

**Read, write and circle.**

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



# Christmas cake



The Gingerbread Man is looking for his Christmas .....



# Christmas in the U.K. 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 in the U.K. worksheet 3



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

These are ... . They're for ... .



## Level 2

# Teaching notes

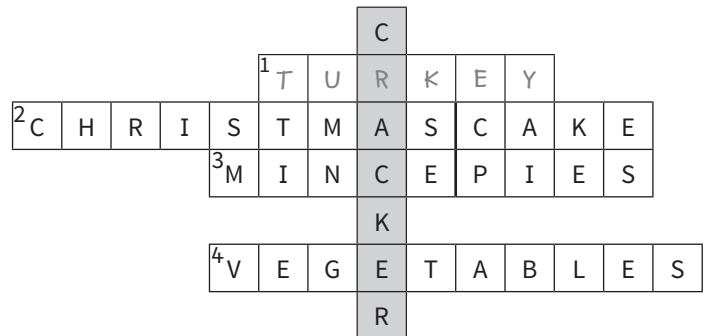
### Christmas in the U.K.

- 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 students to recognize 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 also called in the United Kingdom. In their letters, children ask Father Christmas to bring them what they would like for Christmas. On December 24th, Christmas Eve, children hang a Christmas stocking by the fireplace when they have one, at the end of their bed, 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, and vegetables. Some typical vegetables are carrots, beans, and potatoes. In the United Kingdom, people often eat Christmas cake, a cake containing dried fruit and nuts, often covered with icing, and they also have mince pies. These are small pies filled with apples and raisins. Tables are decorated with candles and, in the United Kingdom, brightly colored Christmas crackers. A cracker is a tube covered in brightly covered paper, with a noisemaker inside. Everyone pulls the ends of 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 cookies in different shapes. A popular one is the "gingerbread man," which is a hard cookie flavored with ginger and shaped like a person. On Christmas Eve, children like leaving some food and drinks for Santa and Rudolph (Santa's Red-Nosed Reindeer) by the Christmas tree. They usually leave mince pies, 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!

### Christmas worksheet 1

- Pre-activity:** Point to the photos of the food in Activity 1 and say that they show Christmas dinner in the United Kingdom. Say *People in the United Kingdom have turkey for dinner. Can you find the turkey?* Students point to the turkey. Say *People have vegetables with the turkey. Where are the vegetables?* Students point to the vegetables. Then say *For dessert, there's Christmas cake and mince pies. Can you find them?* Students point to them. Students 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 cookie. Children like making and eating gingerbread men at Christmas. What is the Gingerbread Man looking for? Let's help him.* Students complete the crossword with the words that are labeling the food photos. Encourage students to count the letters in each word to figure out which word goes where. The secret word is *cracker*.

Key:



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

Key: cracker

- Optional follow-up activities:** Encourage students 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)*
- Students say what they usually have for Christmas dinner. Say *For Christmas dinner, I usually have chicken with potatoes and chocolate cake for dessert. What about you?* Help students with new vocabulary as necessary.

## Christmas worksheet 2

- Point to the items in the picture 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).* Students read the text and write *Santa and Rudolph* in the corresponding labels on the picture. 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 students 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!*

- Students draw the food and drinks they want to leave for Santa and Rudolph. Encourage them to use their imaginations. As students 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, students take turns to show each other their pictures, and say which food is for Santa and which is for Rudolph.

**Key:** Students' own answers

- **Optional follow-up activity:** Each student 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. Student A looks at Student B's picture and says *This is juice, this is some cake, and this is a salad. The salad is for Rudolph, and the juice and the cake are for Santa.* Then students exchange roles.