

Topics: Christmas by Adrian Tennant

LEVEL: Pre-intermediate
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Pronouns;
 understanding vocabulary in context,
 topic words

LEAD-IN

Ask students to look at the pictures and match the words in the box to each picture. Then check the answers as a class. You might want to discuss how each picture is connected to Christmas.

- Key a** _____
1. *Christmas stocking. These are put at the end of children's beds and the presents from Santa Claus are then put in the stockings.*
 2. *Christmas pudding. This is a fruit-based dessert which is traditionally eaten as part of Christmas dinner.*
 3. *A snowman. Snow sometimes falls at Christmas time in England, so many people associate making snowmen with Christmas.*
 4. *A Christmas cracker. These are usually put next to plates at Christmas dinner and are pulled before eating. They contain a paper hat to wear, a cheap gift and a joke to tell.*

Next, ask the students to match the first lines of the Christmas cracker jokes to the punchlines. Monitor, then check the answers as a class.

- Key b** _____
1. c; 2. a; 3. b

READING 1: TITLES

Ask students to work in small groups. Tell them to look at the four titles and discuss what they think each one is about in connection to Christmas. Monitor and prompt where necessary. Open the discussion out to the whole class and write some of the suggestions on the board.

READING 2: CHRISTMAS TEXTS

Ask students to read through the texts and match the titles from the previous section to the relevant texts.

- Key a** _____
- A. 4; B. 2; C. 3; D. 1

Next, ask students to decide whether the sentences are true or false. After a few minutes, put students in pairs and get them to check their answers together. Finally, check as a class.

- Key b** _____
1. T; 2. F (*it's a comedy*); 3. F (*it's for the parents*); 4. T; 5. T; 6. F (*he / she loves it*); 7. T; 8. F (*the cookies are for Santa*)

WORKING WITH THE LANGUAGE

Focus: language use

Ask students to read the short text and complete it using the words in the box. Tell them not to look back at the texts yet. Put students in pairs and get them to compare their answers together before asking them to look back at text D to check their answers.

- Key** _____
1. my; 2. I'm; 3. I; 4. you

WORKING WITH VOCABULARY

Ask students to match the words in the box to the definitions. Point out that they can look back at the texts and find the words to check the meaning in context. Encourage them to work in pairs and discuss their ideas as they look at the texts. Monitor and help where necessary, then check the answers as a class.

- Key** _____
1. animated; 2. mood; 3. perform; 4. join; 5. trimmings; 6. cool

LISTENING

Tell the students that they are going to listen to a woman called Lauren talking to an interviewer about her Christmas dinner. Play the recording once. Ask the students to read text C, from the Reading 2: Christmas texts exercise, again and then answer the four questions. Play the recording again, if necessary, then put students in pairs to discuss their answers. Finally, check the answers as a class.

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Transcript:

Host: Hi Lauren! You're a vegetarian, aren't you?
 Lauren: Yes, that's right.
 Host: So, you don't eat meat, then.
 Lauren: No, I don't.
 Host: What do you eat at Christmas?
 Lauren: Well, I don't eat any turkey. I usually have nut roast.
 Host: Nut roast?
 Lauren: Yes, it's made with nuts and mushrooms and lots of other healthy things. It tastes delicious.
 Host: Do you eat all the usual trimmings?
 Lauren: No, I don't eat sprouts. I hate sprouts.
 Host: But sprouts are vegetables, aren't they?
 Lauren: Yes, they are. But I think they taste like smelly socks!

Key

1. *because she's vegetarian (so she doesn't eat meat);*
2. *nut roast; 3. mushroom; 4. she hates them (they taste like smelly socks)*

SPEAKING

Put students in small groups and ask them to discuss the questions together. Afterwards, ask a few groups to report back on their discussion. You might want to open this out to the whole class.

PROJECT

Leave ten to fifteen minutes at the end of the lesson to do the project. Alternatively, get students to do this for homework and then share their findings in a subsequent lesson.

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LEAD-IN

a. Match the words in the box to the correct photos.

snowman Christmas pudding
Christmas cracker Christmas stocking

1.



2.



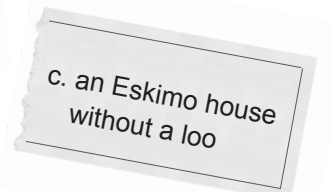
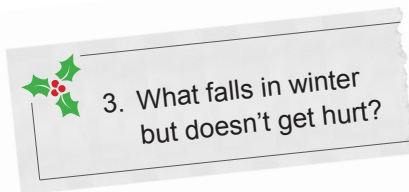
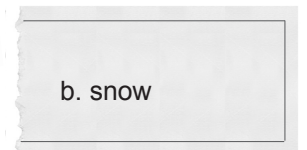
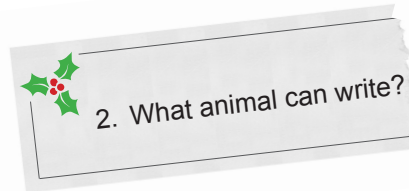
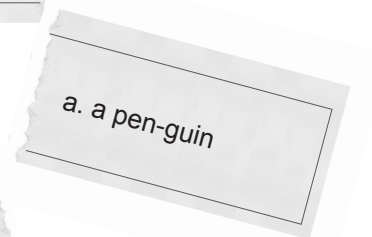
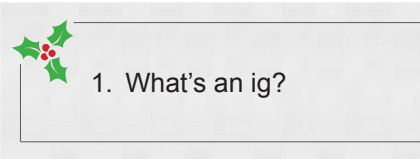
3.



4.



b. Match the questions on the left with the answers on the right to complete the cracker jokes.



READING 1: TITLES

You are going to read four texts about Christmas. Look at the titles and try to guess what each text is about.

1. Dear Santa ...
2. A Christmas play
3. Food, food and more food!
4. What's on TV?

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READING 2: CHRISTMAS TEXTS

a. Match the titles from the previous exercise to the texts below.

A.

Film 5 

15.30 **The Snowman** [1982].
Animated story for children by Raymond Briggs about a boy who makes friends with a snowman.

16.30 **White Christmas** [1954]. Get into the Christmas mood with this film featuring Bing Crosby and Danny Kaye.

18.00 **Home Alone** [1990]. An eight-year old boy is accidentally left at home at Christmas. Comedy with Macaulay Culkin.

C.

Fairy83

26th December 2011 2:04PM

I love Christmas! It's great. I get to relax, spend time with my family and eat delicious food 😊 We have a traditional Christmas dinner – roast turkey with chestnut stuffing and all the trimmings like roast potatoes, vegetables (including sprouts and parsnips), cranberry sauce, bread sauce and gravy. For dessert? A lovely Christmas pudding.

B.



Dear parents,

Please come and watch your Year 3 child perform in this year's Christmas nativity play. The children are very excited and would love to see you there. You are welcome to join us for a mince pie and a cup of tea after the performance.

Yours truly,

Susan Hardy-Jones
(Head of Year 3)

D.

My name is Luke and I'm a very good boy 😊 I want a skateboard - like the one Jimmy Makin has - it's cool, but can I have a red and black one? Also, can I have a new video game? There will be some milk and cookies for you (on the kitchen table) and a carrot for Rudolph.

Luke, 7 3/4

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b. Read the texts again. Are these sentences true (T) or false (F)?

1. *The Snowman* is on TV earlier than *White Christmas*.
2. *Home Alone* is an animated film.
3. The letter is for the Year 3 children.
4. After the nativity play there is some food and drink available for parents.
5. Fairy83 is spending Christmas with family.
6. Fairy83 doesn't enjoy Christmas dinner.
7. Luke would like a skateboard for Christmas.
8. Luke is going to leave some cookies for Rudolph.

WORKING WITH THE LANGUAGE

Focus: Language use

Complete the text with the words from the box. Be careful! There are two extra words.

I I'm it's my you yours

(1) ____ name is Luke and (2) ____ a very good boy ☺ I want a skateboard – like the one Jimmy Makin has – it's cool, but can (3) ____ have a red and black one? Also, can I have a new Gameboy? There is some milk and cookies for (4) ____ (on the kitchen table) and a carrot for Rudolph.

Luke, 7¼

WORKING WITH VOCABULARY

Match the words in the box to the correct definition. Look at the texts if you need help.

animated cool join mood perform trimmings

1. a film that is a cartoon or that is made using a series of drawings
2. the way that someone is feeling at a particular time
3. to do something in front of an audience to entertain them
4. to come together with other people
5. extra parts that are added to a meal to make it traditional or more interesting
6. When something is fashionable we can say it's ... (slang)

LISTENING

Listen to Lauren talking about her Christmas dinner and answer the questions below.

1. Why doesn't Lauren eat turkey?
2. What does she have instead?
3. What vegetable is in nut roast?
4. Why doesn't she eat sprouts?

SPEAKING

Discuss the questions below in groups.

1. How do your family celebrate Christmas?
2. What do you eat for Christmas dinner?
3. Do you give each other presents? If yes, what kind of presents do you give?
4. Is there any other festival that is important in your country? How do you celebrate it?

PROJECT

Choose two countries and do some research using the internet to find out how people celebrate Christmas there.