

## CHRISTMAS

Explain to pupils that, at Christmas, many people exchange cards with friends and family. These cards are usually decorated with one or more Christmas symbols and include messages/good wishes connected with health, peace, happiness, love and so on.

### SOME POPULAR SYMBOLS OF CHRISTMAS:

angel, bell, star, candle, shepherd, presents, holly, Santa Claus, stocking, Christmas tree.

Ask pupils if they know the words for any of the symbols on page 97. Elicit as many answers as possible. Then write all the words on the board and ask pupils to label the pictures on their handouts.

### Activity 1: Christmas Card

Materials needed: white paper or card, marker pens or crayons, scissors and glue

Go over the messages on the handout to make sure pupils understand them. Pupils make a card, decorate it, and write one of the messages in it. They can either give their card to a family member or a friend, or you can display them in the classroom.

### Activity 2: Letter to Santa Claus

Get pupils to complete the letter to Santa on their handout (page 98). Give them any extra vocabulary or grammatical structures they need. After you correct the letters, pupils can copy them onto a piece of A4 paper and decorate them as they wish. You might want to display the final copies of their letters in the classroom.

## EASTER

### Activity 1: Wordsearch

Make sure pupils know the six words they are looking for before they complete the wordsearch individually.

1 spring	2 flowers	3 rabbit
4 egg	5 lamb	6 Sunday

After students have found the words, ask them if they know or if they can guess the connection between these things and the Easter holiday (eg – eggs are a symbol of new life).

### Activity 2: Spring Chain Game

First, as a class, brainstorm and write down all the words pupils can think of related to spring, including appropriate answers from the wordsearch. Tell them to write the words in the space provided on the handout. Let pupils give you the words in their first language if necessary, and write the English equivalent on the board. The point is for them to have fun, so let them write any word which is even loosely connected with the topic (eg – any plant, animal or weather or environmental phenomenon which can be seen in spring). Every student should write down ALL the words the class thinks of. If they don't come up with lots of words on their own, give them some relevant clues, eg – What helps spring flowers grow? (*rain, sunshine*, etc).

Next, write one of the words on the board, eg – *flower*. Then ask for a volunteer to start the "chain." Ask him/her to find a word on the list, or think of a different word associated with spring that begins with the last letter of the previous word, eg – *r* (the last letter of *flower*). The pupil might say *rain*. Then the pupil sitting next to him/her has to find a word starting with *n*, the last letter of *rain*, and so on.

If a pupil gets stuck, you could help by allowing him/her to find a word beginning with the FIRST letter of the previous word instead. Once the class runs out of *spring* vocabulary, you can let them choose a different topic for another quick chain game, eg – *sports, school*, etc. It would be a good idea to give them a topic that they have recently covered in their coursebook.