



Stay-at-Home RESOURCE PACK for YEAR 3 AND YEAR 4 *Holidays and Celebrations!*

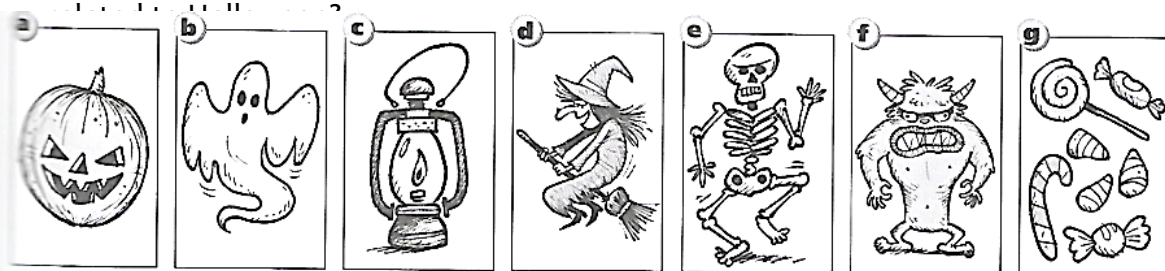


Listening Task: It's Halloween!

Pre-Listening:

1. What is a celebration?
2. How many celebrations can you mention in 1 minute?
3. What do some celebrate at the end of October? (*Halloween*) You may wish to show this video clip on the history of Halloween (<https://www.youtube.com/watch?v=W4ul3iMZyWc>)
4. Do you like Halloween? What do you do at Halloween?

Look at these pictures. Can you label them all? Why and how are these pictures



Listening Exercise 1.

- Listen to Text 1 about Halloween. Follow this link to listen to it:
<http://taleinmalta.wixsite.com/elrc/audio-clips-for-stay-at-home-pack>
- If Internet is not available, a parent/guardian can read the text aloud to the child.

Listening Text 1

Halloween is on October 31st. It's a very old festival. It's on the last day of autumn or the day before winter. People believed ghosts came out on October 31st. They put cakes outside their houses for them. They put lights in their houses. They believed ghosts didn't like lights. Now people don't believe in ghosts but they love Halloween. Sometimes they have parties. People make lanterns out of pumpkins. Children and teenagers dress up. You can see ghosts, witches, monsters, skeletons and many more costumes. They play a game called apple bobbing. They put apples in a bucket of water. You have to put your arms behind your back. You try to pick up the apple with your teeth. Try it – it's not easy! Children and teenagers also go trick-or-treating in their costumes. After dark, they visit neighbour's houses. If there is a pumpkin lantern outside the house, they knock on the door. The people give them sweets and chocolates.

5. Now, circle the correct answer.

- a. Halloween is on October the first / the thirty-first.
- b. In the past, people put cakes / lights outside their houses for the ghosts.
- c. Now people don't believe / believe in ghosts.
- d. They make cakes / lanterns out of pumpkins.
- e. Children / Adults dress up as witches and monsters.
- f. At parties, they play a game called pear / apple bobbing.
- g. Children go trick or treating in their school uniform / funny costumes.
- h. Children visit houses with pumpkin cakes / lanterns outside.
- i. People give children money / sweets and chocolates.

Listening Exercise 2

Listen to Text 2. Then tick (✓) the things you need to make a Halloween pumpkin.

Listening Text 2

Zack: Welcome to our Halloween show! Halloween is my favourite spooky time of year. At Halloween people put Halloween pumpkins in their window. But how do you make a Halloween pumpkin? Let's find out. Zoe is here with me today. Hi, Zoe.

Zoe: Hello!

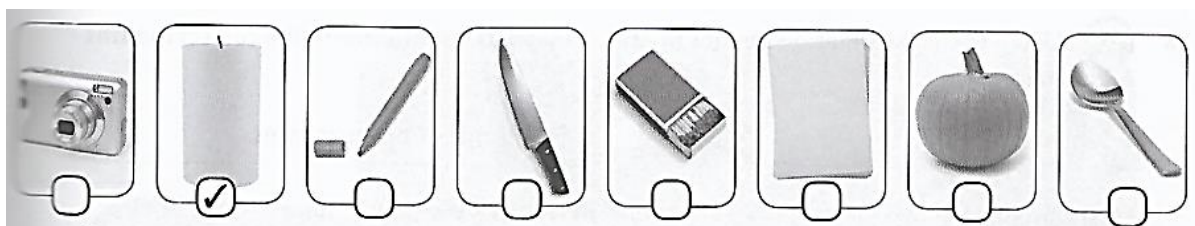
Zack: Zoe, you make a Halloween pumpkin every year. Tell us first – what do you need to make a Halloween pumpkin?

Zoe: Well you need a big pumpkin! Then you need a strong knife and spoon. You need a pen to draw a face on the pumpkin. When it's finished, you need a candle and some matches to light the candle.

Zack: So that's a pumpkin, a knife and a spoon, a pen, a candle and some matches.

Zoe: That's it, and you need an adult to help you.

6. Tick (✓) the things you need to make a Halloween pumpkin.



Listening Exercise 3

Listen to Text 3. Zoe is talking about how to make a Halloween pumpkin.

Listening Text 3

Zack: OK, Zoe. How do we make the Halloween pumpkin?

Zoe: Well, first we choose a nice big pumpkin. Then we cut the top off the pumpkin. Be careful or ask your parents to help you. Now you need a spoon. Remove the filling of the pumpkin – that's the seeds and the flesh. After that you draw a face on the pumpkin and cut it out. Then place a small candle inside. Now light the candle!

7. Now put these sentences in order.

a.	When it's dark, light the candle!	
b.	Draw a face on the pumpkin. Cut it out.	
c.	Cut the top off the pumpkin.	
d.	Choose a big pumpkin.	
e.	Put a small candle inside the pumpkin.	
f.	Remove the pumpkin seeds and flesh.	

Post Listening

8. You're having a Halloween costume party. Write an invitation to all your friends / family (*you can use the template on page 11*). Answer these questions.

- When is the party?
- What time is it?
- Where is it?
- What do people have to wear?
- What activities do you wish to organise?



Speaking Task

Talking about Special Occasions

Note for Parent/Guardian: Show your child these photographs (or your own photographs) of different celebrations. Elicit the names of the celebrations (baptism, wedding, graduation, Father's Day/ birthday). Encourage your child to describe what he or she can see in the photographs. Elicit as much vocabulary as possible. Talk about in which seasons and months these are usually celebrated.



Talking about birthdays

Note for parent/ guardian: Focus your child's attention on photographs of celebrations from previous task. Wherever possible, elicit a date and a month. Show your child the birthday photograph - or better still, why not use your own photographs of birthday celebrations? Ask your child questions, for example: 'What date is your birthday?' 'What season is it in?' 'What do you do on your birthday?' 'What do you eat?' 'What do you drink?' 'Do you go out?' 'Do you stay at home?' Generate as much language as possible and write it down for use in the writing tasks, further on.



Invitation role play

Note for parent/guardian: Explain that to invite people to a party you do not necessarily have to send an invitation. Elicit that it is also possible to invite people by telephone, email, word of mouth, etc. Show your child the role-play script below. Read it together, filling in the blanks, either with your child's details or with made-up details. When your child seems confident, simulate a telephone call. You can do this at first by turning the chairs around (so you are no longer facing each other) or you can even attempt to phone each other from different rooms. The parent/ guardian should take the role of the person who is doing the inviting first of all (Person 1) to model. Then, swap roles. Prompt your child whenever necessary.

- Person 1: Hi _____
- Person 2: How are you?
- Person 1: I'm really well! I'm calling because it's my birthday on _____ of _____ and I am organising a birthday party. Would you like to join us?
- Person 2: Yes, I'd love to. What time is it?
- Person 1: It starts at 5 o'clock. This year's theme is _____ and apart from the mouth-watering food, I also plan on organising several fun activities like _____.
- Person 2: I can't wait. Remind me, please. What's your home address?
- Person 1: I live at _____.
- Person 2: See you then! I'm sure we'll have a whale of a time together.



Reading Task 1: Weddings

Note to parent/ guardian:: Has your child ever been to a wedding? What can you see at a Maltese wedding? You may wish to find some wedding pictures or use your own. Elicit some vocabulary: bride, groom, flowers, bride's maids, wedding mass, reception, cake, guests, invitation, gifts, dance, church, couple, and so on.

1. Read and follow the instructions to finish the picture.



There is a photographer taking photos. **Draw a camera in front of him.** Christina is taking pictures with a mobile phone. **Draw a mobile phone in her hand.** Draw flowers in the bride's hair. **Draw the groom standing next to the bride.**

2. Wedding Customs.

Read about what grooms wear in different countries. Write the country under the picture.

Brides and grooms want to look their best on their wedding day. Grooms in different countries wear different clothes. In China, grooms often wear a jacket made of red silk. In Malaysia, men wear something special in their head called a *tanjak* when they get married. In Scotland, some grooms wear a skirt made of wool. It's called a kit.

a



b



c



Reading Task 2: Mother's Day Fete

Read the poster advertising the Castle Rock School's Mother's Day Fete. Then answer the questions that follow.



Source: The English Workbook: Developing Literacy, Book 1

1. True or False. Colour the correct answer.

- The fete is on Sunday 5th May.
- They will be selling fairy floss at the fete.
- You could have a camel ride at the fete.
- You can make jewellery for your mother at the fete.
- There will be a fire engine at the fete.

True	False
True	False
True	False
True	False
True	False

2. What is this poster about?

3. What does the school want people to do?

4. What are some of the things that people can eat at the fete? Mention **four** things.

5. What could you buy for your mother? Give **three** examples.

6. What does the school want everyone to have?

7. Why is the school holding a fete the day before Mother's Day?

8. (a) Do you think that lots of people have worked together to organise this fete?

☐ Yes☐ No

(b) Why do you think this?

9. (a) Posters try to persuade people to think or do something. This poster is trying to persuade people to come to the fete. Do you think it does this successfully?

☐ Yes☐ No

(b) Explain why you think this. _____

Writing Task 1: Invitation

Note for parent/ guardian: Show your child some party invitations and discuss what is written. Highlight key features:

- *the invitation is addressed to a person, and gives information about where and when the party will be;*
- *there is often an address and phone number included and a request to let the writer know if you can come;*
- *usually an invitation begins by stating the kind of party it will be.*

Next, look at the writing frame below and help your child to write the invitation, giving your learner as much support as necessary. Your child can fill in the invitation for his or her own party. Finally, read the completed invitation aloud, checking if it sounds right and making any necessary improvements to the writing.

Dear _____

You are invited to celebrate

Date: _____ Time: _____

About the celebration: _____

RSVP: _____

From: _____

Poem: On New Year's Day

Note to parent/ guardian: This poem is all about making New Year resolutions and failing to keep them. Your child might not know what a resolution is. Discuss this with him/her and talk about any resolutions that you might have done and kept (or not!). Talk about why we make resolutions and discuss what would or would not make a good resolution.

On New Year's Day a year ago,
I started off the year
By making resolutions
That were probably severe.

I said I'd save my money,
As this seemed so very wise.
I vowed I would improve my health
I swore I'd exercise.

I stated I would do my homework
Every single day
I'd brush my teeth religiously
To ward off tooth decay.

I'd eat my fruits and vegetables
And keep my bedroom clean
I'd treat my sister kindly
Though she's often very mean.

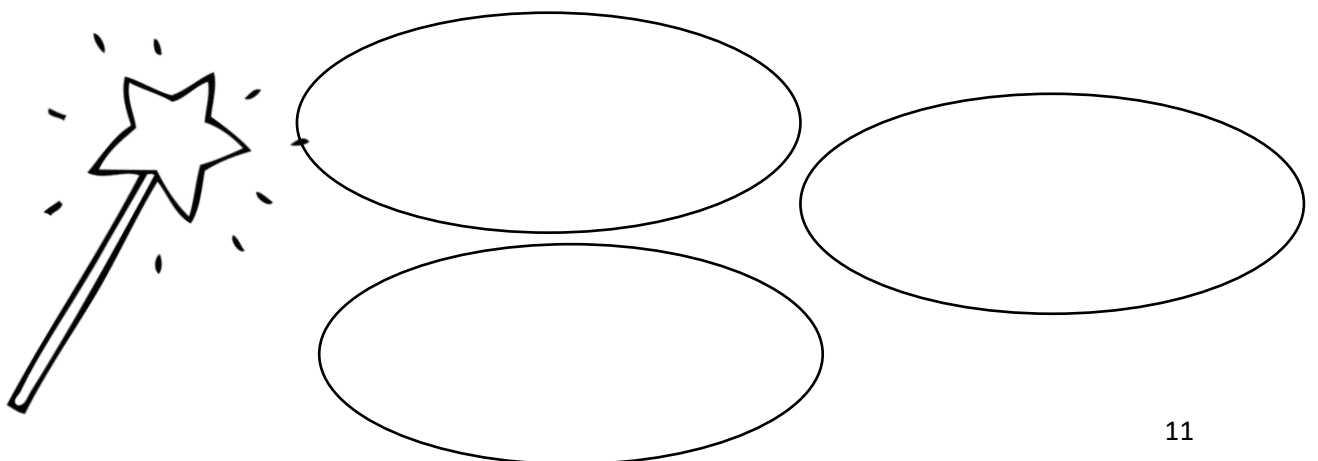
My resolutions lasted me
About half a day.
I promised I would keep them
But I broke them anyway.

So now I'm flat and penniless
My homework's overdue.
My sister's mad. My teeth are bad.
My room is messy too.

And yet I think I may have found
The best of all solutions
And this year I've resolved
To not make ANY resolutions.

Kenn Nesbitt

Name 3 resolutions that you made on New Year's Day or you would like to put into your New Year's resolution list.



Resource Pack 5: Let's Celebrate – Answers

Listening Task

1. a) Jack o'Lantern/pumpkin, b) ghost, , c) lantern
d) witch, e) skeleton, f) monster, g) sweets/candy
2. a) the thirty-first
b) cakes
c) don't believe
d) lanterns
e) children
f) apple bobbing
g) funny costumes
h) lanterns outside
i) sweets and chocolate
3. Candle (marked), pumpkin, knife, spoon, pen, matches
4. d, c, f, b, e, a

Reading Task 1: Weddings

1. Four things drawn on picture: camera, mobile phone, flowers in bride's hair, groom
2. a) Scotland, b) Malaysia, c) China

Reading Task 2: Mother's Day Fete

1. False, True, False, True, True
 2. Mother's Day Fair
 3. Attend the fair to support the school.
 4. Fairy floss, hot dogs, sausages, salads, cakes
 5. Plants, jewellery, flowers, hand made crafts, clay decorations
 6. To have fun
 7. Families might have other plans for Sunday.
- 8a . Yes
- 8b. A lot of activities will be going on at the same time, the funds raised will be going towards the school.
- 9a Yes
- b. It is straightforward, includes a lot of details about activities and refreshments.

END OF DOCUMENT