

The Christmas gift experiment

Topic

Giving and receiving

Aims

- Students will use new and known language for predicting to guess what happens in a video.
- Students will use creativity and analysis to predict unknown facts.
- Students will develop fluency skills to discuss ideas related to giving and receiving presents.
- Students will develop writing skills by justifying choices.

Age / level

Teenagers and adults at Council of Europe level B2 and above. This plan can be adapted for lower levels

Time

50 – 60 minutes

Materials

1. Student worksheet
2. Video and activities from LearnEnglish Teens (<https://learnenglishteens.britishcouncil.org/study-break/video-zone/christmas-gift-experiment>)
3. Paper and pen or pencil

Introduction

This lesson plan for teenagers of all ages and adults uses a short, two-minute video to look at the concept of giving and receiving gifts at Christmas.

The video focuses on people at a train station, who are given a present but then told that it is not for them. Before watching the video, students are given the title of the video and asked to predict what the *Christmas gift experiment* might be. They are also asked to predict some of the lexis they will hear – typical Christmas vocabulary. The activities in the plan take them through the video in two stages, with different expressions for prediction introduced, and thinking time given to allow students to formulate their ideas.

The final activity asks students to write about a present they would like to receive and to guess what they think one of their classmates would like to receive. Students then act out the scene in the video where people are given a gift from someone they don't know.

Procedure

<p>Introduction to the theme (10 – 15 mins)</p>	<ul style="list-style-type: none"> On the board, write 'The Christmas gift experiment'. Alternatively, before class write 'The Christmas gift experiment' on pieces of paper and put them on each student's desk. Check understanding of the words 'gift' and 'experiment' if necessary. Explain to your students that they are going to watch a short video with the title 'The Christmas gift experiment'. Ask them to spend a few minutes on their own to think about what the experiment might be and to write their ideas. <p>Incorporating differentiation: With groups who are not used to this type of predicting activity, you could write the following words on the board and tell them that all of them feature in the video:</p> <p style="text-align: center;"><i>A giant gift, a telephone, a train station, people running, Santa Claus</i></p> <ul style="list-style-type: none"> After a few minutes, ask students to share their ideas with a partner and then conduct feedback as a class. Accept any ideas and write them on the board. As part of the feedback, elicit vocabulary related to the theme of Christmas and write these on the board.
<p>Watching part 1 of the video (5 minutes)</p>	<ul style="list-style-type: none"> Go to https://learnenglishteens.britishcouncil.org/study-break/video-zone/christmas-gift-experiment on the LearnEnglish Teens website. If your students have smartphones with a data connection and you don't have a computer or a projector in your classroom, you can ask them to access the page in this way. As a class, watch the video up to 00:39 seconds. <p>IMPORTANT: make sure students don't watch past this point.</p> <ul style="list-style-type: none"> Pause the video, or ask students to pause the video at 00.39 seconds. Discuss with them how similar or different their ideas were to the video.
<p>Language focus – lexis for predictions (15 – 20 minutes)</p>	<ul style="list-style-type: none"> On the board, write the following two statements: <ul style="list-style-type: none"> <i>It's going to rain this weekend.</i> <i>In 50 years' time, we'll all be learning English using virtual reality headsets.</i> Elicit from the students what the function of the two statements is, or explain that they are both ways of predicting something in the future. Ask them to work alone or in pairs to write three or four sentences predicting what they think will / is going to happen next in the video. Give a maximum time-limit of 5 minutes.

	<ul style="list-style-type: none"> • After 5 minutes, ask students to share their ideas with another student or pair to see how similar or different their ideas were. • Give out copies of the student worksheet, or display on a projector. • Explain to students that there are several expressions, or chunks of lexis that can be used to express certainty or uncertainty when making predictions. • Show them the example on the student worksheet and explain that they should read the 10 statements and decide if they are used to express certainty, uncertainty or something in between the two. • Check the answers class and focus on any statements that several students got wrong. • Ask the students to go back to the original sentences they wrote and to rewrite them using some of the expressions from the worksheet.
Watching part 2 of the video (5 minutes)	<ul style="list-style-type: none"> • Watch the second part of the video. Ask students to watch and compare their predictions with what actually happens. • Ask students to complete the comprehension exercises on the page https://learnenglishteens.britishcouncil.org/study-break/video-zone/christmas-gift-experiment
Extension (10 – 15 minutes)	<ul style="list-style-type: none"> • Tell students to look at the discussion question on the page https://learnenglishteens.britishcouncil.org/study-break/video-zone/christmas-gift-experiment: <p><i>What gift would you like to receive? What gift would you like to give to somebody else?</i></p> <ul style="list-style-type: none"> • Tell students to write about a gift they would like to receive. They should write their name, the gift they would like and a brief explanation about why they would like it. Collect in the pieces of paper from each student. For variety, you could give them a list of items that they are not allowed to include, e.g. a new mobile phone, PlayStation, etc. or something that is currently popular in your country. • Allocate a partner to each student. You can decide whether this is someone in the class that they don't know very well outside the class. • Tell them to predict and write down what they think their partner would like to receive as a gift. • Ask the class to stand up and find their partner. They should re-enact the video by going over to their partner and saying what they bought them (this will be what they wrote down). • Together, check how many of the predicted gifts matched what the students said they would like.

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