



a) ROSCLA

23			20	10	
----	--	--	----	----	--



b) CLARO RIGSSNE

	18								
--	----	--	--	--	--	--	--	--	--



c) TAHCMSIRS RASREKCC

	24				22	29				25			12			
--	----	--	--	--	----	----	--	--	--	----	--	--	----	--	--	--

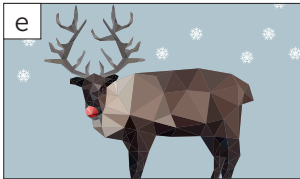


d) A SATMIRSCH RETE

						4						
--	--	--	--	--	--	---	--	--	--	--	--	--

e) A DEENIERR

					5			
--	--	--	--	--	---	--	--	--



f) ATNAS LAUCS

							9	
--	--	--	--	--	--	--	---	--

g) A SSHAITCMR SOGCINK

											8				
--	--	--	--	--	--	--	--	--	--	--	---	--	--	--	--



h) LYHLO

2					7
---	--	--	--	--	---



i) TEH TEHRE WIES ENM

								1	26				
--	--	--	--	--	--	--	--	---	----	--	--	--	--

j) NASTA'S HELSIG

				30		31				11		
--	--	--	--	----	--	----	--	--	--	----	--	--



k) A BBLAEU

			21	19		13
--	--	--	----	----	--	----



l) NELTIS

17					15	
----	--	--	--	--	----	--



m) GEDNARRIBGE NEM

						14						
--	--	--	--	--	--	----	--	--	--	--	--	--

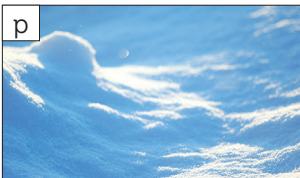
n) A PESNTER

				16			28
--	--	--	--	----	--	--	----



o) SAATN'S TSLI

	3						27				
--	---	--	--	--	--	--	----	--	--	--	--



p) WSNO

		6	
--	--	---	--



2. COLLABORATIVE TASK – What is it?: Students check how much Christmas-related vocabulary they know in English.

WORKSHEET 2

Which symbol from worksheet 1 is being described? Write it on the corresponding line.
(The definitions are taken or adapted from the Macmillan Online Dictionary.)

- a) This is another name for Father Christmas, the man with a long white beard that brings people presents. → _____
- b) This is an animal with antlers that helps Father Christmas to pull his sleigh.
→ _____
- c) These are the people that go around houses singing carols.
→ _____
- d) This is a large sock which children hang by the fireplace or by their bed the night before Christmas so Santa puts presents in it. → _____
- e) This is a shiny coloured ball used as a decoration for the Christmas tree.
→ _____
- f) These are ginger-flavoured biscuits in the shape of a person.
→ _____





3. LIFE SKILLS - CREATIVITY (ESO 1-3): In groups, students read a Christmas poem, illustrate one of the stanzas and recite it in front of their classmates.

WORKSHEET 3A (ESO 1-3)

ELECTRONIC CHRISTMAS, by Ken Nesbitt

I asked for new gadgets for Christmas.
My list was a hundred lines long.
I figured I might as well try it.
Why not? I mean, what could go wrong?

My parents bought all that I wanted:
An iPod, a big-screen TV,
a camera, a laptop computer,
a Playstation, Xbox, and Wii.

I got a new Kindle, a smart phone,
an RF remote-controlled car,
a robot, a video camera,
a brand new electric guitar.

But those things were just the beginning.
This Christmas, I had such a haul,
it took me all morning, and then some,
to finish unwrapping it all.

A hundred new gadgets to play with.
I couldn't be bothered to wait.
The moment I plugged them all in, though,
it blew every fuse in the state.

If you're spending Christmas in darkness,
and can't play your video game,
I'm sorry for all of the trouble;
it's probably me who's to blame.

I know now I shouldn't be greedy,
so, next year, I think you'll be fine.
Instead of a hundred new gadgets,
I'm asking for just ninety nine.

From: <http://www.poetry4kids.com/poems/electronic-christmas/>





WORKSHEET 3B (ESO 1-3)

a. Who is speaking in the poem?

b. How many Christmas presents did the main character in the poem get?

c. Why does the person speaking say "I figured I might as well try it. Why not? I mean, what could go wrong?"?

d. Is the person speaking in the poem happy about the amount of presents he/she got?

e. Why does the person speaking say "This Christmas, I had such a haul, it took me all morning, and then some, to finish unwrapping it all."?

f. What happened when the main character started playing with all the gadgets?

g. What does the main character say about next year's Christmas? What is he/she going to do?





3. LIFE SKILLS - CREATIVITY (ESO 4-Bachillerato):

WORKSHEET 3 (ESO 4-Bachillerato)

Think of a typical Christmas tradition in your country.

a. What is the tradition called?

b. What are the origins of this tradition? How did it start and when was it celebrated for the first time?

c. What day do people actually celebrate it?

d. Is it celebrated it by everyone or only by a specific age group (kids, youth, the elderly)?

e. How do people celebrate it? (What do they actually do?)

f. Is any food or drink associated with this tradition?

g. What do you like best about this tradition? Why?





TEACHER'S NOTES

1. INDIVIDUAL TASK - Christmas vocabulary

With this activity, students will learn vocabulary related to Christmas. They will also learn about how people celebrate Christmas in the UK and some other English-speaking countries (CLIL).

1. Write the word CHRISTMAS on the board.
2. Ask the students what they know about Christmas and brainstorm ideas together.
3. Give students worksheet 1 for them to unscramble the words. (With higher level groups, you can ask them to do this without looking at the clues in order to make the activity more challenging).
4. Go round the class helping students with any vocabulary-related questions they may have.
5. Finally, go over the answers in open class.
6. Ask students if they are familiar with the vocabulary. Have they ever seen carol singers? Have they got a Christmas stocking at home? Do they get presents from the Three Wise Men or from Santa Claus? (By doing this, you're also working on culture in English-speaking countries and getting students to compare how they celebrate Christmas with what people in other countries do).
7. Once students have the correct words, ask them to write the letters in the numbered cells into the secret message cells. What secret message do they get? Ask students to answer the question in open class. Alternatively, they could ask each other.
8. As an extension brainstorming activity, you could also ask students how they celebrate Christmas and what other words they associate with this celebration.
9. As a fun game, you could shout out a number from worksheet 1 and get students to tell you the corresponding word. You could also ask students to do the same thing in pairs to test each other.

ANSWER KEY

- a. carols
- b. carol singers
- c. Christmas crackers
- d. a Christmas tree
- e. a reindeer
- f. Santa Claus
- g. a Christmas stocking



- h.** holly
- i.** the Three Wise Men
- j.** Santa's sleigh
- k.** a bauble
- l.** tinsel
- m.** gingerbread men
- n.** a present
- o.** Santa's list
- p.** snow

SECRET MESSAGE:

What do you like best about Christmas?

2. COLLABORATIVE TASK – What is it?

This activity will increase the students' vocabulary related to Christmas and it will enable them to find out how many words they can remember from the previous activity. It will also give them strategies to define new words (learning to learn).

1. Give students worksheet 2.
2. They need to read the symbol descriptions and write the name of the symbol described (one from worksheet 1).
3. Go round the class answering any vocabulary-related questions the students may have.
4. Finally, go over the answers in open class.
5. As a quick guessing game, you could ask your students to find out which symbols have not been described. With higher level groups you could also get students to write their own definition for the missing symbols and read them to their classmates, for them to guess.

ANSWER KEY

- a)** This is another name for Father Christmas, the man with a long white beard that brings people presents. → **SANTA CLAUS**
- b)** This is an animal with horns that helps Father Christmas to pull his sleigh. → **A REINDEER**
- c)** These are the people that go around houses singing carols. → **CAROL SINGERS**
- d)** This is a large sock which children hang by the fireplace or by their bed the night before Christmas so Santa puts presents in it. → **A CHRISTMAS STOCKING**
- e)** This is a shiny coloured ball used as a decoration for the Christmas tree. → **A BAUBLE**
- f)** These are ginger-flavoured biscuits in the shape of a person. → **GINGERBREAD MEN**



3. LIFE SKILLS - CREATIVITY (ESO 1-3)

LIFE SKILLS

This activity will foster **cultural awareness**, because the students will be learning about an American poet which they most likely haven't heard of.

It will also boost **creativity**, as they will be illustrating their stanzas using their own ideas. Finally, this activity will also enhance **group work and cooperation**, as each group will be working on a specific stanza and they will be performing it together, so that each of their performances will contribute to the group's.

1. Ask your students if they have ever heard of the American poet Ken Nesbitt. If they haven't, you could show them his website (<https://www.poetry4kids.com/>) and introduce him so that students can learn about him.
2. Tell students they are going to read his poem "Electronic Christmas" and get them to think what the poem could be about in an open class brainstorm.
3. Then give them worksheet 3A and read the poem together with them. Since it's a poem, it's important to point out that some of the verses rhyme. After having read it once, you could ask them to find the rhyming pairs (for example, long/wrong, TV/Wii).
4. Next, ask them what they have understood to make sure they have a rough idea of what the poem is about.
5. After that, go over each verse again answering any vocabulary questions they might have.
6. To work on the meaning of the poem, give students worksheet 3B for them to answer the comprehension questions.

ANSWER KEY (WORKSHEET 3B)

- a. Who is speaking in the poem?
A boy or girl is speaking.
- b. How many Christmas presents did the main character in the poem get?
He/she got 100 new gadgets.
- c. Why does the person speaking say "I figured I might as well try it. Why not? I mean, what could go wrong?"?
He/she says that because he/she wanted a lot of things and wasn't sure if he/she would get them, but he/she decided to ask for them in his/her wish list anyway to try to get them.
- d. Is the person speaking in the poem happy about the amount of presents he/she got?
Yes, he/she is very happy because his/her parents bought him/her all he/she wanted.
- e. Why does the person speaking say "This Christmas, I had such a haul, it took me all morning, and then some, to finish unwrapping it all."?
He/she says that because he/she got so many presents that it took him/her a long time to unwrap them all (more than 1 morning).



- f. What happened when the main character started playing with all the gadgets?
He/she blew a fuse and all the gadgets stopped working.
- g. What does the main character say about next year's Christmas? What is he/she going to do?
He/she says that next Christmas he/she's going to ask for less presents (just one less, though).

As a follow-up activity after these comprehension questions, you could get students to reflect on the amount of presents this kid got and think about consumerism in our society. How do they decide what they would like to get for Christmas? How many presents is too many?

7. It is a good idea to read the poem a third time to go over the words that are difficult to pronounce and to make sure pupils get the intonation right. A good way to drill the poem is to divide the class into two groups and have each group take it in turns to read a line together. An alternative way is to have the whole class repeat after you (which is basically, traditional drilling). A more creative way of doing this is to rap the poem together with the students, which will definitely help them to remember the lines.
8. Once the poem is clear in terms of its content, divide the students into groups (ideally, seven, since there are seven stanzas in the poem).
9. Each group will be in charge of designing a poster to illustrate their stanza. You could use a piece of card (a different colour for each group might be useful), or several white A-4 sheets if you prefer. Students could also design an online poster using Power Point or Word on Google Drive, so they can all edit the poster at the same time, both at school and from home. If all the groups decide to work online, all the designs can be put together in one single document so that all the illustrations corresponding to each stanza of the poem can be viewed one after another. This would contribute to the group cohesion and would show the students how their poster has contributed to illustrating the whole poem as a class.
10. Finally, tell students that you're going to have a poetry contest where each group will perform their stanza. You should give them a few days to memorize their verses (or you could also assign one verse per student or get them to choose which verse they would like to recite themselves). Once they know their lines, you can give them some time in class to rehearse while you go round the class, answering any pronunciation questions they have and listening to the students.
11. The last step is to have the poetry contest, where each of the groups goes up in front of the class and recites their stanza. As a follow-up activity, you could have all the class to vote for the best performance (except theirs, obviously). You could also award diplomas to the winners.
12. You should also encourage the students to recite their stanza in front of their parents, and have them read the remaining stanzas together with them.



3. LIFE SKILLS - GROUP WORK AND COOPERATION (ESO 4-Bachillerato)

LIFE SKILLS

This activity will enhance group work and cooperation, as each group will be designing their own presentation to talk about the Christmas tradition they like best.

It will also boost creativity, as the students will be using their own ideas to decide what elements to include in their presentation and what format to follow.

Finally, it will also foster cultural awareness, because the students will be learning about how other students in their classroom celebrate Christmas.

1. Ask your students how they usually celebrate Christmas and brainstorm some ideas in open class.
2. Then, ask them to work in pairs or small groups and give them worksheet 3.
3. Read the instructions together with them. They have to think of a Christmas tradition that they like and design a presentation for their classmates.
4. The first step is for students to write down their ideas in note form. They might also need to do some research (especially about the origins of the celebration).
5. Go round the class helping students with any vocabulary questions they may have. (If possible, make sure that not too many groups are presenting the same tradition so as not to make the activity too repetitive).
6. Finally, tell students that they will have to design a presentation including keywords and pictures to illustrate their tradition. In order to enable them to work collaboratively both in class and from home, you could encourage them to use the Google Drive Presentation app, where they can share their presentation and edit it online at the same time.
7. Once every group has given their presentation, you could have an in class discussion to see what differences and similarities are between the traditions the groups have presented and what their classmates celebrate. This will contribute to raising students' cultural awareness.