December 2002
Issue Twelve

Have a great Christmas!

The past few months have been quite traumatic for Primary teachers as we all try to take in the implications of the proposed changes to the Italian Educational system. As educational publishers, *LANG Edizioni* editors and authors seem to be in never-ending meetings to ensure that our new publications meet both the requirements described in the various documents published by MIUR and, therefore, the needs of the teachers and children in the Primary school.

But now Christmas is here. A short period of rest and reflection. Let us all take a deep breath, relax and enjoy the celebrations of Christmas and the New Year.

A look at the statistics for the *LANG* web site tells us that many teachers are taking advantage of the opportunity to download previous issues of *LANG Primary*. This issue includes some worksheets about Christmas but many more are available in the previous issues and can be found on: *www.langedizioni.com*.

This issue also includes a stimulating article with ideas on Bridging Modules between the Primary and Secondary school, (especially useful for teachers in the fifth year).

Index

Bridging THE GAP

Joanna Carter

Creating real continuity in language learning between the Primary and Secondary schools

Children in Italy today are in the wonderful and privileged position that their educational system now offers them the opportunity to start learning the English language at a very early age, in some cases, even as young as six.

This second language learning continues on through the *scuola media* for three more years and finally finishes in the *scuola secondaria* with another two, three or even five years. It seems, in fact, that every level is catered for.

However, continuity in language learning does not simply mean that a child can study English in every year of their academic career.

It also involves a continuous progression and development in that learning. There should be a flowing transition from one level to the next, one school year to the next and, very importantly, from one school to the next.

Unfortunately, this transition from one school to the next or from *scuola elementare* to *scuola media* can cause difficulties for both the children and the teachers.

One of the important reasons for this is that the methodology in the modern Primary school is very different to that used in Secondary schools.

In the Primary school, the young learner approach involves songs, music and drama. It requires a total physical response from the child. There is an emphasis on receptive abilities, oral production and interaction between the children and very little work on written production and grammar.

In the Secondary school, however, the communicative approach is often limited to occasional pair work and listen and repeat exercises. The 11-year-old is introduced more formally to grammar (the structural forms of the language), learning the techniques of translation and is expected to produce language in extended written form.

Often the entry test given at the beginning of the

Secondary school cycle to assess the students' level is essentially a written test.

Primary school students, however, are unfamiliar with this testing technique as they have probably never been asked to complete a formal written English test. The results of this entry test, therefore, do not reflect the children's competence in the English language and the Secondary teacher often feels that there is no other choice but to start from the beginning with the new first year class.

The effects of starting again on student motivation can be devastating.

Imagine an 11-year old who has just finished Primary school with excellent marks. This child has a large vocabulary range, can easily talk about him/herself especially related to daily routine, can use a bilingual dictionary and may even have produced project work in English. On his/her first day of Secondary school he/she discovers he/she has to start again, learning numbers 1-10, 'hello' 'goodbye' and the verb 'to be'!

This starting again attitude can have a long-lasting effect, creating boredom and apathy towards the subject in general.
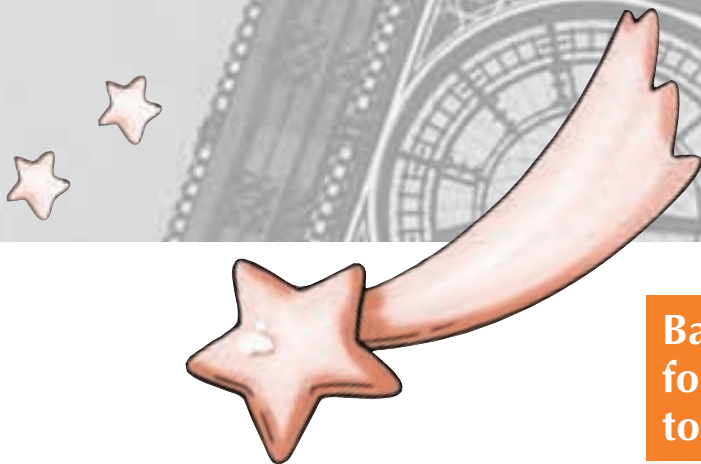
■ Creating a Bridge

So, how can we overcome this break in continuity and bridge the gap in learning between the *scuola elementare* and the *scuola media*?

One solution is to improve communication between the two schools. This can be achieved by setting up teams of Primary and Secondary teachers working together especially those who teach in the final year of the primary and first year of the Secondary.

Ideas can be exchanged on each other's teaching methodology and aims and objectives can be compared.

There should be discussions on the possible benefits for students in the adoption of similar approaches at higher or lower levels.

Teachers from both schools should have copies of all the materials at both levels, including the teacher's resources. Obviously, the Primary teacher cannot directly use materials from the Secondary course but could imitate the activity types with the children in the final year of the *scuola elementare.*

For example, an introduction to grammar exercises could be very stimulating.

The success of a project of this kind between *scuola elementare* and *scuola media* depends on the complete co-operation and involvement of the teachers to create a working team.

■ Bridging Modules

Once the working team has been established, the next step is to build continuity between the two schools through the development and application of **bridging modules.**

These modules can be designed in two steps.

• The first step is for the Primary teacher to use during the last school term of the fifth year. In other words it is a preparatory module for the Secondary school including revision, remedial and consolidation activities.

There should also be an introduction to the Secondary school style and format of activities and the formative assessment which the children will encounter when they begin the new school.

• The second step is for the Secondary teacher to use as a **starter module** during the first month of lessons in the *scuola media.*

Basic Framework for a Bridging Module to be used in the Primary school

Title
Preparing for the *scuola media*

Pre-requisites
It is important to set out what the student can already do. The 'can do' statements for level A1 of the Council of Europe Framework of levels (CEF) are very useful at this stage.

Learning Objectives
Teachers from both schools should work on these using the CEF as a reference.

Contents/Steps
The Primary teacher then develops the contents of the module selecting from his/her current course book and adding materials from photocopiable resources for the Secondary school.

Learning Objectives
Together the teachers from the Primary and Secondary schools should agree the learning objectives for this first step of the module. These objectives become the pre-requisites for the second step or starter module for the *scuola media.*

Assessment
Assessment plays a key role as it gives the Secondary school teacher essential information about the strengths and weaknesses of each student, an insight into what they really *can do.* Assessment at the beginning of the *scuola media* should include self-assessment, portfolio checks and an opportunity for children to illustrate the oral/aural competencies they acquired in the Primary school.

The acquisition of a second language is a very long process and different teachers are involved during the learner's journey.

The teacher in the *scuola elementare* **sows the seeds** of learning;

the teacher in the *scuola media* takes over the living **seedlings** and **plants them into firm soil.**

The student moves up to the *scuola superiore* where the **plants blossom** and the learner is able to **consume the fruits** of learning throughout adult life.

This whole **growing** process will only work with complete co-operation and communication between schools and teachers.

LANG Educational Consultants

The **LANG Educational Consultants** are at your service for any educational questions or suggestions related to our materials.

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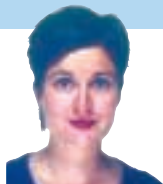E-mail: sarahmercedes.howell@tin.it

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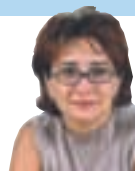Tel 349 2916424
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CHRISTMAS questionnaire for you

1 What are the names of these days?
- 24th December ....
- 25th December ....
- 26th December ....
- 31st December ....
- 1st January ....

2 Which of the following expressions is not used?
- ▪ Happy Christmas!
- ▪ Merry Christmas!
- ▪ Merry New Year!
- ▪ Happy New Year!

3 What do children in England put at the end of their beds on the night of 24th December?

4 What special event happens at 3 o'clock in the afternoon on 25th December?

5 What is a Christmas carol?

6 What is a Christmas cracker?

(Answers on page 15)

CHRISTMAS BINGO

Pre–teach the words on the Bingo Board and make sure the children understand their association with Christmas. You could enlarge the pictures and cut them out to make flashcards. Give a copy of the Bingo Board to each child and ask them to colour the blank squares any colour they want. Call out a word or colour. The children cover this word or picture with a small piece of paper. Whoever manages to cover 5 squares either horizontally or vertically, shouts out BINGO and wins.

snowman			*Christmas tree*	*reindeer*
	star	*candle*		*lights*
stocking	*holly*		*Santa Claus*	
		mistletoe	*sleigh*	*bell*
	angel	*present*	*candy*	

Kids' Corner

John Batty

A Cool Yule

Ho-Ho-Ho and a Merry Christmas! 'Tis the season, and just one reason to give presents and play some festive holiday games.

Yes, Christmas is just around the corner, so here are some fresh ideas for you to use in the classroom. Before we put them into practice, let's just think about the style or approach to teaching we use within the classroom.

First of all, let's look at the traditional approach to teaching in the EFL classroom. The content of a text book is usually taught to all the children at the same time for the same purpose, at the same level. This makes the teacher's job easier but it doesn't take into account the needs of the individual child. Young children need a reason to use language.

In an average class of twenty-five children there is a wide range of abilities, interests and motivation. Children learn all languages as a whole, not in fragments: using fragmented language activities just for the sake of teaching language is perhaps not the best way for them.

The usual **language-based** course we would give adults is less appropriate for children. It is more productive to encourage the children to acquire language through an **activity-based** curriculum, using their real interests and exposing them to a wide range of language in the form of instructions, descriptions and comments related to the given activity or moment.

In this way, children will absorb the language and structures in their own time and at their own pace; without the pressures of being constantly monitored by the teacher. Using language in natural situations gives the children the feeling that the language they are learning actually has meaning!

It is important to remember that the product (the English language) is not our most important objective: rather, how we obtain it, by creating a learning environment that allows the children to take part in their own learning process. This can be by using daily greetings, practical tasks, songs, stories, rhymes, craft, that are as natural and enjoyable as possible and that would also be valid activities for the children in their own language.

All these apparently small steps are not just fillers, rewards or back up activities but, in fact, give children the *opportunity for success*. When a child feels that he/she is succeeding in practical tasks, he/she becomes more confident and begins to take greater risks, in order to be successful with the language that is required in those tasks.

Kids'Corner is a special section dedicated to very young learners.
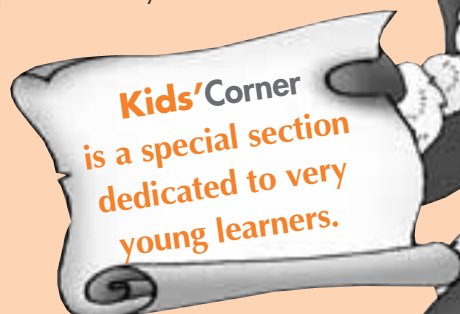
Activity 1: *Papier Mâché* Angel

What you do:
- Mix the wallpaper paste, water and a little flour in the bowl.
- Make a ball of rolled up newspaper.
- Push the ball of rolled up newspaper into the neck of the bottle and secure it with masking tape.
- Cut/tear remaining newspaper into strips and dip them into the mixture in the bowl.
- Cover the entire model (including the head) with three layers of the wet newspaper, remembering to allow each layer to dry thoroughly before putting on the next.
- Cut out a large card triangle (the wings) and stick it on the back of the container.
- When dry, paint and decorate with tinsel and glitter.

What you need:
Large plastic bottle
Sand
Newspaper
Wallpaper paste
Flour
Bowl
Card
Scissors
Paint
Tinsel/glitter
Masking tape (paper sticky tape, you can buy this in a decorating/paint shop)

Activity 2: Rudolph Dash

What you do:
- Cut out one red circle for child.
- Divide class into teams.
- Put Vaseline® on their noses and then stick on the red circles.
- Race to the finish with each person adding their red nose to the team's score.
- If the nose falls off, the children have to start again.

What you need:
Red card
Vaseline ®

Comments:
This is a good warmer/presentation for the Rudolph story in Sarah Howell's article in **LANG Primary** December 2001 issue. They could also make and then wear Rudolph's antler described in the same issue.

Activity 3: Christmas card

What you do:
- Fold the A4 card in half.
- Cut out and colour the Christmas trees.
- Fold the bottom left and right-hand corners up (Christmas tree).
- Fold the Christmas tree in half, lengthways.
- Glue the corners and stick them on the card so the tree pops up when the card is opened.

What you need:
Photocopy of a Christmas tree
Card (A4)
Colouring pens
Glue
Scissors

Activity 4: Pin the nose on Rudolph or Snowman

What you do:
- Put the picture of Rudolph or a snowman on a wall.
- Divide the children into teams.
- Blindfold a player and spin him/her round.
- Give thirty seconds for each child to stick his/her nose or carrot in the right place.
- The teams can help by shouting out directions.
- The team with the most carrots or nose near the right place wins.

What you need:
Two large pictures of Rudolph or a snowman (this could be prepared by the teacher and the children colour it in, but remember to leave out the nose!)
A red circle or orange carrot shape, one for each child with their name on it (the children could make these)
Bluetack ® • A blindfold

Activity 5: Santa Says Please

How to play: Similar to Simon Says.
• The teacher is Santa and gives instructions.
• When Santa says *Santa says stand up, please* the class must do as he says.
• If Santa says *Santa says stand up* (without *please*), the children must not move. If someone starts an action when Santa doesn't say *please*, he/she is eliminated. The student left at the end is the winner.

Comment:
A good way of teaching manners, well, at least, the use of please!
When the children are familiar with the game, a child can be invited to be Santa.

Activity 6: Freeze

What you need:
Christmas music (possibly the songs the children already know)

How to play:
• Begin playing the music, everyone moves and dances until the music stops and then they must freeze in whatever position they happen to be in.
• If a child moves when the music has stopped, he/she is eliminated.
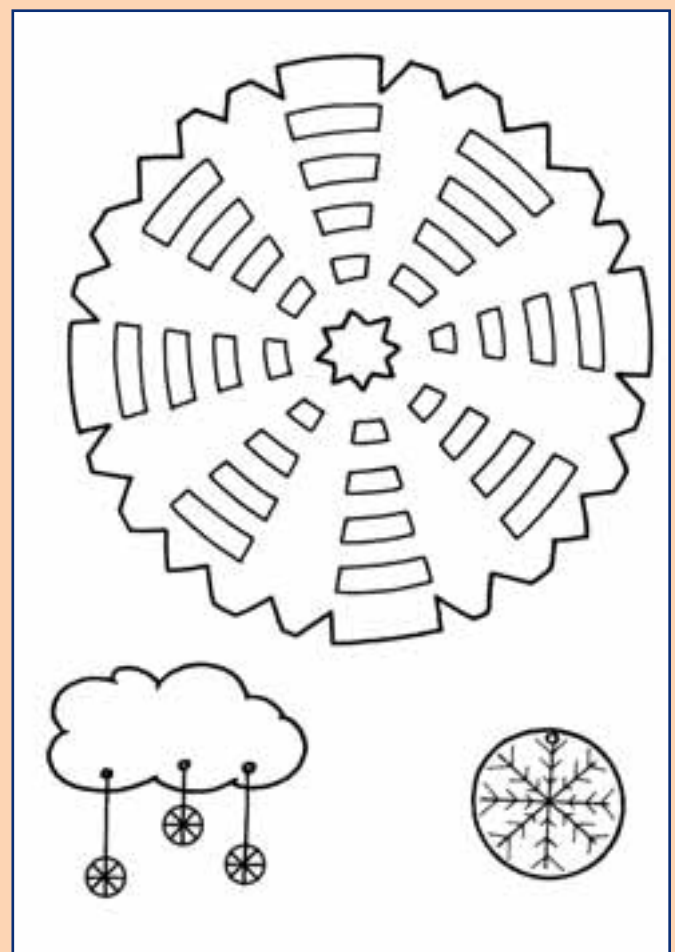
Variation:
The teacher or the child who controls the music could try and make the children move by pulling faces or asking simple quesitons. If they move they are eliminated.

Comment:
Activities 5 and 6 are good activities for calming the children down when you want to change from a competitive/dynamic activity to something a little more passive.

Activity 7: Snowflakes

What you need:
Scissors
Paper circles
Coloured card
  (blue)

What you do:
• Fold paper circles in half and then half again. (The paper can be folded many times but remember that the more it is folded, the more difficult it will be for the children to cut out the shapes. Practise before asking the children to fold the paper.)
• When the paper has been folded ask the children to cut out different shapes around the edge, making sure that a space is left between the shapes.
• Open the paper out and see the snowflake.
• Stick it onto the coloured card.

Variation 1:
Instead of sticking them onto card get some paint and use them to print snowflake shapes on your class Christmas mural.

Variation 2:
Stick the snowflakes onto card, cut off the excess card and make a small hole near the edge.
Then, get the children to make large cloud shapes from grey card, making small holes at the bottom of the cloud.
Take some thin string and tie the flakes (at different lengths) to the clouds and hang from the ceiling.
The more mobiles, the better the effect.

Activity 8: Song. Variations to the song *We wish you a merry Christmas*

1 Let's all *do* a little clapping,   *(clap hands)*
   Let's all *do* a little clapping,
   Let's all *do* a little clapping,
   For Christmas is here.

2 Let's all *do* a little shivering, …   *(wrap arms around body and shiver)*

3 Let's all *do* a little stamping, …   *(stamp feet)*

4 Let's all *do* a little dancing, …   *(take partner's arm and twirl)*

> We wish you a merry Christmas,
> We wish you a merry Christmas,
> We wish you a merry Christmas,
> and a happy New Year.

What you need:
Sets of home-made playing cards
  photocopied onto card
A set of cards enlarged and
  photocopied onto A4 paper
  (teacher's flashcards)

Activity 9: Happy families (card game)

What you do:
Before presenting the vocabulary ask the children to colour code the cards and flashcards, for example, a red nose for Rudolph, a blue nose for Prancer, a green nose for Dancer and so on.
There are four sets of cards. Write the names of the sets on the board:
• Reindeer   • Elves
• Santa's family   • Christmas objects

Hold up the flashcards (the larger version of the cards) and elicit the names and colours.
Stick the flashcards on the blackboard in their sets under the headings of the sets.

Ask the children general questions using *Have got.*
• *Have you got a dog/cat?*
• *Yes, I have. No I haven't.*

Get the children to ask YOU *Have got* questions.
Divide the children into groups of four.
Give each group one set of cards. One child shuffles and deals the cards face down, (give a demonstration with one group)
The children look at their cards.
Explain that the winner is the first to collect all five cards from one set.
To collect the cards the children have to ask each other for the cards they haven't got using *Have you got…?*

Rudolph	*Dancer*	*Prancer*	*Vixen*	*Comet*
Santa	*Mrs Santa*	*Johnny Santa*	*Angela Santa*	*Snowy*
Bushy	*Skinny*	*Pepper*	*Alabaster*	*Sugar Plum*
Christmas tree	*stocking*	*snow flake*	*angel*	*present*

Make a... Rudolph the Reindeer Mobile!

Photocopy this reindeer face. Ask the children to cut out the pieces and colour them in on BOTH sides. Make sure he has a red nose! Attach pieces of cotton thread to the eyes and nose and attach the other ends to the hair. Hang him up and watch him spin!

1.

2.

3.

attach thread

attach thread

4.
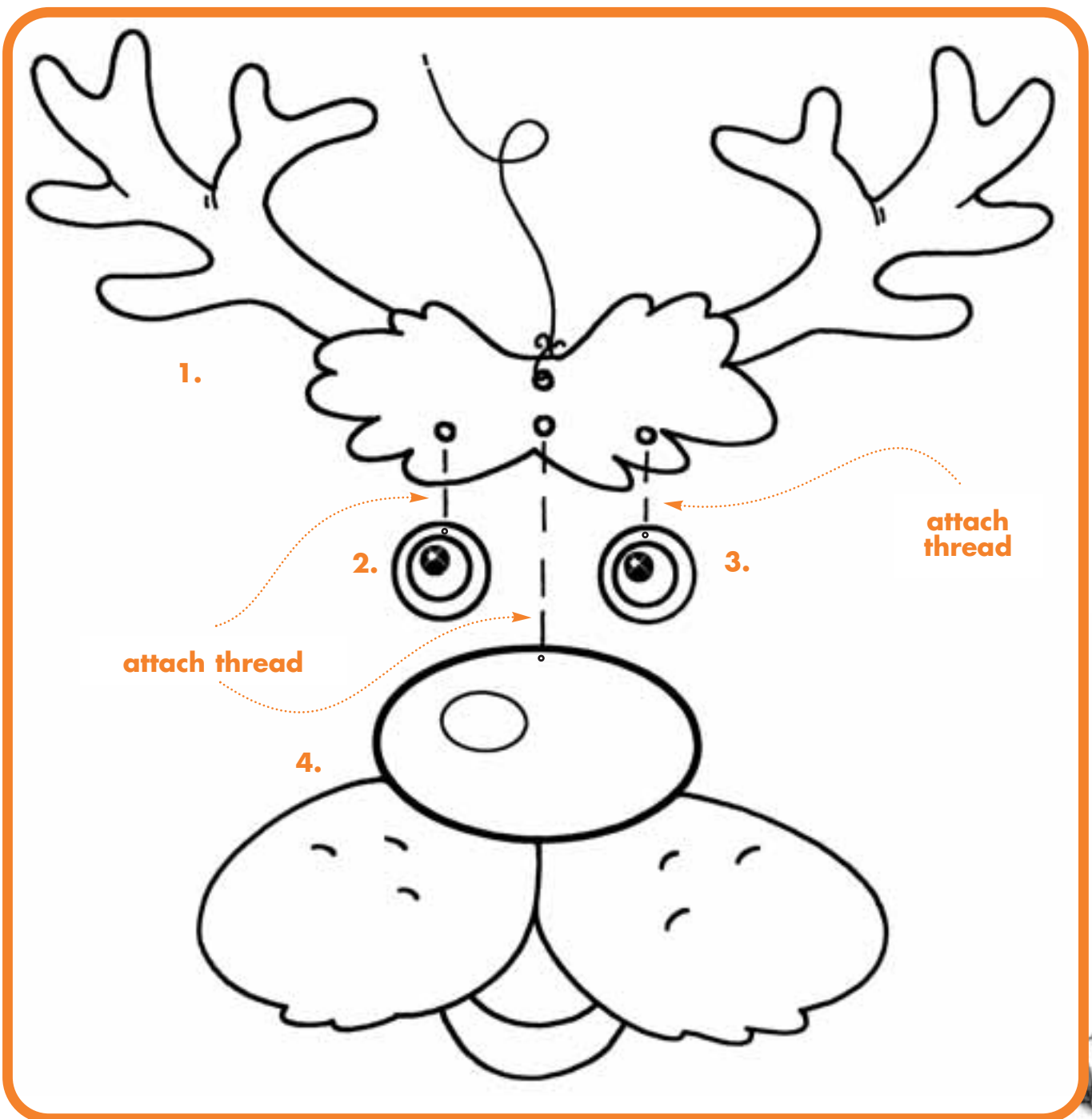
What do you do at CHRISTMAS?

Pre-teach the words *Christmas tree*, *present*, *Christmas card*, *song*, *mountains* using flashcards. Elicit and practise which verbs go with the words. Practise the questions by asking the children what they do at Christmas ("*Do you…?*" "*Yes. I do*" "*No. I don't*"). Photocopy the sentences and cut them up. Divide the class into groups of four. Give them the mixed up sentences and ask them to match the two halves. Get them to ask and answer the questions together and complete the chart.

Do you eat	panettone?
Do you go	to the mountains?
Do you write	Christmas cards?
Do you have	a Christmas tree?
Do you sing	Christmas songs?
Do you open	your presents on 25th?

Questions	Me	My friend

A Christmas Booklet

Carmelina Rotundo, a Primary teacher in Florence, sent us a copy of a sixteen page booklet she prepared with her children using just two sheets of paper.

FRONT

1

My
CHRISTMAS

BOOK
2002

by _____

16

Merry
Christmas

3

Santa Claus lives at the North Pole. He spends all year making toys for children with the help of elves. Then on Christmas Eve he delivers them in a sleigh pulled by reindeer.

14

Another Christmas tradition is to make a Christmas wish. This Christmas wish is not for you, it is a wish to make someone else happy.
Maybe this year you will wish that someone you know who is sick get better. Or maybe you will wish that children in poor parts of the world will have enough food this year. Or maybe your wish is that there will be peace all over the earth.
Remember that this wish is not for a toy or gift from Santa for yourself, this is a wish for someone else.
What's your Christmas wish?

BACK

15

My Christmas wish
in 2002:

2

Every year
on Christmas ____
a man named ____
comes down
the ____ and fills
children's ____
with ____.

WORDS:
Santa Claus
chimney
gifts
stockings
Eve

13

WHITE CHRISTMAS
I'm dreaming of a white Christmas
Just like the ones I used to know.
Where the tree tops glisten,
And children listen,
To hear sleigh bells in the snow.

I'm dreaming of a white Christmas
With every Christmas card I write.
May your days be merry and bright
And may all your Christmases be white.

4

At Christmas time we make Christmas cookies shaped like stars, angels, candy canes, Christmas trees and lots of other shapes.

FRONT

BACK

5

Christmas Cookie Recipe:

Sugar Cookies
150 grams butter
200 grams sugar
2 eggs
1 teaspoonful vanilla
330 grams flour
1 teaspoonful salt
1/3 packet baking powder

- *mix butter, sugar, eggs, vanilla add the dry ingredients*
- *leave to chill in refrigerator for at least 1 hour*
- *roll out and cut into shapes*
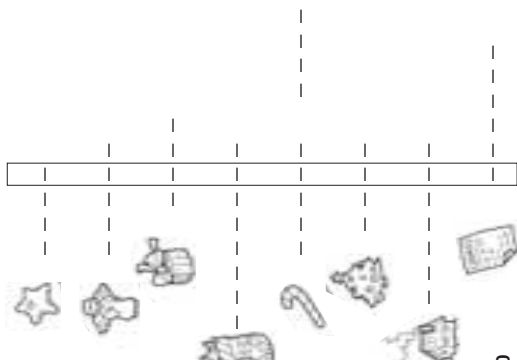- *bake at 200 °C for 6 to 8 minutes on an grease proof paper*

ENJOY!!

7

12

At Christmas time, we like to sing songs. These songs are called "CHRISTMAS CAROLS". People go from house to house singing these songs. These people are called "carolers". Here are the words to one of the most popular Christmas songs in America.

10

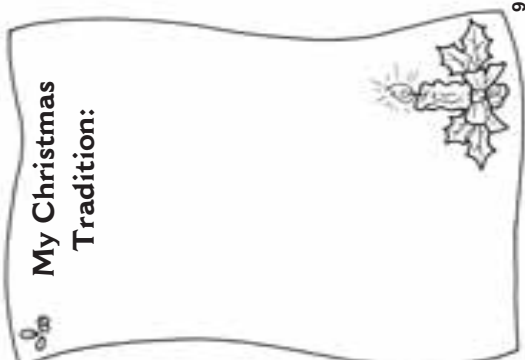*It's Christmas Eve, who pulls Santa's sleigh through the sky?*

11

Find the 18 Christmas words hidden below:

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

angel   peace   cookies
tree   tradition   toys
stocking   joy   love
bow   carol   gifts
elves   star   eve
snow   bell   family

6

Decorate the Christmas tree:

Christmas ball
gingerbread man
star
gifts
bow
Christmas lights
strings of beads
wreath
snowman

9

My Christmas Tradition:

This is what Christmas means to me:

8

Christmas is a celebration of family, peace, love, and happiness. But there are many different Christmas traditions.

Brainstorming:

English language dictionaries give very different meanings to the verb "to brainstorm" although the word is used both as a verb and as an adjective (a brainstorming activity) to describe a very important language learning activity used by many teachers immediately before presenting new language.

The basic framework of a brainstorming activity is to divide children into **small groups** and ask them to make lists of words they know either within a **restricted lexical set** or **related to a topic**.

What is a "small" group?
It is important that all the children can hear each other: Depending on the layout of the desks in a classroom, six children is probably an optimum number. After dividing the children into groups, the teacher should give them the task as well as a time limit for the activity.

What is the function of the exercise?

• *Restricted lexical set*

Before teaching, for example, colours or family relationships the teacher needs to find out which colours or family relationships the children already know.
The teacher divides the children into groups and asks them to list all the words they know in the sets.

• *Words related to a topic*

When a teacher decides to teach, for example, the expression – *Where do you go for your holidays?* together with the answer – *I go to the* ………………… . – He/she needs to be sure that the children know/remember the words in English for all the possible places they can go.
Therefore, before teaching the question and answer the teacher can ask the children to brainstorm all the possible places they can go for their holidays.

What advantages do brainstorming activities bring to teaching and learning?
Brainstorming activities encourage the children to:
• listen and understand when other children speak in English;
• write lists of words/expressions in English;
• improve interpersonal relationships as they work within a group;
• teach each other, as individuals contribute new words;
• motivate learning through competition between groups;
• organise themselves to work within a time frame.

When the teacher stops the activity, each child should have produced a list of words/expressions. The teacher can either ask each group to read their list or extend the activity and mix the groups.

Mixing groups
If there are four groups of six children, ask **three** children from **each** group to work with other groups and compare their lists.
In this way the children read their own lists and listen/understand and add any words they have not listed.
The teacher can then ask the groups to read their lists and **discover exactly what language the children already know** before moving into the presentation of the new language item.
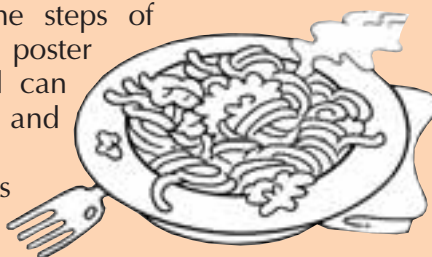
CLASS Project

December 2002 issue

The theme for the project for your children to organise as a class or in smaller groups is:

Favourite Italian dish

The class or groups should prepare materials describing their favourite Italian dish. They should include a description of how the food is grown and the steps of cooking. The materials can be in poster form or on sheets of paper and can include drawings, photographs and descriptions in English.
The cross curricular nature of this project can also involve work during lessons other than English.

When the project is complete, please sign it as work produced by your class (include the number of students who have contributed) and send it to:

LANG Primary
Issue 12 Project
PBM spa
Corso Trapani 16
10139 Torino

All the materials submitted become the property of Paravia Bruno Mondadori Editori and reproduction rights are reserved.

All projects should be received by 15.02.2002
We may publish extracts from some of the projects in future issues of LANG Primary.

More free LANG T-shirts for the children

In the last issue we offered free **LANG T-shirts** to all the children who took part in the *unusual class photograph* project. The prize was so popular that we are giving away more free T-shirts for this month's project.
We send the T-shirts in two sizes and two colours, white and grey, so that teachers can easily divide the children into two teams for other activities. Some teachers have asked us about the significance of the number **one** on the design of the T-shirt.
We, at **LANG**, wanted to celebrate the fact that for this school year in the scuola elementare, more books published by **LANG Edizioni** were adopted by schools in the *primo* and *secondo ciclo* than those published by any other Italian or international publisher.
LANG has therefore become the number **one** publisher in the Italian Primary market.
So, now you know!

Answers to CHRISTMAS questionnaire (page 4)

1 Christmas Eve, Christmas Day, Boxing Day, New Year's Eve, New Year's Day
2 Merry New Year.
3 A special sock called a Christmas stocking.
4 A radio and television broadcast of the Queen's Christmas message to the Commonwealth.
5 A folk and/or religious song associated with Christmas.
6 A container wrapped in coloured paper with a joke, a toy and a paper hat, used only at Christmas.
The crackers, that make e loud noise, are 'pulled' and the paper hats are worn during Christmas lunch.
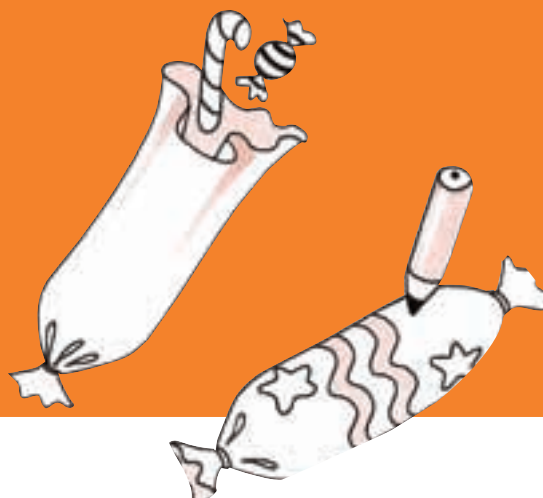
News from **LANG**

This issue also includes up-to-date information on the **LANG Teacher Support Network**. Our five Educational Consultants are at your service and cover the whole of Italy. The Educational Consultants together with a large group of expert **LANG Trainers** will be holding seminars on aspects of teaching English to young children throughout the year.

Teachers using **LANG** courses should have received their free school year diaries through our agents. Do you prefer the new larger format with one page per day or the smaller version we used last year with one page per week? We are planning the 2003-4 diary now so that we can distribute it earlier next year. We would be very interested to receive your comments.

At the same time as we are putting together this issue of **LANG Primary** we are also looking ahead to the next which will be published in March 2003. Not only will it include information on our new publications but it will also include a special 'present' for all subscribers to the magazine. So, if you haven't already sent for your free subscription, now is a good time to do so, to ensure you receive future issues.

All the contributors and editorial staff at LANG Primary wish you and your children a very, very happy Christmas and a peaceful and prosperous New Year.

Below is the coupon to register for future issues of **LANG Primary**. You need only return the form *once* to receive future copies.

If you have already sent in your details, only use this form when you need to change/amend your address. If you wish to comment on the articles in **LANG Primary**, please do not hesitate to write to us.

12 Name _____

Home address _____

_____ city _____ CAP _____

E-MAIL _____

School name and address _____

_____ city _____ CAP _____

Course book used _____

I would like a LANG agent to visit me at school   Yes ❏   No ❏

Ai sensi della Legge 675/96, con la presente vi autorizzo esplicitamente al trattamento dei miei dati personali unicamente ai fini amministrativi per l'invio di materiali di **Lang Edizioni** al mio indirizzo.

Post or fax to: PBM Editori spa - **LANG Primary** – Corso Trapani 16 – 10139 Torino – Fax 011 75021 510