

**Lesson Plan:** Christmas

**Target Level:** University

**Materials needed:** PowerPoint, Christmas items for realia

**Video:** Christmas carol, The Night before Christmas animation.

<i>Time</i>	<i>Stage</i>	<i>Target Language</i>	<i>Activity</i>
5 min.	<b>Warm up/Review</b> Get students speaking and collaborative.	Christmas words.	Divide the class into groups of four. Get the students to write down all the Christmas words they know in a group.  The group with the most will win
5-10 min.	<b>Intro</b> Introduce the topic and new vocabulary in the simplest form	Items, comparative	On a powerPoint or through writing it on the board, go through the aims for today (review how we completed these at the end of the session by eliciting the answers from the students) Aims: <ul style="list-style-type: none"> <li>• Find out what dates things happen at Christmas.</li> <li>• Find out what certain Christmas items are called</li> <li>• Use comparative language</li> <li>• Have fun!</li> </ul>
20-30 min.	<b>Context</b> Introduce the target sentence to put vocab in context	Advent Calendar decorations, Christmas tree, mistletoe, tinsel, farther christmas, sleigh, reindeer, stocking, presents, Christmas carols, Christmas dinner, turkey, cake, Christmas pudding, mince pies, Christmas cards, Queen's message, leftovers	Go through a timeline of Christmas pausing to elicit the names of certain Christmas objects and explain their function within Christmas.  For example: <ul style="list-style-type: none"> <li>• 1<sup>st</sup> of December Advent (Advent Calendar)</li> <li>• 24<sup>th</sup> of December Christmas eve (decorations, Christmas tree, mistletoe, tinsel, Father Christmas, sleigh, reindeer, stocking, presents)</li> <li>• Mid-night mass/Christingle (Christmas carols) (maybe</li> </ul>

5-10 min.	<b>Practice</b> A topic based task for students to practice language	Whichever items you choose for the images, win, team, nought, cross	sing one!) <ul style="list-style-type: none"> <li>December 25<sup>th</sup> Christmas day (Christmas dinner, turkey, cake, Christmas pudding, mince pies, Christmas cards, queens message)</li> <li>26<sup>th</sup> of December Boxing Day (leftovers)</li> </ul> With a few of the Christmas items play noughts and crosses. Instructions: <ol style="list-style-type: none"> <li>put 9 Christmas pictures on the board (for example: stocking, present, turkey, Santa, reindeer, sleigh, Advent calendar, mistletoe, carols)</li> <li>split the class into two and get one team to be noughts and one to be crosses.</li> <li>In their teams, they take it in turns to name the item to be able to put their nought or cross over it</li> <li>The first team to get three in a row wins</li> </ol>
20-30min.	<b>Assessment</b> Test understanding of the class as a whole	similar to, kind of like, the same as, looks like, feels like, is like, whereas, however, not as	Get the students to separate into groups of four and create a short presentation comparing Christmas to Spring Festival. This needs to talk about similarities and differences and use comparative language.  Put up some comparative language on the board to help them and demonstrate some examples: <ul style="list-style-type: none"> <li>Christmas is as family orientated as Spring Festival</li> </ul>
3-5 min.	<b>Cool Down</b> A fun, calming activity to wrap up lesson. Reward good behaviour.	Previously used vocabulary	Go through the original aims and ask how we fulfilled them: <ul style="list-style-type: none"> <li>What dates do things happen at, at Christmas?</li> <li>Name Christmas items (maybe a picture quiz)</li> <li>What are some examples of comparative language?</li> </ul>

			<ul style="list-style-type: none"><li>• Did you have fun?</li></ul> <p>Get students to feedback key vocabulary and what it means</p>
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