



Christmas worksheet 1



Read, write and circle.

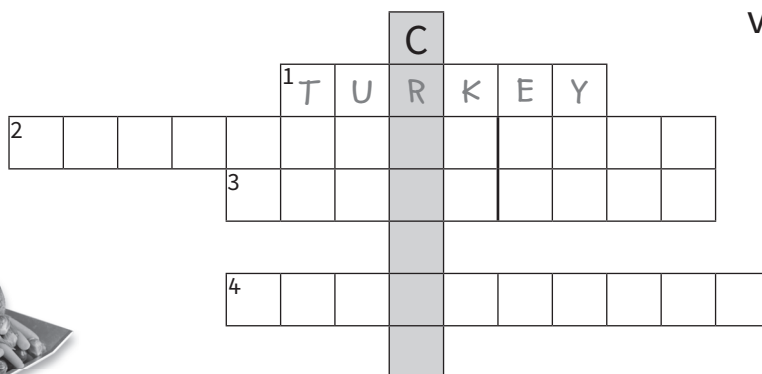
It's Christmas dinner. What is the Gingerbread Man looking for?
Do the crossword and find out!



Christmas cake



vegetables



turkey



mince pies

The Gingerbread Man is looking for his Christmas



Christmas worksheet 2



Look, write and say.

The Gingerbread Man doesn't want to be Santa's food tonight ... He leaves these things for Santa and Rudolph and says goodbye! Look at the food. Which one is for Santa? Which one is for Rudolph? Write *Santa* and *Rudolph*.

The milk is for ...





Christmas worksheet 3



What food do you want to leave for Santa and Rudolph? Draw and say.

These are They're for

Christmas

- These cultural notes describe both the origins of this festival, as well as its current traditions. You can explain as much as you think is relevant to your class and encourage learners to recognise and point to the relevant items on the worksheet.
- Christmas Day is celebrated worldwide on December 25th. On this day, the birth of Jesus is commemorated. In the weeks previous to Christmas, people put up a Christmas tree and decorate it. They usually put a star on the top, which stands for the story of the birth of Jesus and the Three Wise Men. People also usually send each other Christmas cards with a Christmas message and traditional Christmas scenes. Young children write a letter to Santa (Claus), or Father Christmas as he is typically called. In their letters, children ask Santa to bring them what they would like for Christmas. On December 24th, Christmas Eve, children hang a Christmas stocking at the end of their bed, by the fireplace when they have one, or somewhere else in the living room. This stocking looks like a very big sock. The tradition is that Santa arrives in his sleigh pulled by reindeer. After flying through the air, he lands on the roofs of children's houses, climbs down their chimneys with an enormous sack, and delivers the presents!
- On Christmas Day, families get together to have a traditional meal. This usually consists of roast turkey with vegetables. Some typical vegetables are carrots, beans, potatoes and Brussels sprouts. For dessert, people often eat Christmas cake, a cake containing dried fruit and nuts, often covered with icing. People also have mince pies. Although these are pastry cases filled with minced meat, they are sweet, as the meat is mixed with fruit, such as apples and satsumas. Tables are decorated with candles and brightly coloured Christmas crackers. Everyone pulls the crackers, making a loud bang. Children love to look inside the crackers to find a small toy, a Christmas joke and a paper crown. Children enjoy baking biscuits in different shapes. A popular one is the 'gingerbread man', which is a hard ginger biscuit shaped like a person. On Christmas Eve, children like leaving some food and drink for Santa and Rudolph (Santa's Red-Nosed Reindeer) by the Christmas tree. They usually leave mince pies or Christmas cake and biscuits for Santa, some carrots for Rudolph, and a glass of milk. The next morning, children are excited to see the empty plate and glass on the tray!

- **Pre-activity:** Point to the photos of the food in Activity 1 and say that they show Christmas dinner in the UK. Say *People in the UK have turkey for dinner. Can you find the turkey?* Learners point to the turkey. Say *People have vegetables with the turkey. Where are the vegetables?* Learners point to the vegetables. Then say *For dessert, there's Christmas cake and mince pies. Can you find them?* Learners point to them. Learners read and repeat the new words after you if necessary: *Christmas cake, turkey, vegetables, mince pies.*
- Point to the Gingerbread Man and say *Look! This is the Gingerbread Man. It's a biscuit. Children like making and eating gingerbread men at Christmas. What is the Gingerbread Man looking for? Let's help him.* Learners complete the crossword with the words that are labelling the food photos. Encourage learners to count the letters in each word to figure out which word goes where. The secret word is *cracker*.

[illegible]

- Use the cultural notes to explain what a Christmas cracker is. Learners complete the sentence and circle the photo of the Christmas cracker (the one on the right).

Key: cracker

- **Optional follow-up activities:** Encourage learners to further describe the food photos and talk about them. e.g. *Which dessert has 'Merry Christmas' on it? (the Christmas cake), What other vegetables can we have with turkey? (e.g. beans), What would you like for dessert, mince pies or Christmas cake?, There are mince pies for how many people? (for seven people)*
- Learners say what they usually have for Christmas dinner. Say *For Christmas dinner, I usually have chicken with potatoes and chocolate for dessert. What about you?* Help learners with new vocabulary as necessary.

Christmas worksheet 2

- Point to the items in the photo and say *Look, this is the Gingerbread Man's food for Santa and Rudolph. Which food is for Santa? (the mince pies) And to drink? (the milk) And what can Rudolph eat? (the carrots).* Learners read the text and write *Santa* and *Rudolph* in the corresponding labels in the photo. Then they take turns to say *The milk and the mince pies are for Santa. The carrots are for Rudolph.*

Key: label on the left – Santa, label on the right – Rudolph

Christmas worksheet 3

- **Pre-activity:** On the board, draw the food you want to leave for Santa and Rudolph and say *Look, I want to leave this food for Santa and Rudolph. Can you guess what it is?* Have learners guess and say what you've drawn on the board, e.g. *The lemonade and the chocolates are for Santa. The apple is for Rudolph!* Say *Now, it's your turn!*

- Learners draw the food and drink they want to leave for Santa and Rudolph. Encourage them to use their imagination. As learners work, circulate helping them with new vocabulary as necessary and asking them questions, e.g. *Is this for Santa / Rudolph?, How many ... do you want to leave?, And to drink?, Does Santa like ... ?*
- In pairs, learners take turns to show each other their pictures, and say which food is for Santa and which is for Rudolph.

Key: Learners' own answers

- **Optional follow-up activity:** Each learner now works with a different partner. This time, they take turns to look and guess what food their partner has drawn. They then say which is for Santa and which is for Rudolph, e.g. Learner A looks at Learner B's picture and says *This is juice, these are cakes and this is salad. The salad is for Rudolph, and the juice and the cakes are for Santa.* Then learners exchange roles.