



Teachers Notes:

Level:	B1
Topic:	St Patrick’s Day
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Lesson Aim:	To give students information about St Patrick’s Day origins and celebrations. A/B Students read a text and with their partners, deduce and explain any unknown vocabulary to each other. They must then paraphrase the text, developing reading and listening skills. Students are then given 10 statements and must decide together which ones are true/false, before watching/listening to a video clip on the 10 statements.
CEFR Student Learning Outcomes:	<p>Listening: I can follow clearly spoken, straightforward talks on familiar topics.</p> <p>Reading: I can understand the main points in straightforward factual texts on subjects of personal interest well enough to talk about them afterwards</p> <p>Spoken Interaction: I can find out and pass on uncomplicated factual information I can give or seek personal opinions in an information discussion, agreeing or disagreeing politely</p> <p>Spoken Production: I can briefly explain and justify my opinions I can relate the main content of short texts I have read</p>
Lexical Aim:	Lexical chunks such as: credited with, well-known for, separated from, symbolic of, deep-rooted in, associated with, with the exception of, turn it into, tends to, take part in.
Interaction Patterns:	Pair work Group work Whole class
Preparation:	Handouts for students
Task Time:	90 minutes.





Lesson:

Procedure

Lead in:

Write the following words on the whiteboard:

Shamrock, Green, Celebrations, Parade, Patron Saint

Ask students to discuss what they think today's lesson is going to be about. Give students one minute with their partner:

Answer: St Patrick/St Patrick's Day.

Can the students add any other words to the list connected to St Patrick's Day.

Give students another two minutes with their partners to tell each other what they know about St Patrick's Day and why it is celebrated. Get feedback from class and write any unknown vocabulary on the whiteboard.

Tell students you have two texts - some students will read text A and some students will read text B.

A = The Story of St Patrick

B = St Patrick's Day in Dublin

Half of the class is going to read text A. (Depending on the size of your class, you can either make one or two groups of 'A') - Do the same with 'B'.

Now, the 'A' students are grouped together and the 'B' students are together. Explain to the groups that they must now read their text and discuss the unknown vocabulary, explaining any difficult words to each other. Encourage students to work out the meaning of the underlined words/phrases from context instead of you giving them the definition.

When students are happy they understand the underlined vocabulary and the text as a whole, pair an 'A' student with a 'B' student. Now students paraphrase what they have read to their new partner. Once both students have paraphrased their texts, encourage students to explain the vocabulary again to their new partners.

Now, in groups of 3 or 4, ask your students to discuss their countries national day of celebration (if they have one) – if not, ask them to talk about any celebrations, parades, carnivals and what it means to their city/country. Get feedback and take notes of errors for correction slot later.

Now, tell students they are going to read **10 statements about St Patrick's Day** - they must decide which are true and which are false. If they feel a statement is false, encourage them to give reasons for this, stating their opinion. (*you could elicit some phrases for giving your opinion on the whiteboard at this stage.*)

**Procedure:**

Get feedback from the whole class, encouraging students to expand on their opinions about the true/false statements.

Now play the following video:

'10 Fantastic Facts about St Patrick's Day'

<https://www.youtube.com/watch?v=ij5-S4g4eCs>

Ask students to watch carefully (without taking any notes this time). Now give students two minutes to discuss the statements with their partners. Were they correct/incorrect?

Play the video for a second time but this time, allow students to take notes and afterwards, ask them to compare their notes with their partners. Gather feedback.

In groups, students could now write their own true/false quiz about their chosen national day of celebration for the other groups.