

A Christmas lesson

Topic

Christmas

Learning outcomes

- Practise using 'has got'
- Review vocabulary for colours, clothes and describing faces
- Practise speaking skills and writing short sentences

Age/level

Aged 5-8 CEFR level A1

Time

70 minutes. This could be done over 2 lessons.

Materials

- Presentation – This can replace the Santa flashcard
- Santa flashcard – 1 for the teacher
- Santa worksheet – 1 per student to colour
- Paper or card to create stations
- flashcards and word cards for Santa's clothes –see Useful links section:

For follow up craft work

1. A4 colour card and another outline picture of Santa or other Christmas image (one per learner) –see Useful links section

Introduction

This lesson uses the theme of Christmas to develop learners' vocabulary. It includes an introductory song, a focus on clothes words, review and practice of 'has got', and a labelling and colouring activity. There are suggestions for some other follow-up Christmas activities. This can be a low print lesson if using the presentation.

Procedure

Before the lesson	<ul style="list-style-type: none"> • Create stations. Write Yes, he has on one piece of paper and No he hasn't on the other. Stick one to the left wall and the other to the right wall. • Ensure there is space for learners to move from one station to the other.
1. Introducing Santa (10 minutes)	<ul style="list-style-type: none"> • Teach the following simple song, to the tune of Jingle Bells: <p style="text-align: center;"> Santa Claus, Santa Claus, Santa Claus is here. Bringing toys, For girls and boys, And lots of Christmas cheer. </p> <p>Note: If you're learners are starting to read use slide 2. Ask learners 'Who's this?' and point at Santa. Then point at the words as you sing.</p> <ul style="list-style-type: none"> • Show the class your picture of Santa and introduce him: 'This is Santa.' You can use the flashcard or slide 3. <p>Note: Clicking on slide 2 will make Santa bounce onto the slide.</p> <ul style="list-style-type: none"> • Describe his features and clothes, pointing to each one as you do so, encouraging the learners to repeat. You can also mime the things as you say them, e.g. 'He's got a big head.' 'He's got a beard.' • If the learners are familiar with face vocabulary, they could take over the description. Point to his other features and elicit 'He's got...' sentences about his eyes, nose, mouth and ears.
2. Introducing clothes words (20 minutes)	<ul style="list-style-type: none"> • Say 'Now let's look at his clothes.' Put the word cards for his clothes on the board. Or display slide 4. • Show the hat flashcard, saying 'a hat'. The learners repeat. Ask 'What colour is Santa's hat?' 'It's red.' Reinforce, saying 'He's got a red hat.' <p>Flashcard version</p> <ul style="list-style-type: none"> • Ask a learner to come up to the board and put the flashcard next to the appropriate word card on the board. • Continue this with the other clothes words.

	<ul style="list-style-type: none"> • Do this a couple of times until all the learners have had a chance to come to the board. • Put the flashcards on the board in a column and number each one. • Put the word cards on the board in another column, but make sure they are in a different order from the flashcards. • Label each word card with a letter. • Ask the learners to take out their notebooks and to match the words and pictures, e.g. 1b, 2d, 3a, 4c, etc. This is a good quick way of checking that they have assimilated the vocabulary. <p>Presentation version</p> <ul style="list-style-type: none"> • Ask a learner to come up to the board and touch the item of clothing. <p>Note: If the children cannot reach ask them to stand in front of the board. Give them a paper ball and ask them to throw it at the item.</p> <ul style="list-style-type: none"> • Continue this with the other clothes words and different learners. • Do this a couple of times until all the learners have had a chance to come to the board.
3. Writing (15 minuted)	<p>Leave the word cards on the board so the learners can copy the spelling.</p> <ul style="list-style-type: none"> • Show the flashcards one by one and ask them to copy the appropriate word in their notebooks. Or display slides 4-13. Check the words one by one. • Explain that the learners are going to label a picture of Santa. Hand out the outline picture and tell the learners to write the clothes words around him and draw a line from the word to the item of clothing. • Monitor the learners, helping where necessary as this activity is not meant to be a test. <p>Note: If using the presentation, you can display slides 14 and 15.</p> <ul style="list-style-type: none"> • They can colour the picture when they have finished.
4. Question drill/ stations (10 minutes)	<p>Show the class your picture of Santa again and ask ‘Has he got a black belt?’ Encourage the pupils to reply not just ‘Yes’, but ‘Yes, he has.’</p> <p>Note: At this stage, if your learners are in their first year of English, you would not expect them all to be able to use the question form, but they should be able to</p>

	<p>recognise it as a question and answer. As children learn language in chunks, with support, they should be able to say 'Yes, he has' or 'No, he hasn't.'</p> <ul style="list-style-type: none"> • Ask learners to line up in the middle of the classroom. • Point to the stations and drill the answers 'Yes, he has' and 'No, he hasn't'. Use your body language to get the point across (shaking head, etc). • Demonstrate that learners must step towards the correct station when you ask a question. • Show the picture of Santa and ask questions about his clothing. E.g. Has he got a hat? Encourage learners to step to the right or left. They must also say the correct answer. • Continue to ask questions until learners are confidently selecting the correct station and answer..
5. Review (15 minutes)	<ul style="list-style-type: none"> — Encourage the learners to produce a sentence describing the picture of Santa they have labelled and coloured. You can display slide 16 which has an example sentence. Other examples could include: <ul style="list-style-type: none"> — 'He's got black boots.' — 'He's got red mittens.' — 'He's got a red hat.' • Demonstrate, using the board, that you want them to write down the sentence they produce about their picture. • You need to model the spelling of anything they write; it is simpler to put any words they might need on the board and write down one or two sentences as examples. • Use the opportunity to spell out the words using the English alphabet if the learners have learned it. You can ask some of the learners to come and write their sentence on the board. • Depending on the length of your lesson, you may find it more appropriate to do stages 4 and 5 in a separate lesson.
6. Follow-up ideas	<p>Children can make a Christmas card for their parents, using a picture of Santa to decorate the card.</p> <ul style="list-style-type: none"> • Children choose a piece of A4 colour card and fold it in half.

	<ul style="list-style-type: none">• They then colour a picture of Santa or any other appropriate Christmas picture.• Once they have coloured the picture, they stick it on the front of the card and write their Christmas message inside the card. <p>Other ideas for Christmas crafts and activities can be found on the LearnEnglish Kids website: https://learnenglishkids.britishcouncil.org/en/category/topics/christmas</p>
Useful links	<p>Karaoke version of Jingle bells: https://youtu.be/Z8-jYQhgK3s?si=yZ_vmbbLPq1Qu3hV</p> <p>Clothes flashcards: https://learnenglishkids.britishcouncil.org/en/flashcards/clothes-flashcards</p> <p>Christmas flashcards for using to make a card: https://learnenglishkids.britishcouncil.org/print-make/flashcards/christmas-flashcards</p>

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