



Santa Claus Quiz!

- 1) **Santa Claus is also known as...**
a) Saint Nicholas b) Father Christmas c) Santa
- 2) **The image we have of Santa Claus today as a plump man dressed in red was created in...**
a) the 18th Century b) the 19th Century c) the 20th Century
- 3) **Santa Claus' traditional transport is...**
a) a motorbike b) a sleigh pulled by reindeer c) a horse
- 4) **Santa Claus is thought to live...**
a) at the equator b) in the Antarctic c) in the Arctic Circle
- 5) **The Annual Santa Claus World Championships are held in...**
a) Switzerland and Sweden b) Austria and Australia c) Iceland and Italy
- 6) **Santa Claus gets into houses to deliver presents...**
a) down the chimney b) through a window c) through the front door
- 7) **Traditionally, the Three Kings bring children presents instead of Santa Claus in...**
a) South Africa b) Spain c) Scotland
- 8) **Santa Claus brings presents to well behaved children. What happens to badly behaved children?**
a) He brings them coal b) They are caught and taken away c) They're whipped

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Speaking

- 1) **Do the comments below reflect your own opinions and experiences?**

"I used to believe in Santa, the Tooth Fairy or another fictional character when I was a child."

"Santa is a useful tool for parents to make children behave well."

"Santa takes away the real meaning and purpose of Christmas."

"Santa is an important part of Christmas in my country."

"If we tell children that Santa exists we're lying to them."

"The image of Santa is just part of the commercialisation of Christmas."

"As Santa is becoming more popular, countries are losing their own Christmas traditions."



Listening

1) You're going to hear a Christmas song. Listen and choose the correct answer below:

- a) The song tells children to behave well so that Santa will bring them presents.
- b) The song describes the amazing presents that Santa is going to bring.
- c) The song explains how Santa makes and delivers all the presents.

2) Listen again carefully to the first few lines of the song and complete the spaces:

_____ _____ watch out
_____ _____ _____ cry
_____ _____ _____ pout

3) The song is called *Santa Claus Is Coming to Town*, so what's the function of the lines above?

- They give advice or a friendly opinion
- They give strong advice with a warning

4) So the song is saying:

You'd better behave well or... _____.

Vocabulary

1) Choose the best answer in the sentences below:

- a) You should / You'd better wear a coat. It's snowing and you'll catch a cold if you don't.
- b) I think we should / we'd better buy Dave a new mobile phone for Christmas.
- c) They told us to be there at seven. We should / We'd better go now or we'll be late.
- d) I'm glad you decided to spend Christmas with us this year. You should/You'd better join us again next year.
- e) You should / You'd better tidy your room otherwise Santa won't bring you any presents.
- f) A: What can I get you to drink?
B: I shouldn't / I'd better not drink tonight as I'm driving. I'll just have an orange juice.
A: You shouldn't / You'd better not offer to be the driver so often!



Santa Claus Quiz

This exercise gives students speaking practice with a Christmas theme in the form of a quiz about Santa Claus.

Ask students how much they think they know about Santa Claus. Then put students into pairs, making sure that those who said they know little or nothing are teamed with those that thought they knew more.

Before students begin the quiz tell them that in some cases more than one answer may be correct.

Answers:

- 1) a – Saint Nicholas; b – Father Christmas, c – Santa
- 2) b – 19th Century (Some claim that the red Santa we know today was introduced during a Coca-Cola ad campaign, but in fact Thomas Nast, a political cartoonist, made the red image popular.)
- 3) b – a sleigh pulled by reindeer
- 4) c – in the Arctic Circle
- 5) a – *Switzerland and Sweden (The competition is open to all although you must enter a team of 4. Events include sledge racing, chimney climbing and karaoke!)*
- 6) a – down the chimney; c – through the front door (Not all modern day houses have a fireplace so children are sometimes told that Santa has a magic key that opens all the doors in the world.)
- 7) b – Spain (In recent times Santa is becoming more popular, sometimes bringing presents in addition to the Three Kings!)
- 8) a – He brings them coal; b – They are caught and taken away; c – They've whipped (All of these have been used to scare children into obedience! Threats vary by country!)

Speaking

This exercise gives students freer speaking practise discussing Santa and his relation to Christmas.

- 1) Ask students to work in pairs or small groups.

Listening

This exercise continues the Santa theme of the lesson and practices listening skills with a Christmas song. It aims to introduce students to the use of 'had better/had better not' for giving advice with a warning.

- 1) Ask students to read options a-c and predict what they might hear in each case before playing the song.

Answer: a

After they've chosen the correct answer ask them what words/sentences they remember from the song.

- 2) Before listening again check the meaning of *watch out / cry / pout* with the class. Then play the first few lines of the song – repeat until most of the students have got the correct (or near enough) answers.

Answers: You'd better / You'd better not / You'd better not (*students may not hear the 'd'*)

- 3) Read the two options to the class and elicit the meaning of '*a warning*'.

Answer: They give strong advice with a warning

Then ask students what language we use to give advice/a friendly opinion - Answer: should/shouldn't

- 4) Explain to students that if we use *had better* we often use an *or/otherwise* clause to explain the future consequences if the advice isn't followed. Then ask students to work with a partner and think of the consequences if the advice in the song isn't followed.

Possible answers: Santa won't visit / you won't get any presents

Vocabulary

*This exercise gives students an opportunity to practice using **had better/had better not** in the context of real life (Christmas time) situations.*

BEFORE THE LESSON MAKE A COPY OF THIS PAGE ON AN OHP TRANSPARENCY (ALTERNATIVELY PHOTOCOPY THE PAGE, CUT UP THE EIGHT SITUATIONS BELOW AND GIVE EACH TO ONE STUDENT TO READ FOR THE CLASS)

- 1) Tell the class you're going to practise using **had better/had better not** in real life situations. Uncover situation 1) on the OHP for the class to read. Tell them to think about what they'd say in that situation. They should use **had better/had better not** with the verb/s in bold. Elicit ideas for number 1) and write them on the board. If students don't volunteer an *or/otherwise* future consequence, elicit this too.
- 1) Now students have the idea they can work in pairs to come up with sentences for the other seven situations. Reveal one situation at a time for students to discuss with their partner. Then share their ideas as a class before moving on and revealing the next situation.

- Ideas:**
1. I'd better get/buy one soon or there won't be any left.
 2. You'd better not get/buy me a present this year or I'll be annoyed with you.
 3. You'd better finish/eat them all or you won't get any dessert. (You'd better not leave any)
 4. You'd better post/send it soon or it won't arrive on time.
 5. You'd better take/remember the snow chains or you could get stuck.
 6. I'd better not go or I won't pass the test tomorrow.
 7. We'd better leave/go now or we'll miss the beginning.
 8. I'd better not have any more or I'll completely ruin my diet.

1. You've invited lots of friends and family for Christmas dinner but you still haven't bought a turkey. The shops are selling out fast. **(get/buy)**
2. Your brother has just lost his job. You want to make sure he doesn't buy you a Christmas present this year as you know he doesn't have any money. You also know he loves buying presents. **(get/buy)**
3. You're eating Christmas dinner with your family and your four year old nephew won't eat his vegetables. He tells you he doesn't like them and that he wants dessert instead. **(finish/eat/leave)**
4. Your friend wants to send a Christmas present to her cousin who lives abroad. The last day for the Christmas post is approaching fast. **(post/send)**
5. Your son calls to tell you he is going to drive home for Christmas. It's a 400km journey and the weather forecast is for snow. **(take/remember)**
6. Your teacher has set a test for the following day. Your friends invite you out to a party that night. **(go)**
7. You've got tickets for a Christmas play. It starts at 8pm. It's already 7.30pm and you're still at home. **(leave/go)**
8. A friend offers you a second piece of Christmas cake. You've been trying to watch your weight so shouldn't really have eaten the first piece! **(have)**