

12 DAYS OF

Christmas

ACTIVITY PACK



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Christmas and New Year Lesson Activity

Christmas Story & Colouring Book

1. Teacher writes prepositions (on, under, in, around, through) on one side of the blackboard and ten "Christmas words" (tree, gifts, children, box, ornaments, star, Santa Claus, chimney, letter, Christmas Eve) on the other side.
2. Students have to work in pairs to write a short Christmas story using all prepositions and words given.
3. After writing the story, they need to draw a picture that refers to their story, but not to colour it.
4. After finishing it, they put all the stories and drawings together to make a "Christmas story and colouring book" and read it in front of the whole class.
5. Finally, teacher will make copies of this book so that students, along with their teacher, can give these books to children in foster care as a Christmas gift.

by Željka Čapo Tomečkova

A Christmas Carol

Lesson plan by Branka Dečković



A Christmas Carol

By Charles Dickens

Age: Teenagers

Time: 90 min

Topic: A Christmas Carol, story

Language: Christmas vocabulary; new vocabulary from the story

Materials: video, photocopied material

Lesson plan

Step 1

For a warm up, we do a crossword puzzle. The students are divided into two groups, one group is doing down, the other across, interchangeably. They have 10 sec to find the answer, if they don't know, the other group will try. They get points.

Christmas Collocation Crossword* (all handouts are packed together in a different pdf document)

They write some of the vocabulary in their notebooks. (10 min)

Step 2

Tell your students to close their eyes and try to remember the time when they were little kids; if they liked Christmas, who they decorated the Christmas tree with, any funny moments, anecdotes, etc. Then you say they are going to write down the answers to a couple of questions. Here they are:

- your favorite toy when you were a kid
- your favorite book, movie or music group
- your favorite candy
- three adjectives to describe yourself + write boy/girl
- one funny thing you did when you were little
- your favorite food and drink
- your nickname

After that, they are going to get these handouts, A Letter to Santa, and they are going to write their answers in the blank spaces, in the same order they have written it above. What they get is their own funny letter to Santa.

Dear Santa*

(12-15 min)

Step 3

Write **A Christmas Carol** on the BB and ask students if they know what it is.

A short introduction about Charles Dickens and A Christmas Carol



(7 February 1812 – 9 June 1870)

Oliver Twist Great Expectations David Copperfield

Tell students that you are going to read them a short summary of A Christmas Carol, but before that you are going to give them some words and chunks of sentences that they will have to put into the right places as you read the summary.

Here is the list of the words:

miserly old man*

When you have given the papers with the words and expressions on them, you start reading the story (before that, as you give each piece of paper, explain all the unknown vocabulary, and students write that in their notebooks).

A mean-spirited (text)*

(20 min)

Step 4

Ask the students if they would like to read the book, or watch the movie (there are many versions of the movie).

You have prepared some clips from the 2009 animated movie, with Jim Carrey, and you're going to play these scenes. Before every scene, tell what the scene is going to be and ask comprehension questions (they should know the answers if they listened carefully to the summary you'd read to them).

<https://www.youtube.com/watch?v=aGjFoM94wBw>

<https://www.youtube.com/watch?v=NFf4OEZNpml>

<https://www.youtube.com/watch?v=v8LyVDC3vRA>

<https://www.youtube.com/watch?v=m1uOstuBef4>

<https://www.youtube.com/watch?v=PKLMWJRu4jl>

<https://www.youtube.com/watch?v=OkAtHnimFHY>

(20 min)

Download handouts: <https://goo.gl/CC1YF1>

Christmas True/False Quiz

by Svetlana Gavrilović, Užice Grammar School

Level: Pre to upper intermediate.

Materials: coloured paper, handouts with origami instructions.

Time: 45 min.

Step 1: Students are divided into groups of five and each group is given 50 bonus points to start the game with.

Step 2: Each group is given a handout with the instructions on how to make an origami ornament and some origami or regular red or green paper. The ornaments are very simple and the instructions can be found on the Internet quite easily. (I usually take them from the book 'Easy Christmas Origami' by John Montroll, Dover Publications, Inc., Mineola, New York.) Each group gets a different ornament to make and as they finish making five ornaments of the same type such as candles/four-pointed stars/ candy canes/ Christmas trees/ stockings/ bells, etc., they score additional points, e.g. the first group to finish scores additional 50 points, the next one gets 40 points more, and so on. The name of the figure they have made becomes the name of their group. The teacher or one of the students keeps the score on the board.

Step 3: The teacher reads true/false statements about Christmas and Christmas traditions around the world. After each statement students decide on the number of points they want to bet on their true or false answer. If they guess correctly they score the points, if they make a mistake they lose the same number of points. The game gets more exciting towards the end as many teams decide to bet everything they have on the last statement. If a team loses all their points before the end of the game, it is disqualified.

Step 4: Everyone enjoys the prizes - sweets.

N.B. The rules of the game as well as the statements are adaptable.

Quiz statements

1. Christmas trees did not exist in England before Queen Victoria's reign.
False. 'The Good Queen Charlotte', the German wife of George III, set up the first known English tree at Queen's Lodge, Windsor, in December, 1800.
2. It was the custom to eat goose at Christmas until Henry VIII decided to tuck into a turkey.
True.
3. 75% of the population in the UK will eat turkey on Christmas Day; this means 7 million turkeys being cooked.
False. 93% of the population in the UK will eat turkey on Christmas Day; this means 11 million turkeys being cooked.
4. The carol 'Silent Night' was first sung in 1818 in Austria.
True. It happened in Oberndorf in Austria.
5. Dasher, Dancer, Prancer, Vixen, Donner, Blitzen, Cupid and Cornet are the names of Santa's reindeer.
True.
6. The popular Christmas song 'Jingle Bells' was originally written for Thanksgiving.
True. It was composed by James Pierpont in 1857.
7. The Queen's Christmas speech was televised for the first time in 1956.
False. It happened in 1957.
8. In the American state of Hawaii Christmas starts with the arrival of the Christmas Tree Ship.
True. The Christmas Tree Ship arrives in Hawaii in mid to late November, bringing Christmas trees and festive goodies.
9. At 3.00pm on Christmas Eve everything stops in Sweden, for Donald Duck and his friends wish you all a Merry Christmas!
True. This 1958 Walt Disney Christmas special has been shown every year without exception since 1959.
10. In a popular Australian Christmas song 'Six white boomers' Santa abandons his reindeer by the time he gets to Australia and replaces them with koalas.
False. Boomers are kangaroos.
11. In Finland the TV stops at about 5.00pm and restarts at 10.00pm. This time is traditionally when the Christmas tree is eaten and festivities begin.
False. This happens in Iceland.
12. It isn't Santa who brings gifts for the children but kindly witch La Befana.
True. She brings gifts to good children and pieces of coal to the naughty ones.

Lesson plan						
Class:	2	Date:	Dec.	Timing:	45 min	No. of pupils:
Module:	Festivals	Unit:	Christmas	Correlation:	Serbian, World around Us, Music, Art, Maths, ICT	
Input:	The pupils should find out how Christmas is celebrated in English-speaking countries					
Cognitive objectives:	To revise and consolidate the Christmas vocabulary learnt in previous lessons; to acquire and use the new vocabulary related to Christmas; to use previously learnt phrases paying attention to the correct pronunciation of words					
Functional objectives:	To develop logical thinking; to draw conclusions about the customs and traditions; to develop attention, reasoning and generalization					
Educational objectives:	To develop the love for tradition; to develop friendly relations through group work; to develop the love for foreign language through music and story					
Output:	The pupils are introduced to the celebration of Christmas in English-speaking countries, the characters in the story and song. The pupils have learned some new words related to Christmas and a song about Father Christmas.					
Work forms:	frontal, individual, group					
Teaching methods:	Communicative approach, verbal and demonstrative methods.	Teaching tools and materials:	PowerPoint presentation, computer, internet connection, projector, speakers, audio CD, flash cards, handouts, scissors, tape, felt tips	Teaching area:	Multimedia room	
Innovations:	Using songs and stories for educational purposes, TPR, presentation and use of the Internet					
Lesson planning and organisation						
Lesson scenario						
Time	Phase	Aim	Procedure			Type of interaction
2 min	1	Revision of Christmas-themed words	Task 1. With the <i>Jingle Bells</i> music played in the background, the teacher says, <i>It's Christmas</i> , writes the word <i>Christmas</i> on the board, circles it and sticks or draws some Christmas images the pupils are familiar with (star, tree, bell, present). The pupils name each item.			Whole class
3 min	2	Christmas - presentation	Task 2. The teacher shows a picture of a decorated room and asks the pupils to identify some things (<i>star, bell, present, stocking, candle, cake</i>).			Teacher – Pupil
3 min	3	Describing images	Task 3. The teacher says, <i>Open your notebooks, please</i> , while opening her notebook and demonstrating what the pupils should do. The pupils draw the items and copy the words. Then, they count the items in the picture and write the numbers.			Whole class; individual work
2 min	4	Story - presentation	Task 4. The teacher shows the characters in the story and says their names (<i>little old woman, little old man, cow, fox, horse, Gingerbread Man</i>). The pupils repeat and draw the characters.			Whole class; individual work
5 min	5	Listening to the story. Developing listening skills.	Task 5. The teacher says, <i>Listen and watch, please</i> , while showing the pupils what they should do. She adds that they will hear the			Whole class; individual work

			story about a little Gingerbread Man who goes on a journey looking for fun. The pupils listen to the story and mark the order of each hero's appearance in the story (http://www.youtube.com/watch?v=tnAgA1aZGkY). The teacher asks some comprehension questions and checks the answers.	
4 min	6	Complete the line.	Task 6. The teacher says, <i>Look and complete! What's missing?</i> The pupils listen and complete the line (line 1: butter, eggs; line 2: cow, fox; line 3: swim, run).	Group work
4 min	7	Introducing the pupils to the heroes of the song. Developing listening skills.	Task 6. The teacher says, <i>Guess, who's this?</i> The pupils uncover the number fields and guess who is hiding behind the numbers (Father Christmas).	Group work
4 min	8	Learning the song	Task 7. The teacher plays the karaoke video clip of the song S-A-N-T-A (http://www.youtube.com/watch?v=mGAYzlj-aE). The pupils listen and read the lyrics. The teacher encourages them to join and sing along.	Whole class
4 min	9	Checking of learnt vocabulary	Task 9. The teacher again displays the images related to Christmas, encouraging the pupils to name all of them.	Whole class
5 min	10	Review	Task 10. The teacher hands the pupils some cut-outs and tells them that they will make Christmas finger puppets (Gingerbread Man, Santa, snowman, Christmas tree, elf, Rudolph the reindeer). The pupils colour, cut and tape the two ends together. The teacher goes round the class and helps if necessary.	Individual work
3 min	11	Toys Speaking task	Task 11. The teacher shows the pupils some flashcards of different toys and asks them to say what is on each card. Then, she asks them what they would like to get for Christmas.	Whole class
2 min	12	Review Written task	Task 12. The teacher tells the pupils to copy and finish the sentence and to draw a Christmas stocking and inside what they want to get for Christmas. She adds that this can be done for homework.	Whole class; individual work
Additional activities:		Memory and other games and puzzles with Christmas-themed vocabulary (http://www.primarygames.com/holidays/christmas/games/match_games/ ; http://www.eslgamesplus.com/christmas-vocabulary-memory-game-for-esl/ ; http://www.primarygames.com/holidays/christmas/games/snowmansadventure/)		
Additional material:		Posters, interactive games (http://www.esolcourses.com/content/topics/christmas/beginners/christmas-counting-picture-quizz.html)		
Homework / further work:		The pupils are assigned to draw what you would like to get for Christmas and finish the sentence: <i>For Christmas I want ...</i>		
Self-evaluation and comments:				

by Dragana Videnov

Download handouts: <https://goo.gl/oS3n6v>

Celebrating Christmas and New Year

Nevena Stoilkov, English teacher at primary school "Milisav Nikolic", Bozevac, Serbia

Key words: young learners, celebrations, Christmas vocabulary, Christmas cards, Snowman, practical work

Short description: During the first half of a 90-minute lesson, students are encountered with Christmas/New Year vocabulary. They make a Christmas card according to the instructions and describe it. During the other half of the lesson, they make a Snowman out of a white sock.

Learning outcomes

After the lesson, students should know to:

1. Name the items about Christmas and New Year celebration
2. Answer simple questions about the items/pictures
3. Describe their Christmas cards

Teaching materials: a box, pictures of Christmas/New Year vocabulary, duct tape, blank A4 papers, pens, written instructions for cards, white socks, scissors, buttons, thread, glue, rice

Age of the students: 8 years old

Time: up to 90 minutes

Beginning the lesson (5 minutes)

Teacher greets students in English and asks them how they are. Then T sticks a picture of a Christmas tree onto the blackboard and asks students to guess what the lesson would be about (Christmas and New Year).



Main part of the lesson (minutes)

Activity 1 (7 minutes)

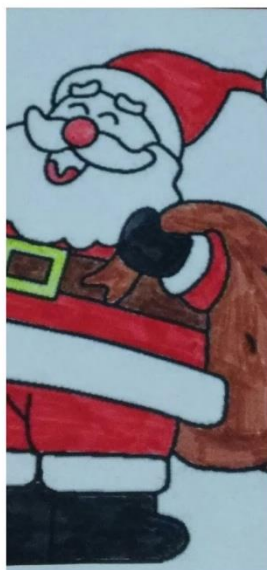
T asks students to briefly describe how they celebrate those festivities at their home: how they decorate their Christmas tree, house, table and what they like best about these celebrations.

Then T explains that not all people celebrate Christmas on 7th of January, like we do, but some celebrate it on 25th of December, like they do in England. T also tells them that they may celebrate it differently, too.

Activity 2 (10 minutes)

To introduce vocabulary about the celebrations, T prepared a box and put pictures of Christmas tree, stockings, cards, presents, Santa, Snowman, lights, a star, crackers and pudding so that students can't see them. Students take out a picture and T tells them how the word is pronounced, shows them how the word is written (at the back of the picture) and they repeat. T also asks them questions about the number and color of the items on the pictures (*For example: How many presents can you see? What color are*

the presents? How many presents are red?). When every picture is pulled out from the box, T sticks them next to the Christmas tree on the blackboard.



Activity 3 (5 minutes)

To ensure that students remembered all the words, T asks some of the students to come out to the blackboard and asks them questions about the pictures: *Show me the presents. / Point to the blue present. / Where are the crackers? / How many crackers? / Show me the lights.*

Activity 4 (15 minutes)

Then every student is given a blank paper and printed instructions according to which they draw a Christmas card. Students are allowed to color their card as they like it. In the background, T plays them a song "Jingle Bells" (<https://www.youtube.com/watch?v=3PgNPc-iFW8>)

When they are finished, students describe their card to the class (*example: There are three presents. / There is one Christmas tree. / There are two crackers.*)

ONE CHRISTMAS TREE

ONE SNOWMAN

THREE PRESENTS

THREE STOCKINGS

TWO PUDDINGS

TWO CRACKERS

Activity 5 (30 minutes)

Making of a Snowman – Students watch a video on YouTube: how to make a Snowman out of a white sock and rice (<https://www.youtube.com/watch?v=pB4jFqkn8MY>). First, students watch the whole video, and then T plays it one more time but pauses it after each step to demonstrate it to the Ss. After Ss finish the step, T again plays the video to show the next one, and so on till the end of the video.

Ending the lesson (10 minutes)

Students make a presentation of their Snowmen and choose the prettiest one. Then they put the Snowmen around the classroom to decorate it.

T greets students, wishes them happy New Year and a good time for the winter break and the class ends.



**I certify that I have the right to publish these photos.*



Christmas Lesson: The Christmas Wish

by Slađana Marić

General:

Time	45 min - 1 hour
Objectives	Learn new vocabulary, practice pronunciation of “w”
Structures	Merry Christmas! Now is your turn to wish a Christmas wish. What did you wish for? “I wished for/that” That’s the best Christmas present anyone could wish for.
New vocabulary	Christmas Eve, Christmas story, Santa Claus and his reindeer, Santa’s sleighs, Christmas tree, present, make a wish, Christmas wish, A Christmas wish box/The Christmas wish boxes, Wish finder, Mount Everest, Merry Christmas!, Toy soldiers, Candy canes, drum, ballet boots, super bright light, baton, conduct (conducting).
Review Vocabulary	house, boy, night, empty, in the box, mother, eyes, open, turtle, mistake, mission, pat (patting), power, faster, arms, gadget, thank you, remember, closer, louder, harder, dangerous, triangle, hero, arrow, fall of, try to get it, one more time, amazing, piano (instrument)

You will need:

Materials	video episode Little Einstein’s Christmas Wish: www.youtube.com/watch?v=wqOmB3dppEM (18:42 min)
Flashcards ¹	PRESENT, CANDY CANES, WISH FINDER, DRUM, BALLET BOOTS, TOY SOLDIERS, CHRISTMAS TREE, MUSIC *optional: Santa, Little Einsteins characters (Rocket, Leo, Quincy, June, Anny)
Worksheets	Christmas Match Up
Song	Melody-motive from “For Elise” by Ludwig van Beethoven Lyrics: “Wish, I Wish, I Wish a Christmas Wish”
Classroom recourses:	The internet, video player (projector) a Christmas box (present)

¹ All flashcards and worksheets used in this lesson are prepared by the author

Lesson Overview:

Warm Up and Maintenance:

- Welcome students and do the usual pre-lesson routine.
- Lead into the Christmas by singing the beginning of the song "We Wish You A Merry Christmas", then stop and tell the story about the box in your hands.

New Learning and Practice:

- The teacher tells a story. The students guess and write (draw) what the teacher wished for this Christmas.
- Watching: *Look what Santa brought!* 2:00 – 4:33 (3 min)
- Ask the students if they want to see what happens next, and watch the cartoon to the end. Watch the whole cartoon in English class for fun!
- Playing part three: *Let's find Anny's wish box!* 4:34 – 17:33 (singing, drumming the rhythm, *tapping the toes to the beat, conducting the waltz time – one, two, three*)
- Do "Christmas Match Up" worksheet activity.

Wrap Up:

- Assign Homework: "Decorate the Christmas tree and make a photo of it, bring it to the next lesson, and don't forget to make a Christmas wish". (If some Ss do not celebrate Christmas, ask them to play and have fun, to decorate or make a message or Christmas card to others who celebrate)
- Do usual post-lesson routine and say goodbye and Merry Christmas to Ss.

Lesson Procedure

Warm Up (8-10 min):

Lead into the Christmas by singing the beginning of the song "We Wish You a Merry Christmas".

Pre-teach some new vocabulary using flashcards: Santa Claus, sleigh, presents, Christmas tree, Christmas Eve, Christmas story, Santa and his reindeer, Santa's sleighs, Christmas tree.

Start singing again the beginning of the song "We Wish You a Merry Christmas", then stop and tell the story about the box in your hands (an empty box like the one in the cartoon you will watch with students). You got it under your Christmas tree, with your name on it, but you don't know what is inside. You don't want to open it before Christmas. Then, you ask the students to watch a short cartoon story. Play the first part of the video: *The Christmas Story. 0:21 – 2:00.*

New Learning and Practice (32 – 45):

1. Ask the students to guess what you wished for Christmas. Students can discuss in pairs and write or draw on a piece of paper their answers. You will then collect the answers and put them in a box/bowl/bag, and read them at the end of the class. (3 min)

2. Play the second part of the cartoon: *Look what Santa brought!* 2:00 – 4:33 (3 min)

3. Ask the students if they want to see what happens next, and watch the cartoon to the end. Watch the whole cartoon in English class for fun!

Play part three: *Let's find Anny's wish box!* (4:34 – 17:33)

- Rocket is singing a wish song. (4:34)
- Listening to a wish box (three different melodies) (5:50)
- Toy soldiers. Quincy is wishing his Christmas wish. (Drum the rhythm). (7:25)
**Ss can sing the melodies with the characters and drum the rhythm with their hands or pencils.*
- June is singing her Christmas wish. (10:13) **Ss can sing the melodies with the characters and tap their toes to the beat.*
- Leo is singing his Christmas wish. (12:52) **Ss can sing the melodies with the characters and move their arms as if drawing a big triangle (conducting the waltz – one, two, three).*
- Anny gets her wish box and sings a wishing song. (14:48)

Part of the transcript from the cartoon:

Quincy, Leo, June: "Now is your turn to wish a Christmas wish."

"Let's see what you wished for?"

Anny: "I wished that I could be with all my friends for Christmas."

Quincy, Leo, June: "Anny, that's the best Christmas present anyone could wish for."

All: "Merry Christmas!"

4. Do "Christmas Match Up" worksheet activity. Give the students in groups the worksheet and have them match up the items taught earlier in the lesson and in the cartoon. Students match up the presents from the story with the characters and names of the objects with the pictures. Check the answers together.

Wrap Up (5 min):








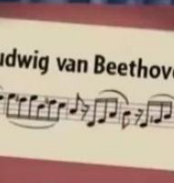
1. Check the Ss answers from the beginning by reading a couple of them. Then, open the box. The box is empty. Tell your students what you have really wished for (e.g. I wished that I could be with all the ones I love for Christmas.)

2. Assign Homework: Decorate the Christmas tree and make a photo of it. Bring it to the next lesson, and don't forget to make a Christmas wish. But be careful what you wish for.

3. Do your usual end of class routine (tidy up, put away things in their bags, and say goodbye and Merry Christmas to Ss.)

ELTA Competition: Christmas & New Year Lesson Activities 2016
Flashcards:







Christmas Lesson: The Christmas Wish (S. Maric)

		PRESENT
		CANDY CANES
		WISH FINDER
		DRUM
		BALLET BOOTS
		TOY SOLDIERS
		CHRISTMAS TREE
		MUSIC

Note: Materials are meant for non-profit educational use only, and are not to be displayed elsewhere online without a **visible source link**. Images have been taken as screenshots from the Little Einsteins episode The Christmas Wish, available at: <https://www.youtube.com/watch?v=wqOmB3dppEM> All characters and images representing Little Einsteins Copyright © Walt Disney Company, all rights reserved. <http://www.disneyclips.com/imagesnewb2/littleeinsteins2.html>

Worksheet: "Christmas Match Up"

1. What did Rocket/Quincy/Leo/June/Anny wish for?

	
	
	 super bright lighted BATON
	
	

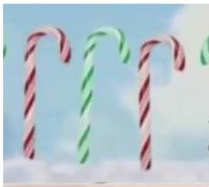
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ELTA Competition: Christmas & New Year Lesson Activities 2016
2.

Christmas Lesson: The Christmas Wish (S. Maric)



BALLET BOOTS



WISH FINDER



PRESENT



CANDY CANES

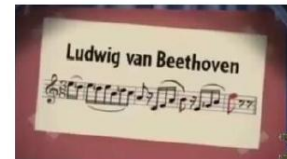


TOY SOLDIERS

CHRISTMAS TREE



DRUM



REINDEER

SANTA'S SLEIGHS



MUSIC



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COUNTDOWN TO CHRISTMAS – ADVENT CALENDAR Activity

Aim: Depending on how you structure this activity the aim can be to introduce students to Christmas traditions of Britain and America, to develop empathy and sense of collaboration among students, to play different games, sing songs and have Christmas fun with your students or to develop critical thinking in your students.

Time: 10 minutes to 60 minutes to make the calendar depending on your design of it.

5 to 10 minutes at the start or the end of every class in December.

Procedure:

Step 1: Make an advent calendar for your students. It can be as simple as you can see in the pictures, just brown bags or envelopes with numbers on, or as colorful and imaginative as you want it to be. The only important thing is that it has 24 or 25 (depending if you want to include the Christmas day, the 25th Dec) compartments of some kind. If you want you can make it with your students in class. Explain to the students that Advent calendar is used to count or celebrate the days in anticipation of Christmas and that each flap or pocket hides a little treat.



Step 2: Decide on what the aim of your Advent calendar activities is going to be and put activity cards inside the pockets according to that aim.

If you want to teach your students some cultural content, then write on each card short and interesting texts about how Christmas is celebrated in Britain and America and what their traditions and customs related to it are (e.g. kissing under the mistletoe, Queen's speech, 3 billion Christmas cards sent in the USA every year etc.).

If you want to use the Christmas spirit and work on developing a sense of sharing and empathy among your students, then write small acts of kindness on each card (e.g. make a Christmas card for someone in the class, say what you like about your classmates, donate your toys to a charity etc.).

If you simply want to have fun with your students with some nice Christmas activities, write short Christmas related warmers on the cards (e.g. sing a Christmas carol together, play Christmas charade, say a Christmas related tongue twister etc.).

Another option is to write on cards quotes by famous people that are thought-provoking and call for discussion.

Step 3: Now you have 24 or 25 activity cards, one for each day of December until Christmas Day. Every day open one pocket, take out the card and do the activities with your class.

If your aim is cultural awareness then read your students interesting facts about American or British traditions and ask them to compare those with the Christmas traditions in your country.

If you have opted for the acts of kindness, then students do them in class or outside the class and then report on the reactions of the recipients and how it made them feel to be kind to others.

If you chose to have fun with your students, sing and play your hearts out.

If you have chosen the quotes, start every lesson with a short discussion and exchange of opinions.

Above all, enjoy teaching and learning English and Merry Christmas.

by Aleksandra Jevtović

A Christmas music quiz

Level: intermediate/upper-intermediate

Materials: recordings of twelve pop and rock Christmas songs, a CD player/computer

Time: 45 min.

Procedure: Students work in groups of four, five or six members. They pick a number, the teacher plays the song under that number. They first have to guess the name of the song and the musician(s) performing it. They score five points for each correct answer. Then they are asked three more questions about the song, scoring three points for each correct answer.

N.B. Rules of the game are adaptable as well as quiz questions.

Quiz questions:

Song 1: Do they know it's Christmas? by Band Aid

1. Name 3 musicians from Band Aid. (Bob Geldof, Bono Vox, Midge Ure, Sting, Tony Hadley, Paul Young, Simon Le Bon, Paul McCartney)
2. One of them was Sting. What is his real name? (Gordon Sumner)
3. What was Sting before he became a musician? (A teacher)

Song 2: All I want for Christmas is you by Mariah Carey

1. This is a song from Mariah Carey's fourth studio album. What was it called? (All I want for Christmas is you)
2. Which film made this song even more popular? (Love actually)
3. Richard Curtis, director of Love Actually, also directed two box-office hits starring Rowan Atkinson, and Hugh Grant and Julia Roberts, respectively. What are they called? (Mr Bean, Notting Hill)

Song 3: Last Christmas by Wham

1. How many members did Wham have? (Two)
2. Which famous musician was one of the members? (George Michael)
3. What is George Michael by origin? (Greek)

Song 4: Oh Holy Night by Celine Dion

1. Which country is Celine Dion from? (Canada)
2. How many brothers and sisters does she have? (13)
3. Name 3 of her hits. (My heart will go on, Because you loved me, I'm alive, Beauty and the Beast, That's the way it is, The power of love)

Song 5: Santa Claus is coming to town by Bruce Springsteen

1. Which decade of the 20th century was the song composed in? (1934)
2. What is the name of Bruce Springsteen's band? (E-street band)
3. What is Bruce Springsteen's nickname? (The Boss)

Song 6: Jingle bell rock by Billy Idol

1. Where is Billy Idol from? (UK)
2. What type of music did he write at the beginning of his career? (Punk)
3. Complete the titles of his three great hits: *Cradle of Love*, *White Wedding*, *Hot in the City*.

Song 7: Happy New Year by ABBA

1. Where was ABBA from? (Sweden)
2. How did the band make the name? (Initials of the band members' names: Anni-Frid, Benny, Bjorn, Agnetha)
3. What famous musical produced in 1999 was based on their music? (*Mamma Mia*)

Song 8: Merry Christmas everyone by Shakin' Stevens

1. What is Shakin' Stevens' nationality? (Welsh)
2. What is his real name: Michael Barratt, Jack Good or Robert Llewellyn?
3. Which famous musician did he resemble or imitate? (Elvis Presley)

Song 9: Christmas - baby please come home by U2

1. Where is U2 from? (Ireland)
2. What is the name of the singer? (Bono Vox)
3. The base guitarist Adam Clayton and the drummer Larry Mullen made music for the 1996 box-office hit – action movie starring Tom Cruise. What was it? (*Mission Impossible*)

Song 10: Mistletoe by Justin Bieber

1. Which country is Justin Bieber from? (USA)
2. How old is he now? (21)
3. What tradition is connected to mistletoes? (A couple who meet under a mistletoe should kiss)

Song 11: Please come home for Christmas by Bon Jovi

1. What music style is this? (Blues)
2. What is the name of Bon Jovi's singer and leader? (Jon Bon Jovi)
3. Apart from music, Jon Bon Jovi is credited for his work related to what other art? (Film)

Song 12: Santa baby by Madonna

1. What is Madonna's birth name? (Madonna Louise Veronica Ciccone)
2. Name at least three things she wants from Santa in this song. (a yacht, a convertible, a duplex, a ring, a platinum mine)
3. Name five of Madonna's songs. (Like a prayer, Like a virgin, Material girl, True blue, La isla bonita, Vogue, Rain, Express yourself, Who's that girl, American pie, This used to be my playground, Papa don't preach, Crazy for you)

by Svetlana Gavrilović

CHRISTMAS AND NEW YEAR ACTIVITIES

(for students 5 to 8 years old)

Let's decorate the Christmas/New Year Tree

Material:

- flashcards fir tree, decorations, shiny balls, bells, stars, diamonds, hearts, fairy lights, presents, bow
- some thin cardboard
- coloured paper
- glue
- paper clips
- scissors
- a thick needle or a toothpick

Preparation:

If students are younger and less confident with scissors, teacher should cut out the shapes students will use during the activity.

If students are old enough and can use scissors, cutting the shapes can be left to them but teacher should prepare drawings which will be traced and eventually cut during the lesson. In order to make more colourful decorations, two or three sets of drawings should be prepared in advance by photocopying the same patterns on sheets of different colours.

Similarly, words to be traced, which can label different, above mentioned objects, should be prepared, possibly on adhesive labels (these can be found in stationary shops).

Memory game cards can be prepared by sticking the same pictures on the thin cardboard. The pictures, drawn or downloaded can be photocopied and then printed and cut out.

It is necessary to prepare two memory cards for each item. It might be useful to prepare two, three or more sets of cards so students divided in groups can simultaneously play the game.

ACTIVITIES

Teacher presents the vocabulary:

fir tree, decorations, shiny balls, bells, stars, diamonds, hearts, fairy lights, presents, bow using flashcards or drawings on a board.

Tracing pictures

Students are given the drawings (on the coloured paper) presenting the vocabulary - students should trace objects in the pictures and cut them. If students know the alphabet, they can trace letters or write the words to label the objects.

Playing the **Memory Game** can help students easily memorise presented vocabulary.

What's missing? Teacher spreads pictures of the objects (one picture per item) on a table. Students are invited to observe them carefully and to say aloud, in chorus, the words. After a couple of repetitions, teacher asks the students to close their eyes. Then he/she hides one of the pictures and tells students to open their eyes. Students should guess what object is missing. This game can enable students to memorise vocabulary quickly and in an amusing way.

Though students may find it inspiring to draw themselves the above mentioned objects, I would not recommend that at the initial stage when they learn the vocabulary for the first time. The reason for that is that at early age children's drawing skills are such that sometimes a drawing of an object could be quite clear to the "artist" but unrecognisable to other students

Decorating tree

If students can safely use scissors, they can cut the shapes of objects they have traced in the previous activity. When they have finished cutting, their teacher helps them make fir trees according to the instruction sent in the attachment. Later, they use a needle/toothpick to make holes in the shapes so they can insert paper clips. The paper clips are necessary to attach decorations to the fir trees.

N.B. All the activities with scissors and needles should be carefully monitored.

Younger students should be given shapes and trees which have been prepared in advance (according to the same instructions). Optionally, they can be given paper clips to insert them in previously made holes.

The act of decorating trees can be done as follows:

Teacher tells students what objects/decorations to use thus checking how successfully students have learned new vocabulary.

OR

Students themselves decorate their trees and upon finishing decoration of the trees, they are supposed to say what shapes/objects they have chosen.

To allow more students to work at the same time, there should be a tree per group. It is possible to prepare a larger tree which more students can decorate but they would be able to contribute fewer decorations and the whole process would require more time and students' patience. Therefore, I would recommend the former option.

HAVE A GOOD TIME!

Download handouts: <https://goo.gl/LsOeYR>

by Tijana Nešić Ristić

Lesson Plan - Christmas and New Year's Magic

Teacher: Marija Ivanović - Božić

Class: IV₁

School: Vuk Karadžić - Knjaževac

Date: 26. 12. 2014.

Lesson: Christmas and New Year's Magic

Topic: The British Culture - Holidays

Objectives

1. By the end of the lesson the pupils will be able to name at least 7 new words related to the topic and use them in context and to write a simple Christmas card.

2. Learners will be introduced to the vocabulary related to Christmas and New Year (a Christmas tree, Christmas lights, Christmas stockings, Boxing Day bauble, tinsel, etc.). They will be introduced to a few traditional customs related to the Christmas Stocking and Boxing Day and instructed on how to write a simple Christmas card using a few common expressions. Besides speaking, reading and writing skills, they will practise their listening skill by listening to a song and filling in the gaps.

3. Learners will revise the previously learnt tenses and other grammar rules and test their understanding by unscrambling the words in a sentence. They will also review the functional language for describing an object and a person using the verb TO BE and HAVE/HAS GOT and adjectives such as big, small, or those for colours, etc.

Materials

1. A lap top, a projector and a projecting sheet (or a smartboard)

2. Paper cut-outs and printed words, a small basket, a poster stuck on the board

3. A Handout, a Christmas card sheet

4. The Internet connection

Lesson Plan - Christmas and New Year's Magic

Procedures	Description of Activities	Time
Warm-up	Students are presented with a PPT Charades game whose final solution is Happy New Year. The goal of this activity is to revise the previously learnt words and expressions and introduce the title of the new lesson Christmas and New Year's Magic.	6 min
Linguistic introduction	After writing the title of the lesson on the board I tell the pupils that I have a basket full of paper cut-outs of Christmas and New Year's symbols. I explain that they will pick one of the cut-outs and then colour it in 1 minute after I give them a signal to begin. I approach each student and let them pick a paper cut-out.	4 min
Presentation	I ask the students if they can name any of the words they have coloured and then introduce the words one by one using the PPT presentation. As I read each word, I ask all the students to repeat it in chorus and ask the students who have that paper cut-out to lift it up high and show it to the rest. I explain to them briefly the reason for celebrating Catholic and Orthodox Christmas at different dates and the custom of celebrating Boxing Day.	7 min
Practice & Production (Checking the acquired knowledge)	After that I suggest that we make a classroom poster with these words. I put the poster on the board and take out the printed words. I read and stick one word at a time and the student who has the paper cut-out of that word comes out and sticks it next to the word. I help them do it. I give the students a handout with four-levelled tasks (from easy to more and more difficult ones). I give them 7 minutes' time to do what they can and then we work through the whole handout together, reading it aloud. I play them a song for the last activity in the handout.	7 min 18 min
Closing	At the end of the lesson, I tell them that this song is a kind of a Christmas card. I show them my electronic Christmas card addressing the boys and girls from this class and ask them to write at least one Christmas card for their homework using the piece of paper I prepared for them and the expressions	3 min

Lesson Plan - Christmas and New Year's Magic

	from the song. (Their own designs of the Christmas card will also be accepted). After that, I show them the personalized video that I made for their class on the PNP site at www.portablenorthpole.com (which I have in my mailbox), in which Santa Clause addresses them and wishes them a Happy New Year.	
Extra activities	1. A Charades game - with the 'Merry Christmas' solution	5 min
	2. Singing a song	3 min
	3. Comparing 'Badnji dan' (Christmas Eve) and Boxing Day	3 min
Follow-up/ homework	Writing a Christmas card on a piece of paper with a given beginning and ending	
Lesson evaluation	It was two years ago, and it was quite appealing to students! However, I have used it several times adapting it to the students' age and interest by changing the Practice& Production Stage. For example, first and second graders could cut, colour and/or make New Year figures and shapes (such as a reindeer made of handprints, etc.), whereas seventh and eighth graders could do a number of short writing tasks depending on the tenses they have learnt, for example, what they do every year at Christmas, what their last New Year's Party was like, what they are going to do this year, where they have been on New Year's Eve so far, etc. The song could also be altered, younger pupils are more likely to learn the popular refrain "We wish you a Merry Christmas (x3) and a Happy New Year!" and older ones may choose other Christmas songs, such as Melanie Thornton's "Wonderful Dream".	

Download handouts: <https://goo.gl/75ZugY>, <https://goo.gl/qwT9p>

Love Actually

Would you like it gift-wrapped?



Lesson Plan

Age: Teenagers

Time: 90 min

Topic: Christmas and shopping

Language: shopping vocabulary

Materials: video, photocopied material

Photocopy the dialogue so that each pair of students has one copy.

Step 1

Tell the students that they are going to get a photocopy of a dialogue. They should work in pairs and read it. **The dialogue is at the end of the lesson plan*

After they have read the dialogue, ask them to exchange opinions about the people in the dialogue.

1. Where is the man?
2. What is he buying?
3. For whom do you think the present is?
4. Why is he in a hurry?
5. Can you describe the man?
6. Can you describe the shop assistant?
7. Does the man buy the necklace in the end?
8. Why? What happened?

9. What happens next? Can you finish the story?

Give students a couple of minutes to try to finish the story (in pairs). They share their stories with the rest of the class.

Step 2

There are some words and expressions in the dialogue that are in bold. We will go through the dialogue, translate it (not word for word, but for the meaning), and pay attention to these expressions in bold since they can be very useful in shopping dialogues.

Step 3

Play the video, but only sound, without picture.

<http://www.youtube.com/watch?v=zzvmzlg1Zn4>

After that, ask the students if their opinion on the situation has changed?

Step 4

Play the video for the second time, now with picture too.

In my experience, students really like the video (the shop assistant is Rowan Atkinson).

Step 5

Ask the students to act out the dialogue (there are usually a couple of students who really love to perform, and are not shy at all. Don't force the shy students to act out the dialogue if they don't feel like it)

Step 6

Ask students the questions:

Do you like going shopping for Christmas?

Do you go alone or with somebody?

What is the best present you got for Christmas?

Do you have an interesting story to tell (shopping experience)?

- If there's time, they can answer the questions in class, if not, they can do that for homework.

*

Shop assistant: Looking for anything in particular, sir?

Customer: Yes, that necklace there, how much is it?

SH: It's 270 pounds.

C: All right, I'll have it.

SH: Lovely. Would you like it gift-wrapped?

C: ... Yes, all right.

SH: Lovely. Let me just pop it to the box. There.

C: Look, could we be quite quick?

SH: Certainly sir. Ready in the flashes of the flashes... There.

C: It's great.

SA: Not quite finished.

C: Look, I don't need a bag, I'll just put it in my pocket.

SA: No, this isn't a bag, sir.

C: Really?

SA: This is so much more than a bag... Ooop

C: Could we be quite quick, please?

SA: Prontissimo.

C: What's that?

SA: It's a cinnamon stick, sir.

C: Actually, I really, I can't wait.

SA: You won't regret it, sir.

C: Wanna bet?

SA: It is but a work of the moment... Yup... almost finished.

C: Almost finished? What else is there gonna be? You gonna dip it in a yoghurt, cover it in chocolate buttons?!

SA: No, sir. We're going to pop it into Christmas box.

C: But, I don't want a Christmas box...

SA: But, you said you wanted it gift-wrapped, sir?

C: I did, but...

SA: This is the final flourish.

C: Can I just pay?

SA: All we need now...

C: Oh, God...

SA: Is a sprinkle of Holy...

C: No, no, no, no bloody holy...

SA: But, sir...

C: Leave it, just leave it...

by Branka Dečković



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