

## Celebrating New Year's Day (teacher's notes)

### 1. Warm-up (Activity 1) 5 mins

**Aims:** to break the ice and foster a safe environment for learning.

**Procedure:** Ask the students to watch the video and guess what's happening. Play the video:

<https://drive.google.com/open?id=17LrrTAvVXm26yJ-saKe3cUgK1hy0urGo>

**Key:**

New Year's celebration in London

Brainstorm the words connected to this holiday, create a mindmap on the board, use pictures.

### 2. Jigsaw reading (Activity 2) 15 mins

**Aims:** to generate interest in the topic, revise vocabulary and practice reading for detail.

**Procedure:** Pre-teach the blocking vocabulary:

a firework - a small object that explodes to produce a loud noise and bright colours and is often used to celebrate special events



to [whistle](#) - to make a sound by breathing air out through a small hole made with your lips or through a whistle

a [car horn](#) - a piece of equipment used to make a loud sound as a warning or signal

[wealth](#) - a large amount of money or valuable possessions that someone has

to [strike](#) - to hit someone or something

to [chime](#) - to ring

[lentil](#) - a very small, dried bean which is cooked and eaten



black-eyed [peas](#) - a small, round, green seed that people eat as a vegetable



[coal](#) - a hard, black substance that is dug from under the ground and burnt as fuel



fortune - a lot of money

Divide the students into groups. Each group should read two passages, answer the questions and compare with each other within their group. Students then pair up with someone from the other group and tell them about their part of the text, and listen to the other one. To help students remember their story you may get them to take notes. Monitor closely, check understanding of the text if necessary. When all the students are ready, collect an open class feedback, ask which tradition they like the most / was surprising, which traditions are similar to those in their country. While the students are having a discussion in their groups, play the song: <https://www.youtube.com/watch?v=M-b3iU-INDo>

### 3. New Year's resolutions (Activity 3) 10 mins

**Aims:** to practise speaking for fluency.

**Procedure:** Play hangman with the word RESOLUTION. When students discover the word, explain that many people make resolutions for the new year. Ask them if they ever make resolutions at the beginning of the year, what they were. Set the task: look at the pictures and match typical resolutions with the pictures.

**Key:**

1. I **will** be organized and disciplined.
2. I **will** spend more fruitful time with my family and good friends.
3. I'm **going to** get a Saturday or holiday job, save more money, spend less and be careful with pocket money.
4. I **will** take good care of my health, lose some weight or maybe go on a diet. I will eat less chocolate and definitely will give up eating junk food.
5. I'm **going to** study more, do all my homework and of course read more.
6. I **will** go early to bed and also wake up early, worry less and work less. I will relax more at the weekends.
7. I **will** start a new hobby and join n English speaking club. I'd like to learn a new skill, for example how to cook, paint or play an instrument.

8. I **will** enjoy my life more, be optimistic and happy.
9. I **will** be fit the whole year. I will join a gym and go there twice a week or maybe I will take up a new sport.

Then ask students to write their own resolutions for the next year and compare with the partner.

Alternative: give students the card to write the resolutions on, then collect the cards, mix and give a student one person's card. The student should read out the resolutions on the card they are given, and try to guess who wrote them.

#### 4. Discussion (Activity 4) 10 min

**Aims:** to practise speaking for fluency.

**Procedure:** Revise making questions in Present Simple and Past Simple. Ask the students to make questions, using the key words from the card and ask the partner. As an alternative you can cut the cards, put them in a pile face down, students should take turns taking out a question from the pile and ask it to another person in the group. Then it is the next student's turn. Let the students discuss the questions in pairs or small groups. Encourage them to ask follow-up questions to get more details. While students are doing the activity, monitor and help where needed. Make notes of language that students requested to do the task, and any mistakes that you hear.

As a time limit you can use songs (play them quietly while the students are discussing the questions):

<https://www.youtube.com/watch?v=3Uo0JAUWijM>

<https://youtu.be/gEHCXI4J9Qo?t=12>

When the time is over, bring all the students back to a whole class formation and do some feedback, ask students what found out about each other, what was the most interesting fact they have learnt about their partner. If you have time, correct and review new language that came up in the activity.

#### 5. Video and presents discussion (Activity 5) 10 min

**Aims:** to practice speaking for fluency.

**Procedure:** Ask the students what kind of gifts they usually give and receive. Ask to read the questions. Set the task: we're going to watch a video from the TV series "The Big Bang Theory", watch the video and answer the questions.

Play the video: [https://www.youtube.com/watch?time\\_continue=1&v=mlhHTdDqoBc](https://www.youtube.com/watch?time_continue=1&v=mlhHTdDqoBc)

Key:

1. She gives a napkin with a signature of a famous scientist.
2. He was impressed.
3. A gift certificate for motorcycle lesson. He doesn't really like it.
4. Science experiments for kids. Not really.

Then students have a follow up discussion. Students work in pairs or groups and discuss the questions. Encourage them to ask follow-up questions to get more details. When the students are ready, collect an open class feedback.

## **6. Sum up 5 mins**

Put errors on the board or whiteboard and let student(s) correct them. Ask students what they have learnt today and if they have any questions.