

Christmas

★ ACTIVITY 4A: CHANT/SONG: WE WISH YOU ... ☐

AIMS: To practise greetings • To say/chant/sing a song

LANGUAGE: *We wish you ...*,
• *happy, merry, new* • *Christmas, New Year*

TIMING: 20 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child or words on board. Cassette (tapescript p.91).

WHAT TO DO:

1 Give out photocopy 4 (top) and play the cassette. The children listen.

2 Clap the rhythm of the first line of *We wish you ...*, encouraging children to clap with you.

3 Practise the phrase *We wish you a merry Christmas* and then chant the whole phrase together.

4 Play the cassette again, encouraging the children to join in the song. Let different groups of children accompany the cassette.

5 Repeat, varying the groupings (e.g.

Table 1/Group A/Boys/girls/children with black hair) and volume (e.g. *Whisper, shout, louder, softer*) to give variety.

6 Repeat the song again, as a class.

FOLLOW-UP ACTIVITY:

Each child makes one large letter on a rectangle of paper or card. Together the letters should spell *A Merry Christmas and a Happy New Year!* = 31 letters. As the children chant, they hold up their letters and spell the greeting. This could be performed at an English concert for other classes.

★★ ACTIVITY 4B: CHANT: A YUMMY CHRISTMAS ☐

AIMS: To practise greetings

• To practise adjectives *happy, funny, sunny, super, yummy, sleepy*

LANGUAGE: *happy, funny, super, yummy, sleepy*

• *We wish you ...* • *Christmas, New Year*

TIMING: 40 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child or words on board. Cassette (tapescript p.91). Pictures of faces to show *happy, sad, funny, sleepy, fat, thin*.

WHAT TO DO:

See Activity 4A Steps 1-4.

5 Discuss with the class the meanings of *happy* and *merry*. Discuss what kind of word they are (adjectives). See whether the children know any other words which describe e.g. *sad, gloomy/serious* (the opposites) *funny* etc. Use the visuals of faces or mime to make meaning clearer.

6 Play an adjective/noun match game where you say a noun e.g. *car* and the class have to give you a word which could describe it e.g. *fast/new/old; joke - silly/funny/boring; people - beautiful/ugly/hairy/fat/thin/tall/short; biscuit - sweet/delicious/yummy/hard/soft, horrible* etc.

7 Play the cassette (tapescript activity 4A) again. The children can then make up and sing their own verses as a class, e.g. *We*

wish you a fantastic/peaceful/lovely/Christmas.

FOLLOW-UP ACTIVITY:

The children can make a Christmas card with one of the alternative wishes inside and a picture to match on the front, e.g. *I wish you a yummy Christmas and a Happy New Year* (copied from the board). This could be illustrated by Father Christmas eating some British Christmas pudding or a local Christmas speciality.

★★★ ACTIVITY 4C: LETTER TO FATHER CHRISTMAS ☐

AIMS: To make requests using *I'd like ...* • To practice letter-writing in English • To select correct words and insert them so the letter makes sense

LANGUAGE: *I'd like ...*, *What would you like?* • Presents: *bicycle, baseball bat, kite, book, rope, letter, envelope, date* • *North Pole, world, universe, street, December*

TIMING: 35 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 4 (bottom) per child. A dictionary. Pictures of *book, kite, bike, baseball bat, skipping rope, bicycle, doll, game*.

WHAT TO DO:

1 Draw a model letter on the board (see below) but with gaps where underlined.

Address of school
Date

Dear Children

Please can I have some good English speakers for Christmas.

I'd like ..., ..., ..., (write all the names of the children in your class)

Thank you!

Love
(your signature)

2 Let the class tell you the missing words in your letter. Write them into the spaces.

3 Give each child a copy of photocopy 4 (bottom). Show the children the circles with letters in and explain that they represent the pictures in other circles (*kite, bike, etc*).

4 Put some simple words on the board as anagrams and see whether the class can work them out, e.g. *lodl - doll, emag - game* etc.

5 In pairs, children now fill in the words in the empty circles using the anagrams in the thought bubbles. Check these as a class.

6 Now, explain the children should decide which presents fit the spaces in the letter to Father Christmas. The children should fill them in and sign the letter with their own name.

7 In the last space and circle, each child can include what they would like Father Christmas to bring, using a word and/or a picture. If you do not know the English word for a particular present, refer to the dictionary.

FOLLOW-UP ACTIVITY:

Split the class into pairs. Child A should ask B: *What would you like (Father Christmas to bring)?* A: *I'd like ...* B: *What would you like?* etc. (You could use *What do you want? I want ...* if you prefer.)