

Christmas Gifts (teacher's notes)

1. Lead-in (Activities 1 and 2) 6 min

Aims: to establish a context, activate students' schemata and generate interest in the topic.

Procedure: Ask the whole group what the objects in the picture have in common. Elicit the idea that they might all be Christmas presents. Then, divide students into pairs or small groups and invite them to answer the questions on their worksheets. Set the time limit of 3 minutes. Discuss question 3 briefly open class.

2. Pre-listening (Activity 3) 4 min

Aims: to set the context for the listening text, to revise students' vocabulary related to the topic.

Procedure: Ask students to work in pairs and make a list of 5 bad Christmas presents. Elicit some ideas open class.

3. Listening for gist (Activity 4) 7 min

Aim: to provide the students with listening for gist.

Procedure: The students watch the video where Benedict Cumberbatch shows his reaction to not really successful Christmas gifts. They match the presents that appear in the video with general phrases describing Benedict's reaction to the gifts. The video is 6:27 long, but you can stop it at 5:10 as it is where Benedict stops reacting to the last gift. Check open-class. If time allows, discuss if Benedict is being honest and why.

Keys:

- | | |
|--------|--------|
| 1. - a | 4. - b |
| 2. - c | 5. - d |
| 3. - f | 6. - e |

4. Listening for detail (Activity 5) 10 min

Aim: to practise listening for detailed comprehension.

Procedure: The students watch or listen to the video and answer the questions. The questions require both the attention to the language used and the social issues. Compare in pairs, check open class. You can ask students to nominate each other for checking.

Keys:

1. He liked the socks as he said: "I overdid that but I actually do like socks".
2. The book with microwave recipes. "I don't like wasting food because we're running low on resources as a planet so this is incredibly, incredibly useful".
3. You need to "sometimes be quick you know get up get off the present as fast as you can before you know the insincerity starts to creep in or you overdo it".

4. Because people put their intentions and their thoughts into the gifts, so you should always reassure them and avoid sounding offensive.

5. Functional language extension (Activity 6) 7 min

Aims: to brainstorm more ways of thanking for gifts, to prepare students for the follow-up writing.

Procedure: Students work individually and create 4 sentences which thank for a gift. They can use the back-up prompts you provide or their own ideas. Then, elicit the ideas, put the most useful ones on the board.

6. Functional language practice (Activity 7) 6 min

Aim: to provide students with practice of functional language.

Procedure: Before the activity, hand out 3-4 pieces of paper to each student and ask them to write down some bad Christmas gifts. Arrange students into pairs, shuffle the cards and give out 4-6 per pair. One student is giving the other a card with the gift, the other is "opening" that and reacting. After the activity, discuss who's been the most sincere.

7. Follow-up writing (Activity 8) 15 min

Aims: to provide practice of expressing thanks and giving reasons in the context of presents

Procedure: Hand out the picture cards with gifts (can be found on the last page of the Teacher's notes), one per student. Tell them that they received this Christmas gift from their elderly auntie and now need to thank her. Invite them to write a short thank-you letter. Remind that they can describe the present but mustn't name it.

When they finish, pin the letters around the classroom. Give each student a worksheet with all presents printed. Invite them to walk around, read the letters and guess the presents. They should write the author's names next to the pictures of the presents on their worksheet.

8. Feedback on content and accuracy 4 min and more

Aims: to praise students and increase intrinsic motivation, to improve accuracy.

Procedure: Give feedback on content. You can ask students to vote for the most polite, most intriguing or most interesting letter, for instance. If you decide to highlight some aspects of grammar or functional language, you can have some sentences on the whiteboard for error-correction and then ask students to spot and correct mistakes.

1. THANK-YOU LETTERS



(This activity is taken from 'Writing Games' by Charles Hadfield and Jill Hadfield)