



**INDIVIDUAL TASK - Christmas symbols**  
A fun way for students to learn about vocabulary related to Christmas.

## WORKSHEET 1

Find the words below in the crosswords. Words are placed vertically, horizontally and diagonally, both from left to right and from right to left.

CAROLS • CAROL SINGERS • CHRISTMAS • CRACKER • CHRISTMAS TREE  
REINDEER • SANTA CLAUS • HOLLY • THREE WISE MEN  
SLEIGH • BAUBLE • TINSEL • GINGERBREAD MEN • WREATH • NATIVITY SCENE

N	F	J	N	J	H	W	Z	I	S	S	N	A	E	N
V	E	T	I	N	S	E	L	A	C	E	M	L	E	P
W	O	M	C	U	T	Y	N	L	M	M	B	W	R	C
P	R	C	D	D	S	T	I	E	D	U	W	Y	T	A
X	K	E	B	A	A	L	S	K	A	O	S	R	S	R
E	N	J	A	C	E	I	O	B	O	J	H	O	A	O
V	A	L	L	T	W	R	N	R	W	S	G	H	M	L
G	P	A	D	E	H	O	B	C	A	E	I	O	T	S
M	U	M	E	P	F	V	M	R	Y	C	E	L	S	I
S	M	R	R	E	E	D	N	I	E	R	L	L	I	N
Q	H	O	L	V	D	O	A	T	Q	G	S	Y	R	G
T	I	H	C	R	A	C	K	E	R	Z	N	V	H	E
J	G	Y	E	W	D	F	Q	Z	R	G	W	I	C	R
N	A	T	I	V	I	T	Y	S	C	E	N	E	G	S
C	H	R	I	S	T	M	A	S	I	B	V	Y	D	X



**COLLABORATIVE TASK – What is it?**  
Students check what they know  
about Christmas symbols in English.

## WORKSHEET 2

These sentences refer to the Christmas symbols words in worksheet 1. Match each definition to the corresponding word.

- a) This is a shiny coloured ball used as a decoration on a Christmas tree. ....>
- b) This is a painting or model showing the birth of Jesus Christ. ....>
- c) This is a tube of coloured paper wrapped around a small present for Christmas. It makes a sudden sharp noise when two people pull it apart. ....>
- d) These are people who go from house to house singing Christmas songs money. ....>
- e) This is a sweet biscuit, made with a certain spice, that is eaten at Christmas. ....>
- f) These are the three kings who visited Jesus, according to the Bible. ....>
- g) This is a large sock that children hang by their bed the night before Christmas for Santa to fill with presents while they sleep. ....>

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**LIFE SKILLS - CULTURAL AWARENESS**  
(ESO 1-3): In groups, students watch a video about the origins of Christmas and answer some questions.

### WORKSHEET 3

Watch the video and decide if the sentences below are true or false. Then correct the false ones.

- a) December 25<sup>th</sup> became the official date of the birth of Jesus in the 2<sup>nd</sup> century.

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- b) It took five years for Christmas to be widely celebrated in many European countries.

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- c) Christmas as we know it nowadays wasn't celebrated until the nineteenth century.

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- d) It was the Industrial Revolution that turned Christmas into a religious holiday.

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- e) The figure of Santa Claus is based on Saint Nicholas of Myra, also known as Sinterklaas.

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- f) Santa Claus is now shown as dressed in red and white after a Coca-cola advert.

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## WORKSHEET 4

Watch the video and answer the following questions:

**LIFE SKILLS - CULTURAL AWARENESS**  
(ESO 4-Bachillerato): In groups, students watch a video about the origins of Christmas and answer some questions.

a) When did December 25th become the official celebration of the birth of Jesus?

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b) How long did it take for Christmas to be widely celebrated across Europe?

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c) What happened in 1644 in Massachusetts?

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d) Who brought the tradition of decorating Christmas trees to England?

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e) What turned Christmas into the commercial holiday it is today?

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f) Where does Santa Claus as a character originally come from?

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g) When did Santa Claus start to be portrayed as a man wearing red and white clothes?

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With this activity, students will learn about Christmas symbols in English as well as key vocabulary related to the celebration of Christmas in English-speaking countries.

## TEACHER'S NOTES

### INDIVIDUAL TASK - Christmas symbols WORKSHEET 1

1. Write "Christmas" on the board.
2. Get students to brainstorm ideas open class in order to see what words students associate with this country and how many words they already know in English.
3. Then give students worksheet 1 for them to look for the words listed below. (To make the activity more challenging, you can ask students to cover the top part of the page so they don't see the words they have to find).
4. Once they have finished, go over the answers (making sure they have found all the words) and illustrate each of the words, answering any vocabulary questions they may have. You can also ask students if they can think of any additional words related to Christmas which are not in the crossword.
5. With weaker groups, you can show students a picture of each of the words so they get a clear idea of what they mean.

## ANSWERS:

N	F	J	N	J	H	W	Z	I	S	S	N	A	E	N
V	E	T	I	N	S	E	L	A	C	E	M	L	E	P
W	O	M	C	U	T	Y	N	L	M	M	B	W	R	C
P	R	C	D	D	S	T	I	E	D	U	W	Y	T	A
X	K	E	B	A	A	L	S	K	A	O	S	R	S	R
E	N	J	A	C	E	I	O	B	O	J	H	O	A	O
V	A	L	L	T	W	R	N	R	W	S	G	H	M	L
G	P	A	D	E	H	O	B	C	A	E	I	O	T	S
M	U	M	E	P	F	V	M	R	Y	C	E	L	S	I
S	M	R	R	E	E	D	N	I	E	R	L	L	I	N
Q	H	O	L	V	D	O	A	T	Q	G	S	Y	R	G
T	I	H	C	R	A	C	K	E	R	Z	N	V	H	E
J	G	Y	E	W	D	F	Q	Z	R	G	W	I	C	R
N	A	T	I	V	I	T	Y	S	C	E	N	E	G	S
C	H	R	I	S	T	M	A	S	I	B	V	Y	D	X



This activity will increase the students' vocabulary related to Christmas symbols and it will give them strategies to define new words (learning to learn).

## TEACHER'S NOTES

### COLLABORATIVE TASK –

#### What is it? – WORKSHEET 2

1. Give students worksheet 2.
2. They need to read the sentences and complete them with a word from worksheet 1.
3. Go round helping students with any vocabulary questions they may have.
4. Go over the answers open class. At this stage, it is useful to show the students some pictures to illustrate the new vocabulary. You could also use this opportunity to play a fun game where you show a picture to the students and in teams they say the word it corresponds to.
5. As an extension task, you could get students in groups and ask them to write definitions for the words in worksheet 1 which do not appear in worksheet 2. This could be set up as a game where one group reads out their definition and the rest of the teams try to guess. To make it even more competitive, you could award a point to the team who guesses correctly.

## ANSWER KEY

- a) This is a shiny coloured ball used as a decoration on a Christmas tree. → **A BAUBLE**
- b) This is a painting or model showing the birth of Jesus Christ. → **A NATIVITY SCENE**
- c) This is a tube of coloured paper wrapped around a small present for Christmas. It makes a sudden sharp noise when two people pull it apart. → **A CHRISTMAS CRACKER**
- d) These are people who go from house to house singing carols to collect money. → **CAROL SINGERS**
- e) This is a sweet biscuit, made with a certain spice, that is eaten at Christmas. → **GINGERBREAD MEN**
- f) These are the three kings who visited Jesus, according to the Bible. → **THE THREE WISE MEN**
- g) This is a large sock that children hang by their bed the night before Christmas for Santa to fill with presents while they sleep. → **A CHRISTMAS STOCKING**



## TEACHER'S NOTES

### LIFE SKILLS

#### Cultural awareness (ESO 1-3) - WORKSHEET 3

1. Tell students you are now going to watch a video about the origins of Christmas.
2. As a pre-watching exercise, you could get students in groups and ask them to predict what words they are going to hear in the video by writing a list.
3. Show the video for the first time and ask students to cross out all the words from their lists which they hear during the video.
4. Next, give students worksheet 3. Students will watch the video again and have to decide if the sentences on the worksheet are true or false and correct the false ones.
5. After having watched the video a second time, get students in groups and ask them to compare their answers.
6. Finally, have a feedback session open class, going over the answers one by one and asking students to correct the false sentences.
7. As an extension task, you could ask students to react to the video by answering the following questions in their groups:
  - a) What did you like most about the video?
  - b) What fact did you find the most interesting?
  - c) What new information did you learn?
  - d) How do you celebrate Christmas?

This activity will foster **cultural awareness**, because the students will be learning about a celebration from the English-speaking world and comparing it to their own culture.

This will also help students to **recognise and respect diversity**, as they will see that different countries have different festivals and celebrations.



**Video**



## ANSWER KEY

- a) December 25<sup>th</sup> became the official date of the birth of Jesus in the 2nd century. → **FALSE; in the 3<sup>rd</sup> century**
- b) It took five years for Christmas to be widely celebrated in many European countries. → **FALSE; it took five centuries**
- c) Christmas as we know it nowadays wasn't celebrated until the nineteenth century. → **TRUE**
- d) It was the Industrial Revolution that turned Christmas into a religious holiday.  
→ **FALSE; the Industrial Revolution turned Christmas into a commercial holiday**
- e) The figure of Santa Claus is based on Saint Nicholas of Myra, also known as Sinterklaas.  
→ **TRUE**
- f) Santa Claus is now shown as dressed in red and white after a Coca-cola advert. → **TRUE**



## TEACHER'S NOTES

### LIFE SKILLS

Cultural awareness (ESO 4 - Bachillerato)

### WORKSHEET 4

1. Tell students you are now going to watch a video about the origins of Christmas.
2. As a pre-watching exercise, you could get students in groups and ask them to predict what words they are going to hear in the video by writing a list.
3. Show the video for the first time and ask students to cross out all the words from their lists which they hear during the video.
4. Next, give students worksheet 4. Students will watch the video again and have to answer the questions on the worksheet.
5. After having watched the video a second time, get students in groups and ask them to compare their answers.
6. Finally, have a feedback session open class, going over the answers one by one.
7. As an extension task, you could ask students to react to the video by answering the following questions in their groups:
  - a) What did you like most about the video?
  - b) What fact did you find the most interesting?
  - c) What new information did you learn?
  - d) How do you celebrate Christmas?

This activity will foster **cultural awareness**, because the students will be learning about a celebration from the English-speaking world and comparing it to their own culture.

This will also help students to **recognise and respect diversity**, as they will see that different countries have different festivals and celebrations.



**Video**



## ANSWER KEY

- a) When did December 25th become the official celebration of the birth of Jesus?  
**In the 3<sup>rd</sup> century.**
- b) How long did it take for Christmas to be widely celebrated across Europe?  
**It took five centuries.**
- c) What happened in 1644 in Massachusetts? **That anyone who celebrated Christmas was fined 5 shillings, which was a lot of money at the time.**
- d) Who brought the tradition of decorating Christmas trees to England?  
**German Prince Albert did when he married Queen Victoria.**
- e) What turned Christmas into the commercial holiday it is today?  
**The Industrial Revolution and the rise in advertising did.**
- f) Where does Santa Claus as a character originally come from?  
**It comes from the Netherlands, from the Dutch Saint Nicholas of Myra, also known as Sinterklaas.**
- g) When did Santa Claus start to be portrayed as a man wearing red and white clothes?  
**After a Coca-cola advert showed him this way.**