

Level 1

Christmas worksheet 1



Look at this Christmas card and find ...

Santa

the Christmas tree

a present

stockings

an elf

a star

decorations

Merry Christmas



Christmas worksheet 2

Look at this Christmas card. What's missing? **Circle** and say.

Two decorations.

Merry Christmas

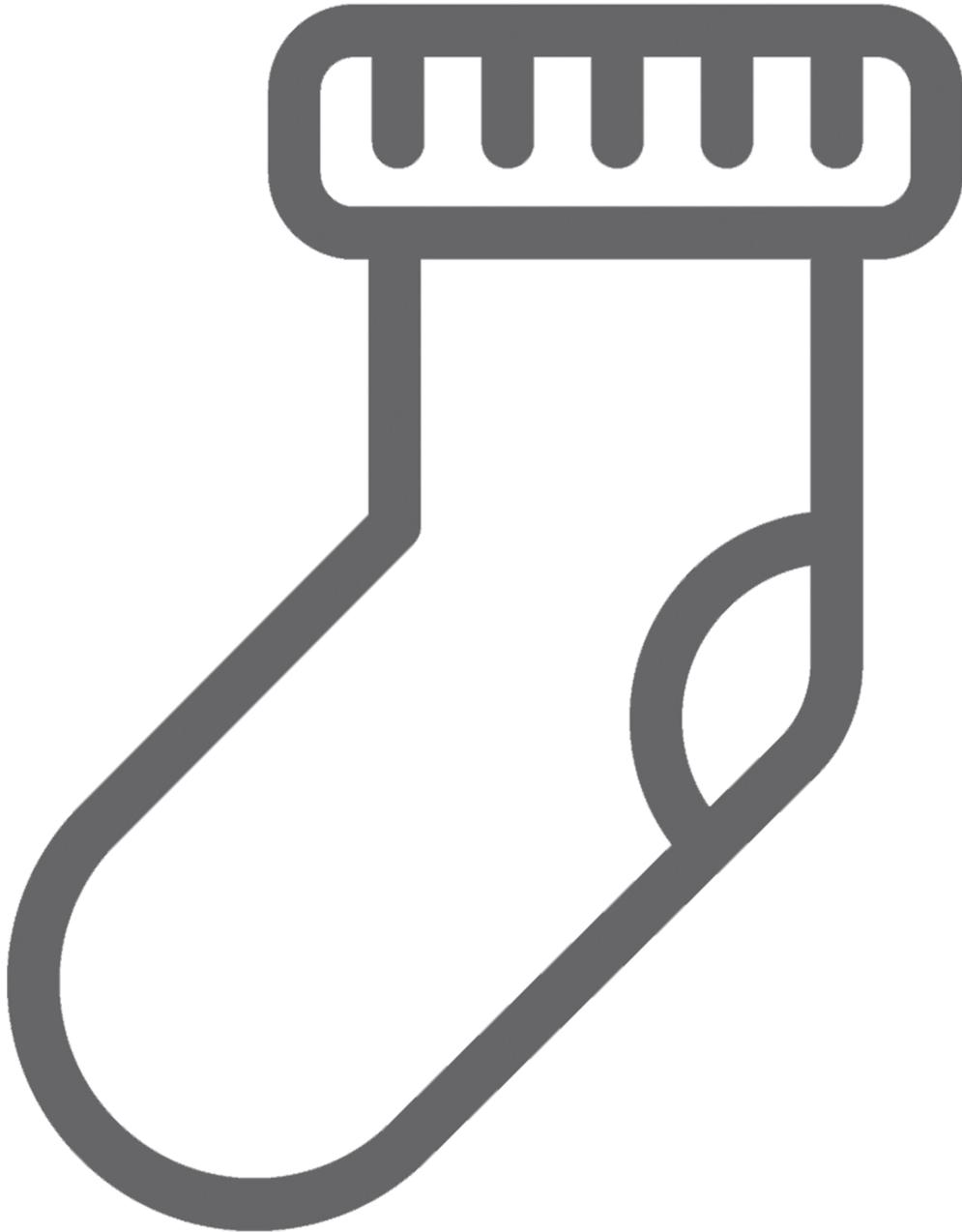




Christmas worksheet 3



What's in your stocking? Draw and write.



I've got in my stocking.



Level 1

Teaching notes

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, 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. For desert, people often eat a rich fruit pudding served with a brandy sauce that is set alight! 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.

Christmas worksheet 1

- Present the Christmas vocabulary with this activity. Say *Look, this is a Christmas card. Can you find (Santa)?* Learners point. Do the same with the rest of the items, ensuring comprehension. Pupils can then look at the words and repeat them after you: *Santa, Christmas tree, present(s), stocking(s), elf (plural elves), star(s), decorations.*
- **Optional follow-up activities:** Learners count the items and say the number. Ask *How many (elves)? (Three (elves)).* Do the same with the rest of the items. Learners can also carry out this activity in pairs.
- Say the number of items there are of each type. Learners guess which item it is. Say, e.g. *Three!* Learners answer, e.g. *Stockings!* Alternatively, learners can carry out this activity in pairs. First they can have their worksheets in front of them. Then they can take turns to test each other from memory.

Key (for both activities): one Santa / Christmas tree, three stockings / elves, eight presents (or nine if the ball is counted), nine stars, ten decorations

Christmas worksheet 2

- Learners look at the image and spot the missing items, by comparing the picture to that in Activity 1. Do the example with learners. Point to the circles at the bottom of the Christmas tree and say, *Look. What's missing? (Two decorations).* Learners circle the missing items and then take turns to say the answers.
- **Key:** two decorations, one star (the one at the top of the tree), two stockings, one present (the second one on the floor, from left to right), one elf (the one in the background)
- **Optional follow-up activity:** Learners test you from memory. They ask you *What's missing?* You say incorrect answers, e.g. *Two stars!* Learners correct you, e.g. *No! One star!*

Christmas worksheet 3

- **Pre-activity:** Draw your own 'Christmas stocking' on the board and say *Look, this is my Christmas stocking.* Then draw two or three presents inside your stocking. Say *I've got (chocolate, an apple and crayons) in my stocking. Now, it's your turn!*
- Learners draw two or three objects they'd like to have in their stockings. As learners work, circulate helping them with new vocabulary as necessary and asking them questions, e.g. *What have you got? How many ... ? Do you like ... ?*
- Learners complete the sentence below their picture. Help them spell the words as necessary.

Key: Learners' own answers

- **Optional follow-up activity:** In pairs, learners show each other their pictures and describe them. Then they get together with another pair. Learner A describes Learner B's picture to the new pair and vice versa. They say, e.g. *This is (Maria). She's got ... in her stocking.* The four learners in the group describe one another's pictures. Then they find out if there are any items they have in common in their groups, and report to the class.