

***Christmas
Lesson Collection
3rd Edition
(metro-Vancouver network)***

Edited by Janice G T Penner

Feel free to provide feedback on this package and any other curriculum needs
If you want to edit the pages, email me for a digital version of this document.

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Thank you to the 1st Edition (2008) contributors:

Harry Block, White Rock Baptist

Simone Loewen, Maple Ridge Community

Kay Baughman, Lynn Valley Full Gospel

Janice G T Penner, metro-Vancouver ESL Ministry Network facilitator

All links were checked and revised in March 2023.

Contents:

Table of Contents (title, type of activity) & a few websites for more

16 pages of reproducible activities for various levels

Each task identifies the level, preparation required and answers

Have fun!

This 3rd edition document is also available in PDF format at

www.AACE-English.com →

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| 13 | A Family Decision: Giving for Christmas | Discussion, <i>World Vision Gift Catalogue</i> (or other) |
| 14 | Twelve Days of Christmas | Creativity; Pronunciation, syllable awareness |
| 15 | <i>Isaiah Says that a Special Baby will be born</i> https://www.easyenglish.bible/bible-study/jesus-life/index.htm | Example of Simplified story Retrieved from www.easyenglish.info |
| 16 - 18 | Important Christmas words | Crossword; Info-gap |

Websites for Christian Christmas materials

Actually, just do a **google search** with ESL and Christmas materials, and you'll have more than enough to choose from!

www.easyenglish.info

<https://www.easyenglish.bible/aee/xmas/index.htm>

The Simplified Stories and more

Southern Ontario Ministries

<https://eslministries.org/resources/teaching-materials/seasonal-resources/>

<https://eslministries.org/2020/12/05/christmas-esl-resources-2/>

| | |
|---|--|
| Level: Any | Preparation: Copy enough for pairs; cut |
| Skills: Communicating details; pronunciation | Instructions: Students fill in their blanks by asking questions. This is called an Info-Gap task. |
| Contact: Janice GT Penner | |

Christmas Traditional Gift Bringers

Student A Christmas Traditional Gift Bringers

Ask your partner for the missing information about the ones in the country, gift bringer and the date they bring the gifts. For example:

B: Who brings the gifts in Eastern Europe?

A.: St. Nicholas brings the gifts

B. When does he bring the gifts?

A. on December 6

B. Oh my! How do you spell Nicholas? OK. Now it's your turn.

| Where: Country/ Area | Who: Gift Bringer | When? |
|----------------------|----------------------|--------------------------------|
| 1. | St. Nicholas | Dec 5 |
| 2. The Netherlands | | |
| 3. | Santa Claus | Dec 24 evening; Dec 25 morning |
| 4. Germany | | |
| 5. | Befana (an old lady) | Jan 6 |
| 6. Spain | | |

Bonus: What are the names of Santa Claus in other languages?

----- cut here ----- cut here ----- cut here ----- cut here -----

Student B Christmas Traditional Gift Bringers

Ask your partner for the missing information about the ones in the country, gift bringer and the date they bring the gifts. For example:

B: Who brings the gifts in Eastern Europe?

A.: St. Nicholas brings the gifts

B. When does he bring the gifts?

A. on December 6

B. Oh my! How do you spell Nicholas? OK. Now it's your turn.

| Where: Country/ Area | Who: Gift Bringer | When? |
|----------------------|-----------------------------|-------------------------|
| 1. Eastern Europe | | |
| 2. | Sinterklass | Dec 6 |
| 3. Many countries | | |
| 4. | Christ Kindl (Christ child) | Dec 24 |
| 5. Italy | | |
| 6. | 3 wise men / 3 kings | Jan 5 (Eve of Epiphany) |

Bonus: What are the names of Santa Claus in other languages?

| | |
|--|---|
| Level: High beginner + | Contributor: Kay Baughman |
| Skills: Reading; guessing from context Vocabulary: rhyming | Preparation: Photocopy or write the poem and missing words on the board. |
| Answers 1) old; 2) gold; 3) all; 4) old; 5) small 6) receive 7) believe | |

Christmas is the Gift of Love

1. You could first have them guess which words could fit (without showing the choices)
2. Choices for the blanks.

all believe gold old receive small sold

Christmas is a gift of Love

This poem was written by a famous American poet, Helen Steiner Rice (1900 – 1981). She lived most of her life in the state of Ohio.

Christmas is a gift of Love,
that can't be bought or (1) _____
It's ours just for the asking,
and it's worth far more than (2) _____

And this priceless gift of Christmas
is within the reach of (3) _____
The rich, the poor, the young, the (4) _____,
the greatest and the (5) _____.

So take God's Christmas gift of love-
reach out and you (6) _____ -
And the only payment that God asks
is just that you (7) _____

- ❖ This is a nice poem you could put in a greeting card.
- ❖ To learn more about Helen Steiner Rice and her poems, go to www.helensteinerrice.com

| | |
|---|---|
| Level: any | Contributor: Simone Loewen |
| Time: 30 – 45 min. depending on song | Preparation: 1/copy of song with words omitted; 2/ recording of the song |

Let's Sing In Christmas!

Activity Goals:

1. To provide the teacher with an opportunity to teach about Canadian culture and Christmas
2. To provide the teacher with an opportunity to share and discuss the meaning of Christmas
3. To enable students to learn new vocabulary
4. To enable students to practice good vocabulary and fluency skills
5. To encourage student participation
6. To enhance classroom community spirit

Lesson Outline:

1. I like to start introducing Christmas carols around the first of December.
2. Begin by playing a Christmas CD in the morning before class begins. The CD should include a song that you will be teaching to the class.
3. Type up a copy of your chosen Christmas Carol but leave blank spots for words that your students must listen for.
4. During class let students listen to the song 1 to 3 times and try and fill in the blanks.
5. Now practice reading the song as a class reviewing all the new vocabulary in the song and focusing on proper pronunciation.
6. Your class is ready to sing along.
 - Anyone whose lips are not moving during singing time will be asked to sing a verse to the class on their own.
 - Make sure you, as a teacher, sing enthusiastically, so the students get excited about this tune. Singing skill is not an issue here, enthusiasm is.

Follow up

1. Another day you can teach your class another carol in the same way so that they will be able to join in when they hear these songs on the radio or in the mall.
2. Throughout the month of December re-sing the carols the class has learned, using the songs as a break between different class lessons and activities.
3. Have a discussion about the values and ideas expressed in the Christmas Carols.

| | |
|---|--|
| Level: intermediate/ Advanced Time: 1 – 1.5 hours Could be a series of THREE lessons | Contributor: Simone Loewen Preparation: see below |
|---|--|

It's all About Those Yummy Christmas Cookies

Activity Goals:

- Students will learn baking and food vocabulary
- Students will practice speaking, writing and listening skills
- Students will learn about a part of Canadian Christmas
- Learning becomes fun which engages students. This creates a learning environment where students will learn more and retain what they learn.

Partner activity: If your class is small, you can have individual class members present. If your class is large, break the students into pairs or groups of three.

Preparation Requirements: Students should learn or know baking vocabulary. Teacher should have a batch of Christmas cookies to share and talk about. Possibly have some simple recipes on hand so that students can use if they need ideas.

More Fun: Depending on your students, this activity can be made into a pre-Christmas cookie swap. Students can share their own recipes.

Lesson Outline:

1. Warn students that they will be sharing one cookie recipe in a presentation to the class.
2. Teach baking vocabulary. Some necessary words will be: flour, sugar, vanilla, spice, nutmeg, cinnamon, baking powder, baking soda, add, blend, mix, stir, etc. (It is a good idea to bring in samples of these ingredients.). Check a picture dictionary for Baking.
3. Now, model vocabulary and activity to students by describing how to make a yummy cookie recipe that you have made. It is a good idea to have some cookies made so students can taste test your recipe.
4. Have students talk about what recipe they want to share and how they will present it.
****Be sure to have some cookie recipes on hand for students who do not have any cookie recipes of their own.
5. In the next class, students will make their presentations, but they cannot handout copies of the recipes. If you get the recipe beforehand, you can make a template.
6. The students listening must write down the recipes as the presenting students speak.
7. The presenter will finish with a question time where the listeners can make sure that they have all the correct information.

| | |
|--|---|
| Level: Any Time: Depends on the skill you want to practice: listening (shorter) or reading (longer) | Preparation: a) find photos of less frequently used words/ items b) pre-teach vocabulary if necessary |
|--|---|

The Story of Christmas

- ❖ **Possible vocabulary** to review before doing the task:
See the matching task below. I've placed it there so you can easily photocopy the section for your ELLs.
- ❖ **Reading Lesson Instructions** to enhance and student interaction and reading skills
 1. Give them the story to read. Allow them to complete the story without the clues first.
Note: A synonym can also be "right."
 2. Let them check the answers with each other before you check them.,
 3. Then, have the pairs read it to each other for pronunciation and fluency.
- ❖ **Listening Lesson instructions**
 1. Give them the story to read. Allow them to complete the story without the clues first and ask any questions about the vocabulary in the reading.
 2. The leader should read it at least 2 times before checking the answers in pair and then together. OR They listen 2 times before getting the clues.

The Story of Christmas: Some words you may not know

Match the word with the meaning:

- | | |
|-----------------|--|
| 1. angel | a. a building for animals (often cows and horses) |
| 2. emperor | b. a kind of perfume |
| 3. frankincense | c. a servant of God; a good supernatural being |
| 4. manger | d. a person who looks after sheep |
| 5. myrrh | e. leader or king of a country or large area |
| 6. shepherd | f. a spice that is used for worship (praising God) |
| 7. stable | g. a wooden box which is used for feeding animals |
| 8. inn | h. a special low cost hotel for travelers |

The Story of Christmas

Reading: Put these words into the best space in the story.

| | | | | | | |
|---------|----------|-------|--------|-------|---------|----------|
| afraid | ago | back | born | bowed | count | crowded |
| days | donkey | find | gifts | good | happy | inn |
| Jesus | later | lived | manger | named | perfume | pregnant |
| quickly | remember | sheep | stable | star | stopped | them |
| time | town | | | | | |

The Story of Christmas

About two thousand years (1) _____, the Roman Emperor Augustus wanted to (2) _____ the people in his land. He told everyone to go (3) _____ to the place where they had been born. At the time, Joseph and Mary (4) _____ in Nazareth. Mary was (5) _____, but they had to go to Bethlehem because Joseph had been (6) _____ there. It probably took them four (7) _____ to travel because they rode a (8) _____. The town of Bethlehem was very (9) _____, so they couldn't find an (10) _____. However, someone let them stay in their animal (11) _____. The baby was born there and they (12) _____ him (13) _____.

At the same (14) _____, there were shepherds out in the fields taking care of their (15) _____. An angel came to (16) _____, but they were very scared. "Don't be (17) _____," said the angel. "I bring you (18) _____ news. Today in the (19) _____ of Bethlehem, a baby has been born. This baby is Christ the Lord and you will (20) _____ him in a (21) _____. Then, the shepherds (22) _____ went to Bethlehem where they found Mary and Joseph. When they saw the baby they were very (23) _____.

At least 12 days (24) _____, three wise man came (maybe it was longer). They were following a (25) _____ to find a king. The star went ahead of them and it finally (26) _____ over the place where Jesus, Joseph and Mary were. When the (27) _____ saw the child, they (28) _____ down and said, "We have come to see the newborn king." They gave him (29) _____ of Gold (for kings), frankincense (a spice for worship) and myrrh (expensive) (30) _____. Today, many people give each other gifts to (31) _____ God's gift of his son and the gifts the wise men gave.

| | | | | | | | | | |
|---|--|--------|--------|-------|-------|-------|-------|-------|--|
| Level: any | Preparation: find photos of some culturally specific /not every day items | | | | | | | | |
| Time: depends on level & if you provide visual support | | | | | | | | | |
| Answers: 1 – j | 2 – h | 3 – k | 4 – a | 5 – l | 6 – d | 7 – e | 8 – b | 9 – c | |
| 10 – i | 11 – f | 12 – m | 13 – g | | | | | | |

Lesson Outline:

1. Ask the students which images they usually see at Christmas. Make a list.
2. Have them guess what these symbols mean.
3. Optional: Have them search the internet for more symbols and meanings.

Cultural Symbols of Christmas

Christmas cards, tree ornaments and store decorations often have the same images. Some of them are Christian symbols, and others are not. Match the item with its meaning and function (use).

Guess which

| | |
|--|------------------------|
| 1. Symbol of good luck | a) Star |
| 2. All the gifts you want | b) Piece of black coal |
| 3. Symbol of love (people kiss under it) | c) Evergreen tree |
| 4. Led the wise men to Bethlehem | d) Angel |
| 5. How Santa gets into a house | e) Stocking (socks) |
| 6. Told the Good News about Jesus | f) Candy canes |
| 7. Hang it up and Santa puts gifts in it | g) Bells |
| 8. Bad children get this in stocking | h) Wish list |
| 9. Symbol of long life | i) Candles |
| 10. First tree decoration in Germany | j) Holly |
| 11. Same shape as Shepherd's stick | k) Mistletoe |
| 12. For the 24 days before Christmas | l) Chimney |
| 13. Used BEFORE to tell good news | m) Advent calendar |

| | |
|---|---|
| <p>3 Levels: High beginner + Low Intermediate use Revised ; For Advanced use the original</p> <p>Skills: Reading comprehension or you could use it as a short listening.</p> <p>Goal: Awareness. Most people will come across a “Sally Ann” Kettle, so this prepares them for what to do.</p> | <p>Preparation: Pre-teach some words you think are necessary; a copy of the reading & copy of questions or write them on the board, etc.</p> <p>Adapted Source: <i>The War Cry</i>, 12/7/1996. Permission not requested, but I am hoping they don’t mind.</p> <p>Answer #4: most bell ringers are volunteers</p> |
|---|---|

The Christmas Kettle

By Major Fred Ash (7, Dec 1996) adapted by Janice GT Penner

Part A: Pre-reading or pre-listening discussion questions

1. Before Christmas, have you seen someone ringing bells with a hanging RED POT?
3. Where are these people with “red pots” (or kettles) usually found?
4. What organization are they with? Are the people workers or volunteers?
5. Have you ever put money in the kettle? Why or why not?
6. Where does the money go?

Part B: Listen to / Read the short history article (original version or revised version).

Note: The Salvation Army is NOT an “army” with soldiers, guns or bombs. The organization structure (levels) is arranged like an army, so the leaders are called captains, etc.

Part C: Post- Reading Discussion Questions

1. In your home culture, is there a time when people give money for the poorer people? Explain.
2. Have you every helped an organization provide a meal for many poor people?
If yes: Tell the group about the experience.
If no: Would you like to do this? Why or why not?
3. Have you ever had a problem and then “slept on it”? Did sleeping on it help? Explain.
4. This Salvation Army tradition was started more than 100 years ago and now it is done in many countries. Have you ever seen a “kettle” in your home country?
5. Do you think giving money into a pot/ kettle is safe? Should there be a security person or police officer beside the person with the kettle? Why or why not?
6. If your group wanted to give gifts or make a meal for poor people, how would you collect the money that you need? Make a list of all the steps you would have to make.

Let’s talk! 😊 The next time you see a Salvation Army kettle, be brave and talk to the person! He or she may have some interesting stories to tell.

The Christmas Kettle – Original Version

By Major Fred Ash (Dec 7, 1996)

In 1891, Captain Joseph McFee had an idea – well, before that he had a problem; his idea was the solution to the problem.

Captain McFee was the Salvation Army officer in San Francisco, California. His church was organizing a Christmas dinner for poor people, and they expected almost 1000 people to be there. The problem? They didn't have enough money to pay for the food.

Mr. McFee thought long and hard, but couldn't come up with a solution, so he decided to "sleep on it." In the middle of the night, he woke up with the solution. It was an answer to his prayers.

When he was young, McFee had been a sailor. He remembered from those days in Liverpool, England, that sailors would raise money for charity by placing an iron pot on the wharf, and people who passed by would toss coins in the pot.

The next morning, McFee talked to the San Francisco Harbour commissioners and got permission to set up a cooking pot near the Oakland ferry landing. Hundreds of commuters passed the spot every day, and his idea paid off! He then placed another smaller brass pot inside the ferry terminal waiting room.

Do you think they got enough money? The 1,000 people who attended the Christmas dinner ate very well!

The next year, the Salvation Army church set up pots in the same location at the beginning of the Christmas season. That year, they were able to serve 1,400 people.

It wasn't long before McFee's idea was thought to be "the newest and most novel device for collecting money." Salvation Army churches across the United States and around the world followed his idea. At first, some of their workers and volunteers were very embarrassed to stand on a street corner. However, very soon they forgot their shyness and were encouraged because people wanted to help out and gave money. Even a few coins from one person helped them meet their goal because so many people helped with donations.

Today, the Salvation Army kettle is a Christmas tradition in about 100 countries around the world. Now, it is possible to pay by credit card instead of putting money in the kettle.

The Christmas Kettle – English Language Learner version

By Major Fred Ash (Dec 7, 1996)

In 1891, a leader from a Salvation Army church in San Francisco had a big problem. Captain McFee's church wanted to have a special Christmas dinner and feed about 1,000 poor people. However, they didn't have enough money to pay for all the food.

They all thought and prayed for a long time, but they just couldn't think of a way to get so much money. He decided to go to bed and "sleep on it." In the middle of the night, Captain McFee woke up with an idea! It was an answer to their prayers.

He remembered when he worked as a sailor in Liverpool, England. When sailors wanted to get money to help poor people, they put a kettle on the dock near the ships. (In those days, a "kettle" was the name for a cooking pot.) When people walked by, they threw coins in the pot.

The next morning, Captain McFee talked to the people who were in charge of the San Francisco harbour. He got their permission to put a cooking pot near the Oakland ferry terminal. Hundreds of travelers passed by the pot every day, and they put money in the pot. He also put a smaller pot in the ferry terminal waiting room.

Do you think they got enough money? The 1,000 people had a very big dinner!

The next year, the Salvation Army church set up pots in the same place at the beginning of the Christmas season. That year, they had enough money to feed 1,400 people!

Soon, others heard about this "new and unusual way" to collect money. Many Salvation Army churches in the United States and around the world followed his idea. At first, the people standing beside the pot felt shy and embarrassed to stand on a street corner. However, soon they enjoyed it because they saw that people wanted to help poor people and gave money. Even 25 cents from one person helped them.

Today the Salvation Army kettle is a Christmas tradition in about 100 countries in the world. You might see the bell ringers. Now, people can pay with a credit card.

| | |
|--|--|
| Level: Low intermediate + | Preparation: |
| Time: 1 hour; depending on group | One <i>World Vision Christmas Gift catalogue</i> |
| Goal: increase awareness of these opportunities | (or other organization's) catalogue per group |

A family decision: Giving for Christmas

Lesson Preparation:

1. To make the discussion relevant, choose other projects that exist in your community or your own church.
2. Perhaps the students will want to actually give a class gift after this discussion!

Lesson Outline:

1. Divide the class into 3 groups. To prepare for the discussion, each group should take on the role of one of the family members. That is, one group is "Family member #1, etc.
2. Give a slip of paper to the group with their spending idea on it. (Feel free to use your own ideas)
3. Have each group discuss the pros and cons for their idea.
4. Re-form the groups into "families," so that there is one Member 1, one Member 2 and one Member 3 in each family. This is called the info-gap method.
5. Have the "families" discuss how to spend their money. They must agree on one decision, so a lot of talking should be generated.
6. Debrief: Have someone report to the whole group.

[The "situation" to explain or write on the board]

A Family Decision: What should we give for Christmas?

Situation: As a family, you have decided to give \$200 to charity instead of buying lots of gifts for each other. However, the three of you in your family don't agree on what to give.

[Family role strips for each group for gathering pro and con ideas]

| |
|--|
| Family member 1: You want to spend the \$200 on items from the <i>World Vision</i> catalogue. |
| Family member 2: You want to give \$200 for a box of food for a Vancouver family and to go to a local church to help pack the boxes of food for the needy families. |
| Family member 3: You want to give \$200 to the local Salvation Army for children's gifts and meals. |

[Suggest each person takes notes, so they can refer to them during the "family" talk]

| Advantages | Disadvantages |
|------------|---------------|
| | |

| | |
|--|--|
| Level: any | Preparation: find images of the original gifts; slips of paper with the day and original gift for each pair/ group. |
| Goal: practice replacing original gifts with theme related ones – syllable work | |

12 Days of Christmas

Background.

The wise men followed a star to visit Jesus. It probably took them longer than 12 days to get there, but 12 days has been considered the length of time. **Ephiphany** (January 6) is a celebration that happens 12 days after Christmas. It's called Three Kings Day in Spain. Somehow, the "12 days of Christmas" song evolved.

This song is sung at many Christmas events, and often groups make up their own words. For example, teachers might write up a song about "The 12 day of Christmas at Douglas College" for an office party. They replace the gift words to make the song relevant to their context. If your students have been here more than 1 year, this song may be familiar to them.

Lesson Outline:

1. If no one in the group has heard the song, play the first, second and final verse for them
2. Assign pairs/small groups one day (or more) and have them change the gift. The topic focus can be 12 days of "immigration" / of "ESL class" / of "Vancouver," etc
3. They should try to have the same number of syllables for their replacement words, but that might be too challenging (depends on your group).
(Note the 8 syllables ¹a ²part ³rid ⁴ge ⁵in ⁶a ⁷pair ⁸tree)
4. Put the revised 12 gifts on the board and have everyone sing together.

The 12 days of Christmas (original gifts)

On the 1st day of Christmas, my true love gave to me

A partridge in a pear tree

On the 2nd day of Christmas, my true love gave to me

Two turtle doves, and a partridge in a pear tree

3rd day – Three French hens

4th day – four calling birds

5th day – five gold rings

6th day – six geese a laying

7th day – seven swans a swimming

8th day – eight maids a milking

9th day – nine ladies dancing

10th day - ten lords a leaping

11th day – eleven pipers piping

12th day – twelve drummers drumming

This website has many Bible stories in simplified English.

Go to the website to find many more. Also, in the www.AACE-English.com website, there is a file called *The Story of Jesus*, which has all the links for the 12 chapters.

Isaiah Says that a Special Baby will be Born

An EasyEnglish Story Unit (AEE) from our series 'The Christmas Story'

www.easyenglish.info

Elaine Young

Isaiah says that a special baby will be born

Isaiah was a man who lived about 700 years before Jesus was born.

Isaiah wrote a book.

God helped Isaiah to write his book.

The book was about what God would do in the future.

In his book Isaiah wrote:

God will do something special to help you believe.

A virgin will become pregnant.

She will have a baby boy.

The baby's name will be Immanuel.

This name means 'God is with us'.

This child will be born for our good.

This baby boy will be sent to help us.

He will rule the world.

His name will be 'Wonderful Counsellor'.

His other name will be 'Mighty God'.

His other name will be 'Everlasting Father'.

His other name will be 'Prince of Peace'.

All these names show how special this boy will be.

Isaiah 7:14

Isaiah 9:6

| | |
|-------------------|---|
| Level: any | Preparation: Copy word list if necessary. Photocopy enough crosswords for pairs of students (Students A and B) |
|-------------------|---|

Important Christmas Words Instructions & Empty puzzle

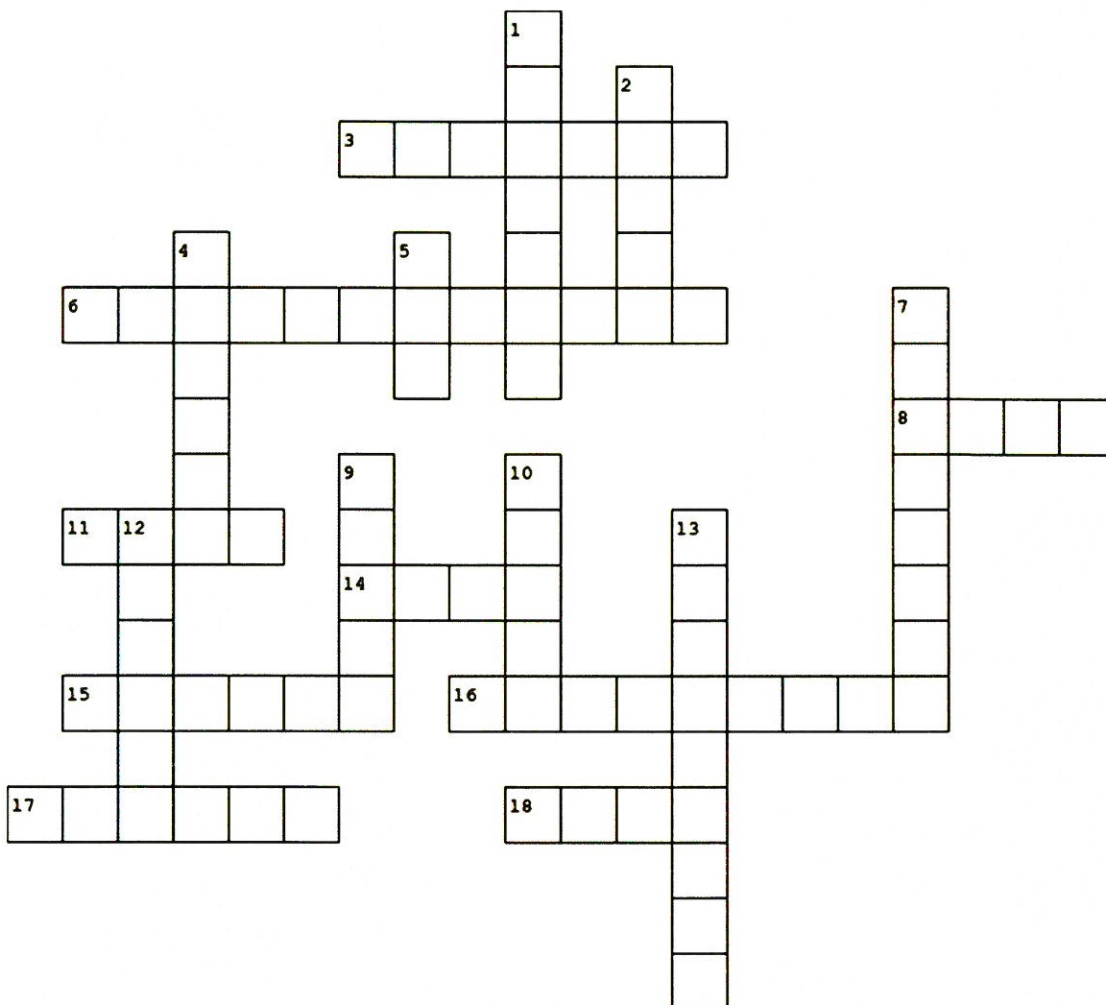
- This crossword was created with [Crosswordlabs.com](https://crosswordlabs.com) which is a free tool (or you can pay \$9.95 for a lifetime membership.)
- The instructions for completing the information gap puzzle are on the student pages.
- Each student is either an A or B. Have them read the dialogue to see how it works.
- Since you've been doing several tasks about Christmas, you likely don't need to give them a word list to study. If you want to, these are the words in the puzzle.

To prepare for the speaking task, be sure you can explain what these words mean:

| | | | | | |
|--------|----------|-----------|--------|--------------|---------|
| Angels | Augustus | Bethlehem | Census | Frankincense | Gifts |
| Gold | Inn | Jesus | Joseph | Love | Manger |
| Mary | Myrrh | Shepherds | Star | Wisemen | Worship |

- Below is the empty version. You can make your own hints or ask the students to write out the hints. Another way to provide hints is to provide sketches or photos.

Important Christmas Words



Student A

Important Christmas Words Explaining the meaning

Instructions:

- You can see that you only have ½ of the words in your puzzle.
- This means you have to ask your partner the meanings for the missing words.

You CANNOT use the word in your answer, but you can use lots of hints.

Student A: What's the meaning for 13 down?

Student B: It's the city where Jesus was born.

Student A: Jerusalem?

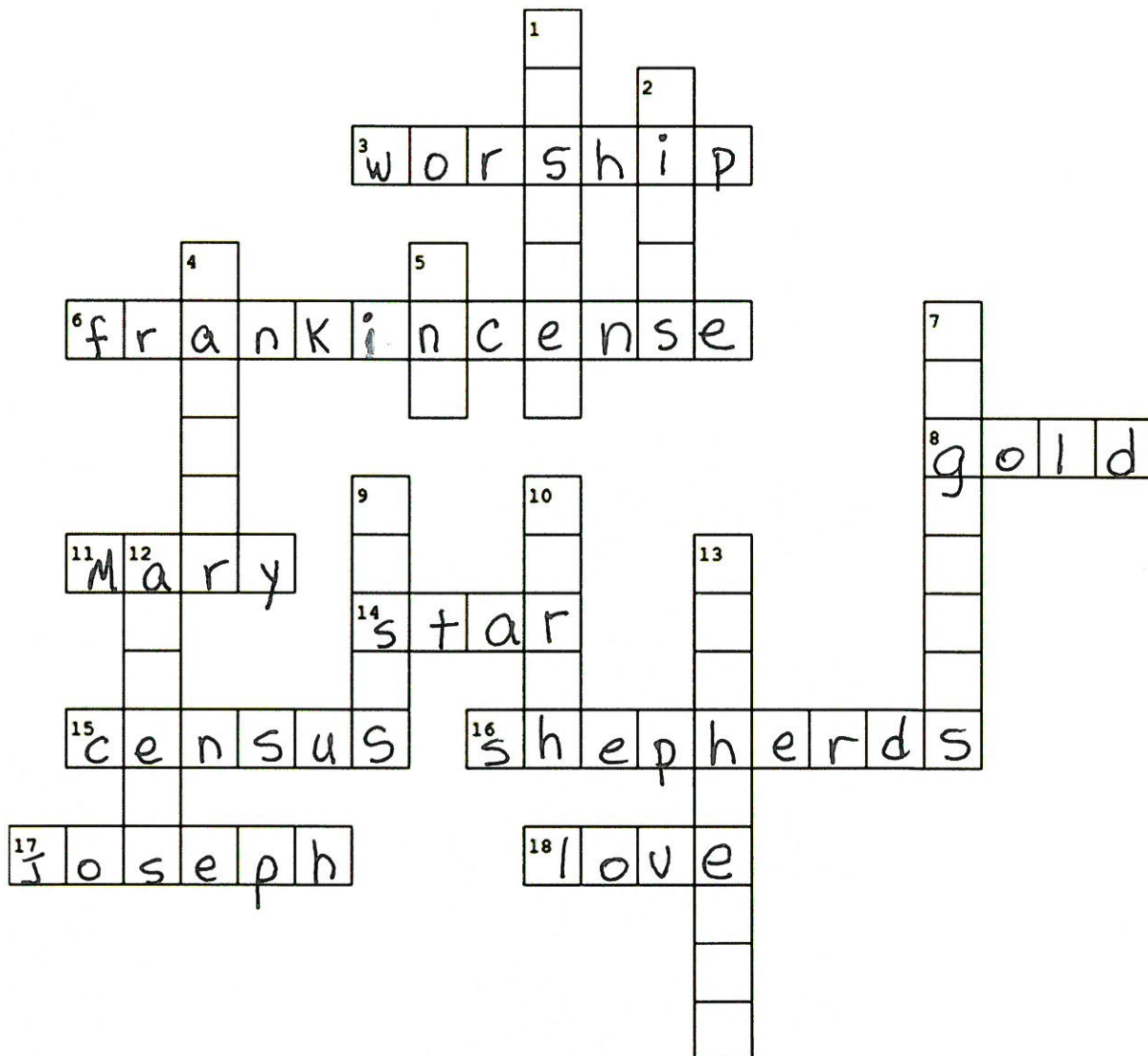
Student B: No. They had to go there on a donkey.

Student A: Bethlehem?

Student B: Yes!

Student A: How do you spell Bethlehem? **OR** How is Bethlehem spelled?

Student B: : B E T H L E H E M Ok? My turn. What's 8 across?



Student B

Important Christmas Words

Explaining the meaning

Instructions:

- You can see that you only have ½ of the words in your puzzle.
- This means you have to ask your partner the meanings for the missing words.
- This is how you do it:

Student A: What's the meaning for 13 down?

Student B: It's the city where Jesus was born.

Student A: Jerusalem?

Student B: No. They had to go there on a donkey.

Student A: Bethlehem?

Student B: Yes!

Student A: How do you spell Bethlehem? **OR** How is Bethlehem spelled?

Student B: B E T H L E H E M . OK? My turn. What's 8 across?

