

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
- to design Halloween costumes

New language: *Halloween, witch, skeleton, vampire, trick, treat*

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

Materials: Halloween cut-outs, scissors

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.
- Some examples of games and activities are: dressing up in scary costumes; bobbing for apples (trying to grab a floating apple with your teeth); hollowing out a pumpkin, carving a scary face and putting a candle inside; playing trick or treat (going around people's houses, knocking on the door and saying *Trick or treat*. If people give you a treat, e.g. a biscuit, you go away. If they don't, you play a trick on them).

1 Introducing the Halloween characters

Aim: to enable students to learn about Halloween characters

- Use the pictures in the cut-outs to explain the concept of children dressing up.
- Explain the tradition of 'Trick or treat'.

2 A rhyme

Aim: to teach a rhyme to students

- Say the following rhyme:
*We're dressing up for Halloween,
We're playing trick or treat.
Skeleton, monster, witch and vampire,
Give us something sweet to eat.*
- The first time, students listen and point.
- Teach the rhyme to the class to do in groups.

3 A guessing game

Aim: to enable students to play an information exchange activity using the cut-outs

- Students prepare the cut-outs to make cards.
- They play with these first, jumbling them up and then putting them together again to make the different characters, or new combinations of their own. When they complete a character, they describe it to a partner: *It's a witch. It's a monster skeleton!*
- Students can also describe what their character looks like and is wearing: *She's wearing a black hat. She's got black hair and a big nose. She's wearing a stripy sweater and a skirt. She's wearing stripy tights. She's wearing boots.*
- Students then describe their new character to their partner in an information gap activity. One describes the different parts of their character and their partner listens, without looking, and chooses the correct parts to complete the character.

4 Matching cards

Aim: to enable students to play a matching game with their cards

- Students work in pairs.
- They spread out all the cards face down on the table in front of them.
- Students take turns to pick up one card and identify the character it comes from and say something about it: *It's the witch. She's wearing a black hat.*
- Students keep the card and then have to take turns to turn over and find the other parts of the same character.
- The first student to find their complete character describes it and is the winner.

5 A guessing game

Aim: to enable students to play a guessing game

- Students play the game in pairs.
- Students choose one of the characters to pretend to be.
- Their partner has to guess who they are by asking Yes/No questions, e.g. *Have you got black hair? Are you wearing black shoes?*
- The student who guesses correctly with the fewest questions is the winner.

Optional follow-up activities

Aim: to encourage student creativity

- Students can design their own Halloween costumes or bring real costumes to class and dress up for the lesson.
- Arrange a 'trick or treat' exchange visit to other classes in the school, if appropriate.

Festival cut-outs

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
- to make a Christmas book

New language: *Christmas, Santa, reindeer, present, stocking, sleigh*

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

Materials: Christmas cut-outs, scissors

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 activities and food, and write them on the board.
- Some examples of activities are: giving and receiving presents; hanging out stockings or pillow cases for Santa to fill with presents; putting up a tree in the house and decorating it with coloured lights and decorations.
- Some examples of food are: Christmas cake, turkey and stuffing, Christmas pudding and mince pies (these are sweet).

1 A rhyme

Aim: to enable students to say a rhyme about Christmas

- Show the cut-out picture of Santa on his sleigh to introduce the theme of Santa and his sleigh.
- Pre-teach *Santa, sleigh, presents* and introduce the tradition of Santa travelling by sleigh to deliver presents to children round the world.
- Say the following rhyme:
*Here comes Santa, Santa on his sleigh,
Here comes Santa, what a busy day!
Oh, thank you, Santa, for all that you do,
Happy Christmas Santa, we love you!*
- Students listen and say.
- Then tell them they are going to find out about Santa's busy day.

2 Santa's day

Aim: to enable students to imagine what Santa's day is like and to compare their days with his

- Ask students to imagine what Santa's Christmas Day is like: *What time does he get up? What time does he go to bed?* Accept ideas and write them on the board.
- Students cut up the picture cut-outs and put them in order. They compare the order with their friends.
- Read the sentences in the cut-outs and check language as necessary.
- Students then cut these up and match them with the pictures.
- Check by asking students to read out the sentences about Santa's day in order.
- Students then compare their own daily routine, either on a normal day or on Christmas Day, with Santa's.
- Students then describe the differences, e.g. *I get up early in the morning, but Santa gets up at seven o'clock in the evening. I take presents out of my stocking. Santa puts presents in my stocking.*

Key: f, a, e, d, c, b

3 Make a Christmas book

Aim: to enable students to make a Christmas book

- Students make a mini Christmas book, using an A4 piece of paper.
- Show them how to fold the piece of paper into three pieces, concertina style. These folds make the pages of the book. Number them 1 to 6.
- Students then stick the pictures and sentences from the cut-outs onto the folded paper in order to make a mini Christmas book.
- They take this back to show their families.

Optional follow-up activity

Aim: to stimulate students to use their imaginations

- Students think of unusual routines for Santa, e.g. *What does he do on holiday?*

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, egg hunt*

Recycled language: rooms in a house, furniture, colours, grammar and vocabulary from the Student's Book

Materials: Easter cut-outs, scissors

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.
- Some examples of activities are: making and giving Easter cards; giving Easter eggs (made of chocolate); an Easter egg hunt (e.g. small chocolate eggs hidden in a garden).

1 To review rooms in a house and furniture

Aim: to introduce the concept of hiding Easter eggs

- Use the pictures in the cut-outs to review vocabulary and to explain the concept of hiding Easter eggs.
- Explain the tradition of Easter egg hunts.

2 A rhyme

Aim: to enable students to join in with a rhyme

- Say the following rhyme:
*Come to my house for Easter,
And have some fun with me.
We're going on an egg hunt,
How many eggs can you see?
There's one in the bedroom,
It's under the chair.
There's one in the bathroom,
There are eggs everywhere!*
- The first time, students listen and point.
- Teach the rhyme to the class. Students then do the rhyme in groups.

3 An egg hunt

Aim: to enable students to play a game

- Students cut out the eggs at the bottom of the cut-out page to play their own egg hunt game.
- They work in pairs. They both hide their eggs around their own picture of the house by positioning them in, on, under or next to the furniture in the house.
- Students then take turns to try to find their partner's eggs by asking questions, without looking at their partner's house, e.g. *Is there an egg in the bedroom? (Yes) Is it under the bed? (Yes)* When they guess correctly, their partner has to give them the egg. If they guess incorrectly and the answer is *No*, it is then their partner's turn to ask.
- The first student to find all their partner's eggs is the winner.

Note: You can make this game more difficult by getting students to find the individual eggs by their colour (if you have printed the cut-out in colour) or by their number (if you have printed out in black and white) as well: *Is the red egg in the bedroom? (No) Is egg number 1 in the bathroom? (Yes)*

4 Spot the difference

Aim: to develop students' observational skills

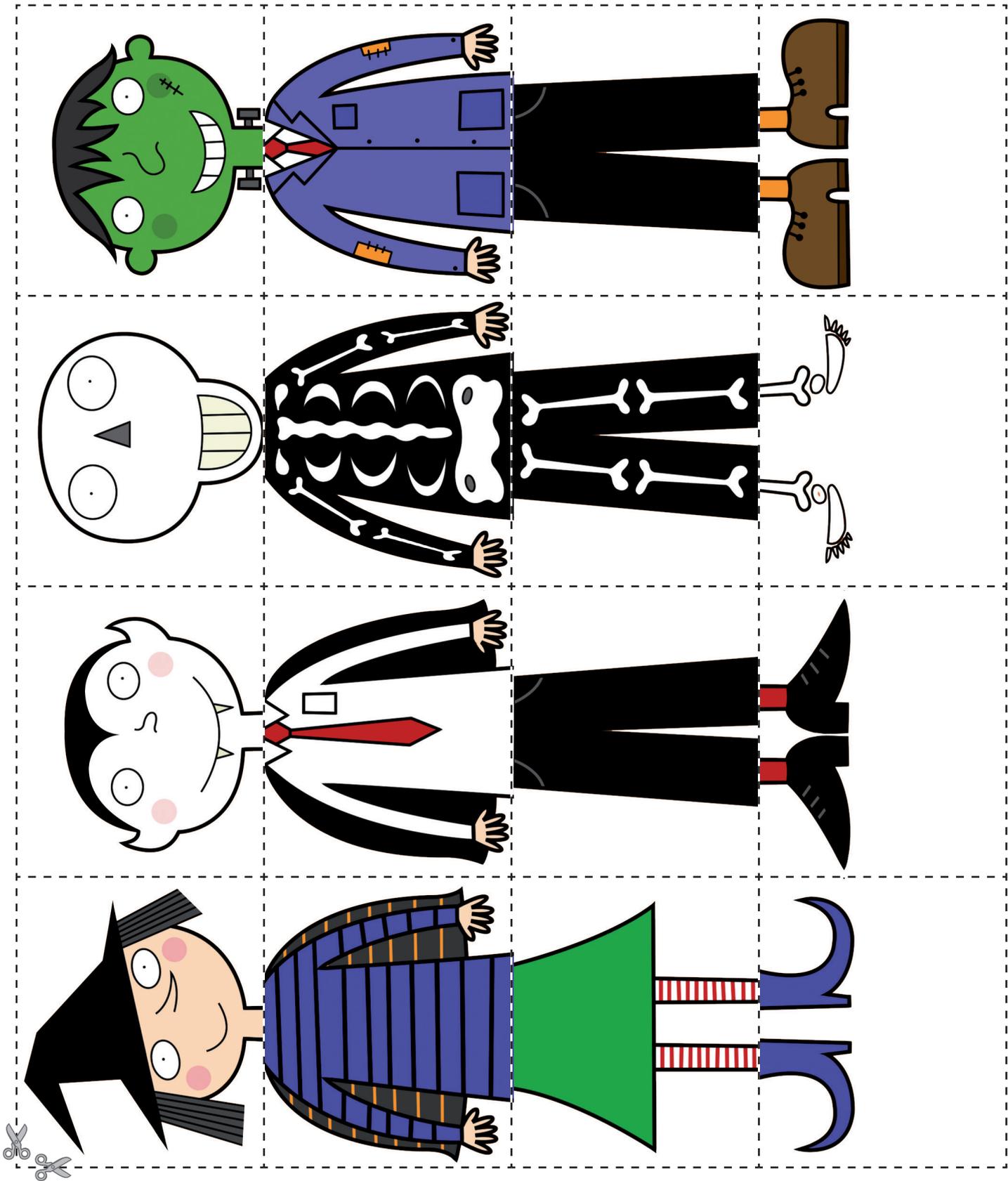
- Students play this game in pairs. They position the eggs in their house as for the egg hunt game, but they then compare their two pictures and note the differences: *(Name)'s blue egg is on the bed, but my blue egg is under the bed. (Name)'s number 1 egg is in the bathroom, but mine is in the kitchen.*

Optional follow-up activities

Aim: to bring the activities to life for students

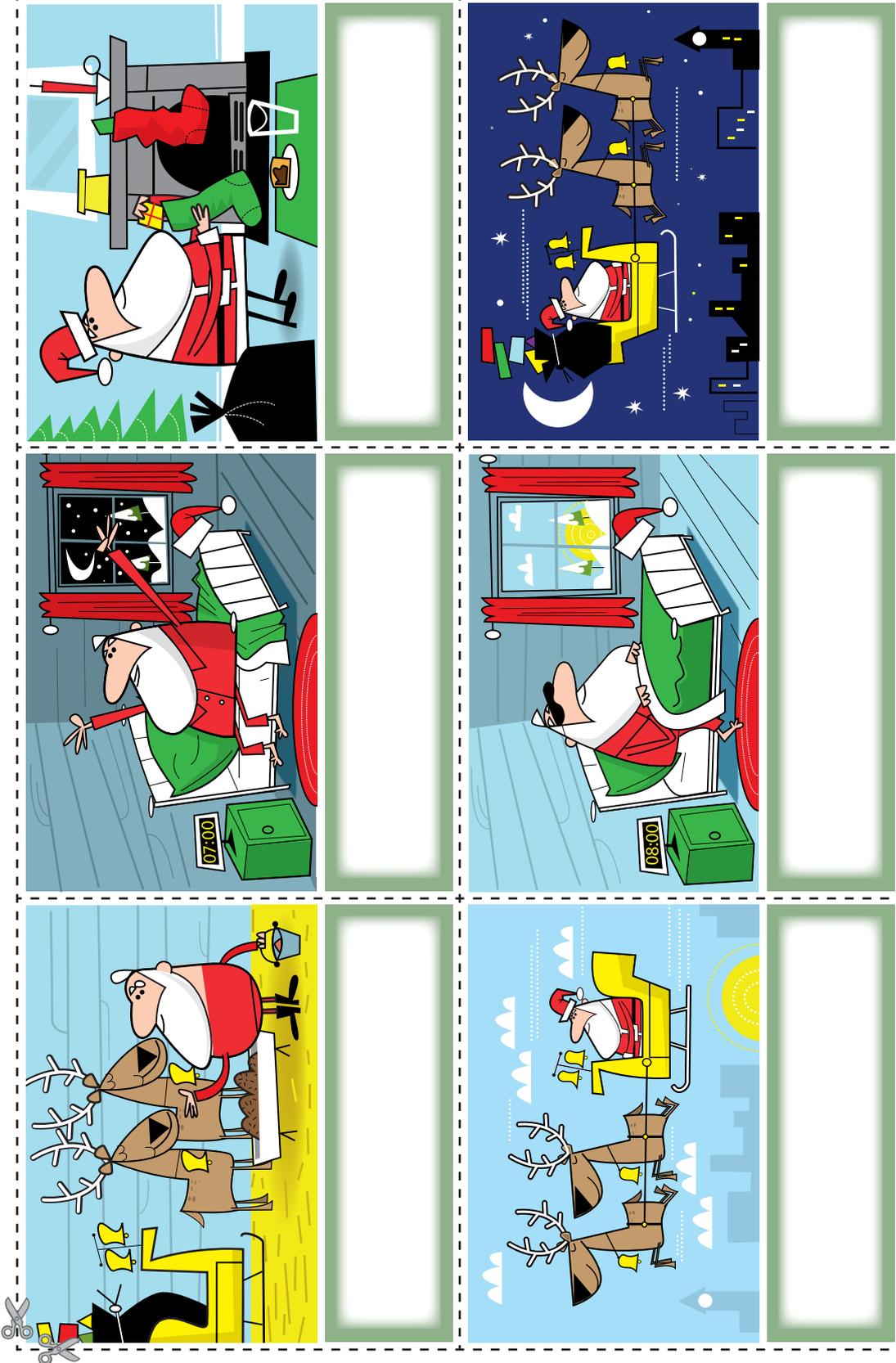
- a** A real egg hunt
 - Bring small chocolate eggs to class to hide.
- b** Activity egg hunt
 - Instead of chocolate eggs, draw egg shapes on pieces of paper and write instructions on them.
 - Students hunt to find the pieces of paper, and then have to read and follow the instruction written on it.

Halloween



Festival cut-outs: Halloween

Christmas



a He feeds the reindeer.

d He puts the presents in all the stockings.

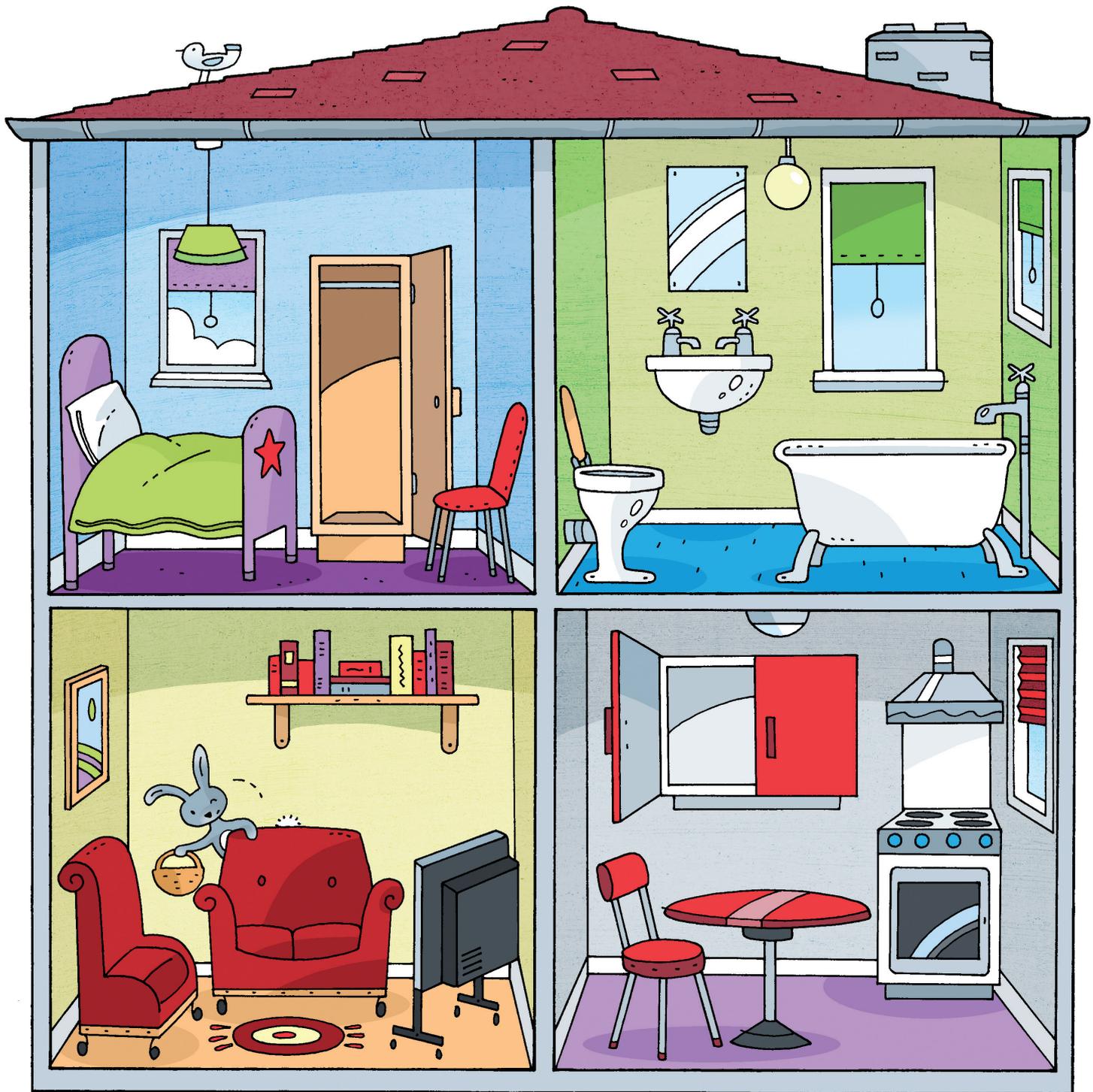
b He goes to bed at eight o'clock in the morning.

e He travels on his sleigh.

c He goes home at five o'clock in the morning.

f Santa gets up at seven o'clock in the evening.

EASTER



Festival cut-outs: Easter