

## Topics: Christmas by Adrian Tennant

**LEVEL:** Intermediate +  
**AGE:** Teenagers / Adults  
**TIME NEEDED:** 90 minutes + project  
**LANGUAGE FOCUS:** Pronouns, collocations; understanding vocabulary in context, topic words

### LEAD-IN

Ask students to look at the pictures. Put students in pairs, asking them to discuss what they can see in each picture and what they think the connection is to Christmas. Then ask a few pairs to tell you about their discussion.

#### Key a

1. A Christmas stocking. These are put at the end of children's beds and presents from Santa Claus are then put in the stockings
2. A 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.

**Note:** The stocking, pudding and cracker are all very typically British. Students will discuss and research how people celebrate Christmas in other countries later in the lesson so you don't have to explore that at this stage.

Next, ask the students to match the punchlines of the Christmas cracker jokes to the first line of each joke. 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 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 texts.

#### Key a

- A. 4; B. 2; C. 3; D. 1

Next, ask students to answer the questions. After a few minutes, put students in pairs and get them to check their answers together. Finally, check the answers as a class.

#### Key b

1. an animation; 2. Home Alone; 3. the schoolchildren; 4. have a mince pie and a cup of tea; 5. his / her family; 6. a silver coin; 7. milk and cookies for Santa and a carrot for Rudolf

### 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 B to check their answers.

#### Key

1. we; 2. you; 3. your; 4. their; 5. them; 6. us

### WORKING WITH VOCABULARY

#### Focus 1: Meaning

Ask students to look back at the texts and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the texts. Check the answers as a class.

#### Key

1. animated; 2. mood; 3. recreation; 4. barely; 5. feast your eyes on; 6. trimmings; 7. cool; 8. cos

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### Focus 2: Collocations

Next, ask students to work together and complete the sentences using the words from the box. Monitor and help where necessary. Check the answers as a class.

#### Key a

1. roast; 2. classic; 3. mince; 4. silver; 5. stuffing

Ask students to think of as many collocations as possible using the word *Christmas* without looking back at the worksheets. You could put students into teams and set a time limit.

#### Key b (possible answers)

*Christmas* \_\_\_\_: pudding; stocking; cracker; dinner; cake; tree; carol

\_\_\_\_ *Christmas*: merry; white

### LISTENING

Tell students that they are going to listen to a dialogue where a woman called Lauren talks to an interviewer about her Christmas dinner. 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. Then ask the students to read text C, from the Reading 2: Christmas texts exercise, again and note the three main differences between the traditional Christmas dinner described and Lauren's Christmas dinner. Play the recording again, if necessary, then put students in pairs to discuss their answers. Finally, check the answers as a class.

#### Transcript:

Host: So, Lauren. You were telling us about your typical Christmas dinner, and it's not very traditional, is it?

Lauren: I wouldn't say that. It's just that I'm vegetarian, so I don't eat meat.

Host: No turkey, then.

Lauren: No, definitely not!

Host: What do you have instead?

Lauren: Usually I have something like nut roast, which is delicious. I still have all the trimmings, apart from sprouts – I hate sprouts! I think they taste like smelly socks so I have broccoli instead. Oh, and the Christmas pudding is slightly different.

Host: In what way?

Lauren: Traditional Christmas pudding is made with suet, which is animal fat. I can't eat that, so we make our pudding using vegetable margarine. It tastes less rich and is definitely healthier.

#### Key

*she doesn't eat meat (she's a vegetarian) so she has nut roast instead of turkey; she doesn't like / eat sprouts so she has broccoli instead; her Christmas pudding is made with vegetable margarine instead of suet*

### 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. Look at these photos. What does each one show?

1.



2.



3.



4.



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

1. What's an ig?

a. a pen-guin

2. What animal can write?

b. snow

3. What falls in winter but doesn't get hurt?

c. an Eskimo house without a loo

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. Being good
2. Kids' play
3. Stuffing yourself!
4. What's on?

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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 children's story by Raymond Briggs about a boy who makes friends with a snowman.

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

18.00 **Home Alone** [1990]. Comedy starring Macaulay Culkin about an eight-year old boy who is accidentally left at home at Christmas.

B.



Hollington  
Primary School

Dear parents,

It's with great pleasure that we invite you to come and watch your Year 3 child perform in a recreation of the Christmas nativity. The performance will take place on Thursday 13th December at 2pm in the main hall. The children have been rehearsing very hard and can barely contain their excitement! So, please come along and support them and join us for a mince pie and a cup of tea afterwards.

Yours truly,  
Susan Hardy-Jones (Head of Year 3)

C.

Fairy83

26th December 2011 2:04PM

I love Christmas! It's definitely the best time of year. I get to relax, spend time with my family and eat delicious food without feeling guilty ☺ For those of you who don't know what a traditional Christmas dinner in the UK is like, you can usually feast your eyes on some of the following: roast turkey with chestnut stuffing and all the trimmings like sprouts, roast potatoes, parsnips, cranberry sauce, bread sauce and gravy. Then for dessert a lovely rich Christmas pudding – I found the silver coin again this year and nearly broke a tooth! The only problem is that we'll be eating cold turkey for the next four days. Yuck!

D.

Dear Santa

My name is Luke and I'm a very good boy. My mum says I can ask you for lots of presents this year. I want a skateboard - like the one Jimmy Makin has - it's cool, but can I have a red and black one cos I don't like yellow? Also, can I have a new games console? I dropped my old one and it doesn't play games now ☹ I will leave 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 and answer the questions below.**

1. What kind of film is *The Snowman*?
2. Which film is meant to be funny?
3. Who takes part in the nativity play?
4. What can the parents do after the play?
5. Who does Fairy83 eat Christmas dinner with?
6. What did Fairy83 find in the Christmas pudding?
7. What is Luke planning to give Santa and Rudolf?

### WORKING WITH THE LANGUAGE

**Focus: Language use**

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

them you me your us her we their

It's with great pleasure that (1) \_\_\_\_\_ invite (2) \_\_\_\_\_ to come and watch (3) \_\_\_\_\_ Year 3 child perform in a recreation of the Christmas nativity.

The performance will take place on Thursday 13th December at 2pm in the main hall. The children have been rehearsing very hard and can barely contain (4) \_\_\_\_\_ excitement. So, please come along and support (5) \_\_\_\_\_ and join (6) \_\_\_\_\_ for a mince pie and a cup of tea afterwards.

### WORKING WITH VOCABULARY

**Focus 1: Meaning**

**Find words or phrases in the texts that match the definitions below.**

1. a film that is a cartoon or that is made using a series of drawings
2. the way that someone is feeling
3. making something exist again
4. used for saying that something is almost not possible
5. to take great pleasure in looking at something, especially food
6. extra parts added to a meal to make it more traditional or interesting
7. an informal way of saying something is fashionable or attractive to a certain group of people
8. used in informal speech as a short form of *because*

**Focus 2: Collocations**

**a. Complete these sentences using the words from the box.**

stuffing silver roast mince classic

1. This \_\_\_\_\_ turkey is absolutely delicious.
2. My gran loves watching the \_\_\_\_\_ films they show at Christmas.
3. My gran has made over a hundred \_\_\_\_\_ pies this year!
4. It's traditional to put a \_\_\_\_\_ sixpence in the Christmas pudding.
5. My mum always uses chestnut \_\_\_\_\_ for the turkey.

**b. Try to think of at least five collocations using the word *Christmas*, e.g. *Christmas cake*.**

### LISTENING

**Listen to Lauren talking about her Christmas dinner in the dialogue. What's the difference between what she eats and a traditional Christmas dinner? There are three main differences.**

### SPEAKING

**Discuss the questions below in groups.**

1. How does 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. What's the best Christmas present you've ever had?
5. 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.**