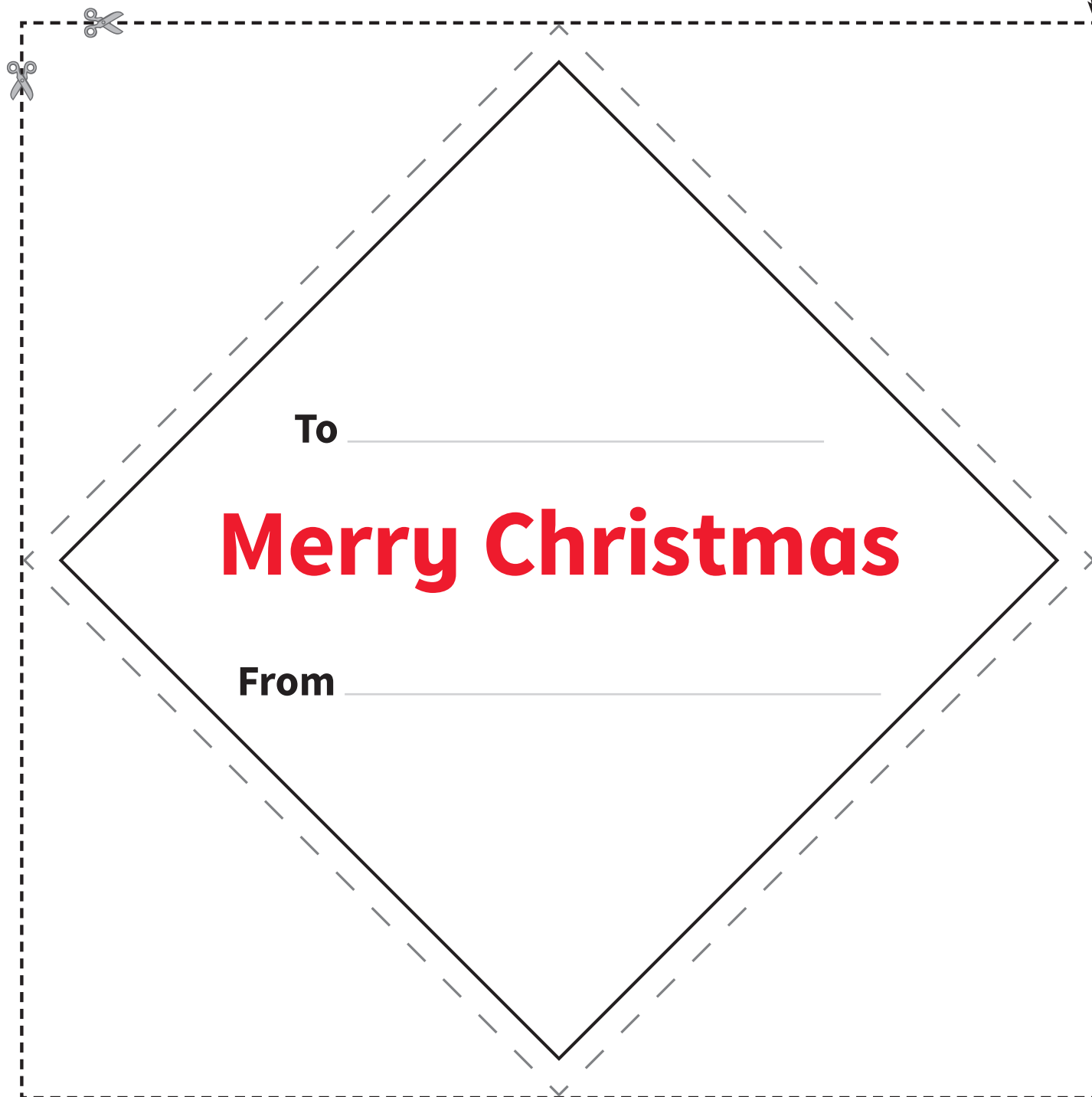
Halloween



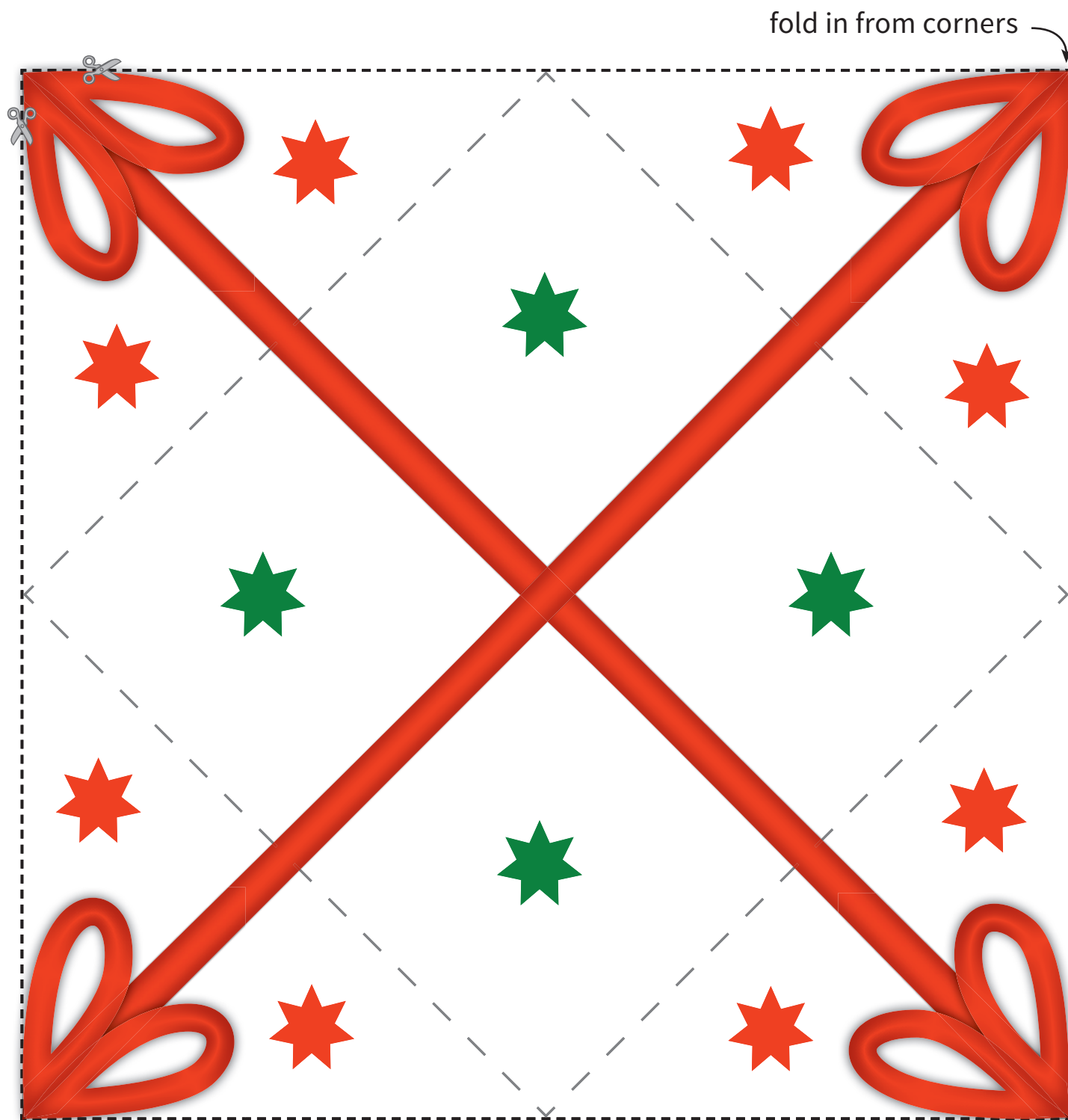
Festival cut outs: Halloween

Christmas

fold in from corners

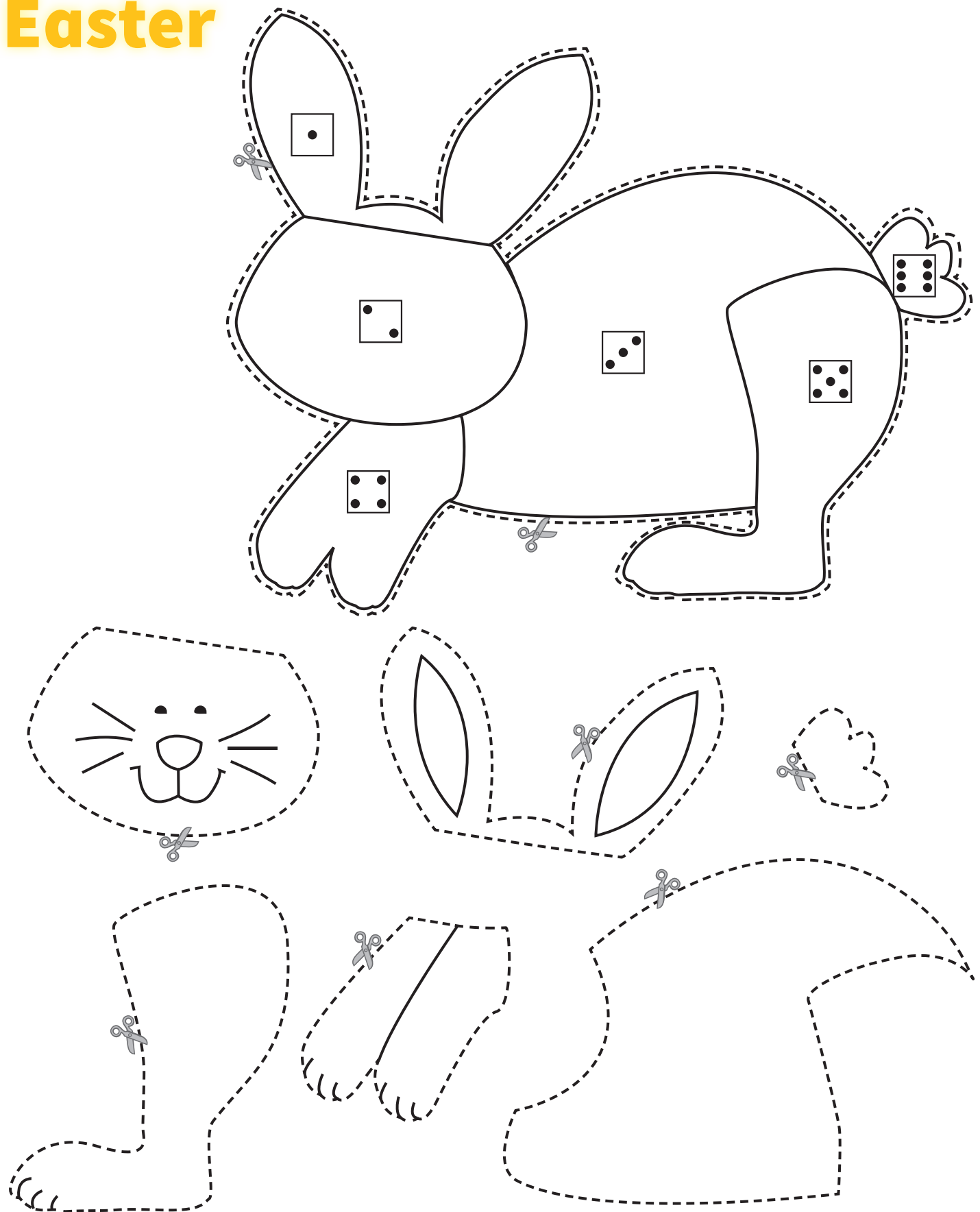


Festival cut outs: Christmas



Festival cut outs: Christmas

Easter



Festival cut outs: Easter