

## Thanks God, I've Survived... Christmas! (video lesson)

level: elementary (A1) +

class: one-to-one

time: 60 min

skills: speaking, listening

### Warm up

1. As your students arrive for the lesson, play a *Christmas song* to tune them in for the topic. Ask them if they can guess what you're going to talk about today. Of course, it's Christmas!

### Vocabulary

2. Prepare a set of *pictures* to demonstrate some basic Christmas vocabulary (either cut them out from magazines, or use this website [www.eslflashcards.com](http://www.eslflashcards.com)). Together with your students, brainstorm Christmas-related vocabulary and elicit those that are new. Use worksheet 1 to create two categories: *positive and negative* associations.
3. Compare your student's lists to those on this website [http://seasonsgreetings.cambridge.org/?utm\\_source=modules&utm\\_medium=email&utm\\_content=central&utm\\_campaign=seasonsgreetings](http://seasonsgreetings.cambridge.org/?utm_source=modules&utm_medium=email&utm_content=central&utm_campaign=seasonsgreetings) (How festive is the world feeling right now?) and let them guess how exactly some of the words relate to Christmas.

### Mog's Christmas Calamity

4. Ask your students: 'What can *go wrong* on Christmas Day?' Encourage them to describe the worst-case scenario ever. Then ask: 'What would you do if this really happened this year?'
5. If you teach lower-level students, *pre-teach vocabulary* from worksheet 2. Let them predict how these words fit into a story about Mog, the cat, which you're about to watch.
6. Watch this *video* <https://www.youtube.com/watch?v=kuRn2S7iPNU> 0:00 – 2:40 and ask: 'What went wrong at the Thomases?'. Ask for as many details as you feel your students are able to provide at their level.
7. Ask: 'Do you think the Thomases can still have a Christmas?' Watch the rest of the video and check.
8. Let your student choose 5 words from the Vocabulary part. They have to use them to tell a Christmas *calamity story of their own*. Allow enough time for preparation and help with difficult vocabulary your student might need.
9. If you teach business English students, you may want to discuss the *marketing* aspect of the commercial, as well, e.g.: 'Is that a good commercial? Why/not? Do you remember any particularly good/bad Christmas commercials? What Christmas-related commercial could your company have? Prepare the script!'

### Is Christmas still the same?

10. Ask: 'How do you think Christmas has *changed* compared to 20 years ago? Which words do you think characterised Christmas back then?'
11. Once again, compare your student's list to the one at the bottom of this website [http://seasonsgreetings.cambridge.org/?utm\\_source=modules&utm\\_medium=email&utm\\_content=central&utm\\_campaign=seasonsgreetings](http://seasonsgreetings.cambridge.org/?utm_source=modules&utm_medium=email&utm_content=central&utm_campaign=seasonsgreetings) and ask them to *describe the trend*. 'What do the words tell about us?'



### A Christmas story

12. Prepare a box or a little *bag with cards* from worksheet 3 inside. Your student's task is not to give the definition of the word, but to list as many words related to the word as possible (e.g. Santa – red, beard, cap, sleigh, reindeer). When you guess the correct word, swap roles.  
Note: Elementary words have been deliberately chosen for this activity, as the aim is to activate the student's own vocabulary rather than practise their skill of explaining unknown words.

### Cooler

13. Show the pictures/flashcards from the beginning one by one and ask your students what is in them.

worksheet 1

<p><b>Cracking!</b> <i>positive words</i></p>	<p><b>Bah, humbug!</b> <i>negative words</i></p>
	

worksheet 2

**NIGHTMARE** follow a cat

**SHARE** **GATHER**



**deserve a medal**

<b>WINTER</b>	<b>FOOD</b>
<b>FAMILY</b>	<b>CHRISTMAS TREE</b>
<b>SANTA</b>	<b>GIFTS</b>
<b>DREAMS</b>	<b>CHRISTMAS DECORATIONS</b>