

The teaching materials in this newsletter focus on Christmas – as this is an important festival in Australia with symbols, sounds and sights of Christmas everywhere.

Reading information texts is a good way to develop reading and writing skills. We can use these texts to focus on grammar points such as the use of present tense verbs and time reference and to use as models in recount speaking & writing and to extend vocabulary.

Before we teach English always contextualize the topic or theme by first looking at pictures asking questions to help predict the content of the article.

- **For low level students**, high frequency words do not have a clear meaning unless they are used in context and if there are words they don't know, encourage them to make a guess either from the text or experience as to the meaning.

Read the story for beginners that follows and you will see a high number of sight words. This is a good place to begin.

Words such as: *go, in, on, to, they, am, I, from, and, come, in, for* --- all come from the Dolch 100 word list that is in your course book.

Write the sight words on small cards and write some sentences with blanks where the sight words should be. Ask your student to match the sight words to the blanks.

Students can read and copy the words from the cards. Then write them in a sentence.

- **For all levels** we need to read a text in detail on occasions. We do this to find out specific information relevant to our purpose. Finding key words or content words extends vocabulary and reinforces understanding. In this text the vocabulary of special food and Christmas words and events can be highlighted in gap filling exercises.

For detailed reading gap filling exercises with key words missing reinforces understanding in context.

For vocabulary building, present difficult words beforehand and elicit understanding by posing questions about meaning or matching exercises. Underlining the words in the text and on occasion guessing the meaning is all relevant to developing reading skills.

- Finally, **for the advanced level students** as part of the Christmas theme we have included dialogues for teaching casual conversation skills. This will also provide practice in pronunciation, grammar and vocabulary. Also it helps students to learn humour in their conversation while learning the skills.

peace love joy hope peace love joy hope peace love joy hope peace love joy

Santa Claus Christmas card decorations angel
presents Santa hat sleigh wreath ornament



CHRISTMAS FOOD

Match the picture with the words

turkey
Christmas cake
Chocolates
Christmas pudding

champagne (wine)
crab
oyster

beer
fish
lobster
prawns





















Match the name of the summer fruit



grapes



avocado

strawberries



blueberries



cherries



rockmelon



pineapple

mango



watermelon



The Australian Christmas

Level 1

Christmas is on the 25th December. It is a public holiday. In Australia it is summer.

There are many beautiful flowers in the garden and on the trees. The weather is usually very hot.

Many people go to **church** on Christmas Day and sing **Christmas carols**.

Children get **presents** on Christmas Day from Santa Claus.

Santa Claus comes on Christmas Eve when all the children are asleep.

He comes in a **sleigh**.



He lands on the **roofs** of houses and climbs down the **chimney**.

Santa puts presents under the **Christmas tree**. The tree has a lot of **Christmas decorations** and beautiful **lights**.

On Christmas morning children get up very early to open their **presents**.

Christmas lunch is a special time for **families**. People eat **turkey and seafood** such as **oysters, prawns, crabs, and fish**. After this they eat **Christmas pudding** with ice cream or cream and **Christmas cake**. They usually feel very tired and full after lunch.

We buy summer fruit such as **cherries, strawberries, blueberries, rockmelon and watermelon** at Christmas time.

The 26th December is called Boxing Day. It is a public holiday too.

Circle the correct answer

1. Christmas Day is on the 25th ... **July November December**
2. Christmas is in **spring summer winter**
3. Santa Claus comes on **Christmas Eve Boxing Day**
4. Santa gives presents to **mothers children fathers**
5. At Christmas lunch people eat **sandwiches turkey pudding**
6. Some summer fruit are **cherries watermelon strawberries**

Fill in the missing letters

- S__nta Cl__us chi__dren
Chris__mas l__ghts
c__ke __udding
turk__y seaf__od
famili__s Decem__er

Fill in the gaps

1. Christmas is on the 25th D_____.
2. It is a special time for f_____.
3. At Christmas S_____ C_____ puts presents under the
C_____ tree for the c_____.
4. On Christmas Day we eat t_____, s_____,
p_____ and c_____.

Fill in the correct time word

- The 24th December is Christmas _____. (Day, Eve)
Santa brings the presents in the _____. (morning, evening)
Children wake up _____. (early, late) on Christmas Day.
Christmas lunch is at _____. (midday, midnight)

Happy Christmas!

The Australian Christmas

Level 2 and 3

Christmas is a festival for all of us. The Australian Christmas is mostly a festival of the family. We give presents to family and friends on Christmas Day and send Christmas cards and greetings to family and friends who live a long way away.

We welcome friends and family to our house for Christmas drinks and sometimes have Christmas dinner together. For some Christian people Christmas is a time to go to church and sing carols and remember the birth of Jesus Christ.



In the shops we see Santa Claus, snow, reindeers, bells, Christmas trees, lights and decorations.

For many Australians Christmas is a busy and stressful time. Children want a lot of presents and the shopping centres are very crowded. We have to visit friends and family, buy presents and write Christmas cards.

Christmas is not always a happy time. We can feel sad if we are away from our families. Some people don't have money for presents and feel lonely.

At Christmas people give money to the Red Cross and the Salvos because they look after families who need help.

On Christmas cards you might see the words
MERRY HAPPY & PEACE

AMES and your Tutor wish you a HAPPY PEACEFUL CHRISTMAS.

Answer these questions

1. When is Christmas Day?
2. Who gives presents to children on Christmas Day?
3. How do Australian people celebrate Christmas Day?
4. Why is it sometimes a stressful time?
5. Who helps poor families at Christmas time?
6. How do you celebrate Christmas Day?

2 *Write about an important festival in your country.*





Revise and fill in past tense verbs with your students

The Gingerbread Man

Once upon a time there *(be)* _____ a little old man and a little old woman, and they *(live)* _____ all alone in a little old house. They *(feel)* _____ quite lonely because they *(have)* _____ no children.

So one day, the little old woman *(make)* _____ a little boy out of gingerbread. When the little old woman *(finish)* _____ her gingerbread boy, she *(put)* _____ him in the oven.

The little old woman *(open)* _____ the oven door to *(take)* _____ her little gingerbread boy out, but he *(jump)* _____ out of the oven and *(run)* _____ away.

The little old man and the little old woman *(run)* _____ after him to *(catch)* _____ him but the gingerbread boy *(be)* _____ too fast. He *(laugh)* _____ and *(shout)* _____, “*(run)* _____ as fast as you *(can)* _____. You *(catch/not)* _____ me. I *(be)* _____ the gingerbread man.”

The little gingerbread boy *(run)* _____ on and on and after a while he *(pass)* _____ a cow. The cow *(say)* _____, “Hello, little gingerbread boy. You *(look)* _____ delicious. Please stop, I *(want / eat)* _____ you.”

But the gingerbread boy just *(laugh)* _____, “I *(run)* _____ away from the little old man and I *(run)* _____ away from the little old woman.. You *(catch/not)* _____

me. I (be) _____ the gingerbread man.” And the cow (can/not) _____ catch him.

The little gingerbread boy (run) _____ on and on and after a while he (come)_____ to a horse. The horse (say) _____

“Please stop, you (look) _____ very good to (eat) _____.” But the gingerbread boy just (laugh) _____, “I (run) _____ away from the little old man. I (run) _____ away from the little old woman. I (run) _____ away from the cow. And I (run) _____ away from you! So just (run)_____ as fast as you (can) _____. You (catch/not)_____ me. I (be) _____ the gingerbread man.” And the horse (can/not) _____ catch him.

After that the gingerbread boy (see) _____ a fox. The gingerbread boy (cry) _____, “I (run) _____ away from the little old man. I (run)_____ away from the little old woman. I (run) _____ away from the cow. And I (run) _____ away from the horse. So just (run) _____ as fast as you (can)_____ ! You (catch/not)_____ me. I (be) _____ the gingerbread man.”

But the fox (reply) _____, “I (know) _____ I (can/not/catch) _____ you. You (be) _____ too fast for me.”

The little gingerbread boy ran on and on. But suddenly he (come)_____ to a river. He (is)_____ in trouble because he (know/not) _____ how to swim.

The fox (say) _____, “Jump on my tail and I (take) _____ you across the river.” So the little gingerbread boy (jump)_____ on the fox's tail. They (swim) _____ just a little distance when the fox (turn) _____ his head to the

little gingerbread boy, "You (*be*) _____ too heavy for my tail.
Please little gingerbread boy, (*jump*) _____ on my back."

So the little gingerbread boy (*jump*) _____ on the fox's
back. In the middle of the river, the fox (*say*) _____ "You (*be*)
_____ too heavy. My back (*sink*) _____. (*jump*)
_____ on my nose"

So the little gingerbread boy (*jump*) _____ on the fox's nose. But as
soon as they (*reach*) _____ the other side of the river, the
fox (*throw*) _____ back his head and (*eat*) _____
the little gingerbread boy.

The End

RECIPE

Gingerbread Men

3 cups (420 grams) **plain flour**

1/4 teaspoons **salt**

3/4 teaspoon **baking soda**

2 teaspoons **ground ginger**

1 teaspoon **ground cinnamon**

1/4 teaspoon **ground nutmeg**

1/4 teaspoon **ground cloves**

1/2 cup (113 grams) unsalted **butter**, room temperature

1/2 cup (100 grams) **white sugar**

1 large **egg**

2/3 cup (160 ml) **molasses**



METHOD:

1. **sift** together the flour, salt, baking soda, and spices.
2. **cream** the butter and sugar until light and fluffy.
3. **add** the egg and molasses and beat until well combined.
4. **add** the flour mixture gradually
5. **divide** the dough in half,
6. **wrap** each half in plastic wrap
7. **refrigerate** for two hours or overnight.
8. **preheat** oven to 350 degrees F (177 degrees C) and place rack in centre of oven.
9. **line** 2 baking trays with paper
10. **roll out** the dough. to a thickness of about 1/4 inch.
11. **use** a gingerbread cutter to cut out the cookies.
12. **place** on the baking tray

Match the picture with the words



Add the egg



Roll out the dough



Sift the flour



Cream the butter and the sugar



Preheat the oven



Place on the baking tray