

Video 1

John Lewis Christmas advert 2014

Monty the Penguin

Teacher's Notes

Video 2

John Lewis Christmas Penguin Advert Parody

Give students a couple of minutes to make a list of different kinds of TV programmes they know in English. Write up new vocabulary on the board and then get students to rank them - their three favourites and their three least favourites with reasons - and have some open class feedback.

1. Put students in pairs or groups of three and get them to talk about their best (or a close) friend - appearance, personality, how they met, how often they see each other etc.

2. Now say that you're going to tell them a story about friendship. Use *the script below* or make up your own:

This is a story about two best friends, Sam and Monty. Sam and Monty are inseparable - they do everything together, they like the same things - they watch the same kind of TV programmes, they play the same games, they like the same food. At the beginning of our story, they're watching TV. What kind of TV programme do you think they're watching?

Back to the story, and Sam and Monty are watching a cartoon, but they don't watch too much TV, they also play outside a lot. What kind of games do they play? Think of the games you used to play when you were children.

So, Monty spends quite a lot of time at Sam's house - he stays for dinner quite a lot, but sometimes he's allowed to stay the night. Sam's mum's a great cook and she often gives the friends their favourite food. What was your favourite food when you were a child? And what's your favourite food now?

Christmas is getting closer and closer and the friends are making preparations. What kind of things do you (or people in films) do before Christmas?

One day Sam and Monty are watching a film on TV when Sam looks out of the window and sees.....what does he see? Hopefully the students will say snow. How does it make you feel when it snows? What do you do?

Sam's eyes light up when he sees the snow and he points it out to Monty, but Monty doesn't seem interested. In fact, the more excited Sam gets about Christmas, the less enthusiastic Monty seems to be. What do you think his problem is? Is he worried about something?

Sam sees that Monty has something on his mind and does everything he can to take his mind off it. In the end, he decides to buy him a Christmas present that he's sure will cheer him up. Monty stays at Sam's house on Christmas Eve and on Christmas morning, they run downstairs to find out what's under the tree. Sam tells Monty to close his eyes, and when he opens them he sees.....Draw a picture of what Monty sees.

3. Now ask students if they have a clear picture in their minds of the story. Put them in A/B pairs. Student A retells the story from Sam's point of view and Student B retells it from Monty's point of view. Tell them to go into as much detail as possible.

4. Tell them that they're going to see a video of the story and they can see how similar or different it is to the one they imagined.

5. Play the video until 01:50 and say that it's an advert. Ask students what's being advertised. Play until the end. Do they like the advert?

6. Say that as soon as the advert was released, people started to make alternative versions or parodies. Put students in groups of three and tell them to think of a different ending to the advert. Give them a few minutes to discuss their ideas and then find out what endings they came up with. Play video 2 to compare.

Students talk about the games they played when they were children. Go round helping with vocabulary and then find out which games were the most popular.

You may want to do a quick review of **used to / would** to talk about the past here.

Students discuss the two questions while the teacher helps with vocabulary. Find out whose taste in food has changed the most.

Students talk about Christmas trees, cribs, decorations, shopping, wrapping presents etc.

Give students a few minutes to discuss what might be under the tree and draw a quick sketch. When everyone's finished, let them walk around and have a look at each other's drawings.

Students talk in groups of three before some open class feedback.

You may want to do a quick review of excited / exciting, interested / interesting etc here.

Students talk in pairs before open class feedback.

As a follow-up, tell students to go to lyricstraining and look for the song - Tom Odell covers *Real Love*.