



Teachers Notes – ‘Happy Valentine’s Day’

Level:	B1
Topic:	Valentine’s Day
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Lesson Aim:	Focusing on Valentine’s Day and how commercialised it has become, students give their opinion and practise the Second Conditional as they ask and answer questions on the topic of Valentine’s Day. Students will also watch a short YouTube clip of an advertisement and re-order the story using the given pictures. Students then work in pairs to retell the story in their own words.
CEFR Student Learning Outcomes:	Reading: I can understand the main points in short newspaper and magazine articles about current and familiar topics. Writing: I can write short, comprehensible connected texts on familiar subjects Spoken Interaction: I can give or seek personal opinions in an informal discussion, agreeing and disagreeing politely.
Lexical Aim:	Vocabulary related to the topic of Valentine’s Day / Commercialisation such as ‘ <i>to pull at someone’s heart strings</i> ’ and ‘ <i>money-making scheme</i> ’.
Interaction Patterns:	Pair work Group work
Preparation:	Wi Fi access to play YouTube clip IWB / Projector
Task Time:	90 minutes



Lesson:

Lead In:

Project the image of the Coca-Cola advert for the students (page 4 of lesson) and elicit their thoughts on the advert.

Why have Coca-Cola designed an advertisement for Valentine's Day?

Does this kind of advertising work?

Would it make you want to buy a bottle of Coca-Cola?

Give students two minutes with their partners to think about other advertising campaigns that focus on Valentine's Day and how effective they think they are.

Speaking Task:

Give students 5 minutes to look at the four images and to re-create the story. Encourage students to use their imaginations here as there could be many story possibilities. Students discuss in small groups of 3 or 4 and then number the pictures from 1-4.

Get feedback from each group

Play the following YouTube video:

YOGA Tablet 2 Pro Valentine's Day Ad 2015 - Cupid Dog

<https://www.youtube.com/watch?v=TovNE5OlywY>

In pairs, students now write the story based on what they watched. Encourage students to write as much as they can to retell the story.

Now, ask one student from each pair to swap with a student from another pair to compare their stories.

Reading Task:

Is Valentine's Day a 'commerical' day? Elicit the meaning and ask the class for their opinion and to give you reasons for their answer.

Tell students they are going to read a text called *'The Commercialisation of Love'*

Afterwards, pairs discuss the text – Do they agree or disagree and why?



After feedback session, ask students to focus on the underlined vocabulary and the **Vocabulary Task**. **With their partners, students complete the sentences** [encourage them to use the context of the text if they are unsure of meaning or maybe their partners can explain any difficult words to them].

After completing the task, and swapping partners around, ask students to now use the vocabulary to create their own sentences with their new partners.

Grammar:

Ask students to find a conditional sentence in the text. Elicit the conditional [second], the grammatical structure and when it is used [hypothetical situations]. Would they feel the same as the writer of the article if this happened to them?

Discussion Task:

Now in small groups, students discuss the questions using the Second Conditional. Listen to students answers – use some on the spot correction while also taking note of common errors for delayed error correction slot after the task. Encourage students to use full sentences ***'If my classmate handed in a red rose I would be so embarrassed.'***

In pairs, ask students to write three more questions using the Second Conditional.