

## Christmas greetings to all!

Another Christmas, another year coming to an end. Not only do our children seem to look younger every September, this year in the first class many of them are actually younger! This is one of the first visible changes in Italian Primary schools this year as the 'reform' of the system starts up.

The March 2004 issue of **LANG Primary** will include full details of the effects of the 'reform' on the teaching of English as L2 in schools together with details of the new **LANG** publications to meet the needs of the new school.

Another great year for **LANG**. It gives the authors and editors of **LANG** immense pride to announce that, for the second year running, more Primary schools adopted **LANG** course books than any other national or international publisher!

Our heartfelt thanks to all those teachers who put their trust in **LANG** publications for the Primary school.

This issue of **LANG Primary** inevitably includes photocopiable worksheets on the theme of the Christmas season. The reader will also find stimulating articles on the teaching of English to children as well as a repeat set of the Reward Stickers that so many teachers have asked us for.

# LANG Primary

INSIDE  
REWARD  
STICKERS

## Index

Hogmanay – Background and Worksheet	p 2
Pancake Day – Background	p 4
Class and teacher projects	p 5
Christmas – Worksheets	p 6
Reward Stickers	p 8
Kids' Corner	p 9
Christmas – Background and Worksheet	p 13
Summer and Winter Sports – Worksheets	p 15
Valentine's Day – Background and Worksheets	p 17

# Hogmanay - Scottish New Year

Joanna Carter

## BACKGROUND

New Year's Eve is celebrated all around the world but perhaps the Scots have the last word on how to really celebrate it. In Scotland there is a long rich heritage associated with this event. There is even a special name for it **Hogmanay**. Until recently, the 31<sup>st</sup> of December was considered more important than Christmas in Scotland. Many Scottish people had to work over Christmas in the past and so their winter holiday was at New Year when family and friends gathered for a party and exchanged kisses and presents, especially for the children. This occasion came to be known as 'hogmanay' and the tradition still continues today. In origin it is a much, much older celebration, probably inherited from the Vikings, for whom observing the passing of the shortest day was important.

### Why is it called Hogmanay?

There is a lot of confusion over the origin of the word hogmanay. Nobody knows the real reason for the name, but there are many theories. Some say it comes from an Anglo Saxon word meaning Holy Month, others that it comes from the Gaelic *oge maidne* which means New Morning. There is even a modern day interpretation which is that it really means **Hug Many**, as it is important to embrace and kiss friends and relatives after midnight!

There are many ancient traditions that surround Hogmanay, that take place before and after midnight.

### Before Midnight

Before *the bells* strike midnight, it's important to have the house very clean and tidy and to be sure that any rubbish has been taken outside. Also all debts must be settled and nobody must owe anybody money. The idea of this is that people *clear out* the old year and welcome in the young **New Year** on a happy note.

### After Midnight

Immediately after the bells have rung, it's traditional for people to cross arms and join hands in a

large circle to sing *For Auld Lang Syne*. This song is now known all over Britain and in other English speaking countries, but it was originally written by Scotland's greatest poet Robert Burns, who often wrote in dialect. *For auld lang syne* means *in memory of past times*.

*Should auld acquaintance be forgot  
And never brought to mind  
Should auld acquaintance be forgot  
For the sake of auld lang syne.  
For auld lang syne, my dear,  
For auld lang syne  
We'll take a cup of kindness yet,  
For the sake of auld lang syne.*

### First Footing

After midnight it is also traditional to visit (or *first foot*) friends' and neighbours' houses. People should bring a gift of whisky, a lump of coal and some thing to eat: black bun, oat cakes or a delicious biscuit called shortbread. Those who stay at home hope that the first over the door step or the first foot is a tall, dark and handsome man as this brings good luck! Many gifts are exchanged and people offer *Het Pints* – a mix of a special beer called ale, nutmeg, whisky, sugar and eggs!

### Recipe for Shortbread

150 g plain flour  
50 g caster sugar  
100 g butter

Sieve the flour into a bowl. Add the sugar. Rub in the butter. The mixture will be crumbly at first – continue until it clings together in heavy lumps. Put the mixture on a lightly floured board. Knead it lightly. Roll it out to a 20 cm circle and place on a greased baking tray. Prick over the top with a fork and flute the edges with your fingers and mark into 8/10 portions. Bake for 30 to 35 minutes at 170°C until cooked but not brown. Leave on the tray to cool slightly. Then lift off with a fish slice or similar and put it on a cake rack to cool completely.

### Fire Ceremonies

In many parts of Scotland, there are ceremonies with fires, fireworks and torch processions at Hogmanay. Perhaps the most spectacular ceremony takes place in Stonehaven, near Aberdeen. Here giant fireballs are lit and swung around on two metre-long



poles. It is a custom linked to the winter solstice of late December where the fireballs signify the power of the sun.

There are many more traditions for Hogmanay that differ from region to region all over Scotland. But one thing can be

guaranteed, wherever you go, people dance, sing, drink and eat and have a really wonderful party!



## WORKSHEET

Look at the written clues and pictures and complete the crossword. All the words are about New Year celebrations in Scotland. What is the hidden word down the middle?

# A Scottish New Year Celebration



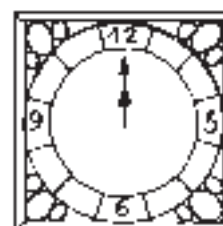
1. A strong Scottish drink that people have on New Years Eve.



2. You can see these in the sky.



4. This is the time when people kiss, hug and sing.



3. At midnight people play this Scottish instrument.



6. At midnight people \_\_\_\_\_ *Auld Lang Syne*.



5. Everybody hopes that a tall, \_\_\_\_\_ stranger will be first in the house.



8. This is what people say at midnight.  
'H\_\_\_\_\_ NEW Y\_\_\_\_\_!'



7. People take \_\_\_\_\_ biscuits as presents to their neighbours.

# PANCAKE DAY

Joanna Carter

## BACKGROUND

Pancake Day takes place in England (and other English speaking countries) on Shrove Tuesday which in 2004 is on 24<sup>th</sup> February. In the past, Shrove Tuesday was traditionally a day of feasts to use up all the rich foods such as fat, butter, sugar and eggs which people were forbidden to eat in the period of Lent that leads up to Easter. So making pancakes to eat was ideal as they are made up of these ingredients.

The pancake ingredients also had a symbolic significance at this time of year.

Today people still enjoy eating pancakes on what has now come to be known as Pancake Day. They enjoy inventing delicious new fillings to put inside the rolled up pancake as well as traditional ones such as jam, Nutella®, lemon and sugar and treacle (a very sticky, sweet, toffee syrup). Everybody also has a go at 'tossing' or 'flipping' the pancake. That is throwing it in the air from the frying pan so that it turns or flips over and lands back down in the frying pan (hopefully!).

In some parts of the country there are pancake races where people run through the town with pancakes in frying pans held out in front of them. This tradition started in Oliney in Buckinghamshire in 1445. Legend has it that a woman was late going to church so she ran through the town to get there on time still wearing her apron and carrying her frying pan!

There are many songs and traditional rhymes about pancakes from different parts of the country. This one is from Cornwall:

Eggs ⇒ Creation  
Flour ⇒ The food of life  
Salt ⇒ Wholesomeness  
Milk ⇒ Purity



*Tippety-tippety- tin;  
Give me a pancake and I'll come in.  
Tippety-tippety- toe,  
give me a pancake and then I'll go.*



Here are two more rhymes:

*Who wants a pancake,  
sweet and piping hot?  
Good little Grace looks up and says,  
'I'll take the one on top'  
Who else wants a pancake  
fresh off the griddle?  
Terrible Teresa smiles and says,  
'I'll have the one in the middle'.*

Shel Silverstein

*Mix a pancake,  
Stir a pancake,  
Pop in the pan.  
Fry the pancake,  
Toss the pancake,  
Catch it if you can.*

Christina Rossetti

## Lesson Plans

**1** Why not have a cross curricular lesson and develop English skills, cultural knowledge and maths skills (weighing and measuring) by making pancakes in the classroom?

Here is a recipe to follow:

- 220 g self raising flour
- 500 ml milk
- 2 eggs
- 40 g fat or butter
- pinch of salt

Sieve the flour and salt into a basin and make a well in the centre. Break the eggs and pour into the well. Gradually beat the eggs and flour together, adding the milk little by little until you have a creamy liquid. Beat the liquid for a few minutes to aerate it and leave to stand.

Heat a frying pan with a bit of butter. Pour in enough batter (liquid) to cover the pan. Cook until the top is dry then toss or turn the pancake on the other side until brown.

Fill with lemon juice and sugar or jam, honey, Nutella® etc., roll up and serve.

**2** If you can't cook in the classroom but have plenty of space, play the following game to develop motor and social skills.

Get the class to make false pancakes from clay or pongo.

Divide the class into teams. One half of the team stands in line at one end of the classroom and the rest stand in line at the other end. Each team member needs a frying pan (you could use paper plates). You need one pancake per team. You then start a relay race. The first team member must run to the other end of the class and carefully pass the pancake to the second team member without touching it or dropping it. The game continues until every team member has passed the pancake. The first team to finish wins.

Pancake Day is really what the English do instead of Carnival. There are Carnivals in Great Britain but they happen at different times of the year and for different reasons to the ones that happen in Italy in March.





## LANG *Primary projects*

**T**hese photographs were sent to **LANG** by a teacher in Thiene near Vicenza.

The children sent in materials for a Class Project and proudly wore the **LANG** T-shirts they received to school!

We have a limited supply of T-shirts left. Classes submitting the project in this issue may choose either Readers or T-shirts as prizes.



### CLASS PROJECT - December 2003 - Issue 16

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

**Malta: past – present – future.**

This project encourages the children to find out about this beautiful English-speaking island. Lessons of geography, history and English can be linked to cover all aspects of Malta.

When the project is complete, please sign it as work produced by your class (include the number of students who have contributed) and indicate whether you prefer to receive Prime Readers or **LANG** T-shirts for the children.

Send the materials to:

**LANG Primary, Class Project – Issue 16**  
PBM spa, Corso Trapani 16, 10139 Torino

### TEACHER PROJECT - December 2003 - Issue 16

We would like to know how teachers planned the Malta project as well as the reactions from the children who were involved in the preparation of materials.

The information sent to us will be of great help when selecting topics for future project work.

We would like teachers to describe how they organised the project including information on:

- the children's reaction to the project
- difficulties that had to be overcome
- how teachers of other subjects were involved in the project
- general organisation of the children's work and preparation of the materials.

When the project is complete, please sign it as work produced by yourself and send to:

**LANG Primary, Teacher Project – Issue 16**  
PBM spa, Corso Trapani 16, 10139 Torino

**LANG Edizioni** will send a copy of **DAI** (dizionario di apprendimento della lingua inglese) or **FRIENDLY** italiano-inglese to all teachers who present the project following the instructions described.



**PROJECT FORM**  
on page 8

**The materials should arrive in our offices by 15.02.2004.**

**We may publish extracts from some of the projects in future issues of LANG Primary.**

WORKSHEET

# A Letter for Santa

Look at the pictures and choose the words from the list to complete this letter to Father Christmas.

- horse • cake • milk • baby • game boy • box • football • teddy bear
- presents • book • perfume • Christmas tree • scarf • skis • cards

Dear Santa Claus,

It will be Christmas soon and I want to tell you about all the \_\_\_\_\_ we would like in my family.



Well, I would like a



\_\_\_\_\_ and a



My sister would like a



\_\_\_\_\_ but it's too big to bring down

the chimney, so how about a



\_\_\_\_\_ of paints – she is good at art.

My brother would like a



\_\_\_\_\_ or some new



\_\_\_\_\_ and

my



\_\_\_\_\_ sister would like a



\_\_\_\_\_

For my Mum some



\_\_\_\_\_ would be nice and for Dad a new



I will leave you some



\_\_\_\_\_ and



\_\_\_\_\_ for the

reindeer.

I must go now and decorate the



\_\_\_\_\_

and write my



\_\_\_\_\_ to my friends.

Thank you very much.  
Lots of love from Ben

**WORKSHEET**

# Bumper Christmas Crossword



**2.** People send \_\_\_\_\_ at Christmas.



**3.** We decorate the Christmas \_\_\_\_\_

**1.** One of Santa's little helpers is an \_\_\_\_\_

**7.** We often put a \_\_\_\_\_ on the Christmas dinner table.



**9.** In England we eat \_\_\_\_\_ for lunch.

**11.** We give each other \_\_\_\_\_ on Christmas day.

**13.** Christmas is in the month of \_\_\_\_\_

**14.** We put an \_\_\_\_\_ on top of the Christmas tree.

**4.** \_\_\_\_\_ is a Christmas plant.

**5.** We hear \_\_\_\_\_ on Christmas day.



**6.** One \_\_\_\_\_ had a red nose.

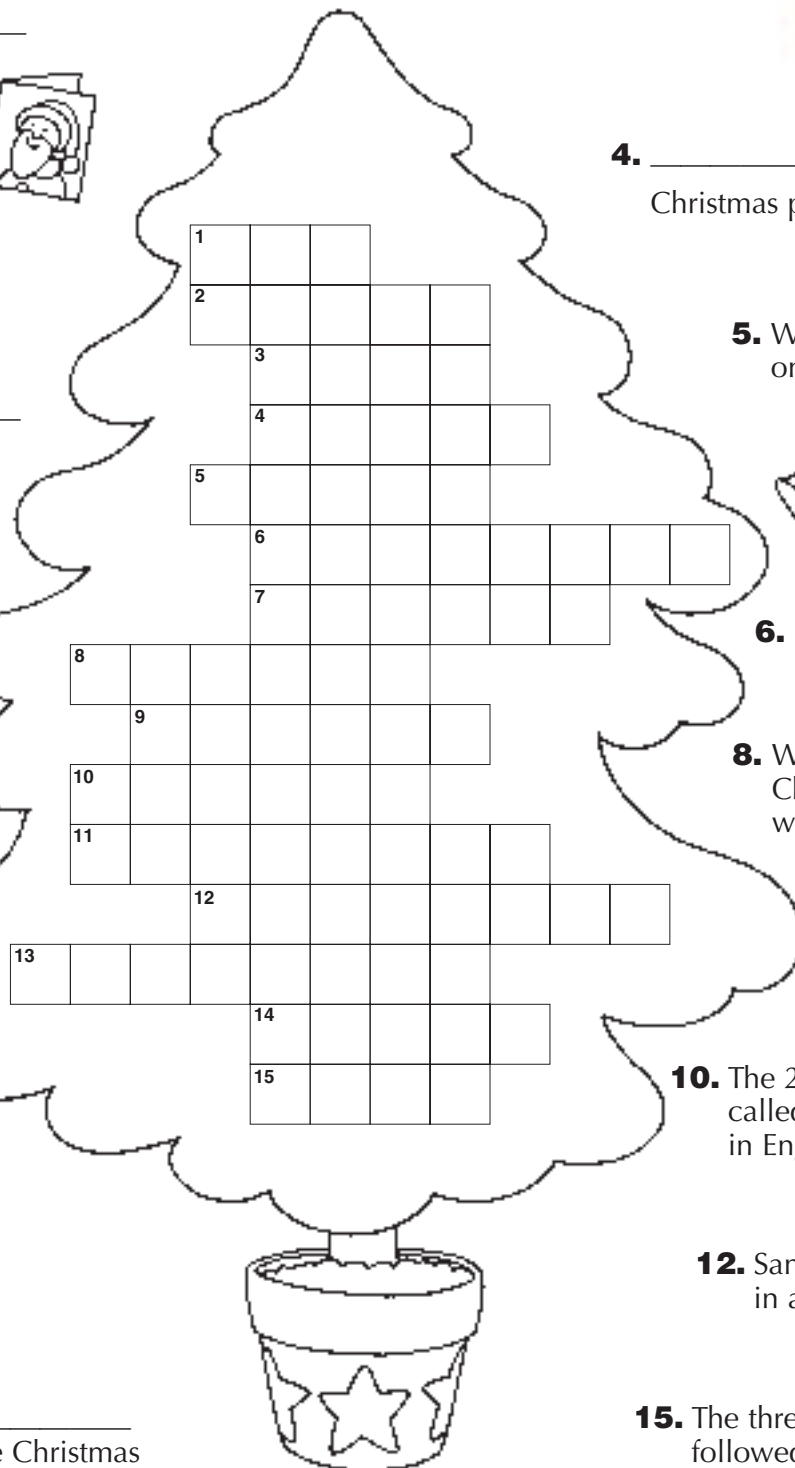
**8.** We decorate the Christmas tree with \_\_\_\_\_



**10.** The 26<sup>th</sup> December is called \_\_\_\_\_ day in England.

**12.** Santa puts presents in a \_\_\_\_\_

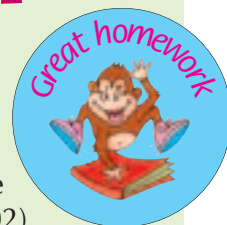
**15.** The three kings followed a \_\_\_\_\_







# Reward Stickers



In the March 2002 issue of LANG Primary we included a sheet of reward stickers and during the past year we have had many requests for extra copies from teachers who have been using them with their children. We have decided to give away another sheet to our readers with a reminder that a black and white version of the stickers can be found in **Children in Action** by Carmen Argondizzo (LANG Edizioni, 2002). They can be photocopied and given to the children who can then colour them.

Reward, or encouragement stickers are very popular with Primary teachers and children in the United Kingdom and are used to encourage and motivate children to take that *little extra care* when they are doing class work or homework that requires concentration and precision. The *little extra care* can be rewarded with a sticker which is put onto the written or visual work.

The reward stickers can be used in several ways.

- The teacher can choose the best homework exercise each week and give a sticker to the *winner*.
- A sticker can be put on a particularly good exercise completed during a lesson.
- The teacher can ask the children to read exercises completed by the class and elect a winner each week.
- The teacher can use the stickers not only to reward a child who has completed a language task efficiently, but also to encourage a child who has made a special effort to do well.
- The teacher should try to give at least one sticker to every child during the school year.



*The children will be very proud of the stickers they receive and will certainly show them to their families. Encourage the children to keep the exercises with reward stickers in their Portfolio Dossiers or a place where they normally keep special work.*



## — THIS FORM MUST ACCOMPANY ALL PROJECTS —

Name of school \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ CAP \_\_\_\_\_

Name of teacher \_\_\_\_\_ Code of class \_\_\_\_\_

Number of children involved in the project \_\_\_\_\_

I give permission for **LANG Edizioni** to send this class project to another school in exchange for their project. Write Yes or No \_\_\_\_\_

Signed by the teacher \_\_\_\_\_ Date \_\_\_\_\_



# Kids' Corner

## Body matters

John Batty



One of the most difficult aspects of teaching English is discipline and classroom control. They have an important effect on motivation and the amount of learning that goes on in the classroom.

The most effective learning environment is normally found in a classroom where a teacher is firm but kind and encouraging. The teacher should be consistent in his/her way of maintaining discipline as children notice inconsistency quickly. Using humiliation or bullying is not advised as it could result in the inhibition of the students, making teaching a second language more difficult, especially when we consider that we want the children to use English freely and actively. The teacher should set an example so we should behave as we want *them* to behave.

### Getting the children's attention

- Hold your hand up in the air, or clap, or blow a whistle. Do not speak until you have their attention. Then one or two of the children will notice you and begin to tell their classmates to be quiet.
- Give a series of instructions, i.e. put your pens down and close your books, or *Simon says* type instructions, for example, touch your mouth and your ear, good. Now touch your knee and your head.
- Make eye contact with the noisier children and say their name in a normal voice or possibly touch them lightly on the head or shoulder.

### Maintaining a fairly low noise level

- Make **silence** flashcards with either a picture or the word silence or both, which can be used by the teacher. The students can also use them when *they* feel that the noise level is too high.
- Don't shout above the noise of the class; this will

just add to the noise level and also harm your voice.

- Make eye contact with the noisier students and make calming down actions with arms and hands.

### Calming a class down

- When planing the lesson, the teacher should think about the rhythm of the lesson and when to use **stirring** activities and when to use **settling** ones.
- Have a "time out" chair where the students can go and take time out for a couple of minutes or be sent so that they can calm down or think about why they have misbehaved. While on this chair the students can't talk to classmates or take part in the activity.
- Play background music. A collection of CDs of relaxing music (classical, ethnic, etc.) could be built up and played at a low volume while students are working. This is not only good for relaxation but also good for concentration.
- Use "settling" activities such as *Simon says*, *1-2-3 Freeze*, *Dead soldiers*, etc.

### Developing responsible behaviour

- The students and teacher make and sign a class contract.
- The students make illustrated classroom rules which can be displayed around the classroom and then referred to when they are broken.

### Organisation of learning activities

Sometimes the class becomes disruptive and hard to handle as a result of inappropriate tasks that the teacher might have chosen while planning the lesson. Here are some questions that the teacher can ask him/herself to see if the students' disruptiveness is due to the teacher's lesson planning.

- Were the instructions explained in clear simple language?
- Was the activity too difficult or too easy?
- Were clear examples and demonstrations given?
- Was there too much dead time for the able and slow learners?
- Were “filler” activities prepared for those students who finished early?
- Did the teacher check understanding of instructions with concept questions and/or asking an able student to repeat back the instructions in L1?
- Were the groups too big?

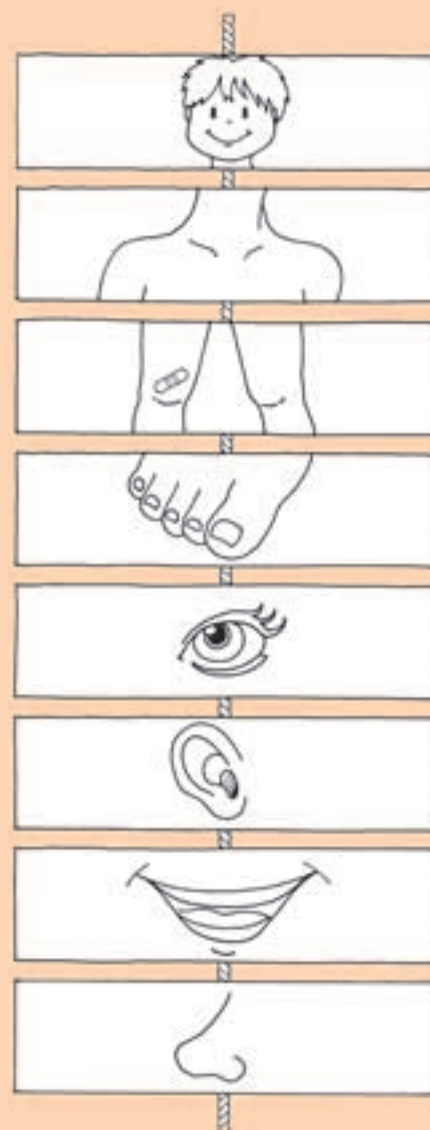
## Activity 1: Body mobile

### What you do

1. Hand out the strips of paper and get the children to draw a head, shoulders, knees, toes, an eye, a nose, an ear and a mouth on eight of the strips and to do the same on the remaining strips.
2. The children then colour them.
3. Then place the strips face down in the order of the song “head and shoulders, knees and toes” and put glue on the back.
4. Place the string over one row of strips (horizontally) and “sandwich” it with the corresponding strips (see diagram).
5. Hang up in a draughty place.

### What you need:

Sixteen strips of paper  
String  
Glue  
A pencil  
Colouring pens



**Comments:** good follow-up activity for head and shoulders, knees and toes

## Activity 2: Song: One finger, one thumb

One finger, one thumb, keep moving.  
One finger, one thumb, keep moving, one finger, one thumb, keep moving, and off to town we go.

One finger, one thumb, one arm, one leg, keep moving.  
One finger, one thumb, one arm, one leg, keep moving.  
One finger, one thumb, one arm, one leg, keep moving, and off to town we go.

One finger, one thumb, one arm, one leg, one hand, one foot, keep moving.  
One finger, one thumb, one arm, one leg, one hand one foot, keep moving.  
One finger, one thumb, one arm, one leg, one hand one foot, keep moving, and off to town we go.

One finger, one thumb, one arm, one leg, one hand, one foot, stand up, sit down, keep moving,  
One finger, one thumb, one arm, one leg, one hand, one foot, stand up, sit down, keep moving,  
One finger, one thumb, one arm, one leg, one hand, one foot, stand up, sit down, keep moving, and off to town we go...

**Comments:** This song gets faster and faster

### Activity 3: Body and Clothes Twister



#### What you do

1. Enlarge and photocopy the flashcards onto sheets of A4.
2. Create a space for each group of 3-4 students. Hand out the sets of cards and tell the students to place the cards strategically on the floor.
3. Give each student a number within their group.
4. Give "twister" instructions, e.g. number one, put your right hand on the nose. Good. Now put your left foot on the body. Number two, put....., etc.
5. Give instructions that are possible, but difficult to achieve. If they remove a part of the body from a flashcard or they fall down, they are eliminated.
6. The student who completes all the instructions wins.

#### What you need:

Flashcards of clothes and body parts on size A4 card or paper (1 set per 3-4 students)  
A large space

### Activity 4: Body board game

#### What you do

1. Photocopy the board game onto card and cover with plastic.
2. Hand out 1 board, 1 dice, 4 counter, 4 pencils and 4 pieces of paper to each group of 4 students.
3. Tell the students that the objective of the game is to complete a drawing of a person that is completely dressed.
4. First they have to complete the body with all its parts before going on to dress it.
5. The first child throws the dice and says for example, two – body and then draws the body and the next student throws the dice.

#### What you need:

- 1 enlarged photocopy of board game per 4 students
- 1 piece of paper and a pencil per student
- 1 dice per group
- 1 counter per student

6. If they land on a body part or a piece of clothing that they already have, they miss a turn.
7. If they do not say the number, the body part or the piece of clothing they also miss a turn.





### Activity 5: Clothes line dictation relay race

#### What you do

1. Divide the children into two or four groups.
2. Ask two of the children to take a piece of string and hold it up as if they were the "washing line".
3. The teacher then calls out the names of the clothes.
4. The children in turn run, pick up the piece of clothing that they think they hear and hang it on the line.
5. When the teacher has finished calling out the clothes, the race stops and then the washing line is checked. The team that hangs out the correct washing in the correct order wins.



#### What you need:

- String
- Clothes pegs
- Old clothes
- Washing bowl (if possible)

### Activity 6: Body and clothes pelmanism

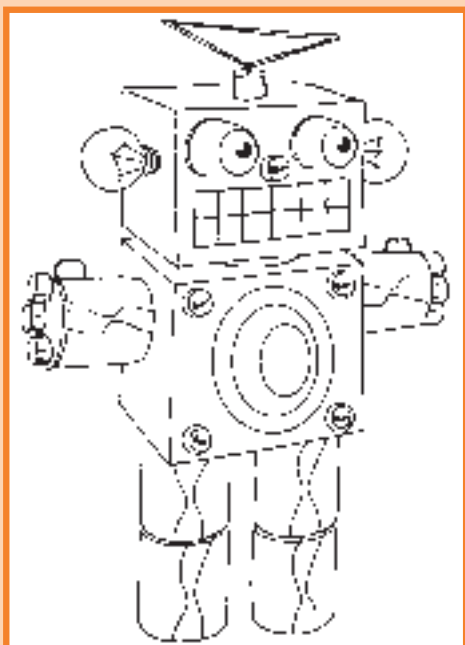
#### What you do

1. Students make simple flashcards for each of the body parts and clothes.
2. Students make a similar set of corresponding word cards.
3. When the students have finished the cards they shuffle them and then place them face down on the table. Within their groups the students then in turn take two cards at a time, trying to find a matching pair, i.e. the word body with the picture of a body.
4. If a student finds a pair he/she continues until he/she doesn't find a pair.
5. The student with the most pairs at the end of the game wins.

#### What you need:

- Card
- Pencils
- Colouring pens/crayons
- scissors
- (one set of clothes and body picture cards per group of 4-5 students)

### Activity 7: Class robot



#### What you do

1. Tell the students they are going to make a robot.
2. Put the children into groups of 6-8 and give each group one large sheet of paper.
3. Give them some glue and a box of collected materials.
4. Tell the students they can stick the materials anywhere they like.
5. When they have finished tell the students to give their robots a name and hang it on the wall.

#### What you need:

- 1 large sheet of paper with a robot sketched on per group of 6-8 students (see illustration)
- Silver paper/ foil
- Sweet and chocolate wrappers
- Yoghurt cartons
- Bottle tops
- Glue

# Christmas Dinner

Joanna Carter

As in many countries, Christmas dinner is very important in England. The main meal is usually eaten at lunchtime or early afternoon on 25<sup>th</sup> December.

In the past, people ate roast sirloin of beef but nowadays a typical dinner consists of roast turkey or goose, served up with stuffing, bread sauce, cranberry sauce and gravy. Stuffing is put inside the turkey and is made of bread crumbs, sausage meat, onion and herbs and spices. Bread sauce is a white sauce to pour over the turkey with bread crumbs, cloves, nutmeg and cream in it. Gravy is simply the 'juices' that come out of the meat while it's cooking and cranberry sauce is like sour jam made from..... cranberries!

Many vegetables accompany the meat such as peas, carrots, beans, cauliflower, Brussel sprouts, roast potatoes and parsnips. Parsnips are vegetables that look like big yellow carrots but taste more like potatoes.

Some people have Yorkshire pudding with their Christmas dinner. This is also traditionally eaten with roast beef and is a type of savoury cooked batter.

If you are still hungry after all that, Christmas pudding and mince pies follow the main course. Christmas pudding, otherwise known as plum pudding, or figgy pudding dates back hundreds of years in Great Britain. It is a rich mix of dried fruits such as raisins and figs, nuts, flour and brandy and is round and dark brown when cooked.

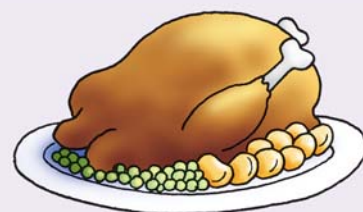
The pudding is usually made some weeks before the festive period and all the members of the family should stir the mixture with a wooden spoon and make a wish. It is then steamed and served with flaming brandy on Christmas day. Traditionally silver coins were hidden in it. This brought good fortune to whoever was lucky enough to find one in their portion when the pudding was cut.

No dinner table is complete at Christmas without Christmas Crackers. These are brightly coloured paper tubes closed at both ends. There is a banger inside and two people must take either end and pull the cracker open. Inside you can find a funny paper hat, a joke and a very small gift. This custom of pulling crackers came to Britain in the 1860's and is still very popular today.

Find out how to make a Christmas Cracker on page 14. It may be too difficult for the children to find or write jokes in English so ask them to write a forfeit in English instead. For example, 'Count to ten in English', 'Say the English alphabet'. Obviously the crackers won't have a banger in them either, so ask the children to exchange them as gifts in class and carry out the forfeits.

The jokes in crackers are often based on a play on words and are usually terrible!! Here are some examples:

- How does Father Christmas climb up a chimney?  
He uses a ladder in stocking!
- What do vampires put on their turkey at Christmas?  
Grave-y!
- What flower can you eat?  
A cauli-flower!
- This turkey tastes like an old sofa!  
Well, you asked for something with plenty of stuffing!
- Did you hear about the stupid turkey?  
It was looking forward to Christmas!
- What's the best thing to put into a Christmas cake?  
Your teeth!



## Recipe for Yorkshire Pudding (serves 4)

You need:

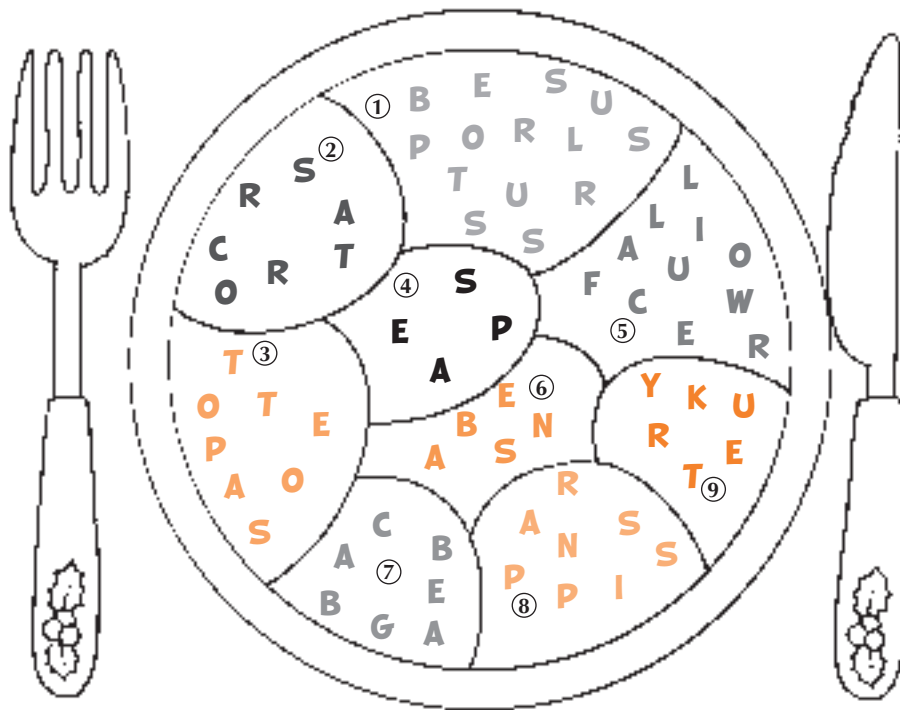
A roasting tin 28 x 18cms  
75g plain flour  
1 egg  
75ml milk  
50ml water  
salt/pepper



2 tablespoons beef dripping (dripping is fat so if unavailable could be substituted with oil)  
Sift the flour into a bowl. Make a hole in the centre and break the egg into it. Mix into the flour and gradually add the milk, water, salt and pepper. Mix until smooth. Heat the fat/oil in the tin at 220°C. Carefully pour in the batter mix when the fat is sizzling. Cook on the highest shelf of the oven for 25-30 minutes. The pudding should have risen and be crisp and golden. Serve as soon as possible with meat.

WORKSHEET

# CHRISTMAS dinner



1. **B** \_\_\_\_\_
2. **C** \_\_\_\_\_
3. **P** \_\_\_\_\_
4. **P** \_\_\_\_\_
5. **C** \_\_\_\_\_
6. **B** \_\_\_\_\_
7. **C** \_\_\_\_\_
8. **P** \_\_\_\_\_
9. **T** \_\_\_\_\_

In England people have a lot of things on one plate for Christmas dinner! Put the words in order and find out what they eat. CLUE: ALL the words are winter vegetables except for ONE – What is it? .....

## MAKE A CHRISTMAS Cracker!

(see article on page 13 and photograph on page 17)

**1** Put a tissue paper hat and a sweet inside the cardboard tube.



**2** Roll the tissue paper around the tube.



**3** Glue the edges together and tie a piece of ribbon around each end. Decorate the outside.

**You need:**  
A cardboard tube (15cm long)  
Coloured tissue paper  
Ribbon (30cm long)  
Glue  
Scissors



**WORKSHEET**

# Sports all the year round

In the summer, Jane likes playing tennis and going swimming. In the winter, she likes going skiing. All the things she needs for these sports have got mixed up in her wardrobe. Can you help her tidy up? Look at the picture and write the words in the correct column.

For skiing Jane needs:

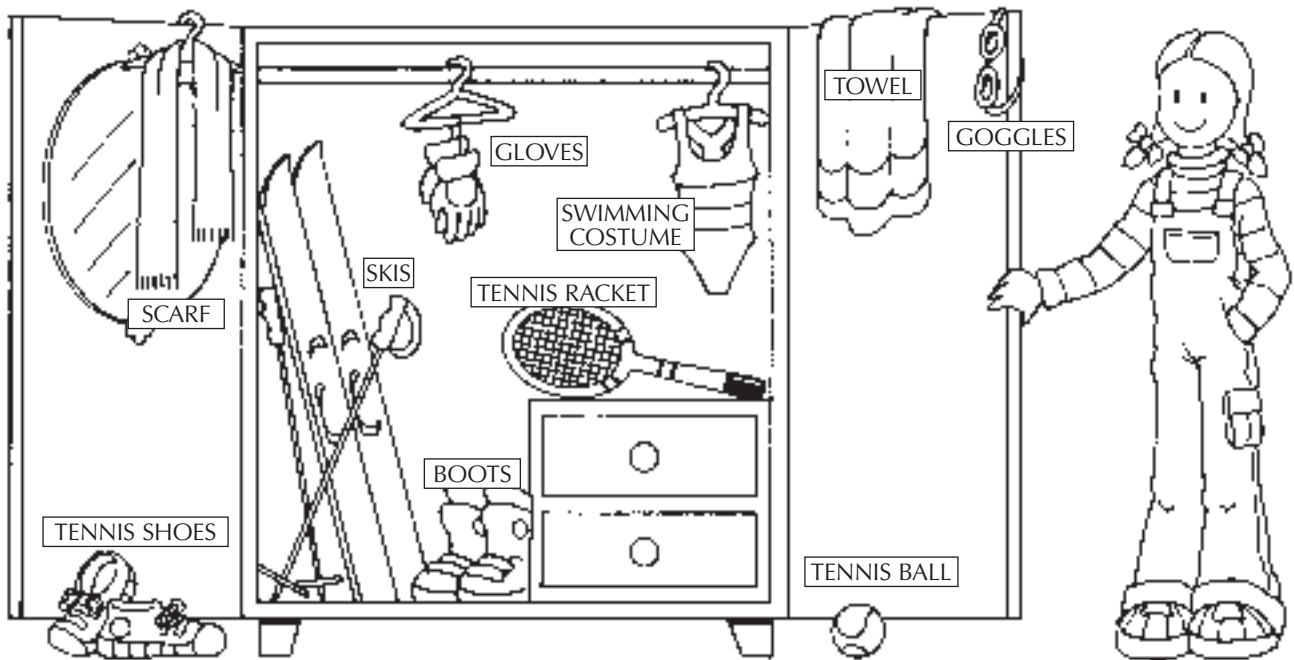
1. ....
2. ....
3. ....
4. ....

For tennis Jane needs:

1. ....
2. ....
3. ....
4. ....

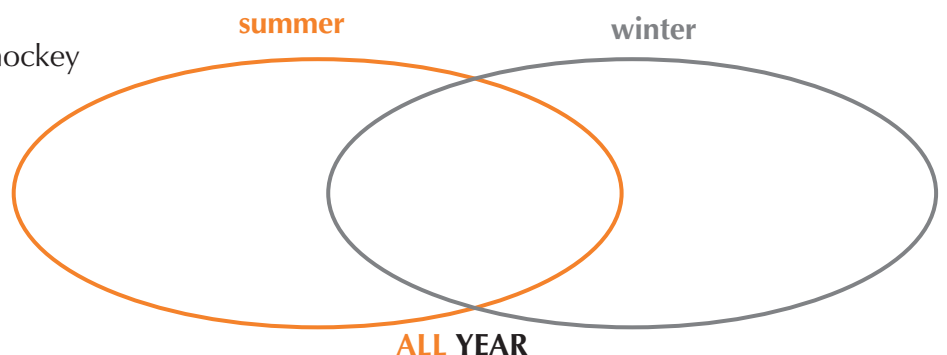
For swimming Jane needs:

1. ....
2. ....
3. ....
4. ....



Here are some more sports. Which do we play more often in the summer, in the winter, all year round?

- skating    • basketball    • ice hockey
- golf    • baseball    • karate
- beach volleyball    • jogging
- football    • table tennis
- surfing
- horse riding



WORKSHEET

# MORE SPORTS



Photocopy these sets of cards, cut them up and give a set of words and pictures to small groups of children. They spread them out face down and mixed up on the table. They then take it in turns to turn two over. If the picture and the word match they keep the two cards. If not, they turn them face down again. The person with the most matching pairs wins.

- Make the pictures into flashcards beforehand to pre-teach the vocabulary.
- Children can gain extra points by saying the right verb (play/go/do) with the sports pairs they win.

skating	skiing		
ballet	tennis		
football	basketball		
judo	horse riding		

Guess which sports action the snowman is doing and complete the sentences.

kicking  
throwing  
jumping  
running  
swimming  
catching



He is \_\_\_\_\_ the football  
He is \_\_\_\_\_ in the sea  
He is \_\_\_\_\_ very fast  
He is \_\_\_\_\_ in the air  
He is \_\_\_\_\_ the basketball  
He is \_\_\_\_\_ the javelin

# VALENTINE'S DAY

Joanna Carter

## BACKGROUND

### Did you know?

Valentine's Day has its origins in an ancient Roman feast called Lubercalia, held on 15<sup>th</sup> February. On the eve of the feast young women would put their names on slips of paper and put them in a jar. The young men would pick out a name at random and the pair would then be partners for the rest of the feast.



There are different legends that explain how Saint Valentine became associated with the rite. One says that Valentine was a priest in ancient Rome. The Emperor Claudius II outlawed marriage for young men so that they would become soldiers. But Valentine defied the Emperor and continued to marry young lovers in secret.

On February 14<sup>th</sup> he was put to death for his "crime" and so became patron saint of lovers. Another legend says that Valentine sent the first "Valentine" greeting himself. He fell in love with the jailor's daughter while in prison and before his death wrote her a letter signed "From your Valentine". This is an expression that is still used today.

## SOME VALENTINE TRADITIONS

In the Middle Ages, people believed that birds chose their mate each year on February 14<sup>th</sup>.



If you cut an apple in half and count the seeds, this will tell you how many children you will have.



In the past, men and women drew names from a bowl to see who their Valentines would be. They wore the names on their sleeves for a week. Today we still use the expression "to wear your heart on your sleeve" about people who show their emotions easily.



See on page 14.

If you see a robin fly overhead, you'll marry a sailor. If you see a sparrow, you'll marry a poor man but be happy. If you see a goldfinch, you'll marry a millionaire!



In Wales, wooden love spoons were given as gifts on February 14<sup>th</sup>. Hearts, keys and key-holes were also popular decorations, the meaning being "you unlock my heart".



See on page 18.





## WORKSHEET

# ★ VALENTINE Card

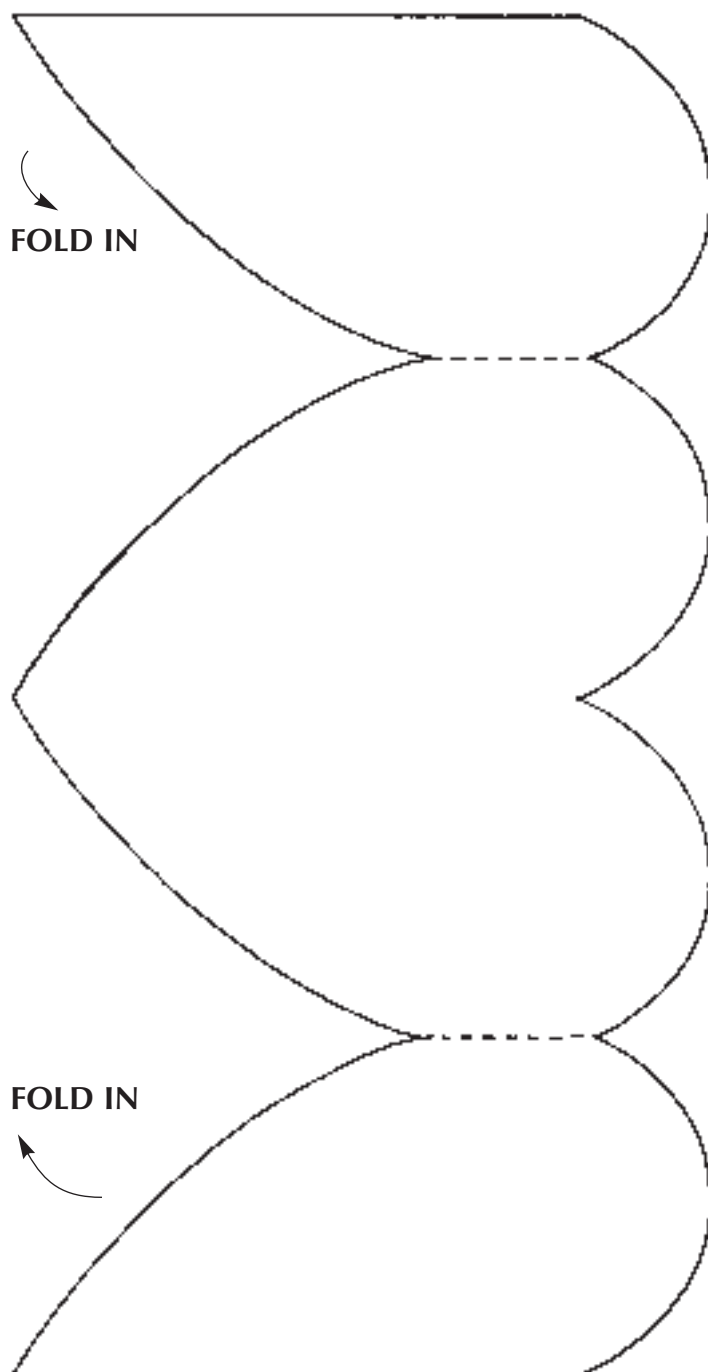


In England and America, it's traditional to send a card to the person you love on February 14<sup>th</sup>. You usually send it as a secret admirer and don't sign your name.

**1** Copy the template onto red card. Cut out and fold in the 2 sides.

**2** Decorate the front with hearts and flowers like the one in the photograph.

**3** Inside write a poem or message. Send the card to a person you like in your class, your mum and dad or your teacher. Remember, don't sign your name!



### Popular Messages:

- *Roses are red, violets are blue,  
sugar is sweet and so are you.*
- *From your Valentine.*
- *The birds won't sing,  
the sun won't shine,  
if you won't be my Valentine.*

See photograph on page 18.

WORKSHEET

# VALENTINE poems

When girls and boys send cards to each other on St Valentine's day, they often write a poem inside to say how much they like the other person.

Complete these poems with the words from the box. Remember the word must **rhyme** with the name in the poem.

- dizzy • smart • sad • brain • cosy • marry
- sweet • fairer • me • pretty • jolly • great

Do you like  
me Kitty?  
I think you  
are really  
\_\_\_\_\_

To my darling,  
handsome Pete.  
I think you are  
really  
\_\_\_\_\_

My Valentine is fun  
and \_\_\_\_\_  
A smile so  
sweet, her name  
is Holly

Will you be my  
girlfriend Lizzy?  
When you smile,  
you make me  
\_\_\_\_\_

To a boy I know  
called Brad  
If you won't be  
mine, I'll be  
really  
\_\_\_\_\_

Be my Valentine  
dear Rosie.  
You make my heart  
feel warm and  
\_\_\_\_\_

The one I love,  
his name is  
Barry  
He's the one  
I want to  
\_\_\_\_\_

I like a boy  
who's handsome  
and \_\_\_\_\_  
Have you guessed?  
His name  
is Bart

I love a fabulous  
girl called Jane  
I just can't get her  
out of my  
\_\_\_\_\_

To a beautiful girl  
called Sarah.  
In my world  
there's no one  
\_\_\_\_\_

In my class  
there's a boy  
called Lee.  
How I wish he  
belonged to  
\_\_\_\_\_

To my darling  
Kate  
I think you're  
really  
\_\_\_\_\_



# What's New from LANG?

The **LANG** web site continues to grow and an increasing number of teachers are visiting and downloading the materials we have put on-line.

Our web site at [www.langedizioni.com](http://www.langedizioni.com) now includes:

- supplementary teaching materials linked to specific course books including teacher's guides in English
- an exciting new e-learning programme for teacher development designed for teachers who use the new **European Language Portfolio - Junior**
- Worksheets and songs divided by **festivities**.

To assist teachers who seek extra teaching materials on the themes of the various festivities celebrated in Great Britain and the United States of America, we have opened a new page on the **LANG** web site.

In the section **scuola elementare** of the home page, this collection can be reached by clicking on the word **festivities**. Listed under the names of the festivities, teachers will find lists of both worksheets and songs that can be downloaded for use in class.

The DEMO of the new series of interactive CD ROMs **WILLY WIZ PRIMARY ENGLISH** is being distributed. If you would like to try out this programme in your interactive laboratory, ask your local agent for a copy.

The **Primary Notice Board** at <http://langprimary.omnilog.info> can be visited at any time to leave messages for other teachers or to communicate with the editors at **LANG**.

## IMPORTANT NOTICE

As from 2004, **LANG Primary** will be published three times a year in March, October and December.

Teachers wishing to receive **LANG Primary** can register subscriptions either on-line at [www.langedizioni.com](http://www.langedizioni.com) or by using the coupon below. Future issues of **LANG Primary** will be posted to home addresses.

## Contributors to this issue:

*John Batty  
Joanna Carter  
Tim Priesack*

## Editor

*Tim Priesack*

## Assistant editors

*Barbara Bacchelli  
Immacolata Marsaglia*

## Layout and Graphics

*Graphic Center, Torino*

## Quality Controller

*Luca Federico*

## Illustrations

*Fabiola Zardoni*

## Photographic sources

*Archivio Paravia Bruno Mondadori Editori*

## Printed

*Grafiche Mek, Milano*

CERTIFICAZIONE DI QUALITÀ



08822P-00



16

New subscription ☐

Change of address ☐

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