



Merry
Christmas!



Little
Christmas
Presents

Kostenloses Weihnachtsspecial

Viel Spaß mit unseren *little Christmas presents!*
Acht individuelle Aktivitäten für den Englischunterricht –
zur Vorentlastung oder als Auflockerung für zwischendurch
in der besinnlichsten Zeit im Jahr.

2.4a Celebrations around the world: Christmas and beyond

About the activity

Mediation task type	Translating a spoken text in writing
Mediation strategies	Selecting and omitting information, paraphrasing, translating, combining, expanding and/or summarising, explaining sociocultural and sociolinguistic elements
Summary of the activity	Students give a rough translation of an informal spoken text in their L1 about what they/people usually do on a celebration/occasion in their country/culture. To do this, they will have to pay particular attention to whether and how to mediate sociocultural and sociolinguistic elements that might be present in the source text – (e.g. traditions, food and drinks, places, as well as typical ways of greeting each other, idioms and sayings).

Rationale

Cross-linguistic mediation tasks provide students with the opportunity to become more skilled in selecting and translating texts in different social contexts, as well as explaining sociocultural and sociolinguistic elements that might be different, the same or not present, in their own or someone else's culture.

How to run the activity

Levels	B1–B2	Learners	Teens/Adults	Time	45–60 minutes
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Preparation	<ul style="list-style-type: none"> – Choose an occasion people usually celebrate in your students' country. This can be a celebration that is more specific to your students' culture, like Hanami in Japan or Chaharshanbe Suri in Iran, or a more "international" one, like Christmas or Easter. – Make a copy of the materials below for each of your students.
Procedure	<ol style="list-style-type: none"> 1. Hand out A cultural _____ table. Organise class into pairs and explain activity: in pairs, students discuss and fill in the A cultural _____ table with one or more examples of: <ul style="list-style-type: none"> – traditions people in their country might follow – the food and drink they might have – the places they might visit or go to – the expressions they might use during this time of year 2. In pairs, students discuss customs in their country on the occasion chosen for the task, and fill in the "A cultural _____" table. 3. In open class, have students compare their ideas

2.4a Celebrations around the world: Christmas and beyond

Procedure

4. Organise class into small groups and explain the task: in groups, students have a conversation in their L1 about what they and their family/friends usually do for this special occasion. They have to record their conversations with their smartphones.
5. Students record their conversation in their L1.
6. Ask each group to swap their recording with another group, for example by emailing or texting each other.
7. Explain mediation task: in the same groups, students select and omit information from the recording they've just received to write a short blog post in English of approximately 120-180 words.
8. Hand out **Instructions for mediation task** and have students read the situation: students/bloggers need to decide which information to select or omit from the recorded conversation as well as what information would need extra explaining for a foreign audience.

Note: Remind your students that they shouldn't translate the recording word for word, but rather select only the most relevant pieces of information from it and use them to write their post.

9. In the same groups, students listen to the recording and select and omit information they want to include in their blog post. Monitor and assist as necessary.
10. Students collaborate in writing the blog post including the information selected in the previous stage.
11. Ask students to swap their blog posts with the group that created the recording in stage 5.
12. Hand out the **Peer-feedback form** and explain the activity: students from each group read the post based on the recording they made in stage 5 and answer the questions in the **Peer-feedback form**. Monitor and assist as necessary.
13. Groups give each other feedback using the **Peer-feedback form**. Monitor and assist as necessary.
14. Give feedback on task.

Language

- Lexis will vary depending on the tradition or celebration chosen: (Christmas) *carols, mistletoe, unwrap, mince pie.*
- Frequency adverbs and expressions: *Whenever it's (Christmas), we ..., people always/never ... when ..., Every time we (open up our presents)...*
- Functional language for:
 - generalising: *Most people..., We usually..., Generally, ..., As a general rule, ...*
 - contrasting information: *Although people normally ..., our family/I do (wear traditional clothes), instead, in our country, ...*
 - exemplifying: *for example, ..., like, such as, Some of these might be ...*

2.4a Celebrations around the world: Christmas and beyond

<p>▼▲ Differentiation</p>	<p>Some students might not feel comfortable talking about their own ways of celebrating a cultural event as they might not celebrate it in a “traditional” way or at all. Let students decide how to approach the topic and give them the possibility to talk more in general about the celebration you’ve chosen. For example, they could talk about how people usually celebrate the special occasion in their country/the country they are living in, or how their friends do it.</p>
<p>Variation and extension</p>	<ul style="list-style-type: none"> - As a follow up activity, you could have students discuss which tradition survives today when people celebrate the occasion chosen for the task, and which ones have begun to fade or have been replaced by more international ones. - With multilingual classes: first, ask your students to individually choose an occasion people usually celebrate in their own country. Then, ask students to record themselves answering the question <i>What do you and your family/ friends usually do on this occasion?</i> in their L1 using their smartphones. After they have their source text recorded, put the students into pairs and ask them to each play their recording, pause it and translate it for their partners. While students translate their recordings, their partners take notes to write the blog post.
<p>Feedback</p>	<p>This should focus on how well the students have selected/omitted, explained and translated the content of the original text in their L1. Some questions that you could ask yourself while monitoring may be the same as the ones in the Peer-feedback form (in the Materials section below). To these, you could also add in the following:</p> <ul style="list-style-type: none"> - <i>How well and appropriately have they translated, explained the sociocultural elements from the source text in their L1?</i> - <i>What other mediation strategies have they used (e.g. paraphrased, summarised, combined, etc.)? To what effect?</i>
<p> Adaptation for the virtual classroom</p>	<ul style="list-style-type: none"> - Do stages 2, 5, 8 and 10 in breakout rooms. - You could run stage 2 as a plenary and have students write their ideas for each category in the chat box.

2.4a Celebrations around the world – the worksheet

1. A cultural _____

Fill in the table below with one or more examples for each of the categories (A–E).

Celebration	Christmas (in the UK)	_____ (in _____) celebration/country
A. Traditions people usually follow	<ul style="list-style-type: none"> leaving some carrots and water for Rudolph as well as some mince pies and sherry for Santa under the Christmas tree pulling Christmas crackers 	
B. Typical food/drink people have	<ul style="list-style-type: none"> mince pies Christmas pudding 	
C. Places people usually go to/visit	<ul style="list-style-type: none"> pub grandma's house 	
D. Expressions people often use	<ul style="list-style-type: none"> "Christmas keeps coming earlier and earlier." "Christmas comes but once a year." 	

2. Instructions for mediation task

Instructions for mediation task



You run an English-language blog about cultural diversity. In your next post, you've decided to write about what people in your country usually do for a special occasion. To make the post more original, you've interviewed some of your friends and recorded them. Your followers aren't from your country and you want to write about

the most cultural aspects of this celebration there, so select only the most relevant information from the conversation and include them in your post.

2.4a Celebrations around the world – the peer-feedback form

3. Peer feedback form

Fill in the form below. Use the lines under each question to write your notes.



Peer-feedback form

1. *Is the information included in the blog post relevant and appropriate for a foreign audience?*

2. *Is everything clear and easy to understand?*

3. *Are there any points that could be explained better? Which ones?*

4. *Was anything translated too literally? If so, do you know if these translations are accurate? (If not, search online and confirm).*

5. *Do you think the writer should make any changes? Why? How?*



Christmas Bingo

Copy master 19 is a set of word cards, copy master 20 provides the corresponding picture cards. It is advisable to make the cards more durable by sticking the copies onto cardboard before cutting them out. (Students could be asked to do this.)



Before starting to play make sure that the students are familiar with the vocabulary on the word cards. Pronunciation should be practised thoroughly, so that students do not have too much difficulty understanding one another.

1. Divide the class into groups of four to six.
2. Each group will need one set of word cards and two sets of picture cards.
3. One member of each group is appointed "caller". The caller does not take part in the round.
4. The caller shuffles the word cards and places them face down in a pile (A) in front of him/her.
5. The picture cards are spread out face up and each player takes it in turn to take one card until they each have six different pictures. Each player places the six cards in front of her/him on the table. Any remaining cards can be put to one side.
6. The caller takes the top word card from pile (A), reads it out and then places it face down on a new pile (B) on the table.
7. If a player has the corresponding picture card she/he can turn it over.
8. As soon as one of the players has turned over all six of her/his picture cards she/he calls out "BINGO" and is the winner of the game. The caller can check that the player really has won by matching the player's picture cards with word cards from pile (B).
9. The winner becomes the caller in the next round. The players take new picture cards in each new round.

Variation: Play the game as a class instead of in groups. You will need one set of word cards and enough picture cards for each student to have six different pictures. In the first round the teacher can be the caller.

Colour the Christmas tree

Students will need coloured pencils (or equivalent).

This worksheet practises and introduces some more Christmas vocabulary as well as practising colours. Use the finished pictures to decorate the classroom and create a Christmas atmosphere!



A Recipe: Trifle

Trifle is traditionally served as an alternative to Christmas pudding after Christmas Dinner. Often the sponge biscuits are soaked in sherry to make a sherry trifle. The ingredients needed are given on the worksheet. (Custard is a vanilla-flavoured sauce made with milk, eggs, sugar and vanilla flavouring. It becomes solid when cold, as does jelly, which is a fruit-flavoured gelatine mixture. Both jelly and custard are easily available in most countries in packet form.)



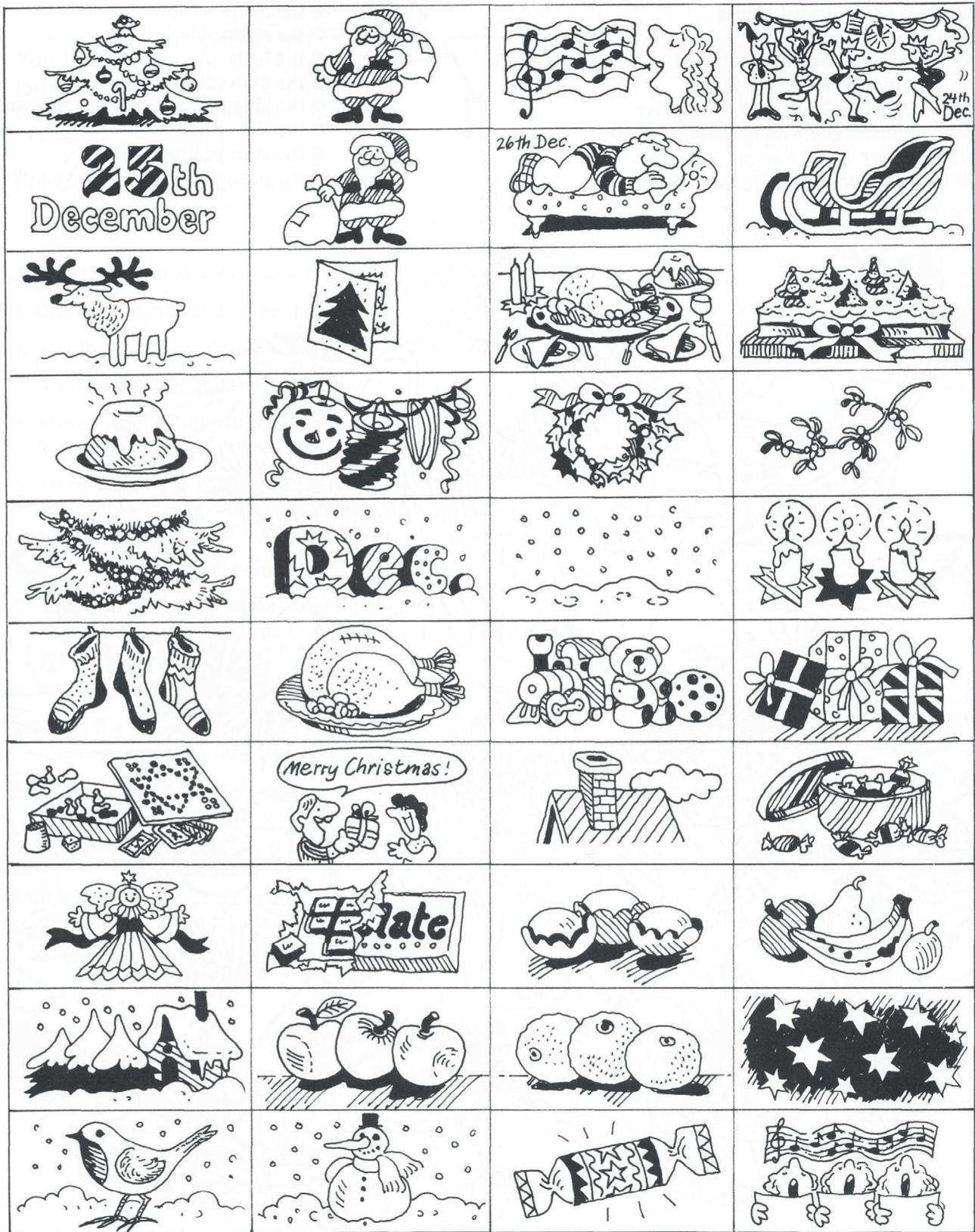
☉ Mary's boy-child

This carol is actually from the West Indies which is illustrated in the sometimes rather odd-sounding language and grammar! It is quite a well-known Christmas song and was made famous as a hit record.



Christmas tree	Santa Claus	Christmas carol	Christmas Eve
Christmas Day	Father Christmas	Boxing Day	sleigh
reindeer	Christmas card	Christmas dinner	Christmas cake
Christmas pudding	decorations	holly	mistletoe
tinsel	December	snow	candles
stockings	turkey	toys	presents
games	Merry Christmas!	chimney	sweets
fairy	chocolate	mince pies	fruit
winter	apples	oranges	stars
robin	snowman	cracker	carol singers





WS 29
Kl. 8 – 10

Christmas Jokes

Einstieg: Steigen Sie – je nach Leistungsstand der Klasse – mit einer ausführlichen Vorentlastung des Vokabulars ein. Hierzu bietet sich beispielsweise eine Mindmap zu *Christmas* an, die unter anderem folgende Wörter enthält: *mince pie, Christmas card, turkey, Boxing Day, Christmas tree, Christmas Eve, carols*. Außerdem empfiehlt sich ggf. der Einsatz eines Mini-Glossars an der Tafel, das während der Bearbeitung der Aufgabe zur Verfügung steht (*cream, furry, stuffed* (,voll' oder ,sehr satt'), *cross* (,verärgert').

 **Durchführung:** Die SuS erhalten je ein Kärtchen und den Auftrag, die passende Frage oder Antwort zu finden. Je nach Klassengröße oder Lernstand erhalten die SuS mehrere Kärtchen, bzw. werden anspruchsvollere Witze ganz weggelassen.

Aufgabenstellung: *Find the other half of the Christmas riddle on the piece of paper you have received from your teacher.*

 **Weiterarbeit:** Die SuS erstellen ein Ranking ihrer zehn Lieblingswitze und übertragen diese in ihr Heft.

WS 30
Kl. 8 – 10

Father Christmas Jokes

Father Christmas (Santa Claus)

Die britische Figur des *Father Christmas* (US: *Santa Claus*) hat verschiedene Ursprünge, u.a. den christlichen Bischof Nikolaus (270 – 343) und den germanischen Gott Odin. *Father Christmas* und *Santa Claus* werden heutzutage im anglo-amerikanischen Raum in der Regel als ein und die selbe Figur angesehen (roter Mantel mit weißem Fell, weißer Bart, Rentierschlitten, wohnhaft am Nordpol).

Task 1

Einstieg: Stellen Sie den SuS ein einfaches Beispielrätsel und schreiben Sie es an die Tafel, z.B. *“What's orange and fizzy and comes at Christmas? – Fanta Claus!”* Sammeln Sie anschließend mit der Klasse weitere Wörter, die sich auf *Santa* und *Claus* reimen. Beispiele:

Santa: panda, Uganda, manta, Atlanta, veranda

Claus: horse, claws, paws, straws, was, jaws, laws

 **Durchführung:** Die SuS bearbeiten die Aufgabe in Einzel- oder Partnerarbeit. Sie verwenden dabei ggf. ein Wörterbuch oder ein Mini-Glossar an der Tafel.

 **Weiterarbeit:** Lernstärkere Klassen erfinden auf Basis der eingangs gesammelten Reimwörter neue *Father Christmas jokes*. Beispiel: *“What's Santa Claus called in China? – Panda Claus!”*

Christmas Jokes

1. What did Adam say on the day before Christmas?	11. What's the best thing to give your parents for Christmas?	a) A Tannen-Bomb!	k) He waits for the weather to get warmer!
2. Who is never hungry at Christmas?	12. What do monkeys sing at Christmas?	b) No Problem! I've got some cream for that!	l) The turkey – he's always stuffed!
3. Where do snowmen go to dance?	13. What comes at the end of Christmas Day?	c) Tell him a joke on Christmas Eve.	m) Jungle bells, jungle bells!
4. When does Christmas come before Thanksgiving?	14. What do angry mice send to each other at Christmas?	d) Your teeth.	n) Water!
5. What's the best thing to put into a Christmas cake?	15. What bird has wings but cannot fly?	e) Silent Night!	o) The letter D!
6. Why do we feel stressed after eating our Xmas pudding?	16. What Christmas carol is parents' favorite?	f) A list of everything you want!	p) A snow ball!
7. What do you have in December that's not in any other month?	17. How to cats greet each other at Christmas?	g) Because STRESSED is DESSERTS spelt backwards!	q) A turkey.
8. What is the best key to get at Christmas?	18. How do you make an idiot laugh on Boxing Day?	h) Roast turkey!	r) The letter "y".
9. What do you call an exploding Xmas tree?	19. Doctor, I've got a mince pie stuck on my head!	i) A furry merry Christmas & Happy mew year!	s) In the dictionary!
10. What do you call an old snowman?	20. How does a snowman lose weight?	j) It's Christmas, Eve.	t) A cross mouse card.



3 Christmas crossword puzzle

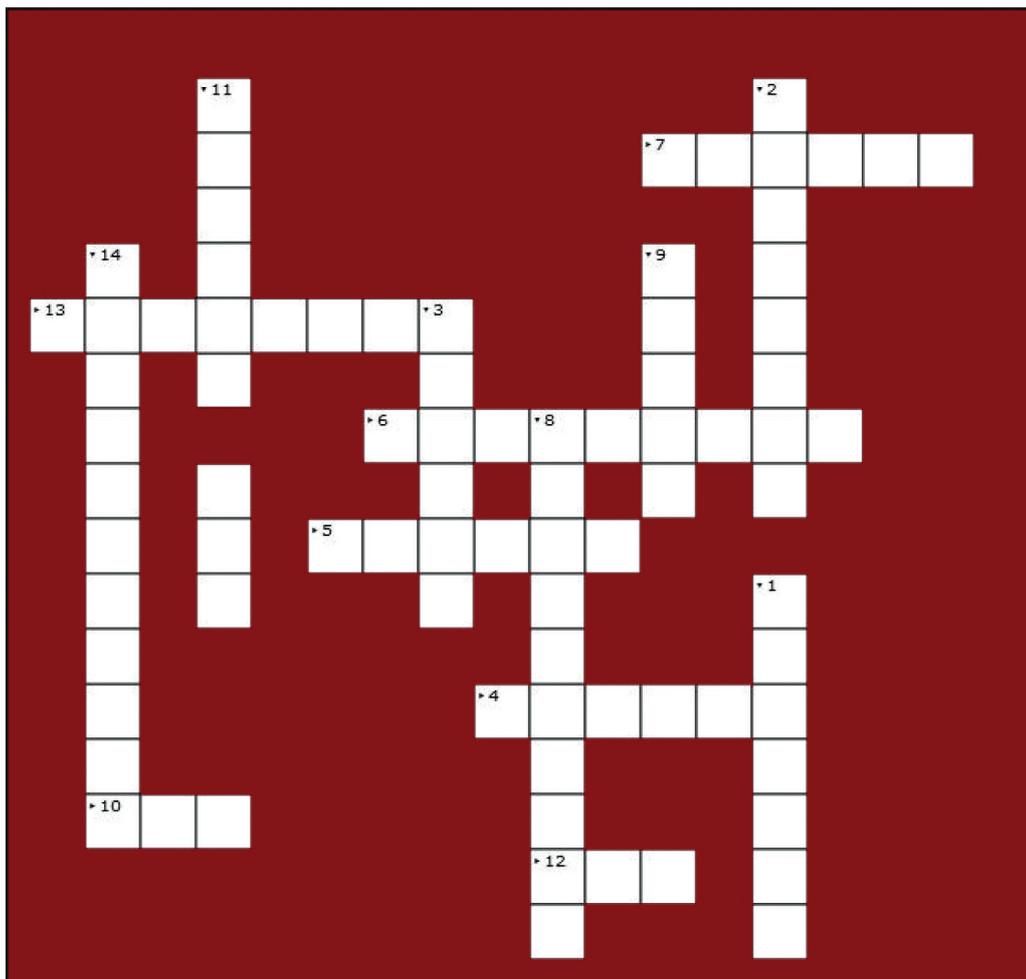
Clues

Down:

- 1 Some people like to wear really ugly ones at Christmas. It keeps you warm.
- 2 When you pull these, little presents, a joke and a paper hat fall out
- 3 Most people in the UK eat one of these birds at Christmas.
- 8 The _____ is a ballet that people often watch at Christmas. It is a tool you need to open nuts.
- 9 In the UK the _____ always gives a speech at 15:00.
- 11 _____ is on 26th December in the UK.
- 14 Children like to decorate _____ houses.

Across:

- 4 A round ball you can use to decorate your Christmas tree.
- 5 A round Christmas decoration people hang on their door.
- 6 The basis of a red sauce that people eat at Christmas.
- 7 Christmas songs you sing in church.
- 10 Christmas _____ is on 25th December.
- 12 Christmas _____ is on 24th December.
- 13 People often go to _____ mass on 24th December.



8 Prompt cards: Dilemmas

Dilemma

You little sister wants a rabbit for Christmas. Your parents are strictly against pets. Your best friend's rabbit has had babies and you could get one for free. What will you do?

Dilemma

You have saved money for Christmas presents but a friend now offers you a brilliant deal on a second hand iphone. Do you spend the money on yourself and buy the iphone or do you use the money for Christmas presents as planned?

Dilemma

Your best friend has just broken an arm and can't go on the planned skiing trip. Do you stay at home with your friend and do fun alternative things or do you go skiing anyway?

Dilemma

You have arranged to meet friends for some Christmas shopping and you're a bit late. When you want to catch the bus, you see an elderly neighbour struggling to get off the bus with a lot of bags. Do you get on the bus to meet your friends or do you carry the bags home for your neighbour and take the next bus into town?

Dilemma

A school mate is bragging about how he or she stole perfume and other beauty items to give away at Christmas. What do you do?

Dilemma

Your father tells you about his brilliant present for your mum: a romantic weekend trip away. You know that your mum has made similar arrangements for the same weekend. What do you do? Spoil the surprise in advance or let them figure out a solution later?

Dilemma

It's the last day of school before the Christmas break and traditionally you do a Secret Santa present exchange. But you completely forgot about it. What do you do?

Dilemma

Your mum has made big plans for the Christmas menu and is very excited about it. Unfortunately, she can't cook and manages to ruin nearly every meal she prepares. What do you do?

Dilemma

The local river has frozen over but there is an official warning about the ice not being safe. Some friends of yours still want to go skating on the river. Do you go along, do you try to stop them or do you tell somebody about their plans (you know they will get into serious trouble if they are caught on the river).

Dilemma

A shop assistant gives you change for 50 EUR, but you paid with a 10 EUR-note. Will you point out the mistake or keep the change?

9 Prompt cards: Would you rather...?

<p>Would you rather ...?</p> <p>Would you rather celebrate Christmas with your best friends or with your family? Why?</p>	<p>Would you rather ...?</p> <p>Would you rather be Santa Claus, Rudolph the red-nosed reindeer or an angel in the school play? Why?</p>
<p>Would you rather ...?</p> <p>Would you rather celebrate Christmas on a warm and sunny beach or in a dark, icy cold cabin? Why?</p>	<p>Would you rather ...?</p> <p>Would you rather bake your own Christmas cookies or buy them in a shop? Why?</p>
<p>Would you rather ...?</p> <p>Would you rather be given a good book for Christmas or a cat? Why?</p>	<p>Would you rather ...?</p> <p>Would you rather watch a Christmas movie or go out to get a Christmas tree in the woods? Why?</p>
<p>Would you rather ...?</p> <p>Would you rather spend two hours in a hot air balloon or in horse drawn sleigh? Why?</p>	<p>Would you rather ...?</p> <p>Would you rather build a snowman or an igloo? Why?</p>
<p>Would you rather ...?</p> <p>Would you rather go on a hiking trip in the snow or in the rain? Why?</p>	<p>Would you rather ...?</p> <p>Would you rather be too cold or too hot? Why?</p>
<p>Would you rather ...?</p> <p>Would you rather serve Christmas food at a nursing home for the elderly or at a homeless shelter? Why?</p>	<p>Would you rather ...?</p> <p>Would you rather slip on ice and break a leg or step into dog poo on your way to a party? Why?</p>
<p>Would you rather ...?</p> <p>Would you rather prepare a report on Rudolph the red-nosed reindeer or on Santa's elves? Why?</p>	<p>Would you rather ...?</p> <p>Would you rather prepare a play list of favourite songs for the school's Christmas party or for the summer party? Why?</p>

10 Prompt cards: Advantages and Disadvantages

Advantages and Disadvantages

Give a pet as a Christmas present or not?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

Advantages and Disadvantages

Buy perfume as a Christmas present or not?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

Advantages and Disadvantages

Go on a 3-day skiing trip. Yes / No?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

Advantages and Disadvantages

Build an igloo. Yes / No?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

Advantages and Disadvantages

Go somewhere sunny for Christmas. Yes / No?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

Advantages and Disadvantages

Eating too much food: Yes / No?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

Advantages and Disadvantages

Fireworks: Yes / No?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

Advantages and Disadvantages

Go on the frozen river: Yes / No?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

Advantages and Disadvantages

Be nice because it's Christmas: Yes / No?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

Advantages and Disadvantages

Get presents for all your friends: Yes / No?

In your pair or group, decide who will talk about advantages and who will talk about disadvantages. Together, come to a conclusion.

16 Santa's delivery problem



Time: 23:30, 24th December
Place: Redsleigh Drive, Yuletown
Weather: foggy, freezing and very windy

Problem: Santa's list has blown away! Santa, Rudolph and the rest of the reindeers now don't know who lives where or who should get which presents.

Your task: Help Santa and his reindeer! Read the clues to find out who should get what and who lives in which house.



Collect the information you need to help Santa and his reindeers here:

house number	name	wants Santa to bring...	doesn't like	door colour	number of windows	age	believes in Santa?
1							
2							
3							
4							
5							
6							



16 Santa's delivery problem – the clues

Lou's worst subject at school is science. Her house has a blue door with 7 windows.	What's your favourite part of Christmas?
Lena lives next door to Maisie. All Lena can think about is the next experiment she is going to do. She's much too old to believe in Santa.	Alex is the only kid who still believes in Santa, but he is only 7. He lives at one end of the row of houses.
House number 4 has 10 windows and the kid who lives there is 8.	Maisie lives at number 5. Number 5 has 9 windows.
The boy who hates sport lives next door to the girl who hates science. His best friend, who lives at number 3, loves tennis though and hates reading. But they still have lots of fun together!	Charlie lives in the house between Maisie and Sam. He doesn't believe in Santa, but his parents think he does.
One house next to Sam's house has a purple door. The boy who lives there doesn't like girly things.	The girl who wants a chemistry set is 9 and lives in a house with 11 windows.
The girl who lives at the opposite end of the street from Alex doesn't like boys. She lives in a house with a grey door.	The girl who loves riding has two boys as neighbours. She is 12 and is older than both of boys. In fact, she's the oldest girl in the street.
The boy who hates girly things really wants a new board game for Christmas. He lives next door to a house with a black door. The house on the other side has a green door.	Sam's house only has 6 windows. His house has the least windows in the street.
The 11 year old girl who lives in the house with a green door hates horses.	The boy who is 8 lives next door to a boy who is 10 and a girl who is 11.
The oldest girl in the street lives next door to the youngest boy in the street.	Only one child really believes in Santa.
Lena lives in the house with the most windows.	

1 Word list - Alphabetical

12 days of Christmas	garland	pumpkin pie
(artificial) tree	gather	quiet
(Brussel) sprouts	gift	reindeer
Advent	gingerbread house	relatives
advent calendar	glitter	reunion
angel	gloves	ribbon
baking	goodwill	roast potatoes
ballet – The Nutcracker	goose	Rudolph the red-nosed
bauble	gravy	reindeer
bells	guest	sacred
Bethlehem	ham	Santa's list
birth	harmony	scarf
blizzard	holly	Scrooge
boots	holy	service
bow	icy	shepherd
box	infant	siblings
Boxing Day	in-laws	sled
bread sauce	inn	sleigh bells
brisk	ivy	snow
candle	Jesus	snowbound
candy cane	jolly	snowflakes
card	Joseph	spices
carol singing / carol singers	joyful	St. Nick
carols	Kings	stable
chestnuts	lights	star
chilly	magi	stickers
chimney	manger	stocking filler
chocolate	Mary	stockings
Christmas cake	merry	sweater
Christmas crackers	midnight mass	tinsel
Christmas Day	mince pie	togetherness
Christmas Eve	mistletoe	toys
coat	mulled wine	travel
cold	nativity	turkey
companionship	nativity play	visit
cookies	nutcracker	wintry
cooking	nutmeg	wise men
cosy festive	ornaments	worship
crackers	package	wrapping paper
cranberry sauce	parsnips	wreath
creche	peace	X-mas
elf / elves	peaceful	Yule
feast	pie	zero degrees
fireplace	pine cone	
frosty	plum pudding	
Frosty the Snowman	poinsettia	
fruitcake	prayer	

2 Word list - by categories

Adjectives:		cosy, festive, holy, jolly, joyful, merry, peaceful, sacred
Clothes:		sweater, scarf, coat, gloves, boots
Christianity:		Advent, service, goodwill, midnight mass, peace, prayer, worship, angel, carol singing / carol singers, manger, nativity play
The Christmas story:		Bethlehem, birth, creche, infant, inn, Jesus, Joseph, Kings, magi, manger, Mary, nativity, shepherd, stable, star, wise men
Days of Christmas:		Christmas Eve, Christmas Day, Boxing Day; 12 days of Christmas
Decorations:		angel, (artificial) tree, bells, bow, candle, candy cane, crackers, garland, glitter, holly, ivy, lights, mistletoe, ornaments, poinsettia, pine cone, stickers, tinsel, wreath, bauble
Family:		companionship, gather, guest, reunion, togetherness, travel, visit, Christmas crackers, harmony, relatives, in-laws, siblings
Food and drink:		baking, bread sauce, chestnuts, Christmas cake, cooking, cranberry sauce, chocolate, cookies, feast, fruitcake, gingerbread house, goose, gravy, ham, mince pie, mulled wine, nutcracker, nutmeg, parsnips, pie, plum pudding, spices, turkey, roast potatoes, pumpkin pie, (Brussel) sprouts
Music:		ballet – <i>The Nutcracker</i> , carols
Presents:		advent calendar, box, card, gift, package, ribbon, stocking filler, toys, wrapping paper
Santa Claus / Father Christmas:		boots, chimney, elf / elves, fireplace, stockings, reindeer, sleigh bells, sled, Santa's list
Other characters:		Frosty the Snowman, St. Nick, Scrooge, Rudolph the red-nosed reindeer
Verbs:		celebrate, decorate, give, hope, receive, rejoice, wish, wrap – unwrap
Weather:		blizzard, brisk, cold, snow, chilly, frosty, icy, snowbound, snowflakes, wintry

CHRISTMAS COLLOCATIONS

The idea

Collocations are often hard to remember and recall, as they are often impossible to translate directly from one language to another. Still, they sound so natural in use, and should therefore be promoted. The activity aims to raise students' awareness of Christmas-related activities as well as to provide ample contextual practice opportunities.



Where to find more activities like this

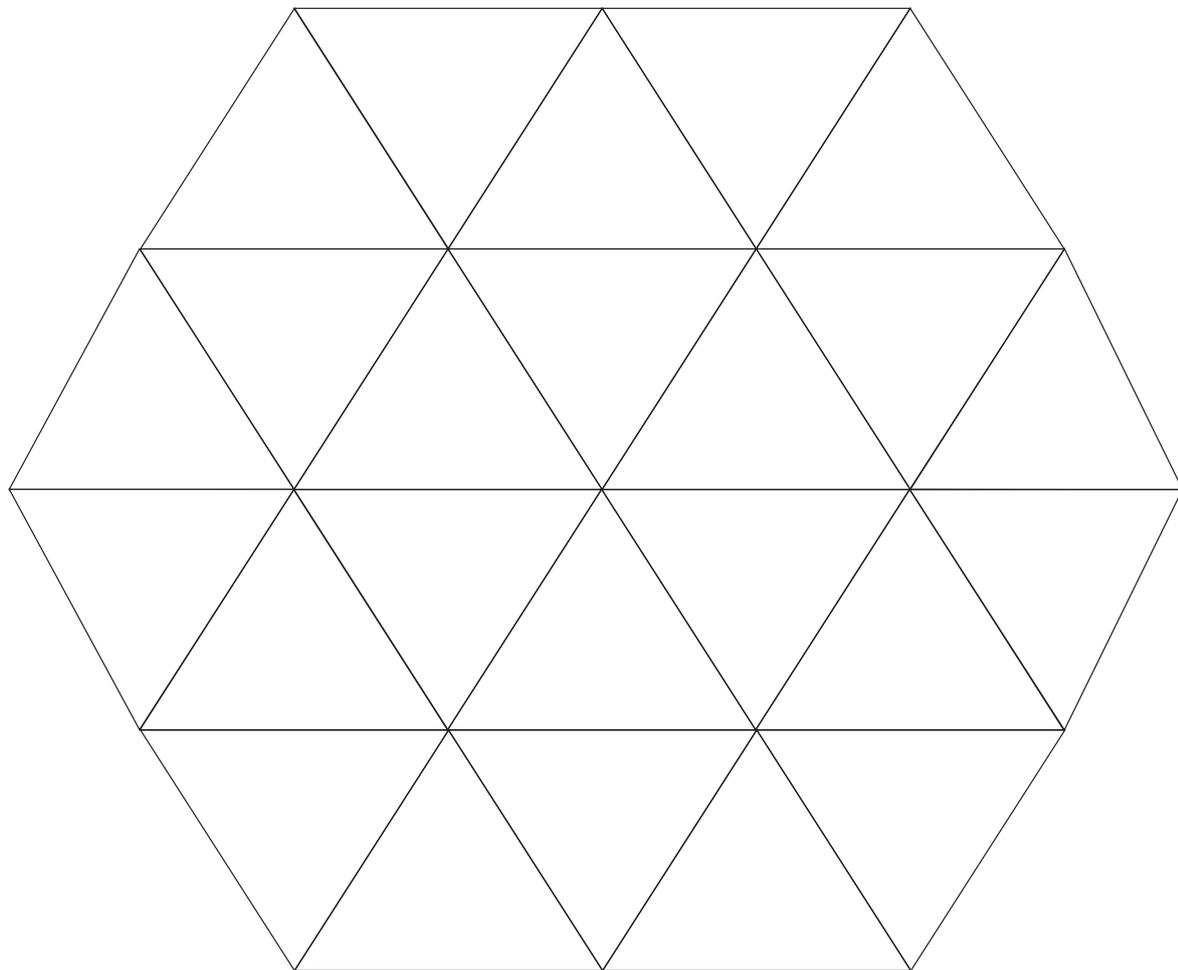
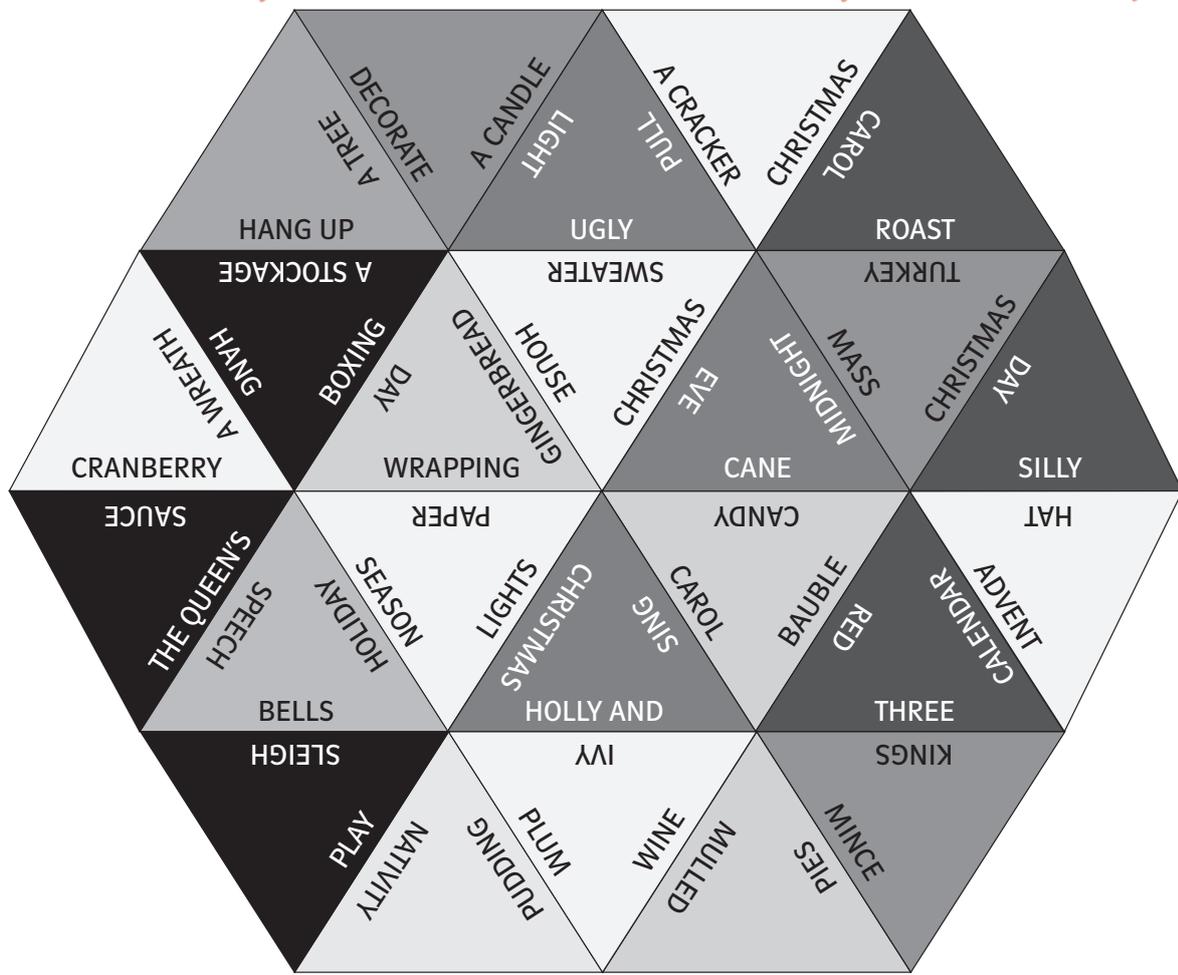
Focus and fun: The IELTS Games and Activities series offers a wide selection of vocabulary, grammar and competence-based activities. You can find the original activity in 501573 IELTS Games and Activities: Win with Words – there's even a template for you to enter your own collocations.

How to play

Method

1. On the board, write three mixed-up collocations (e.g. a Christmas tree, sing, presents, decorate and tell students to make correct collocation (e.g. sing a Christmas carol, wrap presents, decorate a Christmas tree). Elicit a common topic for all three collocations: Christmas.
2. Give groups of students a set of cut up collocations (the Christmas hexagon on the worksheet). Tell them to reconstruct a hexagon from triangles – by matching parts of the collocations written on the edges of the triangles. Remind students that the outer edges of the complete hexagon do not have any words written on them.
3. Students can race to be the first to put the hexagon together.
4. You can then get students to use the vocabulary to talk about Christmas by giving them the six topic cards. Each topic card has one question related to the topic and space for students to think of two questions of their own. Give them some time to do this on their own, and then put them in small groups so that they can ask and answer each other's questions.

There is an empty template that you can use if you would like to add your own vocabulary (Christmas-related or not!)



<p>TRADITIONS</p> <p>1. What are your favorite holiday season traditions?</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p>	<p>TRADITIONS</p> <p>1. Where do you usually get a Christmas tree?</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p>	<p>ENTERTAINMENT</p> <p>1. Do you play board games with your family?</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p>
<p>FOOD</p> <p>1. What does your family normally eat for Christmas dinner?</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p>	<p>PRESENTS</p> <p>1. Do you prefer giving or receiving presents? Why?</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p>	<p>HOME OR AWAY</p> <p>1. What are the advantages of spending Christmas in your own town?</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p>