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 Twenty-two



# Primary



## Have a Happy and Peaceful Christmas!

As soon as we had said goodbye to the October issue of **LANG Primary**, which was posted well in time for the start of the new school year, we started preparing this, our fifth Christmas issue. The past five years have seen many changes in the Italian Primary school. The 'riforma' parameters are taking effect and English language tuition is now obligatory from the first year of school (without, unfortunately, an increase in the total number of hours when compared to the previous regime). Technology and computer education have entered the Primary school. The great majority of new subscriptions to **LANG Primary** now arrive through our web site at [www.langedizioni.com](http://www.langedizioni.com). This implies an extensive use of the Internet by teachers. We would like to remind readers that extra teaching materials for Christmas and other festivities can be found on our web site either on the **FESTIVITIES** page or by downloading previous issues from the **LANG PRIMARY** page.



This issue includes photocopiable materials for Christmas, Valentine's Day and St. Patrick's Day as well as information on Australia Day (26 January). We have also designed a **HEIGHT CHART** to be put onto the classroom wall. Children can watch themselves grow and also use the chart to learn about the relationship between centimetres and metres compared to inches and feet (see page 20 for teaching ideas).



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IN CASO DI MANCATO RECAPITO INVIARE AL CMP/CPO DI ROSERIO VIA C. BELGIOIOSO, 165/11 MILANO PER LA RESTITUZIONE AL MITTENTE PREVIO PAGAMENTO RESI

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# INTERPRET THE WORLD

Cecilia Perillo

**Culture** is something dynamic and continuous and more and more people belonging to different cultures come into contact with one another every day. It is therefore important to give children the opportunity to compare their realities and 'ways of life' with those of other cultures in order to encourage 'cultural co-operation' (*Common European Framework of Reference for Languages*) which is becoming more and more important for harmonious intercultural relations.

Due to our 'cultural patterns' we all have knowledge, values, views, beliefs and behaviours which we share with others who have the same cultural background. All these aspects have a fundamental influence on how we '*interpret the world*'. From our culture we learn things like how close to stand to strangers, when to be silent, when to speak, how to greet people and so on. *Samovar and Porter (1999) suggest that in order to be a good intercultural communicator you should be aware of your own culture.*

We may find that many British people need a lot of private space and may tend to stand further away (Proximity) from people than other nationalities whilst having a conversation. On the other hand we find that within the Italian culture the use of a lot of body language helps the **interpretation** of a message. Culture should be seen as an integral part of the English curriculum and it helps students understand similarities and differences which may either encourage communication or cause communication to break down.

**LANGUAGE DOES NOT EXIST APART FROM CULTURE, THAT IS, FROM THE SOCIALLY INHERITED ASSEMBLAGE OF PRACTICES AND BELIEFS THAT DETERMINES THE TEXTURE OF OUR LIVES**  
(Sapir, 1970: 207)

Shopping in Great Britain is different compared to Italy and foreigners are sometimes confused about where to buy things. A tobacconist's shop, for example, sells cigarettes and lollies but not stamps or bus tickets. You go to the post office for stamps and you generally buy your bus ticket on the bus.



Teaching children how to use the telephone in English is a very challenging skill due to the absence of paralinguistic features. Teachers may

like to sit the students back-to-back to simulate the lack of paralinguistics and help students by teaching them conventional language like: *Hello! Could you spell that, please?* and compare with the Italian way of answering or making a phone call. Teachers may find this kind of activity useful keeping in mind that culture and communication are inseparable and it helps to determine in which way people encode messages and the meanings they have for messages.



The use of video may be useful to help children focus on 'cultural differences'. Perhaps video without the sound. The teacher can show a scene where an English person walks into the chemist's to buy different things in addition to medicines: film for cameras, birthday cards, etc. In Italy, you must go to a 'photographic shop' or to a supermarket to buy film.

Pubs in Britain are not like Italian bars. You cannot buy things like sweets or postcards there. British public houses sell a variety of drinks and children under the age of 14 cannot normally go inside pubs.

In Great Britain children usually go to school all day from 9:00 a.m. to 4:00 p.m. They stay at school for lunch and have hot meals from the canteen or bring sandwiches from home. Most schools have a uniform that children must wear. Comparing English and Italian schools is a good place to start when introducing culture to the Primary English Classroom.

Different ways of life and attitudes may also be introduced through the use of stories which not only extend and deepen understanding of language, but explain how human beings feel and behave.

*The following is an example of how cultures meet through stories:*


English people celebrate the first day of May with a festival. This festival comes from Italy. The people of Ancient Rome worshipped Flora, the goddess of spring and flowers, and honoured her on the first of May. When the Romans conquered England, they took the festival with them. Now in England people dance around a maypole in their local village and have a procession in the town. They choose a young girl to be the May Queen (Lang Primary Resources 4/5).

# Your country-my country

## IDEAS FOR SPEAKING ACTIVITIES

- What shape is a policeman's hat?
- What colour are the buses?
- What do you have for breakfast?
- Do you like apple juice?
- Talk about different sports in different countries.
- Describe six differences between life in Italy and life in Britain.



AN ENGLISH BREAKFAST	AN ITALIAN BREAKFAST
<p>English people have a big breakfast on Sundays. They eat eggs with sausages or bacon and tomatoes. During the week they usually have cereal or toast with jam and butter. They usually drink tea.</p> <p>(Kids' Club 5)</p>	<p>For breakfast I usually have...</p> <p>Describe your favourite breakfast.</p> 

SPORTS IN GREAT BRITAIN	SPORTS IN THE U.S.A.
 <p>Football is a very popular sport in Great Britain. It's an outdoor game. Cricket is the national game in England.</p> <p>(Kids' Club 5)</p>	<p>Baseball is a popular summer sport in America. Ice-hockey is a popular winter sport. Basketball is also a popular sport.</p>

SPORTS IN ITALY	
	<p>Football...</p> <p>Talk about sports in Italy.</p>

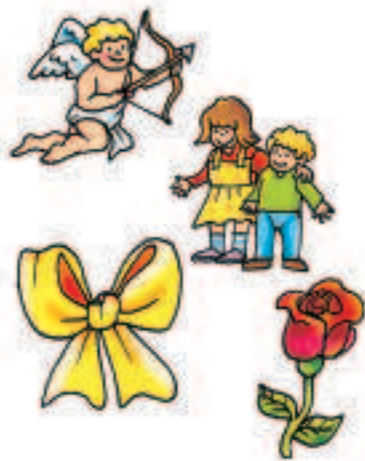




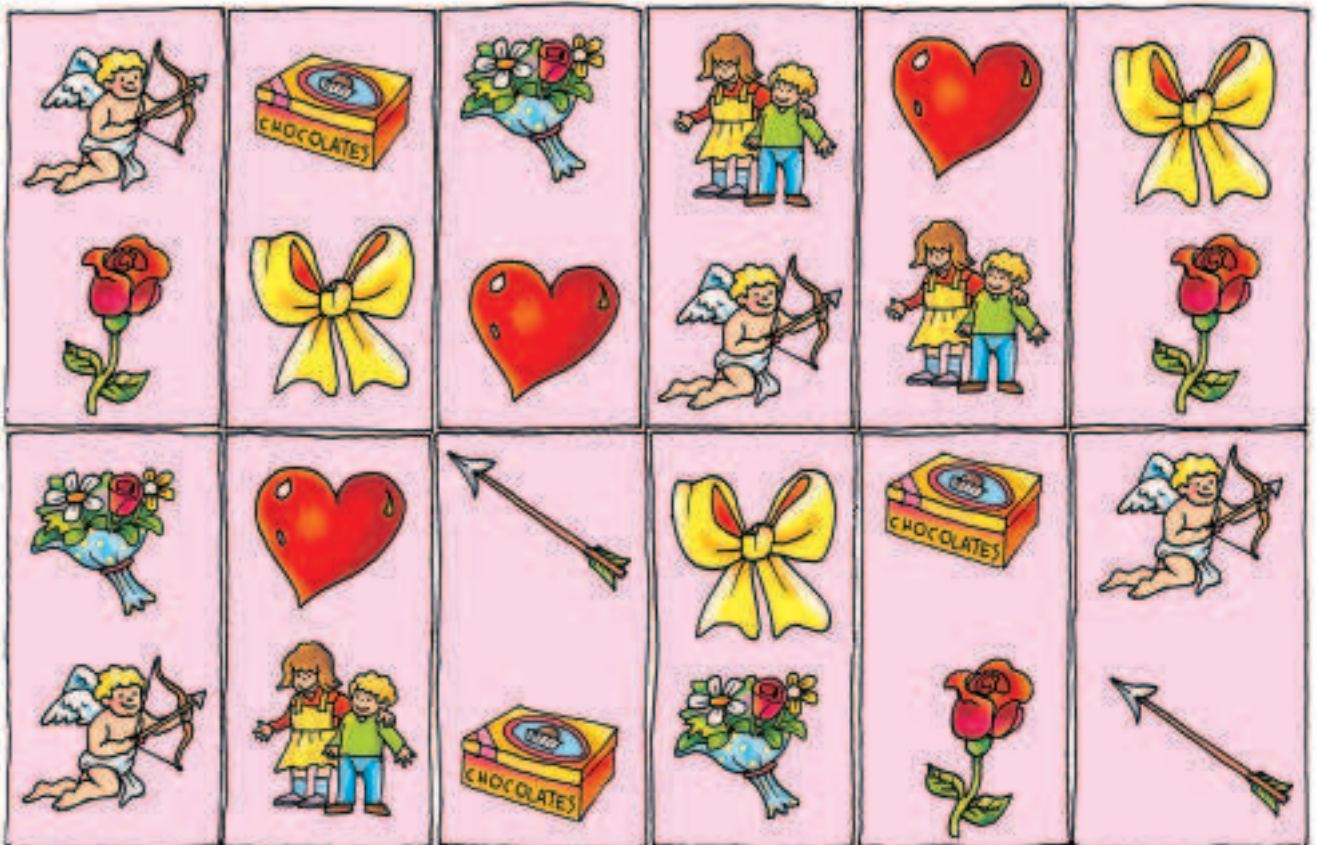
# Valentine's Day Dominoes **WORKSHEET**

Make a copy of the worksheet for each child. Pre-teach the vocabulary, and discuss why the words are associated with Valentine's Day. Ask the children to match the words to the correct picture. In pairs, get the children to cut out the dominoes. Explain how to play dominoes.

**How to play.** Put the children in groups of 4. Ask them to put all the dominoes they have cut out in a pile face down in the middle of the desk. Each child chooses 4 dominoes. The youngest player begins the game by placing a domino card face up on the desk. The game continues clockwise. Each player must try to lay down one domino that matches a picture already there. When they make a match they must say "2 friends", "2 arrows" etc. If a player cannot make a match, he/she has to pick up a domino from the pile. The winner is the player who uses all the dominoes. If no one can play any more of their dominoes, the winner is the child with the fewest remaining dominoes. Have fun!



rose  
heart  
flower  
arrow  
cupid  
chocolates  
friends  
bow





# St. Patrick's Day

## WORKSHEET

### The Leprechauns' St. Patrick's Day Party!

Did you know? Rainbows reveal where leprechauns hide their crock of gold. So the next time you see a rainbow look carefully! But the leprechauns always move their gold from the end of one rainbow to another so you have to be very lucky to find it!

The leprechauns want to have a party to celebrate St. Patrick's Day. Everything is ready – but someone has hidden all their lucky shamrocks and they need their special powers to colour in the rainbow – so they can walk over it! Can you help them? Find seven shamrocks in the picture. When you find all the shamrocks colour the rainbow.



Now complete the sentences using **IN, ON, UNDER** and **BEHIND**.

- The red shamrock is \_\_\_\_\_ the table.
- The yellow shamrock is \_\_\_\_\_ the cloud.
- The pink shamrock is \_\_ the glass.
- The green shamrock is \_\_ the sheep's mouth.
- The purple shamrock is \_\_ the leprechaun's hat.
- The orange shamrock is \_\_\_\_\_ the chair.
- The blue shamrock is \_\_ the table.

**Sing the rainbow song together!!**

RED AND YELLOW AND PINK AND GREEN  
 PURPLE AND ORANGE AND BLUE  
 I CAN SING A RAINBOW  
 SING A RAINBOW  
 SING A RAINBOW TOO!



# St. Patrick's Day

WORKSHEET

## Liam the Leprechaun

- Colour Liam the Leprechaun.
  - His beard is grey.
  - His hat is red.
  - His scarf is purple.
  - His coat is green.
  - His shoes are black.
  - His belt is brown.
  - His socks are yellow.



2. Someone is playing magic tricks on Liam the Leprechaun! They are making parts of him disappear! Look at the pictures and discover what is missing. Fill in the blanks to complete the sentences and then draw the missing item. Colour.



He hasn't got a \_\_\_\_\_



H\_ h\_ \_ n't got a \_\_\_\_\_



He h\_ sn't g\_ t a \_\_\_\_\_



He h\_ \_ \_ 't g\_ \_ a \_ \_ \_

# The new 12 days

Here are new words for the Christmas song *The Twelve Days of Christmas* (see **LANG Primary** December 2004, page 17). A film of children singing this song can be found on the video cassette of *Sing Along!* published by **LANG Edizioni**.

The music for the song can be found on [www.christmas-time.com/12days2.htm](http://www.christmas-time.com/12days2.htm)



Ask the children to complete the worksheet on the following page before they read, learn and sing the song so that they can revise the vocabulary.

*On the first day of Christmas,  
My parents gave to me,  
A pill for my bad tummy.*

*On the second day of Christmas,  
My parents gave to me,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the third day of Christmas,  
My parents gave to me,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the fourth day of Christmas,  
My parents gave to me,  
Four chocolate rolls,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the fifth day of Christmas,  
My parents gave to me,  
Five lollipops,  
Four chocolate rolls,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the sixth day of Christmas,  
My parents gave to me,  
Six chicken nuggets,  
Five lollipops,  
Four chocolate rolls,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the seventh day of Christmas,  
My parents gave to me,  
Seven balls of ice cream,  
Six chicken nuggets,  
Five lollipops,  
Four chocolate rolls,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the eighth day of Christmas,  
My parents gave to me,  
Eight cans of cola,  
Seven balls of ice cream,  
Six chicken nuggets,  
Five lollipops,  
Four chocolate rolls,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the ninth day of Christmas,  
My parents gave to me,  
Nine tubs of pop-corn,  
Eight cans of cola,  
Seven balls of ice cream,  
Six chicken nuggets,  
Five lollipops,  
Four chocolate rolls,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the tenth day of Christmas,  
My parents gave to me,  
Ten big hamburgers,  
Nine tubs of pop-corn,  
Eight cans of cola,*

*Seven balls of ice cream,  
Six chicken nuggets,  
Five lollipops,  
Four chocolate rolls,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the eleventh day of Christmas,  
My parents gave to me,  
Eleven coffee biscuits,  
Ten big hamburgers,  
Nine tubs of pop-corn,  
Eight cans of cola,  
Seven balls of ice cream,  
Six chicken nuggets,  
Five lollipops,  
Four chocolate rolls,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*

*On the twelfth day of Christmas,  
My parents gave to me,  
Twelve salted peanuts,  
Eleven coffee biscuits,  
Ten big hamburgers,  
Nine tubs of pop-corn,  
Eight cans of cola,  
Seven balls of ice cream,  
Six chicken nuggets,  
Five lollipops,  
Four chocolate rolls,  
Three bubble gums,  
Two lemon cakes,  
And a pill for my bad tummy.*



1. Look at the pictures and put the letters in the correct sequence.
2. Read the lyrics and number the pictures in the order they are first mentioned.
3. Sing the song.

			
Salted ..... <input type="checkbox"/> EPATSNU	Coffee ..... <input type="checkbox"/> ISCUITSB	Chicken ..... <input type="checkbox"/> GGNUTSE	Balls of ..... <input type="checkbox"/> IEC CEARM
			
Big ..... <input type="checkbox"/> AMHURERBG	Tubs of ..... <input type="checkbox"/> OPP CONR	Cans of ..... <input type="checkbox"/> AOCL	Chocolate ..... <input type="checkbox"/> LLSOR
			
Lemon ..... <input type="checkbox"/> KEACS	..... <input type="checkbox"/> PLLLLOOIS	Bubble ..... <input type="checkbox"/> MGUS	A ..... <input type="checkbox"/> LLIP



# Kids' Corner

Patrizia Amerio

Kids' Corner is a special section dedicated to very young learners



## ACTIVITY 1: A Christmas booklet

### What you need:

- white cardboard
- scissors
- glue
- markers or crayons
- hole punch
- a piece of red ribbon
- some sparkling stars

### What you do:

Photocopy and enlarge the illustrations below, in order to make a *Christmas ball-shaped book*.

Colour the pictures and the words and cut out each *Christmas ball-shaped page*. Glue each ball onto the cardboard.

The ball with stars is the *COVER PAGE*, decorate it with sparkling stars.

Use the hole punch to make a hole in the bow.

Thread the red ribbon through the holes and tie a knot.



**ACTIVITY 2: A Christmas activity book**

**What you do:**

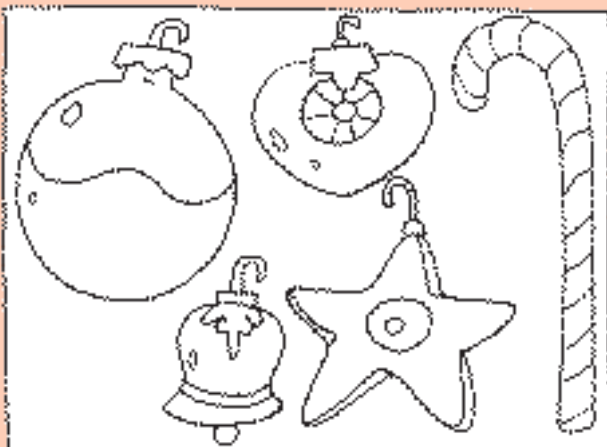
Photocopy and enlarge the following worksheets. Ask the children to cut out, colour and complete the worksheets. Finally, staple them together on the left-hand side.

**What you need:**

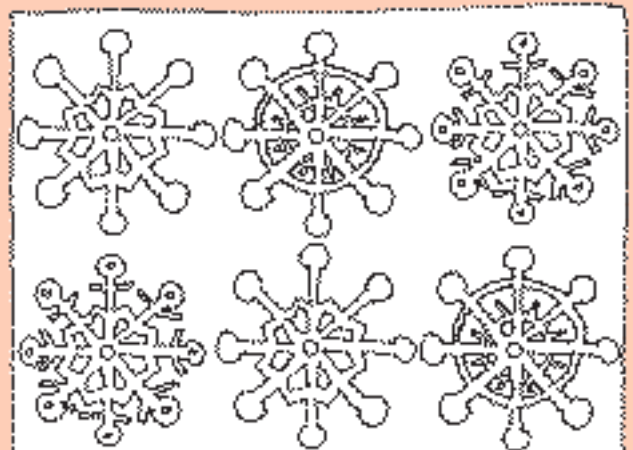
- scissors
- glue
- markers or crayons
- stapler



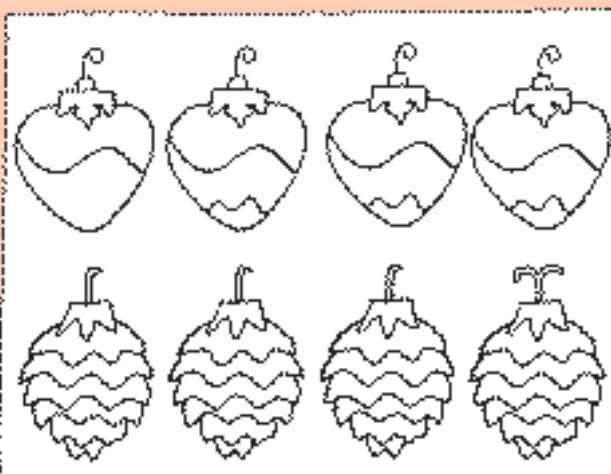
CHRISTMAS ACTIVITY BOOK



COLOUR THE CHRISTMAS DECORATIONS



MATCH THE SAME SNOWFLAKES



FIND THE ODD ONE OUT



TRACE THE PATH



### ACTIVITY 3: Make a Christmas jigsaw

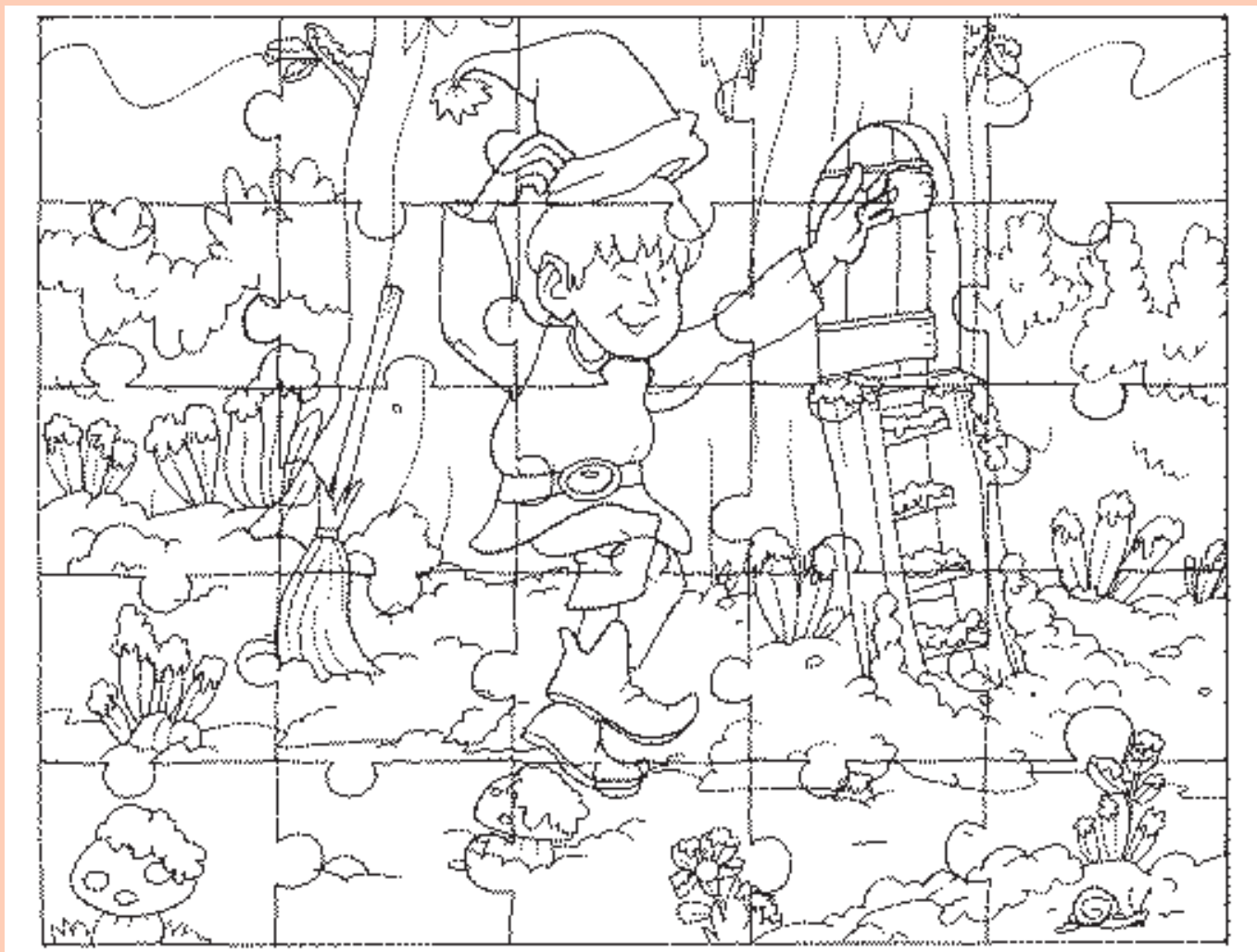
**What you need:**

- white cardboard
- markers or crayons
- scissors
- glue
- a piece of red ribbon about 40 centimetres long

**What you do:**

Cut out the pieces of the jigsaw. Piece together the jigsaw and glue it onto the white cardboard. Colour the scene. The children have to guess what it is. Then, they complete their work, by framing the Christmas scene with red ribbon and a nice bow in the corner.

(The elf is jumping over a mushroom.)



### ACTIVITY 4: A Christmas place card for Christmas dinner

**What you do:**

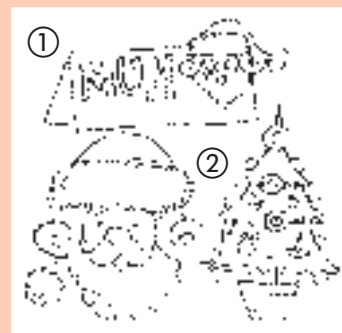
Teach the children how to create a place card (see ①). Enlarge, photocopy and distribute. Ask the children to write and colour the name of a guest and decorate it with a small amount of glitter powder.

Get the children to cut out the drawings (see ②) and glue them onto cardboard.

Ask them to colour and cut, fold the place cards so that they can stand.

**What you need:**

- white cardboard
- markers or crayons
- scissors
- glue
- some glitter powder



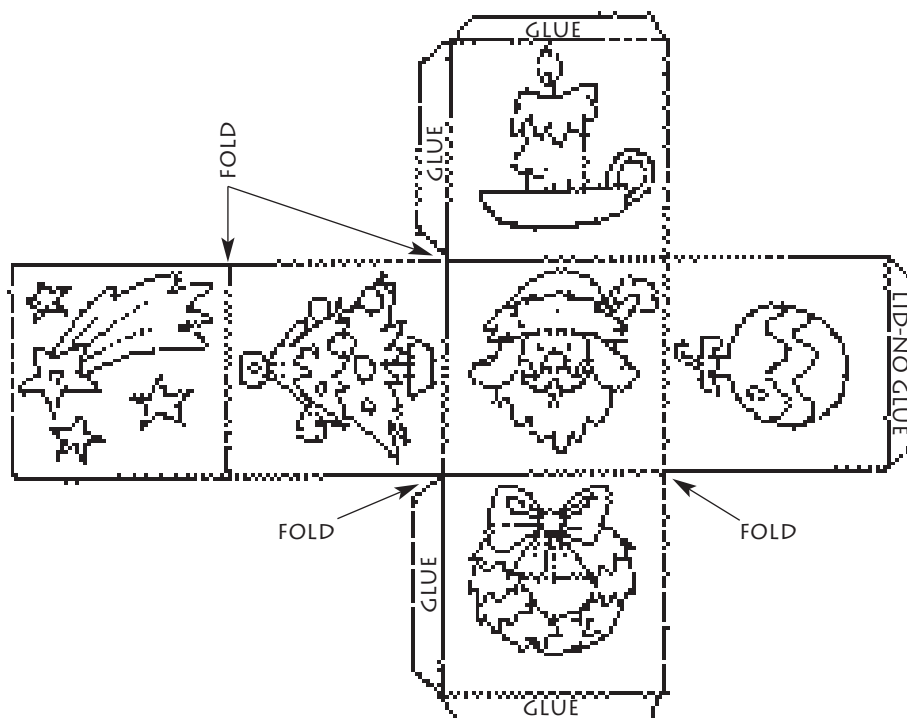
**ACTIVITY 5: A "boxing day" gift box**

**What you need:**

- a photocopy of the box template below
- a sheet of thick paper or cardboard
- markers or crayons
- scissors
- glue
- some glitter powder

**What you do:**

Photocopy and enlarge the box template. The children glue the template onto the thick paper or cardboard and colour in the pictures. Then, the children cut out the template and fold along the lines where indicated to form the shape of a box. They put glue on all the tabs and tuck them inside the box shape, closing all the ends, except one which will be the lid that opens. If the children want to, they can put sweets inside.



**ACTIVITY 6: A Christmas door handle hanger**

**What you need:**

- enlarged photocopy of template
- a sheet of cardboard
- markers or crayons
- scissors
- glue
- cotton wool
- some sequins or gems
- glitter powder

**What you do:**

Glue the enlarged template onto the cardboard. Cut out the door handle hanger. Cut out the circular opening. Colour and decorate Santa with the gems. Using a small amount of glue, stick on the cotton wool to make a beard and a moustache. Colour the words. The children can hang their door handle hanger on their bedroom doors on Christmas Eve.



# SKIPPER

## PREPARING CHILDREN FOR THE SECONDARY SCHOOL



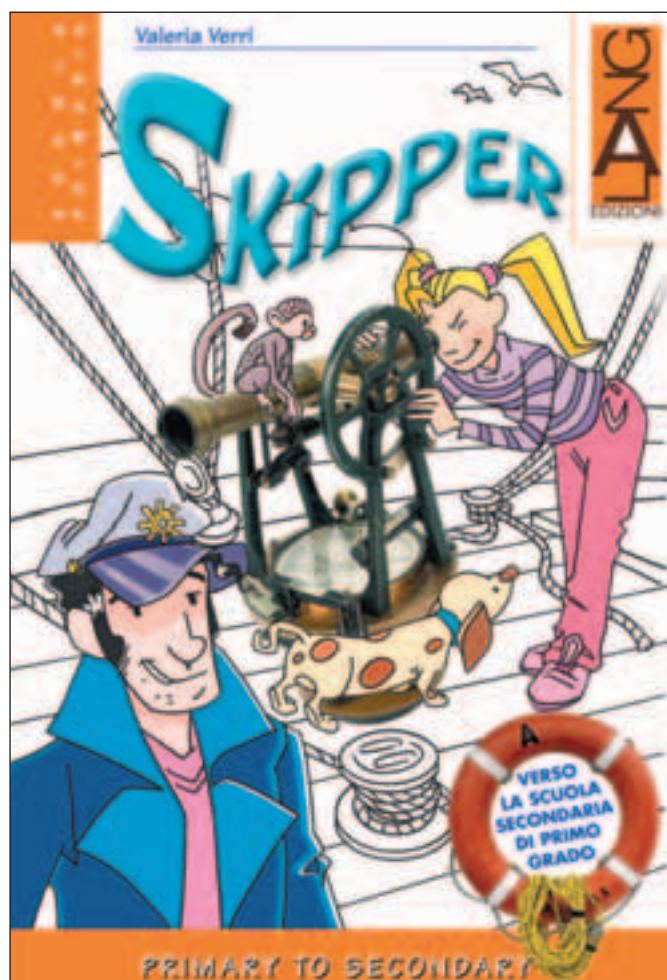
**SKIPPER** is a supplementary book, with a CD audio, which can be used by the children either for summer work following the fifth year of study, or regularly in class during the final year of the Primary school.

When children move from the Primary school to the first year of the Secondary school, although they will continue to learn and practise oral and aural skills, they will be asked to quickly develop their ability to read and write in English. The young learners will be taught the structure of the language which requires the acquisition of the abilities of both logic and memory.

The programme of **SKIPPER** brings together the chunks and strands of the English language that the children have absorbed during Primary education in a more structured yet motivating framework.

When the children have completed the various exercises in **SKIPPER**, they will be prepared to start the first class in their new schools.

It is important for the teacher to know that the answers to all the language tasks are on a text file which is included on the CD audio. This file can be viewed and printed by inserting the CD into a computer.



# AUSTRALIA DAY

## 26 January



Cecilia Perillo



### Why celebrate Australia Day?

Australia Day is the biggest day of celebration in the country and it is a public holiday in all states and territories.



Australia Day celebrates the anniversary of Captain Arthur Phillip opening the British flag at Sydney Cove on 26 January 1788 and proclaiming British sovereignty. Captain Phillip became Governor of the Colony 'New South Wales'.

On 8 November 1999, a referendum was held in Australia to decide whether the country should maintain its formal links with the Crown or become a republic. Fifty-five per cent of Australians voted to remain under the British Crown.

## God save the Queen!

Australians celebrate a great nation and reflect on the great achievements and plan to make the country become an even better place for the future of their children.



*For the sons of all Australians, they were born to conquer fate-  
And, where charity and friendship are sincere,  
Where a sinner is a brother and a stranger is a friend,  
There the future of a nation's written clear.*

*(Written on the Occasion of the Royal Visit to Australia, 1901)*

Henry Lawson  
Australia's most loved literary figure

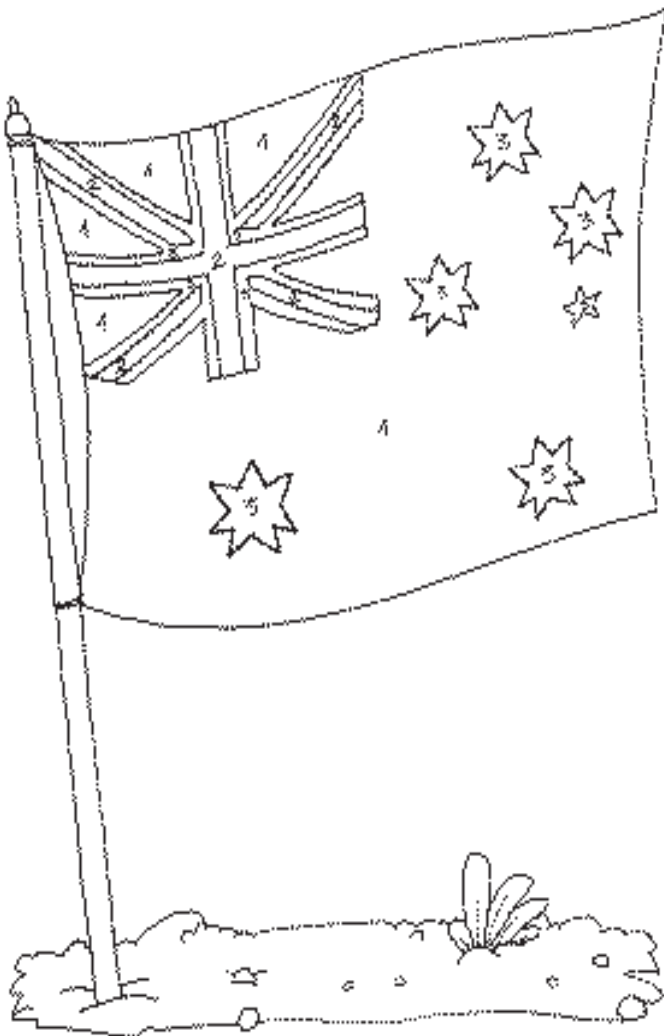
# FLY YOUR FLAGS!

## WORKSHEET



### AUSTRALIA

The Australian flag still incorporates the Union Jack in one corner and has the stars of the Southern Cross as well. It is red, white and blue.

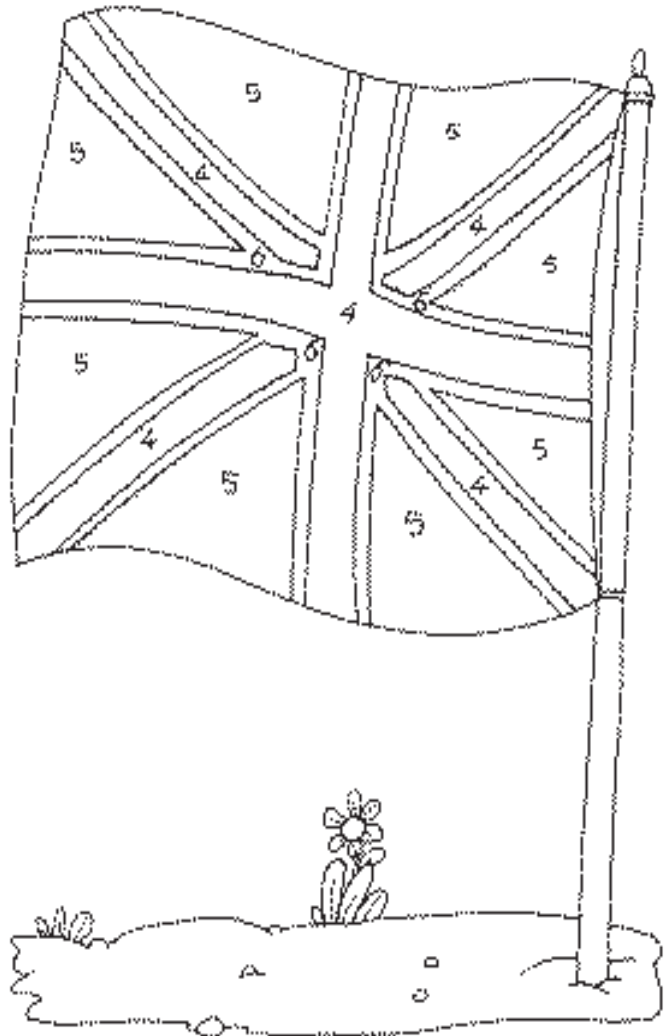


Colour the Australian flag following the colour code:

- CODE**  
 1 BLUE  
 2 RED  
 3 WHITE

### GREAT BRITAIN

The Union Jack is the National flag of Great Britain. It is red, white and blue.



Colour the British flag following the colour code:

- CODE**  
 4 RED  
 5 BLUE  
 6 WHITE



# Supplementary Materials In The Primary Classroom

Sarah Gudgeon



Although any good English primary course book should be packed full of extra activities to keep children motivated, the use of supplementary

materials can be very rewarding.

Introducing a 'foreign' element into the lesson can act as a catalyst for a new language learning experience.

In classes 4 and 5, using contemporary animated films such as *Shrek* and *Shrek 2*, which many children are likely to have seen in Italian, the teacher can give a modern edge to an otherwise classic syllabus.

Video clips lasting about 10 minutes used regularly once a week can help consolidate a wide range of previously taught vocabulary and grammar. As part of an ongoing project children can be asked to design posters, write their own stories using the characters from the film and even role-play some of the scenes, all of which require minimal preparation time by the teacher. To review a particular grammar point such as 'can' for ability, the children can be asked to work in teams to prepare comprehension check questions that practise this structure. Each team can score a point for a correct question and also if they answer the other team's question correctly.

Apart from videos, which are a relatively new presence in the young-learner classroom, there is, of course, the traditional practice of using song to create a fun environment that is conducive to learning at all ages.

Teachers should consider how classes can get the most out of a song by using the song as a springboard for additional activities. Using **Yellow Submarine** as an example, a host of ideas immediately spring to mind.

With a **year one** class, the song can be incorporated into a lesson on colours by dividing the class into groups. Each group is given a picture of a submarine and asked to colour the submarine in a different colour. Finally, put all the groups in a circle and ask them to sing the song, but to change the words to **Red Submarine**, or another colour, depending on the colour of the picture which must be held up to the rest of their class.

Children in **year two** classes can be asked to make classroom posters with a picture of the yellow submarine surrounded by sea-life such as fish, whales and seals that they have to draw and then label (the teacher may have to write the words for the children to copy).

The song could have a *civiltà* aspect for older children. They can research the different places where people live in different parts of the world and then make a poster (**year three**) with the phrase 'We live in ...' with labelled pictures of an igloo or a tepee.

Children in **years four and five** can be asked to prepare information booklets with the same phrase and pictures, but with additional information on the weather and food in that part of the world, for example.

Finally, it must be remembered that it is important to find the right balance when using supplementary materials and to choose them wisely. If a teacher uses too many that are not related to the core syllabus, the course will be in danger of losing direction. In classes where very few supplementary materials are used by the teacher, the lessons may lack the 'wow' factor that hooks children to English language learning for life.



# Some more Christmas Carols

We have published the lyrics of many Christmas carols in previous issues of **LANG Primary**, (for example Issue 19 in December 2004).

Here are selected verses of the lyrics for carols we have not published before together with an important Internet link to the music for each one.

Inevitably most carols have a religious theme as Christmas is celebrated primarily as a Christian festivity.



[http://www.carols.org.uk/the\\_holly\\_and\\_the\\_ivy.htm](http://www.carols.org.uk/the_holly_and_the_ivy.htm)

## **The Holly and the Ivy**

The holly and the ivy  
When they are both full grown,  
Of all the trees that are in the wood  
The holly bears the crown.

*Chorus*

*O the rising of the sun  
And the running of the deer,  
The playing of the merry organ  
Sweet singing of the choir.*

The holly bears a blossom  
As white as lily flower;  
And Mary bore sweet Jesus Christ  
To be our sweet Saviour.

*Chorus*

The holly bears a berry  
As red as any blood;  
And Mary bore sweet Jesus Christ  
To do poor sinners good.

*Chorus*

The holly bears a prickle  
As sharp as any thorn;  
And Mary bore sweet Jesus Christ  
On Christmas Day in the morn.

*Chorus*

The holly bears a bark  
As bitter as any gall;  
And Mary bore sweet Jesus Christ  
For to redeem us all.

*Chorus*

The holly and the ivy  
Now both are full well grown,  
Of all the trees that are in the wood  
The holly bears the crown.

*Chorus*

[http://www.carols.org.uk/once\\_in\\_royal\\_dauids\\_city.htm](http://www.carols.org.uk/once_in_royal_dauids_city.htm)

## **Once in Royal David's City**

Once in royal David's city,  
Stood a lowly cattle shed,  
Where a mother laid her Baby,  
In a manger for His bed:  
Mary was that mother mild,  
Jesus Christ, her little Child.

He came down to earth from heaven;

Who is God and Lord of all,  
And His shelter was a stable,  
And His cradle was a stall:  
With the poor, and mean, and lowly,  
Lived on earth our Saviour holy.

[http://www.carols.org.uk/good\\_king\\_wenceslas.htm](http://www.carols.org.uk/good_king_wenceslas.htm)

## **Good King Wenceslas**

Good King Wenceslas looked out  
On the feast of Stephen  
When the snow lay round about  
Deep and crisp and even  
Brightly shone the moon that night  
Though the frost was cruel  
When a poor man came in sight  
Gath'ring winter fuel.

"Hither, page, and stand by me  
If thou know'st it, telling  
Yonder peasant, who is he?  
Where and what his dwelling?"  
"Sire, he lives a good league hence  
Underneath the mountain  
Right against the forest fence  
By Saint Agnes' fountain."

[http://www.carols.org.uk/we\\_three\\_kings\\_of\\_orient\\_are.htm](http://www.carols.org.uk/we_three_kings_of_orient_are.htm)

## **We Three Kings of Orient Are**

We three kings of Orient are  
Bearing gifts we traverse afar  
Field and fountain, moor and mountain  
Following yonder star

*Chorus*

*O Star of wonder, star of night  
Star with royal beauty bright  
Westward leading, still proceeding  
Guide us to thy Perfect Light  
Born a King on Bethlehem's plain  
Gold I bring to crown Him again  
King forever, ceasing never  
Over us all to reign*

*Chorus*

Frankincense to offer have I  
Incense owns a Deity nigh  
Pray'r and praising, all men raising

Worship Him, God most high  
*Chorus*  
Myrrh is mine, its bitter perfume  
Breathes of life of gathering gloom  
Sorrowing, sighing, bleeding, dying  
Sealed in the stone-cold tomb

*Chorus*

Glorious now behold Him arise  
King and God and Sacrifice  
Alleluia, Alleluia  
Earth to heav'n replies

*Chorus*

<http://www.woodlands-junior.kent.sch.uk/customs/Xmas/carols/deck.htm>

## **Deck the Halls**

Deck the halls with boughs of holly,  
Fa la la la la, la la la la.  
'Tis the season to be jolly,  
Fa la la la la, la la la la.

Don we now our gay apparel,  
Fa la la, la la la, la la la.  
Troll the ancient Yule-tide carol,  
Fa la la la la, la la la la.

See the blazing Yule before us,  
Fa la la la la, la la la la.  
Strike the harp and join the chorus.  
Fa la la la la, la la la la.

Follow me in merry measure,  
Fa la la, la la la, la la la.  
While I tell of Yule tide treasure,  
Fa la la, la la la, la la la.

<http://www.woodlands-junior.kent.sch.uk/customs/Xmas/carols/olittle.htm>

## **O Little Town of Bethlehem**

O little town of Bethlehem  
How still we see thee lie;  
Above thy deep and dreamless sleep  
The silent stars go by;  
Yet in thy dark streets shineth  
The everlasting light.  
The hopes and fears of all the years  
Are met in thee tonight.

# Your special Valentine's Day Card

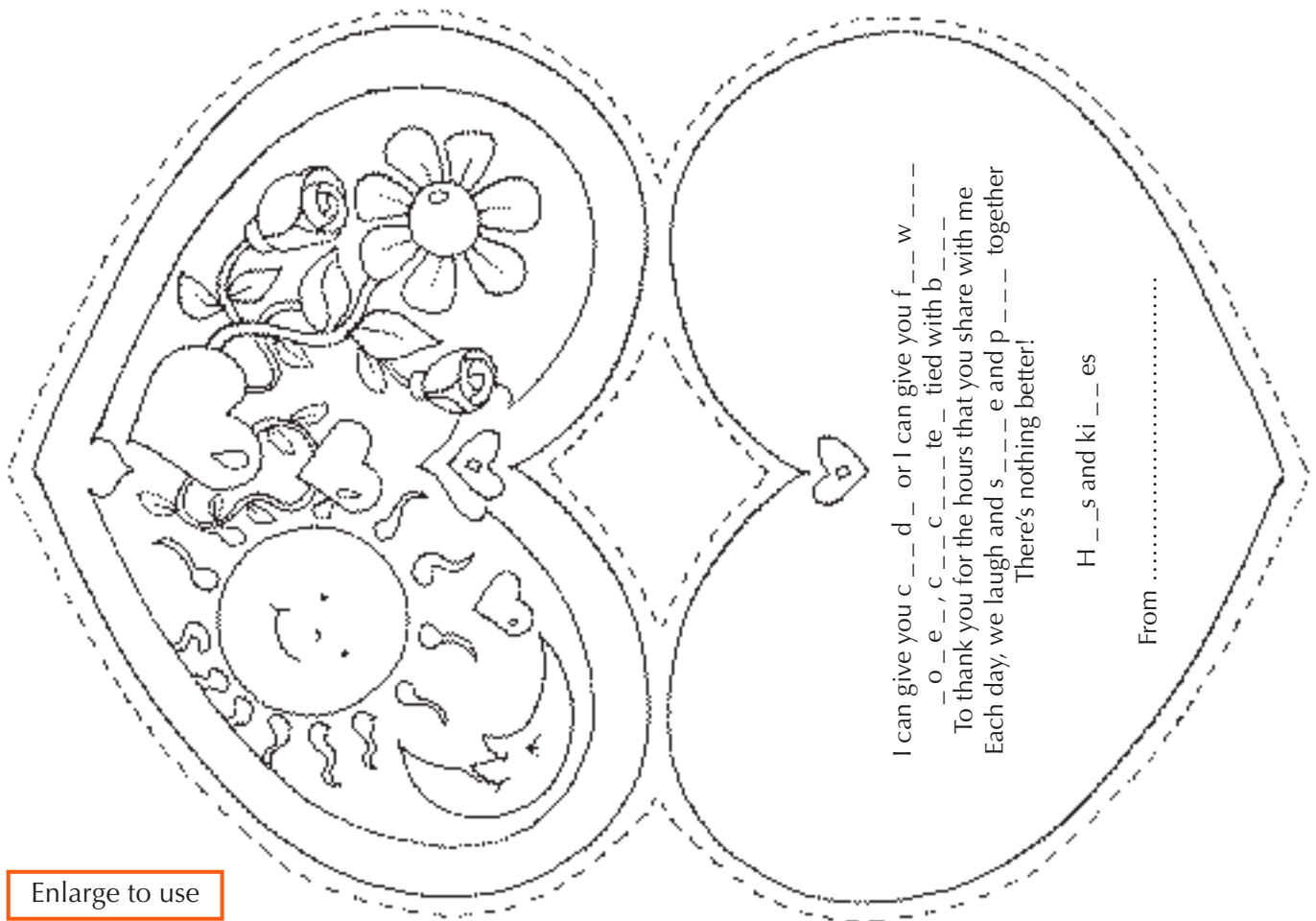


**Instructions:**

1. Pre- teach the vocabulary from the word list. Ask the children to fill in the blanks in the card using the letter clues and the word list provided underneath.
2. Glue the worksheet onto a piece of red cardboard.
3. Cut around the hearts, leaving them attached at the top.
4. Fold the card over. The children can write their own message, or put a photograph on the inside of the card.
5. Colour the Valentine's Card.

The Valentine card is ready!

roses chocolates candy flowers smile bows kisses hugs play



Enlarge to use

# LANG PRIMARY PROJECTS



A very warm thank you to all the teachers and children who took part in the Ukrainian Exchange Project in 2005. The children in the Ukraine orphanages really appreciated the materials they received.

They were able to get an insight into the reality of the lives and interests of Italian children.

The theme for this issue of LANG Primary is for **individual** work.

Although the teacher can give models of text to the children, they need to work on their own and produce individual texts and drawings.

## STUDENT PROJECT - December 2005- issue 22

### My extended family

The children should write about their immediate family as well as their grandparents, uncles, aunts and cousins.

They should include physical descriptions, jobs, hobbies and spare time activities.

These individual projects should also include drawings of the people described.

We will exchange the projects between schools so that the children can read, in English, about a family in a different part of Italy.

**LANG Edizioni** will send a **Prime Reader** to each child who presents a project. When the projects are complete, send them with the completed Project Form below. Prime Readers will be sent to the school for distribution.

Send the materials to:  
**LANG Primary, Class Project – Issue 22,  
PBM spa, Corso Trapani 16, 10139 Torino**

**The materials should arrive in our offices by  
15.03.2006.**

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

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

### Project Form to be sent with all completed projects.

22

Name of school .....

Address .....

City ..... CAP .....

Name of teacher ..... Year of class .....

Please print your email address (we will advise you when we post the Prime Readers)

.....@.....

I give permission for **LANG Edizioni** to send this class project to another school in exchange for their project.

Signed by the teacher ..... Date .....



## Height Chart

The Height Chart should be fixed onto the wall of the classroom.

Place the bottom of the Chart **exactly** 50 centimetres from the floor.

On the chart each child has the space to write his/her height at three different times.

Even though the chart is for the whole class, each box is personalised as there is also space for individual children to glue passport size photographs.

Choose whether to use centimetres or inches for the measurements.

Various mathematical calculations can be organised with a class such as the average height of the class, of the boys and of the girls. When the second measurements are made increases in height can be calculated as well as the averages previously mentioned.

(note that the word **metres** is British English and **meters**, American English)

The next edition of **LANG Primary** will be published in March 2006 and will be posted in time for teachers to use the special Easter materials which will be included.

### IMPORTANT NOTICE

Receiving future issues of **LANG Primary**.

**LANG Primary** is only distributed through a free subscription service and during seminars and conventions for teachers of English.

**LANG Primary** is published **three** times a year, in March, October and December. Teachers 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** are posted to home addresses.

If you wish to comment on the articles in **LANG Primary**, please do not hesitate to write to us.

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22

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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.

Signed

Date

Post or fax to: PBM Editori spa - **LANG Primary** – Corso Trapani 16 – 10139 Torino – Fax 011 75021510