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# SEIZE THE DAY!

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## FESTIVALS ACROSS THE WORLD

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Type of modul	Project work
Level	A1
Target group	10–13-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

TYPE OF MODULE	<b>Project work</b>
DESCRIPTION OF MODULE	This module focuses on different religions and festivals of the world. It offers Ls the chance to get familiar with different cultures and at the same time develop their vocabulary through a variety of tasks. The end product is a Calendar Wheel which contains all the festivals Ls learn about during the module.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> <li>■ to develop Ls' tolerance (different religions and cultures)</li> <li>■ to learn about main religions of the world</li> <li>■ to use information gained creatively</li> <li>■ to develop Ls' vocabulary through a variety of tasks</li> <li>■ to give practice in reading for information</li> </ul>
TIMEFRAME	5 lessons
TARGET GROUP	8–10 years
LANGUAGE LEVEL	A1
SUGGESTED LANGUAGE COMPETENCE	Learners can: <ul style="list-style-type: none"> <li>■ make up sentences with given words in simple present tense</li> <li>■ interpret and follow instructions in English</li> <li>■ use compensation strategies (miming)</li> <li>■ express ideas and feelings with one or two word sentences</li> <li>■ find information in written texts</li> <li>■ use the internet</li> </ul>
LINKS OF THE MODULE	
Cross-curricular links	People and Society Music Religious Education Art and Crafts
Links with other modules	Let's party!

## FOCI OF SKILLS DEVELOPMENT

### Communicative language skills

- reading for information
- searching for information
- presenting findings in simple sentences
- developing vocabulary through games

### General educational skills

- developing co-operative skills
- raising Ls' awareness of different cultures and religions

### EVALUATION

During the module Ls will work mainly in groups, but individually as well. Ls' individual development can be traced by following their works, homework and contribution in the lessons. At the end of the project Ls fill in an evaluation form which provides an opportunity to evaluate their own and their peers' contribution and knowledge.

### SUGGESTIONS

At the beginning of project work it is essential to clarify the aims of the project and the steps leading to the final outcome. Some class-room rules need to be introduced such as involving everybody, listening and helping others. Ls who are not used to project work may feel a bit puzzled at the beginning (cooperation is difficult, there is more noise etc.) but after a while project work gives a chance to every learner to contribute to the lesson and do their best. As some religions have their own calendars the dates of the learnt festivals change from year to year.

### BACK UP SYSTEMS

A lot of useful information can be found on [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)

# MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Revising numbers and ordinal numbers</p> <p>Revising the English alphabet</p> <p>Developing Ls' vocabulary of religions, festivals and symbols through a memory game</p> <p>Expressing feelings with drawing and colours</p> <p>Raising Ls' awareness of different cultures</p>	<p>Brainstorming different festivals</p> <p>Learning about world religions and their symbols</p> <p>Listening to music</p> <p>Playing a matching and memory game</p>	<p>Ordinal numbers.</p> <p>Religions: Christianity, Buddhism, Islam, Judaism, Hinduism.</p> <p>Symbols connected to them: Crescent and star, Menorah candle, lotus flower, Buddha, Shiva, present, Christmas, Easter, star of David, Easter egg.</p>	<p>1.1 Finding out the topic</p> <p>1.2 Picture cards – Symbols of festivals</p> <p>1.3 Picture cards – Symbols of religions</p> <p>1.3 Word cards – Names of religions</p> <p>1.4 Tapescript – Ode to joy CD player, a candle, candlestick, matches</p> <p>1.5 Memory cards (4 sets)</p>
2	<p>Developing memory skills,</p> <p>Presenting information gained through drawing,</p> <p>Following instructions mentally</p> <p>Developing IT skills (searching for information on the net)</p>	<p>Playing games (Chinese whispers, memory game)</p> <p>Sharing information gained with others</p> <p>Taking part in a guessing game</p> <p>Relaxing</p>	<p>Expressing opinion: I think... We think...</p> <p>Following instructions during relaxation: breathe in, exhale out, relax, imagine etc.</p>	<p>1.5 Memory cards</p> <p>A5 sheets of paper crayons and markers, blu tack</p> <p>CD (very peaceful music for relaxation) and CD player</p>
3	<p>Activating vocabulary learnt</p> <p>Making up simple sentences from given words</p> <p>Answering questions in connection with festivals</p>	<p>Doing a word search</p> <p>Speaking about festivals with the help of cards</p> <p>Making up sentences with new vocabulary</p> <p>Describing a festival for others to guess</p>	<p>Activities and other expressions in connection with festivals: celebrate, best clothes, big meal, birth, fireworks, pray etc. We celebrate... I get presents. We light candles. I get a chocolate cake.</p>	<p>3.1 Word search</p> <p>CD player</p> <p>3.2 Tapescript – Festivals</p> <p>3.3 Word cards – Festivals</p> <p>Word cards – Festivals</p> <p>empty sheets of paper</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Reading for information</p> <p>Cooperating with others</p> <p>Answering questions in connection with the reading material</p> <p>Filling a chart</p>	<p>Reading about different festivals</p> <p>Filling in a chart</p> <p>Answering questions in connection with the reading material</p>	<p>Vocabulary: fasting, pork, fried doughnuts, dairy products etc.</p>	<p>4.2 Match and draw</p> <p>4.3 Picture and information sheets</p> <p>4.5 Homework, stiff paper (two sheets)</p> <p>compass</p>
5	<p>Making a presentation</p> <p>Correcting other's homework</p> <p>Cooperating with others</p> <p>Self-evaluation skills</p>	<p>Making the Calendar Wheel</p> <p>Making a presentation</p> <p>Evaluation</p>	<p>Life in a rock pool (vocabulary and structure review)</p>	<p>5.1 Fish</p> <p>metal paper clips magnet</p> <p>fishing rods bowls of water with pebbles</p> <p>plasticine</p> <p>newspaper</p> <p>sponge</p> <p>4.3 Fact cards magnifying glasses made by Ls (background music, CD player)</p> <p>5.3 Chart, 5.4. self-evaluation form</p>

## PROCEDURE

### LESSON 1: RELIGIONS AND SYMBOLS

#### AIMS OF THE LESSON

- To brainstorm vocabulary of different festivals
- To revise numbers and ordinal numbers
- To revise the English alphabet

#### MATERIALS AND RESOURCES

1.1 Finding out the topic, 1.2 Picture cards – Symbols of festivals, 1.3 Picture cards – Symbols of religions, 1.3 Word cards – Names of religions, 1.4 Tapescript – Ode to joy, CD player, a candle, candlestick, matches, 1.5 Memory cards (4 sets)

**Before the lesson:** Cut out the memory cards and prepare the picture cards.

**Classroom arrangement:** Arrange the tables for group work.

#### STAGE 1

**Finding out the topic of the project**

#### TIME

5 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Counting  
Revising the English alphabet

#### ORGANISATION

Individual

#### AIDS AND MATERIALS

1.1 Finding out the topic

#### TEACHER'S ACTIVITIES

1. Hand out 1.1 Finding out the topic and tell Ls that with the help of this task, they will know the topic of the project.
2. If it is needed, revise the English alphabet together and provide options for Ls how to solve the task.
3. If your Ls are not familiar with ordinal numbers yet, encourage them to concentrate on the numbers only.

#### LEARNERS' ACTIVITIES

1. Ls either write down or chant the alphabet to themselves.

4. Finally check the solution by calling out each number. Write the letters one by one on the blackboard.

*What's the sixth letter of the English alphabet?*

*Yes, it's F, let's write down F.*

Solution: Festival

STAGE 2	<b>Brainstorming different festivals</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Association skills Matching
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2. Picture cards – Symbols of festivals

#### TEACHER'S ACTIVITIES

1. Draw a circle on the board and write the word festival in it. Ask Ls to come up with as many festivals as they know. Write down Ls' ideas, in a mind map format. They can say festivals in Hungarian as well, write their ideas in English.
2. Show up different symbols (1.2 Picture cards) of festivals and ask Ls to put them to the appropriate festival on the board. Ask Ls to name what they see in the pictures.  
*What's this?*  
*A rabbit.*  
*Yes, this is Easter Bunny? Where do you put it, Zoli?*  
*Easter.*  
*Yes, well done.*
3. Draw Ls' attention to cultural differences e.g. in England there is no such thing as Name Days, Father Christmas does not come on the 6th of December as in Hungary, Halloween is an American festival, Easter and Christmas are not celebrated in many other countries as you will learn later.

#### LEARNERS' ACTIVITIES

1. Possible answers: *Easter, Christmas, Birthday, Valentine's Day, March 15th, May 1st, Name Day, Father Christmas, New Year's Eve, Halloween etc.*
2. Ls get pictures such as Christmas tree, birthday cake, Easter Bunny etc. and put the pictures next to the name of the festivals.

STAGE 3 **Religions and their symbols**

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS Grouping and using pictures to help remember words

ORGANISATION Whole class

AIDS AND MATERIALS 1.3 Picture cards – Symbols of religions, 1.3 Word cards – Names of religions

**TEACHER'S ACTIVITIES**

1. Ask learners whether they know any other world religions apart from Christianity. If they cannot name any, ask them whether they have heard of Buddhism, Hinduism, Judaism, Islam etc.
2. Put the names of religions (1.3 Word cards) on the blackboard and hold up symbols (1.3 Picture cards) of different religions. Ask Ls whether they know the symbol and which religion they think the symbol belongs to. If Ls are not familiar with the symbol name it and ask one of the Ls to put it on the blackboard under the appropriate religion.
3. Tell Ls that people in the world belong to different religions and even if they do not, it is important to know more about each other and tolerate each other's beliefs and choice. This part of the lesson can be in Hungarian so that Ls could understand one of the aims of this project. Emphasize, that there are a lot of religions in the world but you are going to deal with just a few which are among the world religions.

Solution: Star of David, Menorah candle – Jewish, Crescent and star – Islam, Cross – Christian, The Buddha – Buddhism, Shiva (Hindu God) – Hinduism, Lotus flower – Buddhism, Hinduism, Mahayana – Buddhist wheel.

**LEARNERS' ACTIVITIES**

1. Ls mention a few religions they are familiar with.
2. Ls are asked to match symbols with religions.

**STAGE 4 Relaxation – Catching the moment of festivals**

**TARGET GROUP** Ls who are familiar with basic vocabulary of 'going on holiday'

**TIME** 8 mins

**SKILLS AND COMPETENCIES IN FOCUS** Expressing feelings

**ORGANISATION** Whole class

**AIDS AND MATERIALS** CD player, 1.4 Tapescript – Ode to joy, a candle and candlestick, matches

**TEACHER'S ACTIVITIES**

1. Light a candle and explain your action.  
This is a candle. What colour is it? This part is the candlestick. What colour is it? I'm going to light this candle. I have some matches. Can you see the flames? What colour are they?
2. Ask Ls to listen to a piece of music and draw something. Turn on the CD and listen to the main theme of the Ode to Joy. Do not reveal the title until you have listened to it.
3. After listening, ask Ls what they have drawn. If they do not seem to have ideas to talk about, ask them questions like:  
Is it happy or sad music?  
Have you heard it somewhere else?  
What colour is this music for you? Black or yellow, blue or red etc?
4. Tell learners what they have heard.

**LEARNERS' ACTIVITIES**

1. Ls answer T's questions.
2. Ls listen to music and draw what they can imagine while listening to it.
3. Ls give feedback on the music.

## VARIATION FOR LESS CONFIDENT LS

AIDS AND MATERIALS	–
DESCRIPTION	Some Ls may feel frustrated to express their feelings in drawing, ask them to think of a colour or colours they would describe this music with.
STAGE 5	<b>Playing a matching and memory game</b>
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Grouping Memorizing Vocabulary development
ORGANISATION	Group work
AIDS AND MATERIALS	1.5 Memory cards (4 sets of cards), 1.3 Picture cards

### TEACHER'S ACTIVITIES

1. Divide your class into four groups. Give each group a set of cards (1.5 Memory cards) and ask Ls first to match the picture cards with the appropriate word cards.
2. Check the solutions then ask Ls to follow your instructions. First ask groups to show up as quickly as possible the following picture cards: Lotus flower, Star of David, Cross etc. After this ask Ls to turn down the word cards and show up the picture cards you call out. Finally ask groups to turn down all the cards.
3. Put the 1.3 Picture cards (5 of them) on the blackboard and play a memory game with Ls. Ask them to memorize the symbols then take off one picture and Ls guess which one is missing. When Ls are more familiar with the meaning of symbols invite them to play a memory game.  
Rules of the memory game:  
Ls turn the cards down. One L starts the game by turning up two cards. The L has to name the pictures or read out the writings on them, and if they do not match they are put back to the same place. Then it is the next L's turn. If somebody can find a pair has another turn.  
Note: The cards cover the same vocabulary you have dealt with in the lesson.

### LEARNERS' ACTIVITIES

1. Ls are grouped and get a set of cards to play with. They match the pictures and words together.
2. Ls follow T's instructions.
3. Ls play different memory games.

## LESSON 2: DON'T WORRY, RELAX!

### AIMS OF THE LESSON

- to develop vocabulary through games
- to share information gained
- to play a guessing game
- to encourage Ls to use the internet for getting more information

### MATERIALS AND RESOURCES

1.5 Memory cards, A5 sheets of paper, crayons and markers, blu tack, CD (very peaceful music for relaxation) and CD player

**Classroom arrangement:** Arrange the classroom for group work.

STAGE 1 **Warmer – Chinese whisper**

TIME 5 mins

SKILLS AND  
COMPETENCIES IN FOCUS Remembering  
Repeating words

ORGANISATION Group work

AIDS AND MATERIALS –

### TEACHER'S ACTIVITIES

1. Divide your class into two groups and ask Ls to stand in two rows. Whisper three words to the first Ls in each row and tell them to pass on what they have heard. The winning group is the one whose last member can first repeat the three words in the same order and with clear pronunciation.
2. In the next turn make sure Ls change places in their groups for the game.

Possible words can be: Christmas, Easter, Santa Claus or birthday, festival, present or candle, star, Halloween and more words from the previous lesson.

### LEARNERS' ACTIVITIES

1. Ls play a Chinese whisper game.

STAGE 2	<b>Memory game</b>
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Revising vocabulary
ORGANISATION	Group work
AIDS AND MATERIALS	1.5 Memory cards

#### TEACHER'S ACTIVITIES

1. Divide the class into four groups. Ls can work in the same groups as last time.
2. Give out the same set of memory cards (1.5) and allow Ls to play a memory game with the cards. Ask Ls to say or read out the picture or the word on the card. Introduce a new rule, only Ls who can name the cards on their own can get the matching pairs.

#### LEARNERS' ACTIVITIES

1. Ls play a memory game. This time they have to name the cards on their own otherwise they cannot take the matching pairs.

STAGE 3	<b>Checking homework – Sharing information gained</b>
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Sharing information gained Creating visual interpretation of ideas (drawing for others to guess)
ORGANISATION	Group work
AIDS AND MATERIALS	A5 sheets, crayons and markers, blu tack

#### TEACHER'S ACTIVITIES

1. Ask Ls to discuss in groups what new symbols they have managed to find. Allow Ls to speak Hungarian while showing pictures, books or telling stories.

#### LEARNERS' ACTIVITIES

1. Ls work in groups. They tell each other what information they have about any of the religions, what symbols they have collected.

2. Ask groups to decide what ideas (symbols, information) they would like to share with others and put them on the wall. Ask Ls to choose three symbols and give them to other groups to see whether they know what the pictures show.
  3. Groups hold up the picture they have been given and guess what they see. If Ls do not know any of the symbols allow groups to explain to others what they see in the picture. Encourage Ls to use e.g. *I think*, or *we think this symbol belongs to ...* or ask questions. Help Ls with questions like:  
*What do you think this is? What is it for?*  
*Where would you put it? Which religion?*  
 Note: Ls may come up with symbols like the Tora (Jewish), Hajj (Islam pilgrimage), Mandala painting (Buddhism), some famous characters like Prophet Muhammad, Gandhi etc. The aim of this task is to broaden Ls' knowledge about religions.
2. Ls choose a few symbols and give them to other groups to guess what they are.
  3. Each group has to guess what the picture shows and place it under the appropriate religion. Ls can say sentences like:  
*We think this is a book. We think this belongs to Judaism. (Tora – Jewish)*

STAGE 4	<b>Meditation</b>
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions mentally
ORGANISATION	Whole class
AIDS AND MATERIALS	CD and CD player, peaceful music

#### TEACHER'S ACTIVITIES

1. Explain Ls that meditation is a frequently used technique to relax or in some religions (Buddhist, Hinduism) to pray. Teach words like breathe in and exhale out by doing some TPR and the word "imagine" may need some clarification. Tell Ls they do not have to worry if they do not understand some words. They just have to relax.
2. Turn on the music and ask Ls to close their eyes and relax. Tell the following story to your Ls very slowly adjusting your pace to the music.

#### LEARNERS' ACTIVITIES

1. Ls listen to some relaxing music and follow the T's story and instructions mentally.
2. Ls can check their spelling with the help of the word cards provided by their teacher.

*Close your eyes. You are sitting in your chair and now breathe in and exhale, breathe in and exhale out, relax. Imagine you are in a park. You can see the sun, birds, trees and suddenly you see a white elephant. It has got a long trunk, very big legs, and blue eyes. It is very nice and beautiful. It comes to you. You touch the elephant. It speaks to you and says hello! I'm Bob, come and sit on my back. You sit on the elephant's back and trumpeta, trumpeta you are running very fast. Then suddenly the elephant starts flying and you fly high in the sky. It is a very good feeling. You can see your house, your school from above. You're flying. You're flying above a jungle now, you can see lions, tigers, monkeys, zebras. The elephant turns back and flies back to the park. You land in the park. You say Good bye to your friend and the white elephant goes away. Breathe in, exhale. You are in your classroom again. Open your eyes, and feel fresh.*

STAGE 5	<b>Setting homework</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Searching for information on the internet Noting down findings
ORGANISATION	individual
AIDS AND MATERIALS	internet access

### TEACHER'S ACTIVITIES

1. Ask Ls to go to the school library or if they have internet access at home to go on the web page of [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion) and follow the steps: religions, Christianity, Holy days. Write the names on the blackboard again: Christianity, Buddhism, Hinduism, Judaism, Islam.

Ask Ls to read about at least two festivals and try to understand when people celebrate this festival and what they celebrate. They can write down what they find in their exercises books. Encourage Ls to consult dictionaries or ask help from their families or classmates from their group. Write on the blackboard:

*Name of the festival:*

*Religion:*

*When?*

*What?*

Note: The descriptions to each festival are not long at all, usually 1–2 sentences.

### VARIATION FOR LS WHO DO NOT HAVE ACCESS TO THE INTERNET

AIDS AND MATERIALS

books, encyclopedias

DESCRIPTION

Ls who do not have access to the internet at all, can consult books in the school library.

### LEARNERS' ACTIVITIES

1. Ls are asked to collect at least two festivals from the net and take notes about when they are celebrated and what is celebrated. Ls usually have access to the internet at school or at home. Ls copy T's words from the blackboard in their exercise books.

### LESSON 3: GUESS WHAT I HAVE FOUND!

#### AIMS OF THE LESSON

- to do a word search
- to speak about festivals
- to make up sentences with new vocabulary
- to describe a festival for others to guess
- to share information gained

#### MATERIALS AND RESOURCES

3.1 Word search, CD player, 3.2. Tapescript – Festivals , 3.2 Word cards – Festivals, 3.3. Word cards, empty sheets of paper

**Before the lesson:** Cut out the word cards.

STAGE 1 **Warmer – Word search**

TIME 5 mins

SKILLS AND  
COMPETENCIES IN FOCUS Spelling

ORGANISATION individual work

AIDS AND MATERIALS 3.1 Word search

#### TEACHER'S ACTIVITIES

1. Hand out 3.1 Word search and ask Ls to do the task.

#### LEARNERS' ACTIVITIES

1. Ls do a word search.

2. Check the solutions together.

C E L E B R A T E G Z U W Q I  
P R E S E N T G H W K A U O Z  
S A Z W E Z X B S G O L D U W  
V M K V H A N U K F A H K L N  
I Z T K D M Y C H E J E W F Q  
Y Y N H U E A F X S C I U Y L  
L G L O P N U C D T I E S W R  
K I E L D O A W U I O W D V C  
F A M I L Y N H U V L K E J A  
Z T E D T A J M P A L O T J N  
K S Q A B H F V H L Y V H I D  
T W G Y P U T L R L R S E C L  
Z G L T M A G R F B Y X T F E  
S P C S I Q P A T J Q I K C S

STAGE 2 **Listening – what festival is this?**

TIME 5 mins

SKILLS AND  
COMPETENCIES IN FOCUS Listening and sequencing items

ORGANISATION individual

AIDS AND MATERIALS CD player, 3.2 Tapescript – Festivals, CD, 3.2 Word cards – Festivals

**TEACHER'S ACTIVITIES**

1. Explain to Ls that all the words in the word search are related to festivals and in this lesson they are going to learn about activities in connection with festivals. Ask Ls to write down Christmas, Birthday, Halloween and New Year's Eve in their exercise books. Put 3.2 Word cards – Festivals on the blackboard and ask Ls to listen to 4 extracts. Ls are asked to number the festivals in the order of hearing them. Listen to the CD twice.

**LEARNERS' ACTIVITIES**

1. Ls listen to the CD twice. They are asked to guess what festival the extract is about and order them.

2. Check the solution by asking Ls to go to the blackboard and rearrange the cards in the right order. Solution:  
 Birthday, Christmas, New Year's Eve, Halloween.
2. Ls check the solution from the blackboard.

STAGE 3	<b>Vocabulary development – Activities</b>
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Answering questions with the help of word cards
ORGANISATION	Whole class
AIDS AND MATERIALS	3.3 Word cards

#### TEACHER'S ACTIVITIES

- Put 3.3 Word cards on your table and ask questions in connection with the festivals on the blackboard. Ask Ls one by one to come to the T's desk and find the right word for the answer. Where it is easy, encourage Ls to say sentences with the help of the cards. For example:  
*When do we celebrate Christmas? (on 25–26th December)*  
*What do we celebrate at Christmas? (We celebrate the birth of Jesus.)*  
*What do we eat at Christmas? (We eat fish soup, have a big meal.)*  
*What do we do at Christmas? (We give presents. We decorate the Christmas tree.)*  
*What do we wear? (Best clothes.)*  
*What do you light? (We light candles.)*
- Do the same procedure with other festivals as well. Ask Ls to copy the festivals, words and activities in their exercise books.

#### LEARNERS' ACTIVITIES

- Ls answer T's question by choosing the answer from T's desk. They are asked to read it out and with the help of the word card, answer with a full sentence.
- Ls are asked to copy words and activities in their exercise books.

STAGE 4	<b>Acting out</b>
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Memorizing a series of actions
ORGANISATION	Whole class
AIDS AND MATERIALS	–

#### TEACHER'S ACTIVITIES

1. Mime to your class something in connection with any of the festivals. Before that ask Ls to watch very carefully and try to memorize the sequence of your actions. e.g. Decorate a Christmas tree then wrap a present and tie a ribbon on it. Put it under the Christmas tree. Go to the bathroom and try to catch the fish in the bath etc. You can think of any stories. Ask one L to act out your actions. Others watch and at the end add the missing part.
2. Ask another L to think of another story. Others watch and then try to imitate it.

#### LEARNERS' ACTIVITIES

1. Ls watch first the T then one of their peers mimes a series of actions in connection with a festival. After this one of them is asked to imitate the same actions in the same order. Others watch what has been forgotten.
2. Another L is asked to think of and act out a story.

STAGE 5	<b>Checking homework</b>
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Searching for information on the internet Summarizing findings Reading for a purpose
ORGANISATION	group work
AIDS AND MATERIALS	blank sheets of paper

### TEACHER'S ACTIVITIES

1. Ask Ls to form their groups. Give some time to Ls to discuss what festivals they have collected and which religion they belong to.
2. Ask Ls to write down one or two sentences in connection with one festival with similar expressions you practised at stage 3.
3. Give each group a number then ask groups to pass on their sheet with the description to another group to guess which festival Ls have written about or at least which religion this festival belongs to. Ask Ls to write down their guesses.
4. When Ls have finished working, ask groups to say the solution. Put the descriptions on the wall under the headings of religions.  
Note: Groups in which Ls have collected a lot of different festivals have a bigger chance to have more right guesses. There are a lot of possible festivals, but the aim is to read for purpose and understand the other group's information.

### LEARNERS' ACTIVITIES

1. Ls in groups share with each other what they have found on the internet.
2. Ls choose one festival and write down two sentences about it. They do not write the name of the festival on the sheet. They give their sheet to the other group and try to guess the name of the festival on the sheet they have been given.
3. Ls note down if they have a solution. When they have seen all the descriptions and made guesses, the T asks groups to say the solution.  
Possible sentences:  
*This is a holy day. People celebrate it one day every week.* (Solution: Sabbath – Jewish)

STAGE 6 **Setting homework**

TIME 2 mins

SKILLS AND  
COMPETENCIES IN FOCUS Constructing sentences from words

ORGANISATION Individual

AIDS AND MATERIALS –

### TEACHER'S ACTIVITIES

1. Ask Ls to write at least 4 sentences in their exercise books about one of the festivals you dealt with at stage 3.

### LEARNERS' ACTIVITIES

1. Ls are asked to write about one of the festivals they learnt about at stage 3. Ls can write sentences like:

*We celebrate my birth on my birthday.*

*I get presents.*

*I get a chocolate cake, too.*

*We light candles.*

### VARIATION PROVIDING HELP FOR LESS CONFIDENT Ls

#### AIDS AND MATERIALS

Blackboard

#### DESCRIPTION

Write helping questions on the board.

*What do we celebrate?*

*What do we do? (Do we get presents? Do we light candles?)*

*What do we eat?*

## LESSON 4: SEIZE THE DAY

### AIMS OF THE LESSON

- to revise vocabulary learnt
- to read for information

### MATERIALS AND RESOURCES

4.2 Match and draw 4.3 Picture and information sheets, 4.3 Chart, 4.3 Chart – Solution, 4.5 Homework, stiff paper (two sheets), compass

### STAGE 1

#### Checking homework – Peer correction

### TIME

5 mins

### SKILLS AND COMPETENCIES IN FOCUS

Reading and correcting other's work

### ORGANISATION

Pair work

### AIDS AND MATERIALS

Homework in exercise books

### TEACHER'S ACTIVITIES

1. Ask Ls to give their homework to their pairs for correction.
2. Encourage Ls to ask for help if they are not sure about anything.

Note: Ls were asked to write 4 sentences last time. Write an example on the blackboard if you feel this can help Ls. Draw Ls' attention mainly to the word order.

*e.g. We (or people) celebrate the birth of Jesus at Christmas.*

*We give presents.*

*We light candles.*

### LEARNERS' ACTIVITIES

1. Ls correct each other's homework.

STAGE 2	<b>Match and draw</b>
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Matching (and drawing) symbols of festivals with religions Revising vocabulary learnt Recognizing the written form of words
ORGANISATION	Individual work
AIDS AND MATERIALS	4.2 Match and draw

#### TEACHER'S ACTIVITIES

1. Hand out 4.2 Match and draw and ask Ls to draw symbols next to the words then connect the symbols with the corresponding religion.
2. When Ls have finished ask them (3–4) at one time to go to the blackboard and draw the symbol and say which religion it symbolizes.  
Solution: A–5, B–2.3, C–1, D–1, E–4, F–3, G–2.

#### LEARNERS' ACTIVITIES

1. Ls draw symbols and match them with the religion they symbolize.
2. Ls check the solution together.

STAGE 3	<b>Reading for information</b>
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for information Filling in a chart
ORGANISATION	Group work
AIDS AND MATERIALS	4.3 Picture and information sheets, 4.3 Chart

#### TEACHER'S ACTIVITIES

1. Ask Ls to sit in their usual groups. Put 4.3 Picture and information sheets on the walls around the classroom. Draw Ls' attention to the 5 religions and explain that each sheet covers a festival which people of different religions celebrate.

#### LEARNERS' ACTIVITIES

1. Ls form groups.

2. Hand out 4.3 Chart and ask groups first to have a look at the categories they have to focus on while reading the information sheets. Ask Ls to go around the classroom and try to fill in the chart then go back to their groups and discuss findings.
3. Explain to Ls that you want everyone to complete the task so Ls have to cooperate and help each other.
2. They get 4.3 Chart with a chart to be filled. Ls go around the classroom and work individually then go back to their group.
3. Groups start working together. They discuss what they have found and fill in the chart together. Everyone is expected to complete the task.

STAGE 4	<b>Checking solutions</b>
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Answering questions in connection with the reading material
ORGANISATION	Whole class
AIDS AND MATERIALS	–

#### TEACHER'S ACTIVITIES

1. Before you start checking the solutions explain to Ls that they could not always read the exact date of the festivals on the sheets because different religions have different calendars e.g. Jewish, Buddhist, Muslim for example so that is why people do not celebrate the festivals on the same day every year.
2. Ask Ls to respond to your questions and check their solutions.
  - Which religion celebrates Wesak?*
  - What do people celebrate?*
  - What food do they eat?*
  - What do they do?*
 Ask Ls to write down new words in their dictionaries.

#### LEARNERS' ACTIVITIES

1. Ls listen to T's explanation about the dates of festivals.
2. Ls answer T's questions in connection with the chart. They write down new words in their dictionaries.

3. Explain to Ls that Muslim (Islam) people mustn't eat pork. Explain the difference between pig-pork, cow-beef, chicken-poultry.

Note: As you asked groups to cater for less able Ls, you can ask these Ls as well to contribute to the lesson with their answers.

	Wesak	Diwali	Eid ul Fitr	Hanukkah	Christmas
Religion:	Buddhism	Hinduism	Islam	Judaism	Christianity
What do people celebrate?	birth of Buddha	festival of lights	end of Ramadan	festival of lights	birth of Jesus
Food?	vegetarian food (no meat, sweets)	potato pancake, dairy products (milk, cheese), fried doughnuts	sweets	big meal (rice, meat, vegetables, turkey, fish soup)	
Activities:	people dance, sing, pray and they bath the Buddha	people light candles, fireworks, children get sweets	people thank Allah for the help, have a big meal and visit friends, they wear new clothes	people pray, light the Menorah candle, give presents	people give presents, decorate the Christmas tree

STAGE 5	<b>Setting homework</b>
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Solving a quiz Writing a crossword puzzle
ORGANISATION	Individual
AIDS AND MATERIALS	4.5 Homework

**TEACHER'S ACTIVITIES**

1. Ask Ls to do a crossword puzzle and a quiz. The quiz is based on the materials learnt. Ask Ls to underline the right answers in the quiz.

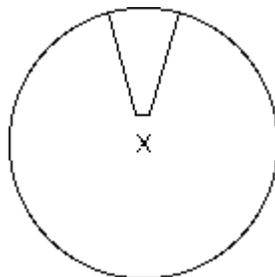
**LEARNERS' ACTIVITIES**

1. Ls get 4.5 Homework. Ls are asked to bring crayons and markers for next time. Two volunteers are asked to find the exact dates of the above read festivals for the year you are in.

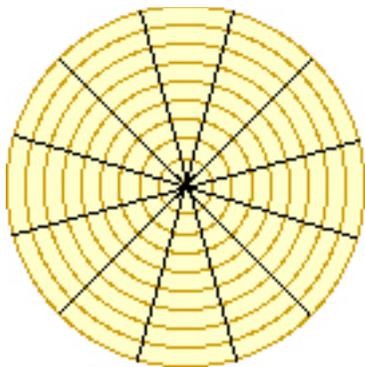
2. Ask Ls to bring crayons and markers for next time. Ask 2 volunteers who have internet access at home to find out about the exact dates of the festivals you read about. Tell them to search for Buddhist, Hindu, Islam and Jewish year calendars to get the necessary information.

Note: For next time prepare the Calendar Wheel. On stiff paper (or cardboard) draw two large circles that are the same size as each other. On one, draw a wedge that is 1/12 th the circle. On the other circle, divide the circle into 12 wedges. Cut out 12 wedges of the given size from ordinary paper. Leave it to Ls to write the names of months on the 12 wedges. The 12 wedges on separate paper will be finally stuck on the Calendar Wheel. Separate sheets help Ls work more independently, they do not have to wait for others.

Top



Cut out 2 large circles that are the same size as each other. On one, draw a wedge that is 1/12 th the circle. On the other circle, divide the circle into 12 wedges.



Bottom

## LESSON 5: YEAR CALENDAR

### AIMS OF THE LESSON

- to check the homework in a playful way
- to make a big Calendar Wheel
- to make a presentation
- to evaluate the work done

### MATERIALS AND RESOURCES

5.1 Homework – Solution (one copy /group), a red or green book where T hides the solution of homework, scissors, brass paper fastener, crayons and markers, 5.4 Evaluation form

**Before the lesson:** Prepare the calendar wheel. Hide the solution of homework.

**Classroom arrangement:** Arrange the classroom for group work.

### STAGE 1 Warmer – Checking homework

TIME 5 mins

SKILLS AND COMPETENCIES IN FOCUS Following instructions  
Self-correction

ORGANISATION Whole class, group work

AIDS AND MATERIALS –

### TEACHER'S ACTIVITIES

1. Hide the solution of Homework (4.5 Homework – Solution ) somewhere in the classroom. Find a place in a cupboard or at the window, put the solution in a red or green book.

2. Ask Ls to sit in their groups and follow instructions. Play 'Simon says' with your Ls. Ls who follow instructions when they shouldn't, sit down, others go on. Tell instructions like:

Simon says stand up, Simon says turn right, left, go to the window (or cupboard) open the cupboard, touch the red (green) book, open the book.

### LEARNERS' ACTIVITIES

1. Ls follow instructions to find the solution of the homework.

2. Ls play a Simon says game to find the solution of homework.

3. Ls who can follow the instructions properly find the solution, they can read it out to others. Ls correct their homework in groups and write down how many points they have in the quiz.

Solution:

- Crescent and .....  
 People give it to each other e.g. at Christmas  
 Muslim people fast (no eating and drinking in daylight)  
 The name of a Hindu God  
 The name of a flower

S	T	A	R						
		P	R	E	S	E	N	T	
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Quiz: Underline the right answer.

- Hanukkah is in .... (March, December, August).
- Muslim people do not eat (pork, poultry, beef).
- Jewish people light the Menorah candle from (right to left, left to right, from the middle).
- Eid ul Fitr is the (start, middle, end) of Ramadan.
- Wesak is (Buddha's birthday, Shiva's birthday, God's birthday).
- Diwali is the festival of (lights, books, food).
- Halloween is in (January, October, February).
- Fasting means (no eating and drinking, no reading, no sleeping).
- Dancing dragons are from (Hungary, England, China).
- The Crescent and star are the symbols of (Christianity, Islam, Hinduism).

STAGE 2	<b>Planning the work</b>
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning, negotiating duties
ORGANISATION	Group work
AIDS AND MATERIALS	Crayons and markers, the base of the Calendar Wheel

### TEACHER'S ACTIVITIES

1. Give groups the 12 wedges of the circle you have prepared. Ask groups to write the names of months on the wedge. Group one can get January, February, March, group two other three months and so on. You can mix the months as well because there are not so many festivals in the summer. Ask Ls to think over what festivals people celebrate in these months and write them on the appropriate part.
2. Encourage Ls to ask questions from the two Ls who found out when festivals are celebrated in the year they are in. Write Ls' answers on the blackboard. e.g. Wesak – 9<sup>th</sup> May

### LEARNERS' ACTIVITIES

1. Each group gets 3–4 wedges and draws and writes the festivals on the appropriate wedge under the appropriate month.  
*When is Wesak?*  
*It's on ... in May.*
2. Ls solve the puzzle found in the treasure chest then give it back to the group that has made up the puzzle. It is their task to check the solution.

#### STAGE 3 **Making the Calendar Wheel**

TIME 20 mins

SKILLS AND  
COMPETENCIES IN FOCUS Writing and drawing about festivals  
Cooperation  
Preparing for a talk

ORGANISATION Group work

AIDS AND MATERIALS Markers and crayons

### TEACHER'S ACTIVITIES

1. Ask Ls to stick their ready part on the big Calendar Wheel and in groups discuss what they are going to say about the festivals they have written about or drawn about. When Ls are ready, stick the two big circles together with a brass paper fastener.

### LEARNERS' ACTIVITIES

1. Ls draw and write in their groups then stick their part on the Calendar Wheel. Ls in groups summarize what they are going to say about their festivals.

STAGE 4	<b>Presentation</b>
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving a simple oral presentation on the basis of the Calendar Wheel
ORGANISATION	Group work
AIDS AND MATERIALS	Calendar Wheel

#### TEACHER'S ACTIVITIES

1. Hold the ready Calendar Wheel so that everybody can see it. Ask groups to introduce their months and festivals. Encourage Ls to say sentences about the festivals.

#### LEARNERS' ACTIVITIES

1. Ls in groups stand in front of the Calendar Wheel and by turning the wheel they speak about their festivals. Ls use the vocabulary and simple structures they have practised so far.  
*Jewish people celebrate Hanukkah on ... in December. This is the festival of light. People give presents and light the Menorah candle.*

STAGE 5	<b>Evaluation of the project</b>
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Self evaluation Evaluating peers
ORGANISATION	Individual, whole class
AIDS AND MATERIALS	5.4 Evaluation form

#### TEACHER'S ACTIVITIES

1. Hand out 5.4 Evaluation form and ask Ls to fill it in.
2. Discuss Ls' answers then ask Ls who they think has contributed a lot to the project.

#### LEARNERS' ACTIVITIES

1. Ls work individually on the 5.4 Evaluation form then they evaluate their own and their peers' work orally. This latter part can go on in Hungarian as well.