

Who Loves Christmas? Teacher's Notes **A1+**

This A1+ level article is an opportunity to introduce Christmas from the perspective of the up-coming release of the new version of "The Grinch".

Vocabulary

■ Christmas, emotions, months, locating expressions

Grammar

- simple present and preterite
- the indefinite article "a/an"
- *there is/are*

Phonology

- /ɪ/ vs /aɪ/
- the sound /h/ in *who*

Cultural element

■ The famous American author Theodor Seuss Geisel (Dr Seuss)

Interaction

■ We suggest projecting the first 28 seconds of the trailer (<https://www.youtube.com/watch?v=L8LWUyUy7jM>) where the students will recognize the yellow creatures from another famous animated movie, *Despicable Me*. You can ask the students to work in pairs (or a maximum of 4 students per group) to list of the elements they identified and know how to say in English. In the centre of your class board, you can write the word THE GRINCH explaining it's the title of the movie and asking each group to write a few words they came up with around it in order to end up with a mind map. e.g: *dog, snow, a green man, candy canes, Christmas decorations, houses, photos, happy people/children, smiles, a*

cat, a present, Santa hat, a family. Whilst they are brainstorming, you can have them watch the beginning of the trailer a second time and help students who have pertinent vocabulary questions. e.g: *flying with propellers, helmet, stork, town, cable car, sleigh, wreath (or garland), fairy lights, a photo shoot, a big present with a big ribbon*.

To help with the reading

■ **Step 1** helps the pupils prepare to understand the article, the trailer and review Christmas vocabulary. After doing this first step, it could be interesting to divide the class in 6 groups and have them describe each one of the 6 pictures from the movie. It might be necessary to give them locating expressions e.g. *in the middle, at the top, at the bottom, on the left, on the right, in the top left-hand corner...* as well as the use of *there is* and *there are*.

Reading

■ **Step 2** will help them understand the information in the article. At the end of this step, it could be interesting to have them practise reciting the first sentence of the Grinch story. This will introduce the next step and remind them of the pronunciation of *who*, which often seems complicated for students at this level.

Sounds of English

■ **Step 3** is a focus on two ways to pronounce "i". The third way to pronounce

it can be evoked with the word *machines* in the article.

Language skills

■ **Step 4** is a focus on the simple present and an introduction to the preterite. There is also an activity on the indefinite article.

To go further....

■ The students can watch the whole trailer by now. There are also many fun activities and lesson plans should you want to explore Dr Seuss's imagination more in depth. They are suggested on this website:

<http://www.seussville.com/Educators/educatorPlanningCalendar.php>

For the origins of the first stories by Dr. Seuss, this page is very interesting:

<https://jamesclear.com/dr-seuss>

Key:

■ Step 1- pre-reading activities

2.a. happy b. sad c. enthusiastic d. furious
e. laughing f. annoyed g. miserable h. greedy
i. surprised j. grumpy

■ Step 2 - Reading

1. **Like/love:** people of Who-ville, Cindy-Lou, Cindy-Lou's friends

Doesn't like: the Grinch

2. The Grinch - a creature

Cindy-Lou - a little girl

Max - a dog

3.a. The Grinch is a bizarre, isolated, furious, annoyed, grumpy, miserable, green creature. This might be an opportunity to work on the place of the adjective, the order of the adjectives. The adjective "annoyed" actually appears in the 28 first seconds of the trailer and is not in the article.

b. Max is a loyal dog.

4. **job** - invent machines

hobbies- ruin Christmas, put a Santa costume on, steal Christmas trees, decorations, stockings, presents and food

5. film / book / Dr Seuss / famous / fun / rhyme

Step 3 - Sounds of English

/ɪ/: Grinch, Who-ville, Christmas, in, is, lives, his, Cindy, this, film, classic, American, children, illustrated, residents, himself, miserable

/aɪ/: isolated, decides, surprised, child, like, recite, fireplace, write

Both: disguises

Step 4

1. is / lives / invents / doesn't like) / detests / writes / decides / steals / is

2. a. was / lived / invented / didn't like / detested / wrote / decided / stole / was

b. -ED / IRREGULAR

3.a. a b. a c. an d. a e. Ø f. an g. a h. Ø i. Ø j. a k. a l. a m. Ø n. a o. an