

# Valentine's Day Teaching notes

## Aims

- To present vocabulary related to Valentine's Day
- To stimulate students' interest in festivals in English-speaking countries

### Background

Valentine's Day (14<sup>th</sup> February) has its origin in the Roman festival of Lupercalia, when young people chose partners. It later became a Christian festival in honour of Saint Valentine, a priest who organized secret Christian weddings. People began sending cards in the early nineteenth century. Today people still give cards (which, traditionally, aren't signed) and presents.

## Vocabulary and reading

### Exercise 1

- Pre-teach the Valentine's Day vocabulary.
- Ask students to circle the words in the puzzle.

#### Answers

Down: love poem, romantic dinner, love letter, cuddly toy, bunch of flowers, perfume, Valentine's card

Across: necklace, box of chocolates

### Exercise 2

- Pre-teach *joke*. Ask students to read the text.

#### Answer

Ben's sister sent the card.

### Exercise 3

- Ask students to underline the correct options.

#### Answers

- |                     |          |
|---------------------|----------|
| 1 Mel               | 4 is     |
| 2 box of chocolates | 5 richer |
| 3 cool              |          |

### Exercise 4

- Ask students to complete the fact file.

#### Answers

- |                            |                     |
|----------------------------|---------------------|
| 1 send a Valentine's card  | 5 box of chocolates |
| 2 write a love poem        | 6 bunch of flowers  |
| 3 give a present           | 7 cuddly toy        |
| 4 go for a romantic dinner | 8 necklace          |

## Project: A Valentine's card and poem

### Class organization

- For this project, students work in groups of four.

### What do you need?

- Paper, card and coloured pens or pencils.

### Exercise 1

- Ask students to answer the question.

#### Answer

We don't know who the card is from.

### Exercise 2

- Read the poem aloud and ask which words rhyme.

#### Answer

*blue* and *you*

### Exercise 3

- Give each group a sheet of paper, folded horizontally into four sections.
- In their groups, students follow the instructions to create their poems.

### Exercise 4

- In their groups, students make cards. They can copy their poems (or write a new one) inside.

# Valentine's Day

## Vocabulary and reading

### 1 Find these Valentine's Day words.

box of chocolates bunch of flowers cuddly toy  
love letter love poem necklace perfume  
romantic dinner Valentine's card



### 2 Read the text. Who sent the Valentine's card?

It's 14<sup>th</sup> February – Valentine's Day – and Ben has got a card!

Look! Someone sent me a Valentine's card! She wrote a love poem!

Could it be from Mel? Last year, she gave me a present – a box of chocolates. Mel's cool. And she's the most beautiful girl in our class!



Ben's sister sent him the card – it was a joke! But Ben thinks it's from Mel ...

I'm going to buy something for Mel. A bunch of flowers? A cuddly toy? A necklace?

We can't go for a romantic dinner because I haven't got any money. But Mel is richer than me ...



### 3 Underline the correct options.

Ben has got a love poem / letter.

- Ben thinks the card is from **his sister** / Mel.
- Someone gave Ben a **bunch of flowers** / **box of chocolates** last year.
- Ben thinks Mel is **boring** / cool.
- Ben **is** / **isn't** going to buy a present for Mel.
- Mel is **taller** / **richer** than Ben.

### 4 Complete the fact file.

When?

14<sup>th</sup> February

Activities

- send a V \_\_\_\_\_ c \_\_\_\_\_
- write a l \_\_\_\_\_ p \_\_\_\_\_
- give a p \_\_\_\_\_
- go for a r \_\_\_\_\_ d \_\_\_\_\_

Presents

- b \_\_\_\_\_ o \_\_\_\_\_ c \_\_\_\_\_
- b \_\_\_\_\_ o \_\_\_\_\_ f \_\_\_\_\_
- c \_\_\_\_\_ t \_\_\_\_\_
- n \_\_\_\_\_

***Your Turn***

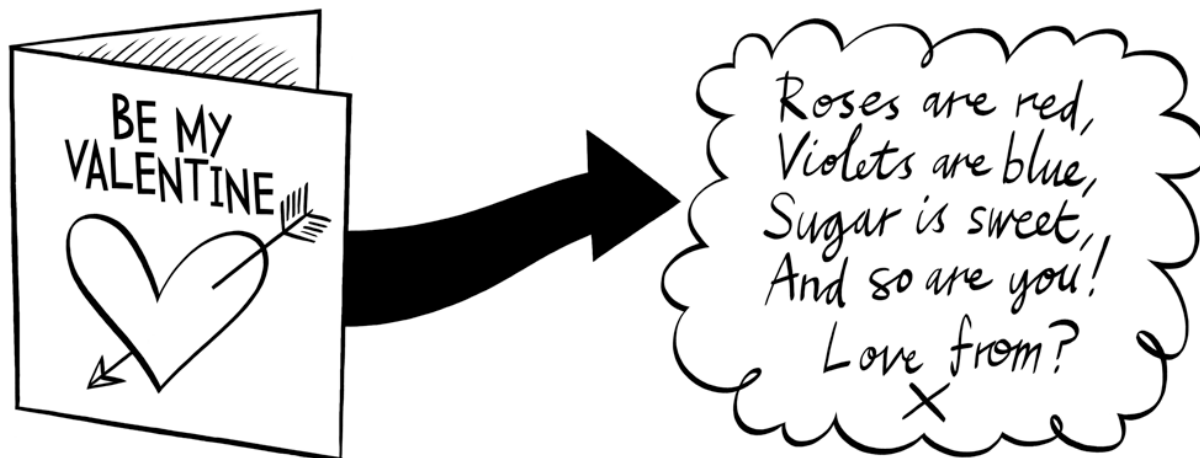


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# Valentine's Day

## Project: A Valentine's card and poem

1 Look at the Valentine's card. Who is it from?



2 Read the love poem. Which two words rhyme? \_\_\_\_\_ and \_\_\_\_\_

3 Work in groups of four. Create a poem. Choose words from the boxes.

**Student A:** Write the first line. Fold the paper.

**Student B:** Write the second line. Fold the paper.

**Student C:** Write the third line. Fold the paper.

**Student D:** Write the fourth line. Fold the paper.

|             |                                                               |   |                              |   |                                                      |
|-------------|---------------------------------------------------------------|---|------------------------------|---|------------------------------------------------------|
| First line  | <div>Roses      The sun<br/>Your hair      My heart</div>     | → | <div>are<br/>is</div>        | → | <div>red      light<br/>bright      dark</div>       |
| Second line | <div>Violets      The sky<br/>Your eyes      My shoes</div>   | → | <div>are<br/>is</div>        | → | <div>blue<br/>new</div>                              |
| Third line  | <div>Sugar      Brad Pitt<br/>Flowers      The Simpsons</div> | → | <div>are<br/>is</div>        | → | <div>sweet      pretty<br/>funny      handsome</div> |
| Fourth line | <div>And</div>                                                | → | <div>so are<br/>I love</div> | → | <div>you!</div>                                      |

4 Make a Valentine's card. Write your poem in the card. Don't write your name!

# *Your Turn*



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