

CHRISTMAS EVERYWHERE



- In this unit:**
- ✓ We read about the way dolphins can help children with special needs
 - ✓ We write about our holiday abroad
 - ✓ We listen to children making Christmas preparations
 - ✓ We sing Christmas songs

Children have fun at Christmas. Why?



Lesson 1

GETTING READY FOR CHRISTMAS

A LEAD-IN ►►

What do you need to make Christmas decorations? Put the correct words in the right spaces. Ask your teacher to help you. Can you guess why Nadine needs these things?

a. glue

b. scissors

c. card

d. string



1. 2. 3. 4.

B LISTENING 

Susan from England is staying with her friend Nadine in Marseilles, France.

With your books closed listen to what Nadine and Susan say about what they usually do and what they are doing this year for Christmas.

Decide whether the following statements are True (✓) or False (✗). Use the text to justify your choices.

Discuss with your classmates before making a decision.

1. Jacques is helping Nadine with the Christmas decorations. _____
2. Nadine usually buys her decorations at the supermarket. _____
3. This year Nadine is buying her decorations at the stores. _____
4. Christmas decorations at the supermarket are expensive. _____
5. Susan always makes her own decorations. _____



C READING COMPREHENSION

Susan and Nadine both love dolphins. They are finding out more about them. Susan is reading a book about dolphins. It has a lot of interesting information. She shows Nadine one of the pages.

Dolphin Therapy for Persons with Special Needs

Dolphins have a special way of making people feel more positive about life. There are several organisations which help people with special needs by getting them to play with dolphins.

People with special needs often live routine lives in hospitals or day centres where they follow set programmes. Depending on their illnesses they get up at fixed times, eat at fixed times, do physical exercise at regular times throughout the day and go to bed at the same time. They lead very regular lives.

What are some of these people with special needs doing today? They're in Florida and they're playing with dolphins. A charity association has organised this day as a Christmas present for them. The children are having fun swimming with the dolphins. They are holding onto the dolphins and the dolphins are pulling the children along. They are all enjoying every moment. These are people who don't always smile but who are smiling today.



The above text has been adapted from the following sites. For more information about how dolphins help people with special needs you can look them up.

www.dolphins.org

www.dolphinhumantherapy.com

Using the information in the text above, write how a dolphin can help young people be happy.

Special Needs Day to Day	Special Needs Dolphin Programme



Study the following table to see how English people talk about **facts and habits vs actions happening now or "around now"**.

Nadine and Jacques usually **buy** their Christmas decorations at the supermarket, but this year they **are making** them themselves.

We often **go** abroad for our Christmas holidays, but this year we **are spending** it with Maria's parents.

Nick and Mary sometimes **sing** carols on Christmas Eve, but this year they **are helping** Mum with the Christmas dinner.

D WEEKENDS DURING THE YEAR AND A SPECIAL ONE IN LONDON

Look at the photo album of Nadine and her family and see what she usually does at weekends. This year for Christmas she is in London for three days enjoying the Christmas atmosphere with her family. Use the pictures given to talk about Nadine and her family.

Work in pairs: e.g. **Pupil A:** Nadine reads at the weekends.

Pupil B: But today she is in London enjoying the Christmas lights in Trafalgar square.

Pupil A

On a typical weekend during the year



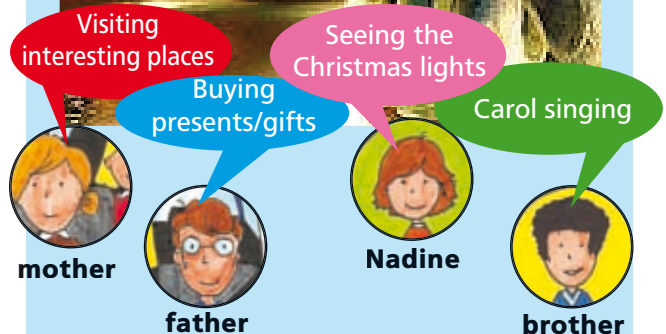
(read/book, light/fire, sew, watch/TV)

Pupil B

During the Christmas period this year

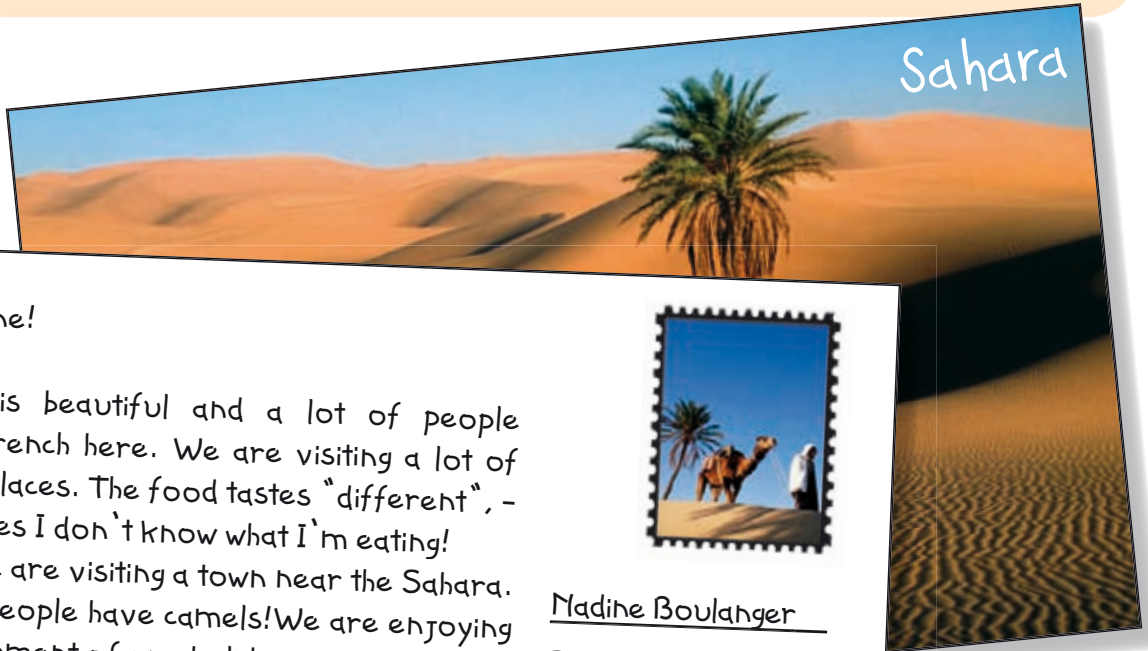


Trafalgar Square
London



E WRITING

Imagine you are on holiday. Write a postcard to your best friend from where you are staying. Use Mark's card as a model.



Hi, Madine!

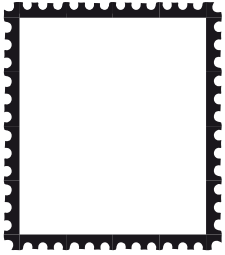
Tunisia is beautiful and a lot of people speak French here. We are visiting a lot of historic places. The food tastes "different", - sometimes I don't know what I'm eating! Today we are visiting a town near the Sahara. Lots of people have camels! We are enjoying every moment of our holiday. I hope you like my postcard!

Love,
Mark



Madine Boulanger
Rue de la Gare, 5
Marseilles
France

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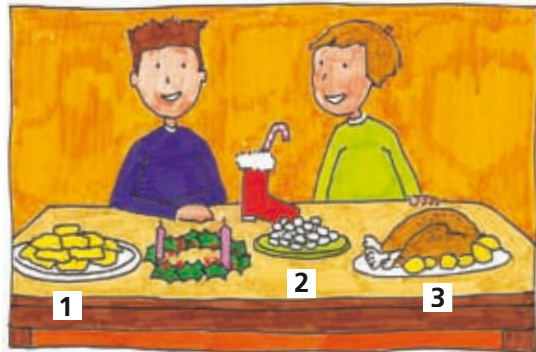
Lesson 2

KOSTAS IS IN NEW YORK FOR CHRISTMAS

A LEAD-IN ►►

Match the pictures with the following words:

- a) δίπλες
- b) turkey
- c) κουραμπιέδες

B LISTENING: MAKING PANCAKES 

Kostas is visiting his cousins John and Mary in New York for Christmas. It is Christmas Day and the children are up early before their parents.

A) Books closed, listen to the dialogue.

B) See how well you understood the order. Read the following and number the boxes 1-6.

C) List the four ingredients to make pancakes. Then make them at home yourself.



Number:



Number:



Number:



Number:



Number:



Number:

* **Butter** vs **Batter**: Do you know the difference? Your teacher will help.

C READING COMPREHENSION

The children are working in the kitchen. Next to the statements describing what they are doing, write the feelings that go with them. Look at the table below. Use **feel**, **taste**, **smell**. If necessary ask your teacher to help you.

Statements	Feelings
Kostas, John and Mary are reading the cookery book.	
Kostas, John and Mary are making pancakes	
The children are eating pancakes	



Study the following sentences to learn how we express feelings with the verbs of senses.

I You He/She/It We You They	look(s)	good, bad, hot, cold, tired, sick, great, awful, fantastic, beautiful, pretty, horrible, happy, sad, funny, wonderful.
	taste(s)	good, bad, delicious, awful, great, sweet, salty, fantastic.
	smell(s)	good, bad, nice, sweet, awful, great, fantastic.
	feel(s)	good, bad, hot, cold, tired, happy, sad, great, bored, awful, soft, hard.

D

LISTENING



Kostas and his cousin John are looking at a magazine and discussing the photos of the adverts. Which things does Kostas like and which does John like? Next to each photo put K or J. Do the two cousins have the same tastes?



E

BUY A BEAUTIFUL PRESENT



Kostas wants to buy some presents for his family and relatives back in Athens. Kostas has maximum \$25 for each present. Role play a conversation between Kostas and John about this. Use the prompts listed below and then use the expressions in the Grammar Focus on the previous page.

Prompts: mother - scarf, father - after-shave, cousin Nikos - model car, sister Maria - a doll

For role-play cards, go to Appendix, page 138.

What a beautiful scarf!

It feels so soft and it's only \$20!



John

Let's get that for your mother



Kostas

F

CHRISTMAS AROUND THE WORLD



Christmas is different in different parts of the world. Look at the countries below and read the sentences. See if you can match the country to the correct information.

- | | | | | |
|--------------|-------|----|---------|-------|
| 1. England | | 4. | Russia | |
| 2. Australia | | 5. | Holland | |
| 3. Spain | | | | |



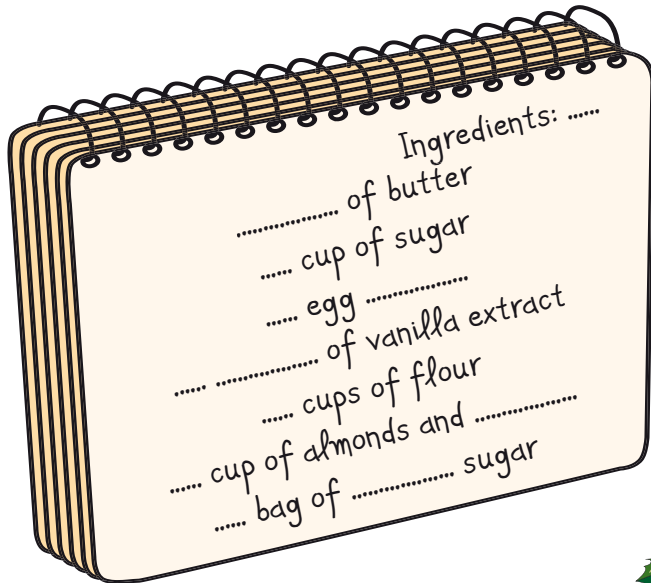
Holland

- Between 1917 and 1992 they did not celebrate Christmas as a national celebration.
- Young people enjoy going surfing on Christmas day and the Christmas turkey is barbecued on the beach.
- Traditionally children open presents on December 26th, called Boxing Day.
- For the Dutch, Christmas gifts are given the night before St. Nickolas's day, December 6th.
- The Magi bring gifts on January 6th, the day of the Epiphany.

6 LISTENING

Making a traditional Greek Christmas recipe

John's mother wants to make "κουραμπιέδες" for everyone and she is asking Kostas to help her. Listen to the dialogue first and then fill in the blanks.



H LET'S MAKE KOULOURIA!



Ingredients:

- 250 gr of butter
- 1 1/2 cups of sugar
- 1 tablespoon of vanilla
- 6 eggs
- 6 teaspoons of baking powder
- 6 cup flour
- 1 egg yolk for glaze
- 1/3 cup of sesame seeds

Procedure:

1. Cream the butter with the sugar in an electric mixer, adding sugar slowly.
2. Beat 20 minutes or until it is like whipped cream.
3. Add vanilla, then eggs one at a time. Beat well after each addition.
4. Take from mixer. With a wooden spoon or rubber spatula, fold in 4 cups of flour sifted together with baking powder.
5. Knead in remaining flour, 1/2 cup at a time, until a soft non-sticky dough is achieved. If large eggs are used, a little more flour may be necessary.
6. Pinch off dough the size of a walnut and roll pencil thin, fold in half side by side and twist.
7. Brush each one with the beaten egg yolk and press the sesame seeds on each piece.
8. Place on the cookie tray and bake at 350 degrees for 30 minutes or until golden brown. Makes 50 to 60 cookies.

(Source: Karen Brewer)

Lesson 3

A CHRISTMAS SONG

A LET'S SING A SONG!

Santa Claus is coming to town

You'd better watch out,
You'd better not cry,
You'd better not pout,
I'm telling you why:

Santa Claus is coming to town!

He's making a list
And checking it twice,
He's going to find out
Who's naughty and nice:
Santa Claus is coming to town!

For a Christmas poem, go to Appendix, page 139, Activity A.

He sees you when you're sleeping,
He knows when you're awake,
He knows if you've been bad or good
So be good, for goodness' sake!

You'd better watch out,
You'd better not cry,
You'd better not pout,
I'm telling you why:
Santa Claus is coming to town!



Learning strategies

TO REMEMBER WORDS & PHRASES

- I pronounce them out loud
- I play back in my mind their sound
- I write them down in a translation

CROSS CURRICULAR PROJECT

EITHER CHRISTMAS TRADITIONS: In Lesson 2 we read about five countries with different Christmas traditions. Can you find more differences between countries? How do people celebrate Christmas in New York, London, Athens or other European cities? Find information on the internet, encyclopedias, or in books. Work in groups and present your work in class.

OR DO THEY KNOW IT'S CHRISTMAS?

Christmas is a time when we give each other presents, eat a lot and generally enjoy ourselves. We live in a country where we can do so.

However there are many children, for example in Africa, who want to celebrate Christmas like we do but cannot.

- Do you think it's a good idea to try and help these children?
- Can you think of one thing you can do to help these children?
- Can you find websites that you, your class or your family can contact to make a difference for these children?

In small groups put together a project:

Describe one practical way you can make a difference.

B PORTFOLIO



CHRISTMAS IMAGES. From magazines, catalogues, the Internet, collect photographs and other images which are related to Christmas and stick them on A4 sheets. Under each photo, write where you got it from and say a few words about how the photo is related to Christmas. This could be either in a positive or negative way. Put these sheets in your Portfolio.



SELF-ASSESSMENT TEST



Name:.....

Class:.....

Date:.....

Score:...../ 100

A. Circle the odd one out:

stars, balls, angels, cars
batter, flour, milk, eggs
presents, smell, turkey, tree

look, go, taste, smell
fantastic, awful, beautiful, great

Points: / 20

B. Kostas is writing a letter to his friend Mark. Read the letter and complete the blanks:

Hi, Mark!

We usually (spend) Christmas in Athens but this year we (visit)..... my cousins in New York and it's fantastic! I (have) a wonderful time!

I (sit) by the fireplace now and I (watch) the fire glowing. It's Boxing Day and everything is quiet in the house. Mum (clean) up the kitchen with my aunt and Dad (surf) the net. The Christmas tree (look)so beautiful with its flashing lights and decorations. There is a platter on the table with kourabiedes and they (smell) great. I (feel) like eating them all!

Talk to you soon from Athens

Love,
Kostas

Points: / 30

C. What does each person say? Write the captions.



Points: / 20

4 Unit

D. Pat is asking Val what she does for Christmas. Complete the dialogue:

Pat: ?

Val: At Christmas we usually go to my father's village in Epirus.

Pat: ?

Val: It's up on a mountain.

Pat: ?

Val: We stay at my grandmother's cottage.

Pat: ?

Val: Well, in the mornings we may go for a walk in the woods or help granny with the housework.

Pat: ?

Val: Yes, it sometimes snows and we make a snowman in the garden.

Pat: ?

Val: This Christmas it's different. We are visiting our cousins in Italy. It's going to be great!

Points: / 30



Tick what's true for you:



Now I can:

- Talk about Christmas habits and customs.
- Talk about things that are happening now or "around now"
- Put instructions for a recipe in the correct order
- Use verbs which describe senses
- Sing a famous Christmas song



Learning strategies in English

TO REMEMBER WORDS & PHRASES...

- I pronounce them out loud
- I repeat them until pronounced easily
- I listen to a native speaker and try to imitate/repeat
- I play back in my mind their sound
- I write them down in a Greek translation
- I group the words by topic

Unit 5

READY FOR ACTION

- In this unit:**
- ✓ We read about ways of loving our planet
 - ✓ We write about ways we can protect the environment in our neighbourhood
 - ✓ We listen to ways we can reduce waste
 - ✓ We speak about what not to do when we are in a place like Zagorochoria

Listen to the problems and match with solutions.



I'm going to recycle paper and glass from now on.



We must all do everything we can to help save our planet.



If we all do our best, our planet will survive.



5 Unit

Lesson 1

AN AMBITIOUS CLASS PROJECT

A LEAD-IN ►►

What does this sign tell you? Where can you find it?
You can check your ideas in the following website: www.greenpeace.gr



B LISTENING

1. Mark is back at home. Listen to the conversation that Mark and Kostas are having today. What are they talking about?
2. Listen again and see which of these sentences are true (T) and which are false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Kostas is busy today because he's studying. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Their teacher asked them to think about ways they can save the environment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They're going to organize a project on recycling. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. They're handing out leaflets and brochures about recycling tomorrow evening. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Mark is thinking about trying it out with his classmates. | <input type="checkbox"/> | <input type="checkbox"/> |

C ACTING OUT ACTIVITY

Your teacher has told you that one way of saving our environment is by not producing so much rubbish. Imagine you and your partner are Mark and Kostas. Which of the following actions could you take? The teacher will provide you with a model or alternatively you can create one of your own.

Ways to produce less rubbish

- Re-use books and notebooks
- Re-use plastic bags for shopping at the supermarket
- Use re-chargeable batteries
- Buy water or refreshments in glass bottles which can be recycled.
- Check if the package of the things you buy is environmentally friendly – i.e. can be recycled.
-
-



Enrich your conversation by using expressions like:
One thing I could do is

Another thing is