

MANUAL

INTRODUCTION

1. Make a copy of the text and exercises for all pupils.
2. Make a copy of the *Words to help you* if you think this is necessary. You can find them on page 4 of this manual.
3. Make sure all the pupils have a copy of the Step-by-Step Reading Guide available.

Reading strategy: making connections

Key visual: table describing three stages in the development of Valentine's Day

Language: reading poems and writing a poem

Method:

To give the pupils the opportunity to talk about the text and the exercises, it is best to let them work in pairs or threes.

You can use the following video (25 interesting facts you didn't know about Valentine's Day) to introduce the subject to the pupils:

<https://www.youtube.com/watch?v=zIacSpKqwBU>
(4:03)

It is best to show the video *after* the pupils have read the text.

1

READ THE TEXT AND FOCUS ON CONNECTIONS

First, the pupils discuss the text subject. Keep it short; it's only about activating prior knowledge. In exercise 3 they have the opportunity to write down what they think about the tradition of Valentine's Day.

Then, hand out the text, the Step-by-Step Reading Guide and the *Words to help you* (if necessary) and tell them to read the text for themselves, at a fast pace.

Now, read the explanation together with the pupils. *Model* how you would use the reading strategy *making connections* by thinking aloud. If you like, you can use the following frame:

'I read...

I see [in the last/next sentence]

I know that the word **because** tells me that there is a **reason**.

So I think that...'

Now the pupils are going to read the text more carefully, while underlining or marking the conjunctions they find in the text. Stimulate the pupils to look at the explanation in order to help them find the conjunctions.

Then, let the pupils answer questions 4 to 10.

2

FROM VALENTINE TO VALENTINE'S DAY

The pupils read the instructions and fill in the table. Ask them to stick to the main points.

3

ANSWER THE QUESTIONS

The pupils answer the questions about the text in pairs or threes. Encourage them to discuss their answers!

You can find the correct answers on page 2 and 3 of this manual.

4

LOVE POEMS FOR BEGINNERS

Read the instructions, together with the pupils.

First, they read two Valentine's Day poems by 'Sunday poets' (in pairs). Let the pupils judge the poems and write down arguments why they like one more than the other.

Subsequently, the pupils write a poem themselves. They can either use the 'eleven' form or use their own poem form.

Source of the poems by 'Sunday poets':

<http://www.familyfriendpoems.com/poems/valentine/>

ANSWERS

1. READ THE TEXT AND FOCUS ON CONNECTIONS

- The pupils may have marked the following signal words/conjunctions in the text: *since* (line 11), *so that* (line 17), *while* (line 23), *before* (line 26), *by the...* (line 31), *all those years ago* (line 33), *in this day and age* (line 36), *in the...* (line 40), *first of all* (line 42), *as a result* (line 44-45), *a few years later* (line 47-48), *now* (line 50), *aside from* (line 56), *however* (line 61), *also* (line 61), *then* (line 62), *or* (line 69). Please note that this is not a complete list; the 'and'-conjunctions, for example, have been omitted!
- The conjunctions of time in this text: *while* (line 23), *before* (line 26), *by the...* (line 31), *all those years ago* (line 33), *in this day and age* (line 36), *in the...* (line 40), *a few years later* (line 47-48), *now* (line 50), *then* (line 62).
- (a) The sentence contains a conjunction of *reason*.
(b) Possible synonyms: *as*, *because*.
- The paragraph also contains the conjunction *so that*.
- The sentence, cut into two: 'He secretly and illegally wed couples. By doing that they could live together honestly by the Church.'
- The conjunction in the text that signals *opposition* is *however* (line 61).
- The following words signal *enumeration* in the last paragraph: *aside from* (line 56), *also* (line 61), *or* (line 69).
- The signal word *also* could be added in the last sentence: 'You could *also* be traditional and write a *Roses are red, violets are blue* poem.'

2. FROM VALENTINE TO VALENTINE'S DAY

- Third century (AD): During these days the Roman Emperor Claudius II had banned marriage. The Christian priest Valentine did not agree and secretly married couples. He was imprisoned and fell in love with the daughter of the jailer. He fell in love with her, healed her from her blindness but was nevertheless executed. He only left a love letter behind.
- 18th and 19th century: In these centuries, lovers in England start to send each other gifts, so-called valentines. Manufacturers see business in the Valentine craze and start producing Valentine cards, chocolates, etcetera.
- Nowadays: A whole industry has emerged, anticipating on the different traditions and habits. But you may also 'do it yourself'.

3. ANSWER THE QUESTIONS

- A: It is Valentine's Day again; many presents will be given on this day.

2. A valentine is a gift that you give on Valentine's Day, for example a card, chocolate, sweets, flowers, jewellery.
3. Valentine probably received the title 'Saint' because of his strong belief that couples should be married, his resistance against the emperor, and especially because of the miracle he performed: healing the daughter of his jailer of her blindness.
4. D Christmas Day is the most popular day of the year for sending cards, Valentine's Day comes second place.
5. The three 'stages':
 - (1) Mrs Howland started to produce Valentine cards (19th century).
 - (2) Mr Cadbury started to produce special chocolate heart shaped boxes (a few years later, still 19th century).
 - (3) At least 36 million of these boxes are sold (at present).
6. To a good friend you could give a pink rose on Valentine's Day. A red rose would mean: I love you; a pink rose is simply a symbol of friendship.
7. The three ways of 'making your valentine a bit out of the ordinary' are: (1) make heart shaped cupcakes; (2) put together a special music playlist; (3) write a traditional Valentine's Day poem.
8. A '*Roses are red, violets are blue* poem' is a very traditional (a standard or maybe a bit commonplace) poem.
9. Pupils give their own answer here. They have to give arguments.

WORDS TO HELP YOU

a secret admirer (line 4) = someone who loves someone else without him or her knowing it

to ban (line 11) = to forbid, to not allow

the sin (line 16) = something that is against the rules of a religion

to wed (line 17) = to marry

to heal (line 25) = to get better, to get healthy again

to resemble (line 32) = to look like something

aside from (line 56) = except for

anonymous(ly) (line 65) = not giving your name