

**CHRISTMAS UNKNOWN**  
**by Mirosława Podgórska**  
**III LO**  
**Zamosc, Poland**

**Level:** Intermediate and above

**Time:** 90 minutes

**Aims:**

1. To revise vocabulary related to Christmas
2. To introduce vocabulary associated with symbols of Christmas (plants)
3. To find out about ways of celebrating Christmas in different parts of the world

**Technical requirements:** One computer per a group of 2-3 students, with the Internet connection.

**Knowledge:** Students should be skilled at typing the URLs and using search engines

**Procedure:**

**I. Pre-stage (offline)**

1. Teacher asks students if they like Christmas and tells them to justify their answers.
2. Teacher asks students to mention all the symbols of Christmas they remember and explain what they represent (they'll probably mention the star, tree, mistletoe, carols, turkey, etc).
3. Teacher asks if they know any other plants (apart from the mistletoe) that are considered to symbolise something associated with Christmas (they probably don't know)

**II. While-stage (online)**

1. Teacher writes the names of other Christmas plants like 'ivy', 'laurel', 'rosemary', 'holly' and 'poinsettia'. Students are asked to use a search engine to find pictures of the above mentioned plants. To make it faster you can suggest some URLs, like [www.english.uga.edu/cdesmet/dita](http://www.english.uga.edu/cdesmet/dita) (for pictures of holly) and [www.800florals.com/category.asp?category=ch](http://www.800florals.com/category.asp?category=ch) (for pictures of poinsettia).
2. When students have found the flowers, they are asked to think about the meanings of such symbols, they can speculate for a couple of minutes, then the teacher asks them to enter [www.Christmas.com/worldview](http://www.Christmas.com/worldview) and find out what the symbols stand for.

**mistletoe:** love and health

**ivy:** eternal life

**laurel:** triumph of Humanity

**rosemary:** protects from evil spirits

**holly:** peace and joy

**poinsettia:** flower of the Holy Night

Variation: If time allows, the teacher may ask students to use Paintbrush and draw colourful pictures of the plants, then copy them to a Word document and prepare a short description with gaps to be completed by other students. If it's possible the teacher prints the sheets and distributes them to groups as a kind of a vocabulary exercise.

3. The teacher asks students whether they know how Christmas is celebrated in other parts of the world (outside Europe). If they don't know they are asked to go to [www.Christmas.com/worldview](http://www.Christmas.com/worldview) again and find information necessary to complete the table.

	Climate	Christmas meal	Other customs
Africa (Zimbabwe, Nigeria or Ghana)			
Australia			
South America (Brazil)			
One European country of Your choice			

### **III. Post-stage**

1. Students are asked to report back, they share the information they've found, the teacher asks comprehension questions, students justify their choices.
2. The teacher asks students to write a short passage describing the holidays of their dreams (they can choose the country, customs etc.)

OPRACOWAŁA: **Mirosława Podgórska**