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| **Topic: The meaning of present-giving in Christmas** | | | | |
| **Instructor:** Dean | **Level:** Upper-intermediate | **Age:** Adults | **Number of Students:** 14 | **Length:** 25 minutes |
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| **Materials:** Reading material, word paper | | | | |
| **Aims:** SWBAT reflect the true meaning of present-giving in Christmas once again and be exposed to new vocabulary for a debate. | | | | |
| **Language Skills:**   * Reading- Ss reading the passage, set of comprehension questions and the ‘template’ for the debate. * Listening- The music “All I want for Christmas is You”. Ss listening to the teacher and to each other when reading the passage out loud and when doing the debate. * Speaking- Reading out the passage and when giving their opinions during the debate. * Writing- Ss writing the points and explanations for the debate. | | | | |
| **Language Systems:**   * Lexis- Ss coming in contact with the new words while reading and learning their accurate meanings during the mix and match. * Grammar- Misrelated participle will be dealt with in the error correction. * Function- Asking questions and making statements. * Discourse- Expressing opinions. * Phonology- The correct pronunciation of words will be heard during the reading. | | | | |
| **Assumptions:**   * Ss are at an upper-intermediate level so they will have workable vocabulary to understand the gist of the passage. * Ss know the origin and the theme of Christmas. * Ss will actively participate in teams for the debate. * Ss are able to form their opinions and give reasons for their opinions. * Ss have heard the song “All I Want for Christmas is You”. | | | | |
| **Anticipated Errors and Solutions:**   * If time is running out, the vocabulary for the mix and match will have to unfortunately be quickly ‘explained’ to the students rather than the students learning through the ‘activity’. * If there is too much time, the music video for the song will be shown at the end of the lesson for the theme of the passage to sink in deeper. * If students have difficulty formulating their points for the debate, a few examples will be given. * More CCQs will be asked if students have difficulty with the new vocabulary. | | | | |
| **References:** Scrivener, J. (2011). *Learning Teaching*. London, England, Macmillan Publishers.  The Gift of the Magi (n.d.). In American Literature. Retrieved December 8th 2015, from <https://americanliterature.com/author/o-henry/short-story/the-gift-of-the-magi>  Reading Activities and Comprehension (n.d.). In The Teacher’s Corner. Retrieved December 8th 2015, from <http://lesson-plans.theteacherscorner.net/reading/activities/> | | | | |
| **Notes:** | | | | |

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| **Presentation: Introduction to the topic of Christmas and** | | | | |
| **Aims:** Ss will consciously and unconsciously recall their past regarding Christmas and focus their mind to the topic. | | | **Materials:** the song “All I Want for Christmas is You”. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 minutes | Whole Class | * Ss listening to the music and paying attention to the lyrics. * Ss answering the teacher’s eliciting questions. | | * Playing the music on the internet for the students to listen. * Error Correction will be written on the board   “Rocking in the seat impatiently, the mother gave her child the present.(X)  “Seeing the child rocking in the seat impatiently, the mother gave her child the present(O)   * Eliciting by asking questions such as “Judging by the song, what’s my topic?”   “When is Christmas and what do you do on Christmas?” |
| **Notes:** | | | | |
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| **Practice: Reading the passage, comprehension questions and mix & match.** | | | | |
| **Aims:** Ss will be reading and speaking the passage and participate in the mix & match activity to learn Christmas related words. | | | **Materials:** Reading passage, paper with the words cut into decent sizes. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 minutes | Group work | * Ss will be given a paragraph to read out-loud. * One of the members of each group will answer the questions relevant to his/her paragraph. * A different person from each group will come up front to participate in the mix & match activity. | | * The first paragraph will be read out by the teacher. * The questions will be read out by the teacher as well. Examples of questions are “Why is $1.87 repeated several times?”   “Which historical figures are mentioned in the passage?”  “Is Della wealthy?” etc.   * The teacher will stick the new words on the board on the left hand side with the synonyms/definitions on the right hand side but jumbled up. A few examples of the words are “mistletoe, myrrh, poinsettia” etc. |
| **Notes:** | | | | |
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| **Production: Debate** | | | | |
| **Aims:** Ss will formulate points/reasons on whether they agree or disagree that the ultimate value of a present is the price even if their own personal belief may be different. | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 minutes | Whole Class  Teams | * Ss listening to the instructions for the debate. * Answering ICQs. * Formulating the points/reasons for the argument. * The representative from teach team giving their reasons as to why they think they are correct. | | * Teacher will give the instructions for the debate. * ICQs will be asked. E.g. “How much time do you have to prepare?” * Giving hints to teams that are having trouble coming up with points/reasons. * Making the final judgement as to which team is most convincing. |
| **Notes: Please refer to the attached ‘template’ to see the format for the debate.** | | | | |
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| **Post Production: CCQs and review.** | | | | |
| **Aims:** Students’ understanding of the new vocabulary will be checked and their opinion of present-giving in Christmas will be stimulated once more. | | | **Materials:** None. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 minutes | Whole Class | * Ss answering teacher’s CCQs. * Listening to the teacher’s rhetorical questions. * Watching the full length of the music video. | | * Asking CCQs such as “Can you eat a mistletoe?”   (regarding the error correction on misrelated participle)- “Is the mother rocking in the chair?”   * Bringing the topic back to students’ mind by asking rhetorical questions such as “What’s the real value of a present? Is it the price that really only matters?” * Playing the music video of “All I Want for Christmas is You”, but the full length this time, provided there is enough time. |
| **Notes:** | | | | |

Template for the debate.

Start your opening like the following: “I believe that the ultimate value of a present is the price/the person’s mind or intentions.

These are the reasons why I came to this conclusion

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* repeat

Point/Reasons

Explanation

(Example)-optional

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* repeat