



NEW YEAR'S DAY

Lesson Length: 1.25 hrs + Extension Activity

Vocabulary & Expressions: Vocabulary related to major life events

Language/Culture Point: Phrasal verbs with 'get'

Objective: Students will be able to talk about the major events in their lives in the past year

Materials: Computer, projector, PPT Presentation: Major Life Events in the Past Year, pictures of major life events, pens/pencils/markers



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|----------------------|
| 5 minutes | | - Graphic Organizers |

TEACHING ACTIVITY

1. Start class by asking the students about the major events in their lives. Are they married? When did they get married? Do they have children? When did they have their first child? When did they move to the US? When did they get the job they have now or their last job?
2. On the board, create a timeline. As students give information, fill in the timeline with their major life events.

STEP 2: MINI-PRESENTATION WITH PROMPT

| Time Frame | Materials | Teaching Strategies |
|--------------|--|--|
| 5-10 minutes | - Computer and Projector - PPT Presentation: Major Life Events in the Past Year | - Teaching with PowerPoint - Using Pictures |

TEACHING ACTIVITY

1. Create a short presentation that tells the students about the major events in your life, being sure to include at least 2-3 from the current year. Topics could include: moving, buying a home, having a child, getting a new job, and getting a pet. Be sure to include



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pictures, either from online or your own life, that exemplify each topic you include in the presentation. If you'd rather not share from your own life, you can create a fictional story about another person.

2. Go through the presentation twice. The second time, clarify any key vocabulary or key concepts.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

| Time Frame | Materials | Teaching Strategies |
|------------|---|---|
| 10 minutes | <ul style="list-style-type: none">- Computer and Projector- PPT Presentation: Major Life Events in the Past Year | <ul style="list-style-type: none">- Teaching with Powerpoint- Using Pictures |

TEACHING ACTIVITY

1. Go back through the presentation a third time, but this time ask students questions about each life event. For example:
 - When did I start my new job?
 - When did I buy my home?
 - When did I move into my new home?
 - Is my child a boy or a girl?
2. As students answer, create a list of the major life events on the board. Once you finish with the questions, ask students if there are any major life events missing from the list, and add them.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

| Time Frame | Materials | Teaching Strategies |
|------------|--|--|
| 10 minutes | <ul style="list-style-type: none">- Pictures of major life events- Pens/Pencils/Markers | <ul style="list-style-type: none">- Using Pictures- Role Play |

TEACHING ACTIVITY

1. Tell students that today you are going to talk about major life events in the current year.
2. Choose two or three pictures from the previous step that represent major events in your life in the current year. Underneath each picture write the time of the year that the



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event occurred. You can refer to the month or the season.

3. On the board, create a dialogue that asks about major life events. For example:
A: What did you do this year?
B: This year I _____. What about you?
A: I _____. I also _____.
B: Oh, great! When did you do that?
A: I _____ in _____.
4. Have a student come up and help you Role Play the dialogue. Use the pictures during the dialogue to show students which events you are discussing.
5. Model the dialogue again with another student, using different pictures and answers.
6. Model the dialogue again, this time asking additional questions or rephrasing the questions already in the dialogue.

STEP 5: GUIDED PRACTICE

| Time Frame | Materials | Teaching Strategies |
|------------|--|---------------------------------|
| 15 minutes | - Pictures/Drawings of major life events of the students - Pens/Pencils/Markers | - Using Pictures - Role Play |

TEACHING ACTIVITY

1. Give each student a piece of paper. Each student should draw pictures that represent the major events in their life for the current year. They should include in some way the part of the year that each event occurred.
2. Once the students have finished drawing, pick a student and Role Play the dialogue with them using your pictures and their own to fill in the gaps.
3. Role Play the dialogue with several more students using the pictures they have drawn.



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STEP 6: PAIR OR SMALL GROUP WORK

| Time Frame | Materials | Teaching Strategies |
|------------|------------|---|
| 15 minutes | - Pictures | - Using Pictures - Role Play - Graphic Organizers |

TEACHING ACTIVITY

1. Have the students work in pairs to discuss their major life events using the dialogue on the board as a reference.
2. Students should move around the room and ask several classmates about their major life events and share their own.
3. Once the students have had the opportunity to speak to several classmates, bring the class back together and ask students to report what they remember from their conversations.
4. Create a chart on the board with “summer, fall, winter, spring” at the top. As students report what they remember, fill in the chart with the event and the name of the student in the appropriate column.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| 5 minutes | | |

TEACHING ACTIVITY

1. Refer back to the list of events used earlier in class, specifically the phrases “get married”, “get engaged” and any other phrasal verbs that start with get that are on the list.
2. Add any other “get” phrasal verbs that you can think of. You may want to elicit responses from students, if possible. Other options would be: get over, get better, get up, get along with, and get away with, among others.
3. Explain to the students that phrasal verbs are verbs that have more than one word. They have a different meaning than when each word appears separately.



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- 4, Choose a few verbs from the list of 'get' phrasal verbs and use them to create sentences. Show the students how the meaning of the phrasal verbs is different than the meanings of the words when they appear separately.

STEP 8: QUICK CHECK AND REVIEW

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| 5 minutes | | - Exit Check |

TEACHING ACTIVITY

1. As students leave, have them tell you one major event from their life in the past year and when it happened.
2. Ask each student to bring a photo of that event to share during the next class.



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EXTENSION ACTIVITY: CELEBRATE NEW YEAR'S DAY

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| Varies | | |

TEACHING ACTIVITY

1. Ask each student to bring something to class for a New Year's Party. This could be hats, decorations, snacks, drinks, anything you see as relevant to the class and the party.
2. Set up the decorations, snacks, and drinks in your classroom.
3. As the students are enjoying the party, use the pictures that students brought in from the previous activity to start a discussion. Ask each student to show their picture and describe the event that it represents.