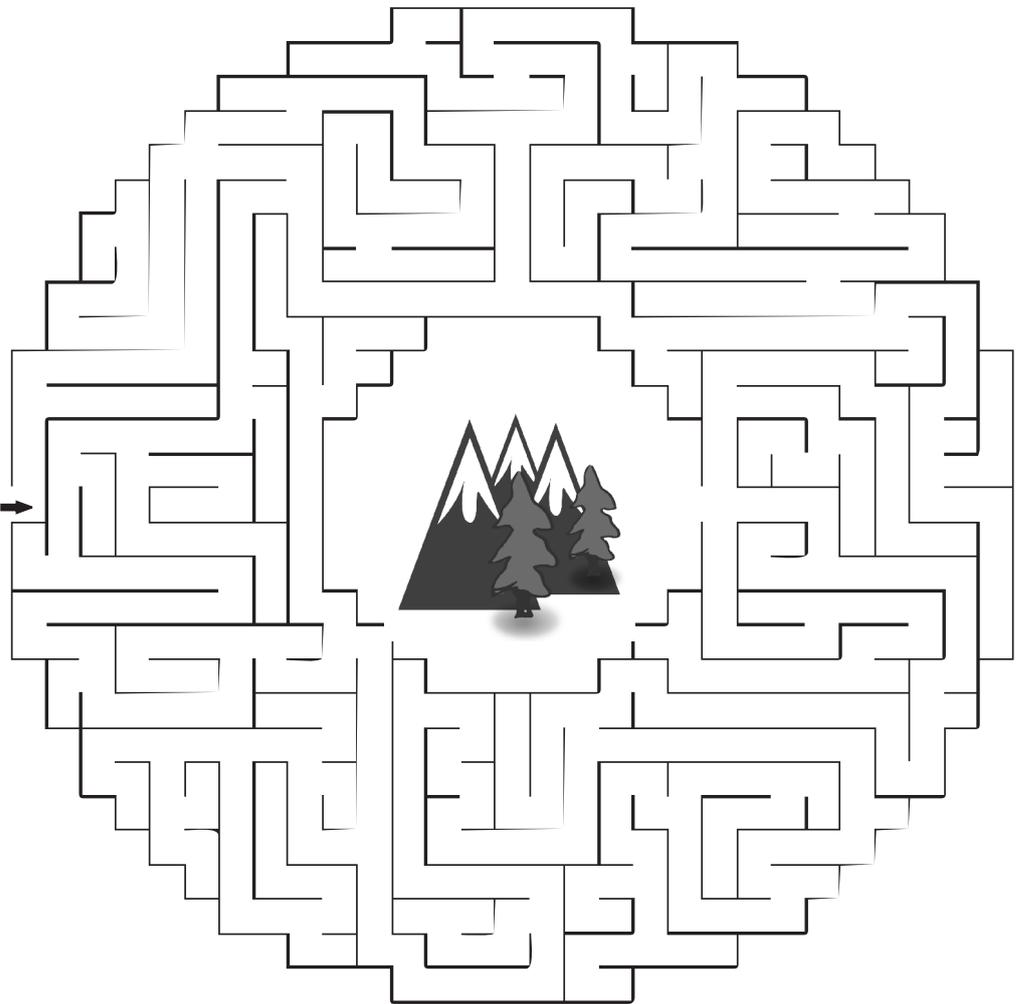


Winter Holidays

Designed and Adapted by
Dee Broughton
Svetlana Khan
Nilufar Begibaeva
Nargiza Kuchkarova



Help the car
go on holiday to
the mountains!



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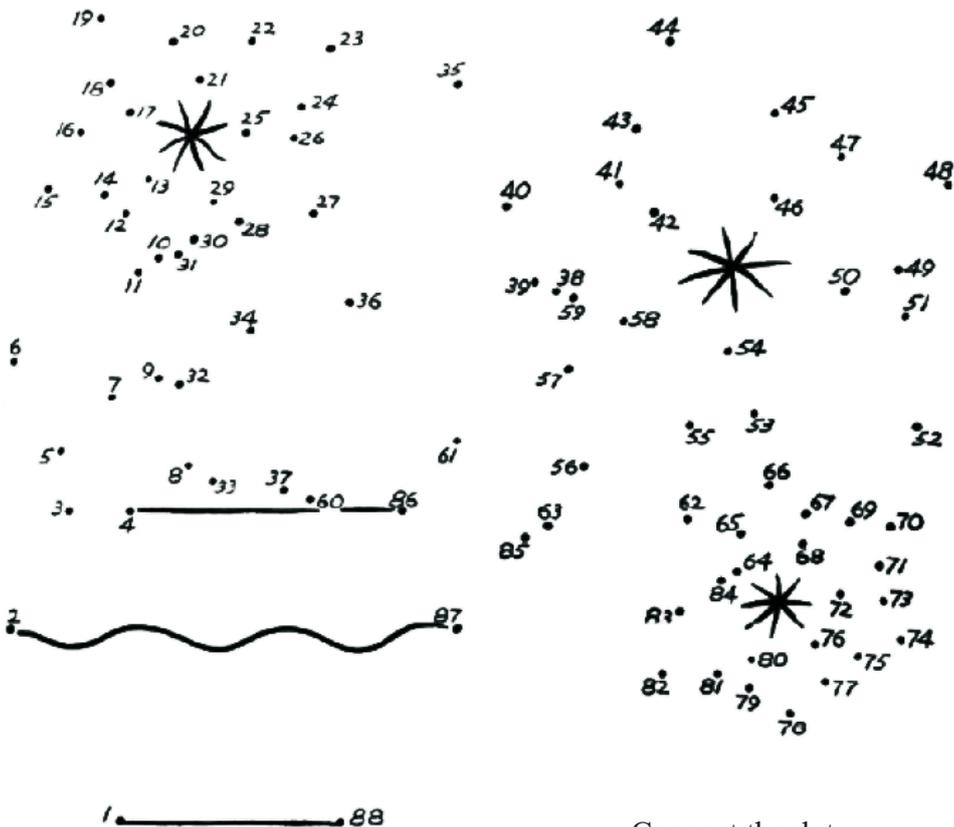
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Connect the dots.

EFL HOLIDAY

Designed and Adapted by

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Find a flag, rope, bird, cap, suitcase, parrot, snake, frying pan, bell, comb, saw, oil can, hot dog, monkey, canoe, envelope, tweezers, slice of apple, shoe, heart, glove, pliers, butterfly, flower, mallet, and elephant.

Teaching with This Book

~ Foreword ~

EFL Holiday is written for children who are on vacation from school, taking part in group programs to learn English as a Foreign Language. The book is meant to be fun while working well with multiple language levels, mixed ages, and short programs.

Tasks are designed so that learners in mixed groups work together: beginning learners work with more advanced learners, older with younger, each helping the other to complete the tasks.

For example, in the task, “Create a New Word,” beginning language learners can suggest short, simple words, intermediate learners can choose which words to combine into the new word, and advanced learners can help to write a dictionary entry for the word that they have all invented together. The teacher does not need to divide students, only encourage each child to do the part of the tasks that she can and to have fun.

The course objective is to develop learners’ language skills as well as their critical thinking, creativity, and ability to work together. Tasks are open-ended to encourage self-expression, diverse thinking, and language production. This means there is no one correct answer to any given question or task. Teachers can encourage all learners to express their own ideas. If students don’t know what to answer, teachers should work to help them understand the questions so that they find their own, unique answers.

The materials also help to raise learners’ awareness of environmental issues, encouraging activities like recycling and reusing old items while supporting them in learning, playing, creating, sharing. These tasks could easily be extended to include projects where learners create new things from old newspapers or plastic bottles. The book includes projects that lead to its own recycling: coloring, drawing, folding into an airplane, and creating a paper game.

Children will enjoy these activities creating their own stories, poems, and games, using ideas from the texts. The tasks are written in a simple, easy to follow way, with clear step-by-step instructions so that students, themselves, guide their own learning.

We hope you will enjoy the course and have fun together.

Good Luck!

Svetlana Khan
Dee Broughton

What Can You See?



Public domain image.

List all the things you can see in the trashcan. Use your imagination. What else do you think might be in the trashcan that you cannot see?

How many words are on your list? _____

Look at your classmates' lists. Find interesting ideas that are different from yours. Add some of your classmates' ideas.

My classmates had interesting ideas. My classmates listed

New Colours from Old

Study

Paints – by Ilo Orleans

When I put YELLOW
Paint on RED,
The colours change
To ORANGE instead.
And, mixing BLUE
And RED, I get
A pretty shade
of VIOLET.

Another trick
That I have seen:
YELLOW and BLUE
Turn into GREEN.

There's magic when
My colours mix.
It's fun to watch them
doing tricks.

Mix the colours as described in the poem.

It is very easy to name the colours in the poem, “Paints”, but some other colours are not so easy to name! For example, the makers of *Crayola* crayons use many shades of brown. Look at some of the names for their brown crayons:

Chocolate, Dirt, Beaver, Copper,
Chestnut, Raw Umber, and Burnt
Umber

All of these names are things that
have the brown colour of the crayon.
A beaver is a brown animal that
lives near water. The beaver is
known for building dams from the
trees that it cuts down with its teeth.



Umber is a kind of clay. **How do you think Raw Umber and Burnt Umber might be different?**

Some colour names are not things. How do you think Sassy Salmon and Screamin' Green were named?

What colour do you think Fuzzy Wuzzy might be?

What about Absolute Zero or Heat Wave?

Name Your Own Colour!

~ Do ~

Mix the colours below, then create your own names for them. Will you create names that are things? Will you create names that sound funny? Will you create names in your ownway?

Colour 1
Mix Green & Blue

Colour 2
Mix Orange & Purple

Colour 3
Mix Red & Blue & Yellow

Name Your Colour

Name Your Colour

Name Your Colour

Talk to your classmates to find out what your classmates named their colours.

	Colour 1	Colour 2	Colour 3
My Names			
Some Interesting Names from My Classmates			

Of all the new mixed colours and new names in your classroom, which colour and name do you like best?

How Many Can You Make?

Study

The New Coat

One day, a young grandson asked his grandmother for a new coat. The wise old granny wanted to be sure that her grandson was not wasteful.

Granny: Tell me, though. If you get a new coat, what will do with your old coat?

Grandson: Oh, Granny, it was much too small. I have already sewn it into a new quilt to keep me warm when I sleep.

Granny: But if you have a new quilt, what did you do with your old quilt?

Grandson: Granny, I am using my old quilt as my new window curtain.

Granny: What about your old curtain?

Grandson: You are using it to handle hot pans in the kitchen.

Granny: Oh, what a good idea! But, can you tell me, what happened to the old cloth from the kitchen?

Grandson: We are using it to mop the floor.

Granny: Then, what have they done with the old rag being used to mop the floor?

Grandson: Granny, they were very torn. The old rags were only small strips of cloth.

Granny: Ah, so they are waste, then?

Grandson: Oh, no, Granny, the old rags are the new wicks in the lamps.

Granny smiled. She had a very clever grandson.



Public domain image

Do

Grandson needed a new coat, but he did not throw away the old one. Do you throw things away that can be reused? Ask each person in your class, "What was the last thing you threw in the trash?" List all the things that your classmates have thrown away in the last few days.



How Long Can You Talk?

Study

Study the list of old things that classmates threw in the trash. Find one thing that can be used in a new way.

Use this thing to put yourself into a story of your own! Write a dialogue like the one in the story beginning with the new thing. What will you reuse in your story?

I will reuse the old _____ as a new _____.

Make your dialogue as long as you can!

Do

Granny: Now that you have a new _____, what did you do with the old one?

You :

Granny :Then, what did you do with the old _____?

You :

Granny :

You :

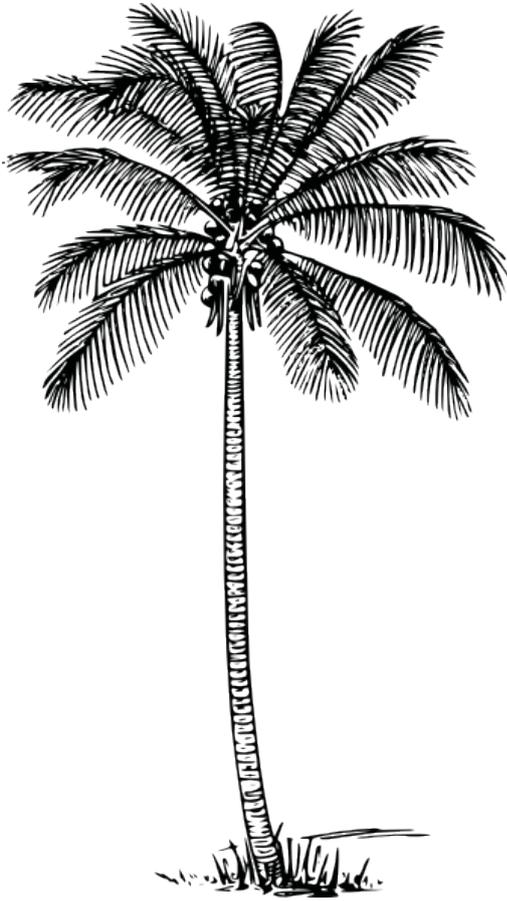
Share your dialogue with the class. Who made the longest dialogue? Write the name of the classmate who made the longest dialogue and what the classmate used to start the dialogue.

_____ made the longest dialogue reusing _____.

Read a Story...

Study

A New Dish – Part 1



One of the main ingredients in avial, coconuts. Public domain image, ctker.com

Once, the King of Travancore ordered a huge dinner for many important people. The afternoon before the dinner, the king went to the kitchen to see the dishes being prepared. The feast was nearly ready. The king was happy to see rice, pickled mango, meat, and bread. Then, the king saw a basket full of small pieces of vegetables no one was using.

The king asked the head cook, “What will you do with all these vegetable scraps?”

“They are waste, Sir. We will throw them away,” the cook replied.

“We should not waste food,” the king said. “Find a way to use these vegetables,” he commanded. Then, he turned and left the kitchen.

Now, the cook was worried. He stared at the scraps and thought. There was only a little sweet potato, banana, cucumber, and potato. There was carrot, a few green beans, and a few chillies. He only had small amounts of everything, except for one thing.

Outside, he had a whole tree full of ripe coconuts....

NEW WORDS: SCRAP: small piece left over

Did you find more new words? Write them here to help you remember them.

Do

The story lists the vegetables that the cook had in the basket of scraps:

“There was only a little bit of sweet potato, banana, cucumber, and potato. There was a small carrot, a few green beans, and a few chillies.”

Find the other sentence in the story that makes a list. Notice the punctuation that separates the words in the lists. **Make a new sentence that lists at least four items you have in your home.**

In my home, there is

Share your “list sentence” with classmates. Work together to look closely at the sentences in the story and to look closely at your sentences. Did you both get all the punctuation correct? If not, what can you change to correct it?

What's Cooking?

Study

A New Dish – Part 2

The cook stepped outside, looked up at the tree, and, suddenly, he had an idea!

He took all the vegetable bits, washed them, cleaned them well, and cut them into long strips. He put them all into a huge pot and placed it on the fire to cook. Next, he ground the fresh coconut. He added green chillies, garlic, and some salt.

Soon, the vegetables were all cooked. He stirred in the coconut and plenty of yogurt, poured on some coconut oil, and sprinkled it all with curry leaves.

The new dish was ready!

The cook served his invention to the guests that evening. The guests loved it! The king liked it so much that he gave the cook a beautiful gold bracelet as a reward.

Everyone wanted to know the name of the new dish. The cook thought and thought. What could he call this mixture of many things?

Then, he thought of it; he named the dish “avial”.

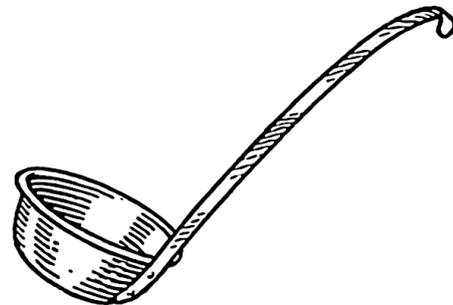
Avial became famous all over Kerala and is now one of the dishes in traditional feasts of Kerala. Isn't it amazing that it all came from a basket of scraps and a good idea?

Do

The story told how the cook created *avial* for the first time. The cook did not have a recipe. A recipe is a list of instructions for making a food dish. Recipes list the ingredients, the food used to make the dish, and the method for cooking it. For example, here is a recipe:

Ingredients and Amounts: (Serves 1 person)

Lavash sheets	1 sheet
Mince (beef or chicken)	100 gr
Tomatoes	1 medium size
Cucumbers	.5 medium size
Onion	1 small bulb
Mayo or ketchup	1 tablespoon



Public domain image

Method:

1. Heat the frying pan and sprinkle it with some vegetable oil.
2. Fry the mince in the pan and add some salt and pepper.
3. Cut the tomato and cucumber into thin slices.
4. Slice the onion into rings and rinse them in cold water.
5. Spread some mayo or ketchup on the lavash sheet and place mince and vegetables on it.
6. Wrap it up in a roll and toast it on hot pan for few seconds until it gets crunchy.
7. Serve it on a plate at enjoy it!

Read and discuss this recipe with your classmates. Decide together: What do you think this recipe makes?

.....

Now, read the story, “A New Dish”, carefully. **Show your understanding of the story by creating a recipe for *avial*.** First, list the ingredients, then the method that the cook used to create the dish. Invent the amounts. Be sure to include enough ingredients for the King’s feast!

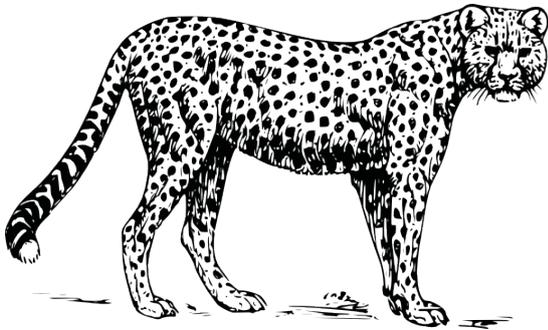
Ingredients and Amounts: (Serves 1 King and All His Important Guests)

Method:

Share your recipe with your classmates. Did anyone list an ingredient you did not? Did anyone list a step in the method that you did not? Help your classmates include all the ingredients and methods in their recipes.

How Many Can You List?

Study



Public domain image

You can play a game of lists to exercise your memory. This game is called, “I Went to the Zoo”.

One classmate begins the game saying, “I went to the Zoo, and I saw a cheetah.”

The next person makes the story longer saying, “I went to the Zoo, and I saw a cheetah and a beaver.”

The third person says, “I went to the Zoo, and I saw a cheetah, a beaver, and a peacock.”

The game continues with each person adding to the list. If someone forgets an animal, other classmates can help.

Work together to make the longest possible animal sentence! How many animals did you have in your longest sentence?

Together, we created a sentence with _____ animals!

Do

When you finish playing “I Went to the Zoo”, recycle your words to make a new game! Write down the animal(s) you thought of in the game on a small piece of paper. Put the small pieces of paper in a container to make the new game. Everyone in the class will write down his or her animals. Together you will make a new game.

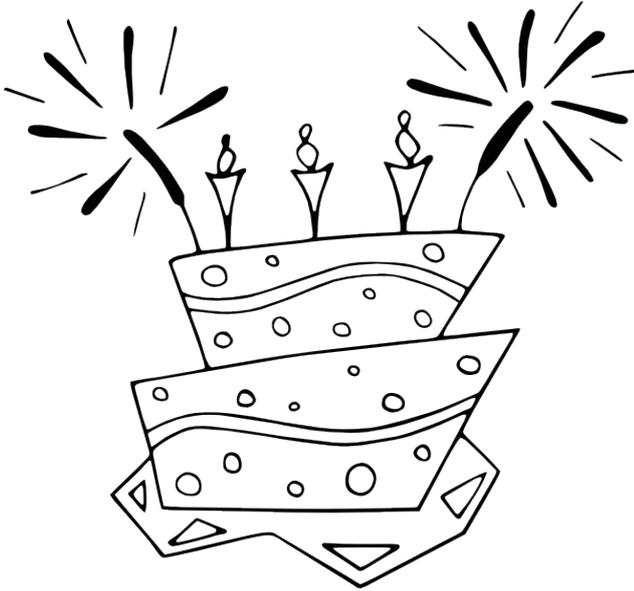
I wrote down _____.

Animal Relay:

1. Divide into two teams.
2. Place the container of animal names 5-6 metres from the start/finish line.
3. Both teams line up at the start/finish line.
4. When the teacher says, “Go!” The first player of each team runs to container and chooses an animal name. Some animals will move slower than others. Players may take time to read and choose faster animals or may choose quickly.
5. Player loudly reads out name and crawls, hops, slithers, gallops, or creeps like the animal all the way from the container to the start/finish.
6. Team chants animal name as long as player moves. Teams chant the animal name of their player.
7. First player hands the animal name to the second player on his/her team. Second player runs to the container where s/he drops in old animal and picks a new animal.
8. Second player calls out name and team begins chanting new name while player moves like animal to start/finish.
9. Game ends when one team has all players complete run. Small classes may run twice to make race longer.

Let's Make a Party

Study



Madina is having a big birthday party. Madina's parents gave her enough money to buy many nice things for the party.

Madina has all the money she needs for a big party. Madina has invited all her classmates, friends, and family to her party.

How many people do you think will come to the party?

Help Madina decide what to buy. Work with a group or partner to list all the things.

A large rectangular area enclosed by a dashed line, intended for students to write their answers to the questions.

Play A Noisy Party Game!

Study

Look again at your list of things Madina bought. Look at the list of things left over. Look at the things you made with leftovers. Share your lists with your classmates. Find interesting ideas that are different from yours. Add some of the new ideas here.

I added these ideas from my classmates:

Do

Let's play a very noisy party game with all the words we listed! The game is Shout & Write. You will try to write down words that a partner shouts. It sounds easy, but everyone else will be shouting, too!

Before you start, look back at your party lists and mark the words you will shout out to your partner.

To play, divide class into two groups. Groups stand in two lines facing each other. The lines should be at least 3 metres apart. The person you face is your Shout & Write partner. When the teacher says, "Go!" you and your partner start shouting words from your party lists. You try to hear your partner and write down the word you hear. Your partner tries to hear you and write down the words you shout. Don't worry about spelling. Just listen, shout, and write as fast as you can!

When the teacher shouts, "Stop!" the class will be quiet again. Everyone counts the words they wrote.

How many words did you write? How many did your partner shout? Did you get them all? Can you and your partner improve if you play again? Can you improve with a different partner? Try and find out!

	First Try	Second Try	Third Try
words I heard			

Make One More!

Study

You have read some stories and activities about re-using many things to make something new, but you can also think of many ways to use one thing.

This idea is often used on blogs on the internet. People think of as many ways to use one thing as they can and post the many uses on a blog to give other people good ideas for using a common thing. For example, here is a list of 13 ways to use a common paper clip.

- 1) poke tiny holes
- 2) clean fingernails
- 3) hang small objects
- 4) unclog glue bottle
- 5) use as emergency pin to hold hem
- 6) use to close a plastic bag
- 7) clean the little rollers in your computer mouse
- 8) use as a toothpick
- 9) use as inexpensive ear ring
- 10) push a reset button on many devices
- 11) make necklace or bracelet
- 12) use as key chain
- 13) hold papers together



Read the list very carefully. Think of one more use for a paper clip that is NOT already on the list. Share your idea with your class.

Do

Imagine that you have some old, plastic bottles. Imagine all the ways that you can reuse them. Try to think of the most unusual ways to use bottles. **Write at least three ideas.**

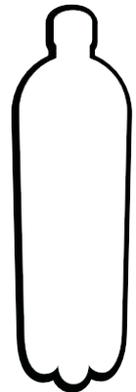
1. _____
2. _____
3. _____

Share your ideas with your classmates. Write three interesting and useful ideas that you learned from classmates.

1. _____
2. _____
3. _____

With a group, discuss all the ideas on everyone's list for using old bottles. **Choose the ONE idea your group thinks is the most interesting AND the most useful.**

Our group thinks the most interesting and useful idea for using old bottles is



Add Your Own Verse

Study

Working on the Trash

Adapted from <http://www.canteach.ca/elementary/songspoems51.html>

We've been working on RECYCLING
All the trash we can,
We've been working on recycling,
It's a very simple plan.
Separate your glass and plastic,
Separate your paper, too.
All the paper you've collected
Will save a tree or two!

We've been working on REUSING
All the trash we can.
We've been working on reusing,
It's a very simple plan.
If it's a paper bag you're using,
Don't use it once, but twice!
Give old clothes and toys to someone,
To reuse them. That'd be nice!

Do

Notice that the poem follows a pattern. The first part of each verse is the same and the second part contains instructions. Notice that instructions often start with verbs.

Which verbs start the instructions in the poem?

Choose one: recycling or reusing. Fill in the chorus with your choice, then write a new verse with new instructions.

We've been working on
All the trash we can.
We've been working on
It's a very simple plan.

Share your poem with your classmates. Put all the poems together. Work together to make the longest new poem that you can. How many verses did you make?

Our class made a new poem with _____ verses.

How many verses did your class make on each topic?

We had _____ verses on recycling.

We had _____ verses on reusing.

Create a New Word

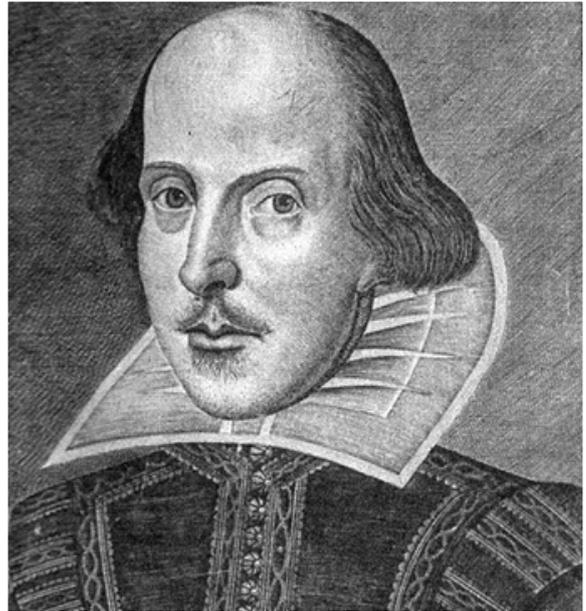
Study

Did you know that Shakespeare recycled words to make new words. Yes, that's right, Shakespeare, the creator of many famous plays, such as "Romeo and Juliet," also created many new words. We still use Shakespeare's words today.

Look carefully at these words that Shakespeare created. What do the words have in common?

bedroom	leapfrog
birthplace	moonbeam
downstairs	roadway
eyeball	schoolboy
farmhouse	watchdog

All the words are made of two simple words put together.
For example, watch + dog = watchdog.



Public domain image - William Shakespeare

Do

You can recycle words you know to create a new word right now! **Create a new word by putting two simple words together to make one new word.** Be creative. Put different words together to create a new meaning. Invent a new word that no one has ever thought of before!

My word is _____.

My word is made of two simple words: _____ and _____.

Write a meaning for your new word.

Shakespeare was the first person to use his invented words, but now we use them every day. Shakespeare's words are in our dictionaries. Look at the dictionary entry for watchdog.

watch•dog *n.*

1. A dog trained to guard people or property.
2. A person whose job is to protect the rights of people who buy things and to make sure companies do not do anything illegal or harmful.

Write a dictionary entry for your invented word.

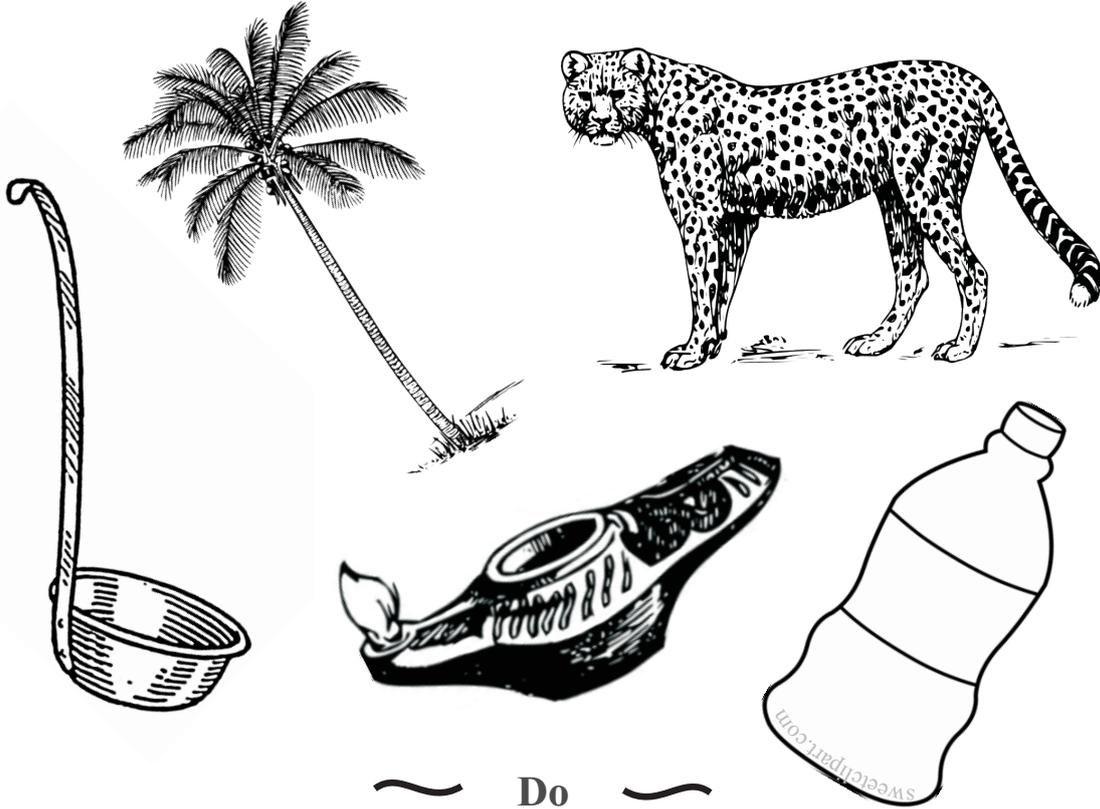
Help your class make a dictionary with all your classmates' new words.

Create A New Story!

Study

Here are five pictures from this book. Reuse the pictures in a new way to invent a story. **Don't write about recycling and don't write about the pictures as you saw them in the book!** "Recycle" the pictures to make a completely new story.

RECYCLE the images. Create a story that uses all five things in a new way!



Do

My story is called _____.

A large rectangular area enclosed by a dashed line, intended for writing the story.

Make a Game to Share

Study

Here's another way to recycle something. You can reuse a simple piece of paper to make your own game. You can even recycle a page from this book when you are finished with it.

The Paper Maze Game

Things you will need:

- A small piece of paper to roll into a ball
- A full-size flat piece of paper
- Pencil and eraser
- Imagination

Do

STEP 1 Roll the small piece of paper into a ball. If you want an easy game, give the ball a flat side. If you want a difficult game, make a round ball. Round balls make the game more difficult.

STEP 2 Now draw your game on the flat paper. Draw in the middle of the paper. You can draw a course, maze, goals, or obstacles to roll around. You can draw a circle that never ends, or create a start and finish like in the three examples. You can draw anything you imagine.

STEP 3 Fold the edges of your drawing to make a tray shape. Fold the edges so your ball will not fall off. If you want a more difficult game, leave your paper flat. For a difficult game, don't fold the edges.

STEP 4

Now, place the ball at the start and roll it. Try to follow your drawing. Try holding the paper on the bottom or on the sides. Try to stay on the course. Try to reach the end without dropping your ball.

Practice makes perfect. With practice, you can control the ball. You can improve your game and invent new ones. Best of all, you will not need any electricity or batteries!

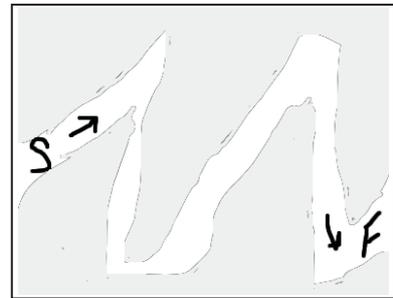
STEP 5

Share your game with other people outside your class. Teach someone how to make one.

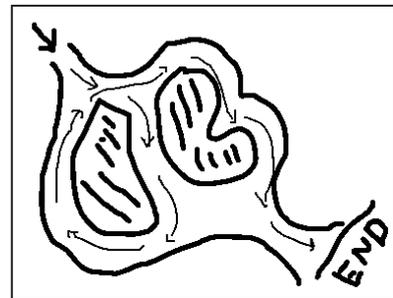
Example 1



Example 2



Example 3



Some Words You Can Learn from This Book

Table with 7 columns of words: afternoon, already, animal, another, anyone, anything, around, bag, beautiful, before, beginning, below, bottle, bottom, bought, bread, building, carefully, change, chicken, choice, close, clothes, complete, continue, cook, decide, different, difficult, dinner, dirt, easy, enjoy, enough, everyone, everything, finish, flat, floor, flower, follow, food, forget, fresh, funny, game, glass, ground, handle, hang, heard, huge, idea, job, keep, key, list, little, long, look, loudly, lunch, main, make, mark, maybe, meaning, middle, money, move, much, next, noisy, note, notice, number, often, old, once, only, other, outside, own, page, paint, paper, parents, party, people, perfect, person, pick, picture, piece, place, plan, plenty, possible, pretty, protect, public, push, quickly, quiet, race, ready, recycle, reuse, right, ring, round, same, save, saw, serve, shape, share, shoe, should, shout, show, simple, size, sleep, slower, small, some, someone, something, soon, sound, stand, start, stay, step, still, study, suddenly, sweet, take, taken, talk, team, teeth, tell, think, though, thought, three, threw, throw, time, today, together, took, torn, tree, try, turn, twice, until, unusual, useful, very, warm, waste, wasteful, watch, water, wave, way, well, while, whole, whose, window, work, worry, wrote, yellow, young, zero

Do

Say these tongue twisters as fast as you can.

Red bulb blue bulb. Red bulb blue bulb.

The black bug bit a big black bear. But where is the big black bear that the big black bug bit?

Purple Paper People, Purple Paper People, Purple Paper People

What do you think makes these phrases hard to say?

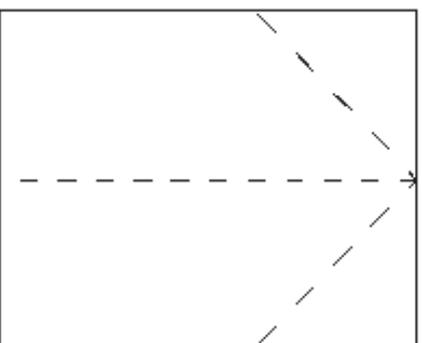
Use some of the words above to two more tongue twisters. See if your classmates can say them.

Listen to the tongue twisters your classmates wrote.

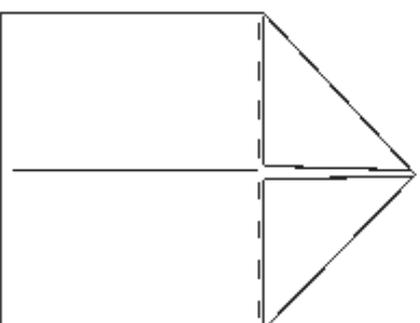
Which tongue twister was the hardest for you to say?

The EAGLE

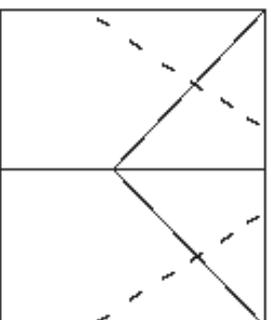
This is a very stable plane. It can fly straight with little adjustment.
Curve the elevators up for loops.



Fold an **A4** sheet of paper in half lengthwise and open back up. Fold the top corners down to the center.

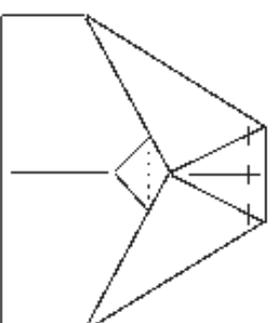


Fold the top down.

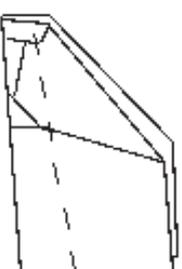


Fold the corners in to the middle.

Fold the little point up, fold the top 0.5 inch down, and fold the airplane in half away from you.



Now fold the wings out at an angle as shown.



Bend elevators up just slightly for better performance.



Change the angle of the wings as needed for best flight.