

Name: Weishan **Date:** 29 Aug 2023 **Level:** Intermediate **Number of students:** **Topic:** Santa and childhood memories

Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing

Learner outcome(s): The students will be able to (mention task first, then “using”) ...

Students will be able to understand for gist and detail on a text about Santa and childhood memories.

Grammar:

Vocabulary:

[pre-teach]

Bona fide

Pacified

[for inferring meaning]

Vague

Sled

Reindeers

Chimney

Wailed (to wail)

Awkward

Boasting (to boast)

Astounded

Inconsolable

Rites of passage

Phrases:

Materials: Comprehension text Engage: Images in jumbled up order While reading: Activity sheet with gist and detailed reading tasks, vocab and definition matching Post-reading: Activity sheet to note down mini debate pointers
Assumptions: For this lesson I assume the Ss already ... have basic reading skills and are able to understand a text with little to no help.
An anticipated problem: The students might find a number of words that they might not understand. And possibly low STT.
My proposed solution: Encourage students to check vocabulary that we do not have time to cover during class in their own time. Get students to discuss the answers they got in pairs and prepare a discussion activity that allows students to have lots of STT.
What I intend to work on based on previous feedback: Remember to model activities Time management: Reduce EDCB and length of text

Stage of lesson	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
No. of minutes			
Pre-reading: Engage 5 mins [4:40 – 4:45 PM]	Play music: <i>If you're happy and you know it</i> Ask: What are some of your childhood memories?	To bring up the atmosphere in class and get students warmed up with a topic related to the lesson.	S

	<p>For me, one of my strongest childhood memories would my cousins and I playing the game of tag every weekend at my grandfather's house. We never got tired of it, and honestly, I can't even recall when it was that we stopped playing it. They were fun times indeed!</p> <p>Go with the flow...</p>		
<p>Pre-reading: Prediction</p> <p>3 mins [4:45 – 4:48 PM]</p>	<p>Making predictions: Students will look at pictures and predict the order the scenes would appear in the text. D: In pairs, I: Look at these pictures (show activity sheet) and number them in the order you think the pictures/scenes are mentioned in the text.</p> <p>M: For example, (Student A) I think Santa Claus entering the door should come first, it makes most sense. (Student B) But it could be that the story is not told in chronological order too! (Student A) Well, that's true ...</p> <p>T: You have 3 mins. S: Give out activity sheet</p> <p>Feedback:</p>	<p>To further engage students and get them motivated to read the text (to determine if their predictions were right), as well as get STT in here.</p>	S

	<p>Say: Ok good, we'll hold on to our predictions and check if you got them correct when we read the text.</p>		
<p>Pre-reading: Pre-teach vocab</p> <p>4 mins [4:48 – 4:52 PM]</p>	<p>Bona fide E: It's a term for if something is real or authentic. (just give students the answer if they cannot get it) D: Bona <u>f</u>ide C: If something or someone is not real or fake, do we say it's bona fide? B: Bona <u>f</u>ide (adj)</p> <p>Pacified (to pacify) E: What do we call the action of making someone who is upset or angry become calm and quiet? (just give students the answer if they cannot get it) D: Pacified C: If I have a student who starts crying in class now, and they cry even more after I try talking to them, do I say the student is pacified? No. B: Pacified (v)</p>	To ensure new vocabulary would not be a hinderance to students in understanding the gist of the text.	
<p>While reading: Reading for gist</p> <p>5 mins [4:52 – 4:57 PM]</p>	<p>Read for gist: Students will read the text one time (3 mins) to check if their predictions were correct.</p> <p>D: Individually, I: Read the text and check if your</p>	To get students to practice reading and ease them into the text.	R

	<p>predictions earlier were correct.</p> <p>M: For example, Yay my partner and I got the last 2 pictures correct! But aww man, we thought that Santa Claus would have to enter through the door before he eats the cookies and milk, but Santa eating was mentioned first in the text!</p> <p>T: You have 3 mins S: Give out activity sheet</p> <p>Feedback: Ask: Which pair got everything correct? What made them guess so?</p>		
<p>While reading: Reading for detail</p> <p>15 mins [4:57 – 5:12 PM]</p>	<p>Read for detail: Students will read the questions (2 mins) and the text one more time, then answer questions requiring more details.</p> <p><u>Prior to reading for detail</u> D: Individually, I: Read the questions M: - T: You have 2 mins S: Give out activity sheet</p> <p><u>Part 1: Individual</u> D: Individually, I: Read the text again and answer the</p>	<p>To help students to read in more detail and practice scanning for important information, and to increase STT by giving students time to discuss in pairs.</p>	R

	<p>following questions.</p> <p>M: For example, <i>Q: What was the writer's strongest childhood memory?</i> So first, I may think – do I remember where I read that for the first time when I skimmed the text?</p> <p>Ok, I think it was at the front, so I go to the front of the text and try finding. Ah yes, here it is – line 7, what does it say? I read it again and also the surrounding text, and I choose the answer that I think is correct.</p> <p>T: You have 10 mins S: -</p> <p><u>Part 2: Discuss in pairs</u></p> <p>D: Now in pairs, I: Discuss the answers you have chosen and see if you agree with each other. M: - T: You have 3 mins S: -</p> <p>Feedback: Go through answers, and ask: Are there any questions about any of the</p>		
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	answers?		
<p>While reading: Reading to infer meaning</p> <p>8 mins [5:12 – 5:20 PM]</p>	<p>Vocab and definitions matching: Students will try matching the vocab to their definitions through inference of the surrounding language.</p> <p>D: In pairs, I: Try to match these words you see in the text (show students the activity sheet) to their definitions, with the help of their surrounding text</p> <p>M: For example, Vague, line 4 – <i>memories can be quite strong, or rather vague.</i> (Student A) I think it's probably something opposite of strong. (Student B) Yeah, you're right. I think it's likely (h) – not clear or fully explained. It's probably saying that our memory is not clear.</p> <p>T: You have 5 mins S: Give out activity sheet</p> <p>Feedback: Go through the vocab and definitions briefly. Encourage students to check the dictionary for the definitions outside of class.</p>	To help students infer meaning by looking at the surrounding language of unfamiliar words.	R
Post-reading: Discussion	Mini debate	To allow students to practise speaking – increasing STT,	S

20 mins
[5:20 – 5:40 PM]

Students will take on either the proposition or opposition, come up with points that support their given position, and then pair up to share.

Say: Toulouse has decided to ban the Santa story – parents can no longer tell their children that Santa exists.

Part 1: Come up with discussion points

D: In your group – so A, B, A, B
(number students)

I: Group A, you will come up with reasons why *you* think it's a good idea for Santa story to be banned.

And group B, you will come up with reasons why you think the Santa story should not be banned.

M: For example, if I'm in group A, maybe I'll say: Yeah, it should be banned – because Santa isn't real, one day they'll realize it and parents might lose their children's trust.

T: You have 8 mins.

S: -

personalize the topic for themselves and share their thoughts and opinions.

	<p><u>Part 2: Pair discussion/"debate"</u></p> <p>D: Now, in pairs – 1, 2, 1, 2 (pair students from group A with students from group B)</p> <p>I: Share your points and try to convince your partner.</p> <p>M: For example, (Student A) We think that the Santa story should be banned because Santa isn't real, one day they'll realize it and parents might lose their children's trust. (Student B) No, we don't agree, we think all children need some magic so there's always some excitement and fun as a child!</p> <p>T: You have 8 mins. S: -</p> <p>Feedback: Ask: Who was convinced by their partner? + Good language and errors correction</p>		
Filler 1	<p>Back to the board: One student will have their back to the board while the rest of the class tries to help them guess the word.</p> <ul style="list-style-type: none"> - Reindeers - Sled 	In case there's still time to fill the hour: help students recap the vocab words taught earlier in the lesson and cover other words related to the topic	S

	<ul style="list-style-type: none">- Boast- Awkward- Vague- Christmas- Presents- Snow		
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Part 1

Look at the four pictures. In what order do you think they are mentioned in the text?



SANTA

Adults often look back on significant events from their childhood. These memories can be quite strong, or rather vague. People remember riding their first bike, a special birthday party or discovering their pet rabbit had died in the night, for example. For me though, my strongest memory is the day I discovered that Father Christmas doesn't exist. Really? What a shock! For as long as I could remember, my family had left milk and biscuits on the kitchen table for the old man to eat. After all, he was travelling the long, cold night on his sled delivering presents to children all around the world, so he needed something to keep him going. There were also some carrots for his trusty reindeers.



One Christmas, my brothers and I were very concerned that we didn't have a chimney for Santa to climb down. 'If we have no chimney,' we wailed together, 'how can we have our presents?' Our parents took ages explaining that Santa was quite happy to come in through the kitchen door, which they would leave unlocked for that one night, and into the living room. Pacified, we went to bed, our ears straining for the sound of bells and chuckles (Ho ho ho!!), only to fall asleep secure in the knowledge that our presents would be waiting for us under the tree (which we'd spent hours decorating) in the morning.

There were also other awkward questions that my parents were made to answer. 'If there's only one Santa, how come he's in two toy shops at the same time, and coming to our school too?' So our parents did start to explain that sometimes

someone was dressed up as Santa because we were right, it was impossible for him to be everywhere at the same time. They did convince us, however, that on Christmas Eve it was the bona fide man in red who came into our home and left the toys. So when my older brother came home from school, boasting that he didn't believe in Father Christmas any more and accusing our parents of buying and leaving the presents under the tree themselves (and eating the biscuits)! I was astounded. But I was even more shocked when my parents felt 'we were old enough to know the truth' and admitted that he was right! What! No elves making toys in a workshop in the North Pole? I burst into tears and hid in my room for hours, totally inconsolable.

However, I felt much better about the disastrous news (and I would argue that discovering Santa isn't real is one of the first rites of passage into adulthood) when I found out that Santa, admittedly in the distant past, was based on a real person, or rather two real people. Nowadays, Father Christmas and Santa Claus

Part 2

1. What was the writer's strongest childhood memory?

- (a) Riding her first bike
- (b) Discovering her pet rabbit died in the night
- (c) Discovering that Father Christmas doesn't exist

2. What did the writer's family leave for Santa to eat?

- (a) Nothing
- (b) Milk and biscuits
- (c) Milk, biscuits, and carrots

3. Why were the writer and her brothers concerned that they didn't have a chimney for Santa to climb down?

- (a) Because they had left milk and biscuits on the kitchen table for Santa to eat
- (b) Because they wanted to hear the sound of bells and Santa's chuckles when he comes down the chimney
- (c) Because they were worried that they wouldn't get their presents

4. What was another awkward question the writer's parents had to answer?

- (a) "If there's only one Santa, how come he's in two shops at the same time, and coming to our school too?"
- (b) "Why does someone dress up as Santa?"
- (c) "Who is the bona fide man in red who comes into our home and leave the toys?"

5. When did the writer discover that Father Christmas doesn't exist?

- (a) When her parents decided it was time for them to know the truth one Christmas night
- (b) When her older brother came home from school, boasted that he didn't believe in Father Christmas anymore and accused their parents of buying and leaving the presents under the tree themselves
- (c) When she read in a book that there were no elves who made toys in a workshop in the North Pole

6. When did the writer feel better about the disastrous news that Father Christmas didn't exist?

- (a) When she found out that Santa, admittedly in the distant past was based on a real person
- (b) When she found out that Santa, admittedly in the distant past was based on two real people
- (c) When she became an adult

Part 3

Match each word to their meanings.

1. Vague (line 4)	a. To talk in a way that shows one is too satisfied about something they have or can do
2. Sled (line 13)	b. Difficult to deal with
3. Reindeers (line 16)	c. So unhappy or disappointed that no one can make you feel better
4. Chimney (line 18)	d. Extremely surprised or shocked
5. Wailed [to wail] (line 20)	e. Events that mark important stages in someone's life
6. Awkward (line 30)	f. A small vehicle used to carry people or things over snow and ice
7. Boasting (line 41)	g. A structure through which smoke goes up into the air, usually through the top of a building
8. Astounded (line 44)	h. Not clear or fully explained
9. Inconsolable (line 49)	i. To make a long, loud cry, usually because of sadness or pain
10. Rites of passage (line 52)	j. A type of deer that lives in the northern parts of Europe, Asia, and America. Often seen in Christmas decorations.

Toulouse has decided to ban the Santa story – parents can no longer tell their children that Santa exists.

For	Against