

A Christmas lesson

Topic

Christmas

Aims

- To teach or review 'has got'
- To review vocabulary for colours, clothes and describing faces
- To practise speaking skills and writing short sentences

Age/level

Primary
CEFR level A1

Time

60 minutes

Materials

1. one colour picture of Santa (to show the class) and an outline picture of Santa (one per learner) – you can find an example here:
<https://learnenglishkids.britishcouncil.org/en/flashcards/christmas-flashcards>
2. flashcards and word cards for Santa's clothes – you can find some here:
<https://learnenglishkids.britishcouncil.org/en/flashcards/clothes-flashcards>
3. A4 colour card and another outline picture of Santa or other Christmas image (one per learner) – you could use the ones from LearnEnglish Kids above – if you decide to make the Christmas card

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.

Procedure

1. Introducing Santa

Teach the following simple song, to the tune of *London Bridge is falling down*.

Santa Claus is on his way,
On his way, on his way,
Santa Claus is on his way,
Hurry, Santa!

	<p>If you prefer more festive music, you can teach the following words to the tune of <i>Jingle Bells</i>.</p> <p style="padding-left: 40px;">Santa Claus, Santa Claus, Santa Claus is here. Bringing toys, For girls and boys, And lots of Christmas cheer.</p> <p>Show the class your picture of Santa and introduce him: 'This is Santa.' 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.'</p> <p>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.</p>
2. Introducing clothes words	<p>Say 'Now let's look at his clothes.' Put the word cards for his clothes on the board. 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> <p>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. Do this a couple of times until all the learners have had a chance to come to the board.</p> <p>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.</p> <p>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>
3. Writing	<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. 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. • They can colour the picture when they have finished.
4. Asking questions	<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>Repeat with the other clothes. Elicit 'No, he hasn't' by asking, for example, 'Has he got a blue hat?'</p> <p>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 recognise it as a question and answer 'Yes' or 'No'. Some will quickly pick up the whole short answer and have no trouble repeating 'Yes, he has' or 'No, he hasn't.'</p> <p>If you do find they have trouble recognising the question form, you might like to introduce a quick reinforcement activity by asking them to put their hands up when they hear a question and cross their arms if what you say is not a question.</p>
5. Review	<p>Encourage the learners to produce a sentence describing the picture of Santa they have labelled and coloured.</p> <p>'He's got black boots.' 'He's got red mittens.' 'He's got a red hat.'</p> <p>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.</p> <p>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.</p> <p>Depending on the length of your lesson, you may find it more appropriate to do stages 4 and 5 in a separate lesson.</p>
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. • 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>

Contributed by

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