



Christmas Greetings!

Many thanks to the thousands of teachers who completed and returned to us the questionnaire we included in the October issue of **Primary Times**. Your answers will be of great use to us when planning future projects.

Well over ten thousand primary teachers in Italy are now subscribed to **Primary Times** and we are sure that our readers will find many interesting articles and useful photocopiable materials in this, the twenty-eighth issue of our magazine.

Although the articles and worksheets in this issue are inevitably biased towards the Christmas season, we have also included discussions on the problematic subject of oral testing and an unusual background look at Christmas in Australia, which is linked to an activity where Christmas traditions in Australia and Europe are compared. Other articles include a discussion of the advantages of personalising language teaching and practice as well as an outline of a teaching module prepared by a group of teachers 'in training' in Bari.

The Class Project explained on page 19 is, for the first time, an individual project. Each child has to design and write a postcard imagining that they are visiting London. The task can be organized as a classroom exercise and is ideal for children in the later years of primary school.



Index

Oral testing	p. 2
Worksheets – Christmas	p. 4
No snow, no sleighs!	p. 6
Comparing traditions	p. 7
Worksheet – Comparing traditions	p. 8
Kids' Corner	p. 9
Worksheet – Valentine's Day	p. 13
Personalising student learning	p. 14
Worksheets – Revision	p. 16
Teaching module	p. 17
Worksheet – Christmas colours	p. 18
Class Project	p. 19

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



Oral testing in the primary classroom

Sarah Gudgeon

The very mention of oral testing in the primary classroom is enough to send most teachers into a panic or at the very least put them in a bad mood! It's such an organisational nightmare due to a number of factors such as large class sizes, limited space, time constraints and above all, the sheer difficulty of trying to hear and comprehend what the children are saying. However, help is at hand and with a little bit of forward planning all of these obstacles can be overcome.

The key to successful oral testing is in the planning and the first thing that you have to decide is what exactly it is that you want to test; accuracy, fluency, range of grammar or range of vocabulary. Whichever area you choose as the main skill to be tested, it is important that you communicate your choice to the children. Having a clear objective and fixed guidelines will increase their motivation and help them to focus on the task. Regardless of the skill tested, it is always a good idea to include general participation as an assessment point. This gives all the children, even the weaker ones, the opportunity to do well and to receive positive feedback, even if 'speaking' is not one of their strengths. Encouragement will boost their confidence and ultimately help them to improve.

A model of how to then set up the task can be found in the **Chatter Chums** section of the **English Roundabout** series. The task is divided into different parts, with the aim of familiarising the children with the activity, building their confidence and providing them with the tools to complete the test with varying degrees of autonomy, depending on their age. Let's take an example from **English Roundabout, Student's Book 3**. The **Chatter Chums** in Unit 4, page 33, primarily tests vocabulary, the lexical set being household items and furniture. The *initial stage* (exercise 8) is all about presentation and the children simply listen to the dialogue between the two characters.

Boy: What have you got in your bedroom?

Girl: I've got two beds and a big wardrobe.

The *second stage* (exercise 9) is about reinforcing the model and here the children listen and repeat.

Girl: What have you got in your bathroom?

Boy: I've got a bath, a toilet and a basin.

For further consolidation, the teacher should ask various children to repeat that second dialogue, highlighting the grammatical structure 'What have you got...?' and 'I've got...' as the fixed question and answer before they add the new vocabulary.



The *third stage* (exercise 10) is for production.

Example, using picture one:

Student A: What have you got in your kitchen?

Student B: I've got a sink, a table and two chairs.

In year three it is prompted rather than free production, but it still allows children to demonstrate how much of the new vocabulary they can remember. To make sure that they know exactly what is expected of them, it would be useful if you took on the role of Student A and asked one of the children to be Student B and acted out one of the dialogues. Then, you need to put the children into A/B pairs, mixing weaker students with the stronger ones so that no-one is left floundering.

Now comes the tricky bit; how to effectively monitor and assess all of the children. Again, here it is up to you to decide which approach you want to apply, whether it be formal or informal. If your aim is to test accuracy, then it would be best to go for the formal method and set up a testing corner. Give the class a task to be getting on with and then call out each pair to act out one question and answer each. It shouldn't take more than a few minutes with each pair and to keep things moving along quickly give all the pairs a number, so that they know when it's their turn and are ready. The class activity should ideally be linked to the tested area and in this case a suitable one would be on page 24 in **Practice Book 3**.

If you decide that fluency and participation are the key areas that you want to focus on, then you could opt for the informal method and just mill around the class, monitoring general performance and praising and encouraging the children. Be warned, this does tend to get very noisy and if you're not careful will degenerate into mayhem, but if you keep the children task focused, by setting a strict time limit for task completion, they will benefit from the chance to express themselves in English without feeling under pressure.

Finally, it is necessary to record the childrens' performance on an assessment sheet so that both you and the students can keep track of their progress. Speaking tasks should be done regularly to help monitor progress and highlight areas where more work is needed.

A good way of giving feedback is by using a points system from 1 – 10. Again, for those of you using **English Roundabout** the following could work well:

1-3 = You need more Chatter Chums practice.

4-6 = You are a good Chatter Chum.

7-9 = You are a very good Chatter Chum.

10 = You are a Champion Chatter Chum!

Each child should receive a copy of their assessment sheet and should get the chance to take it home and show it to their parents each time it is updated. Each task completed should be seen as an achievement, something to be proud of. Remember, the aim of primary school English testing is to let children show you how much they know, not to penalise them for what they don't.

Sarah Gudgeon teaches both children and adults in private language schools in and around Milan. She is co-author of *LANG Primary Resources* and *English Roundabout*.

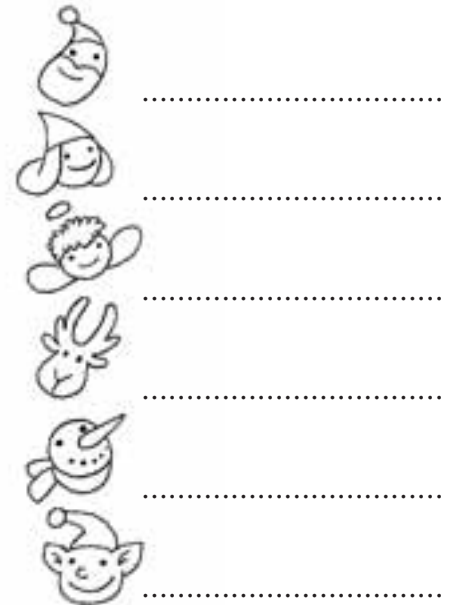


CHRISTMAS

WORKSHEET 1

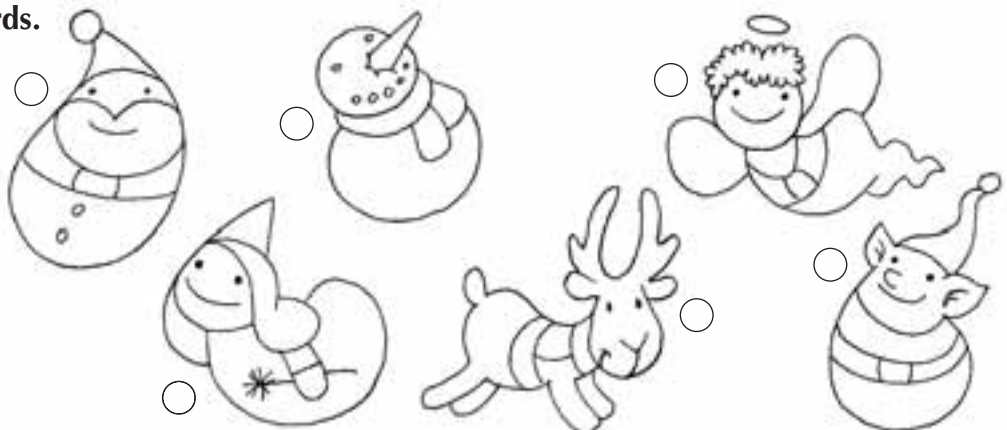
Look and write the answer.

How many of me can you see in the Christmas tree?



Match the pictures to the words.

- ① angel
- ② reindeer
- ③ Father Christmas
- ④ snowman
- ⑤ fairy
- ⑥ elf



Teachers' Note

Extension activity: Children can draw and label their own Christmas tree or make their own ornaments. You can use the page as a colour dictation exercise, too. *This worksheet is suitable for children from the second year onwards.*



CHRISTMAS

WORKSHEET 2

Look at the pictures and number them.



What is Father Christmas doing?

Describe the pictures. Use the words in the box to help you. Don't forget about the special spelling rules!

In picture one Father Christmas is combing his hair.

In picture two

.....

.....

.....

• read • put • comb • eat • fly • feed

Teachers' Note

Extension activity: Children can make their own comic strip which they then have to write about or they can act out Father Christmas' day in small groups.

This worksheet is suitable for children in the fifth year.





No snow, no sleighs! Christmas 'down under'



Cecilia Perillo

Christmas in **Australia** is in the middle of **summer** since the country is in the Southern Hemisphere and many celebrations occur outdoors where families enjoy their day having a **barbecue** (steak, chops and sausages cooked in the open air – but the trend for Christmas has been toward seafood – prawns, lobsters, crabs, mussels, scallops and cold salads) and people on the beach. School finishes just before Christmas for the summer holidays and children go back after Australia Day on the 26th January (*consult 'Lang Primary' Australia Day, Issue 22*). One thing's for certain, there are no chestnuts roasting on an open fire, just mouthfuls of cherries and watermelon pips!

Many school students perform in concerts to mark both the end of the school year and Christmas celebrations and sometimes commemorate the first official **Down Under** Christmas which was celebrated on the 25th December, 1788 at Sydney Cove.

The major difference is the **weather**, Christmas 'down under' is never white! Blue skies with temperatures ranging from 25 to 38 degrees centigrade welcome the festive season.

Due to the **multi-culturalism** in Australia, food and traditions may vary and Christmas celebrations are heavily influenced by the ethnicity of families. Celebrating festivities is an important way to show the value of the **diverse cultures** that make up Australian society. Backgrounds are varied and people maintain links with Great Britain, Northern Europe, Italy, Spain, Greece and so on.

The weather conditions may be different, but the purpose of the Christmas celebration is the same. The **Christmas Story** which tells of the birth of Jesus in a stable in Bethlehem, the angels announcing the birth to the shepherds, and the **Three Wise Men** visiting the stable and offering gifts may have influenced many Australian customs, traditions and symbols. Midnight mass is a tradition still followed by the Australians without the need for scarves and overcoats. The tradition of exchanging gifts, for example, could well have been inspired by The Three Wise Men who gave gold, frankincense and myrrh to Jesus at his birth. In **Italy** the 6th of January, the Epiphany (one of the earliest of all Christian celebrations), is the day on which the Three Wise Men arrive at Bethlehem and for this reason **Italian** children receive presents brought by the **Befana**, a good old witch who flies around Italy on a broom and comes down the chimney to leave gifts, unlike Santa who uses **kangaroos** when travelling to Australia! Many people still believe that a star, which symbolizes high hopes and good fortune, did appear and guided the wise men.

Christmas decorations include traditional European wreaths, although native Australian plants called Christmas bush (a native Australian tree with small green leaves and cream coloured flowers) and Christmas bells are also widely used. Australians also decorate their gardens with Christmas trees (in Victorian times, the tree was decorated with candles to represent stars) and hang wreaths on their front doors. **Santa** can also be seen wearing sunglasses and swimming trunks arriving on **Aussie beaches** on a **surf board** - what a difference from sliding down a chimney!

Boxing day is a national public holiday in Australia and New Zealand, it is celebrated on December 26th. It got its name from an old tradition when employers boxed gifts for their workers on the day after Christmas. The Boxing Day Test Match (cricket game beginning on the day after Christmas) and the beginning of the Sydney to Hobart Yacht race on Sydney Harbour are two sporting events of great importance which happen at Christmas.

'Australians play their sport as if their lives depend on it.' (D.H. Lawrence, *Kangaroo*)

Carols by Candlelight, a special and precious tradition, started in 1937 in Melbourne. The event is held on **Christmas Eve** at 'The Myer Music Bowl' and tens of thousands of people are involved. **Aussies** have songs like and *Australians Let Us Barbeque*, *Santa's Moving To The South Pole* and *Santa never made it into Darwin* (a song which was released as a fundraiser to aid the people of Darwin. The song tries to describe the tragedy that struck Darwin at Christmas time in 1974, when a cyclone devastated the city).

It is not strange to hear about **Christmas in July**, an event which is unofficially celebrated as a holiday. July being winter in Australia, many Australians organise a European feast of hot turkey, ham and trimmings and not to mention traditional plum pudding with brandy sauce. Just the meal for a cold winter's night! Over the years many Australians have opted to have a Christmas in July celebration. It is especially popular among the young people, but the precise beginnings of this July tradition remain unclear. July is the peak season for the snowfields where Christmas in July can be celebrated with **Santa skiing!**

No snow, no sleighs?

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<http://www.cultureandrecreation.gov.au/articles/christmas/>
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Comparing Traditions Fun Activities

Christmas is a time when children want fun activities

Aims:

- To offer freer speaking practice.
- To give reading and writing practice.
- To introduce vocabulary and traditions connected to Christmas.

Presentation

- Using a globe, talk about far away places and show the children that the blue represents the sea and the other areas are land; use a torch and shine it on the globe to show that people are going to bed in Italy when others are getting up in Australia, on the other side of the world; elicit questions like: How can you travel across the sea? Is English spoken in Australia? Have you got any friends or relatives in Australia?
- Photocopy '**Comparing Traditions**' worksheet
- Encourage children to observe the worksheet
- Write the word Christmas in a large circle on the board
- Elicit from children what comes to mind when they think of Christmas (brainstorming - use L1 where necessary)
- Do a colour dictation: colour Santa's suit in picture 1 red and white. Colour Santa's swimming trunks in picture 2 red and white.
- Divide class in groups A/B:
 - Group A describes picture 1, **Christmas in Italy**
 - Group B describes picture 2, **Christmas in Australia**
- Give the groups a time limit
- Explain that there are 10 differences

Consolidation Activity: get the children to write down the differences and give a vocabulary oral presentation.



Oral Presentation:

Picture 1 – evening, cold, snowing, cloudy, clock, half past six, Santa, chimney, Christmas suit, family, having dinner, playing board games, presents, Christmas tree, stuffed animals, computer software, books, bikes, sports equipment, dolls.

Picture 2 – hot, beautiful day, half past seven, sky, surfboard, beach, wearing swimming trunks, wearing sunglasses, family, beach, having a picnic, having a barbecue, children swimming, playing beach volley, surfing, presents, garden, beach balls, beach towels, cricket sets, beach umbrella.

Ask the children to describe the pictures: in picture 1 it is cold / in picture 2 it is hot...



COMPARING TRADITIONS

WORKSHEET





Kids' Corner

Giulia Abbiati

Father Christmas, one of children's ever favourite characters, is also known as Santa Claus, Saint Nicholas, Kris Kringle and more. The best known Father Christmas is the North American Santa Claus, the one we all know with his long white beard and his red and white suit and hat. Santa Claus is actually a mispronunciation of the Dutch Sinterklaas, who is not really Father Christmas (whose name, in Dutch, is Kerstman, Christmas man).

What most children don't know is that there are many different Father Christmases in the world! Children will enjoy discovering how many different people can bring them gifts... and they can choose the one they prefer!

In Germanic folklore it was Odin, the king of the gods, who gave presents to the children. Children used to place their boots filled with carrots, straw and sugar next to the chimney for Odin's flying horse to eat. Candies and small gifts would then be a reward from the god for the children's kindness. This is the origin of the present-day Father Christmas. In Germany, children still place their boots or shoes filled with carrots and straw next to the chimney.

In North America and Great Britain boots and shoes have been replaced by socks, but children still hang them next to their chimneys or on the ends of their beds.

In the Netherlands Saint Nicholas is not Santa Claus. Saint Nicholas arrives on December 6th and he wears bishop's clothes and on his head he wears a red mitre decorated with a cross. In the Netherlands the white bearded man who comes at Christmas is called Kerstman.

In Poland, Santa Claus gives presents on December 6th, and on Christmas Eve it is an angel who brings gifts to the children. Polish kids are lucky because they get presents twice!

In Hungary Santa Claus is called Télapó or Mikulás. He brings small gifts, usually candy and chocolate, on

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



December 6th. On Christmas Day it is baby Jesus who brings the tree to the children. Hungarian kids get gifts twice too!

In Australia, it is our traditional red-bearded Father Christmas who brings gifts to the children but, as Christmas is in the summer in Australia, he cannot land his sleigh on a snowy roof and climb down the chimney with his gifts as most Australian children have their Christmas parties on the beach!

In Italy, not all families celebrate Christmas the same way: some exchange presents on Christmas Eve and have a big dinner with their families, others celebrate on the 25th with a big lunch and then they all open their presents.

Get the children to recount either in Italian or English how they spend their Christmas Day. If there are non-Italians in the class, use the opportunity to get them to tell the class who brings them gifts and when: it is a great way to improve their knowledge of each other and to remind them that being different is a great thing!



ACTIVITY 1: Invent your own personal Father Christmas

Since most children already know that Father Christmas is an invented character, ask them to create an alternative person who brings Christmas presents to the children. You can also ask them to invent and draw Father Christmas' elves. Ask the children to draw and colour their own character, then help the children cut them out and hang them around the classroom walls.



ACTIVITY 2: Make a 3D Santa Claus fireplace

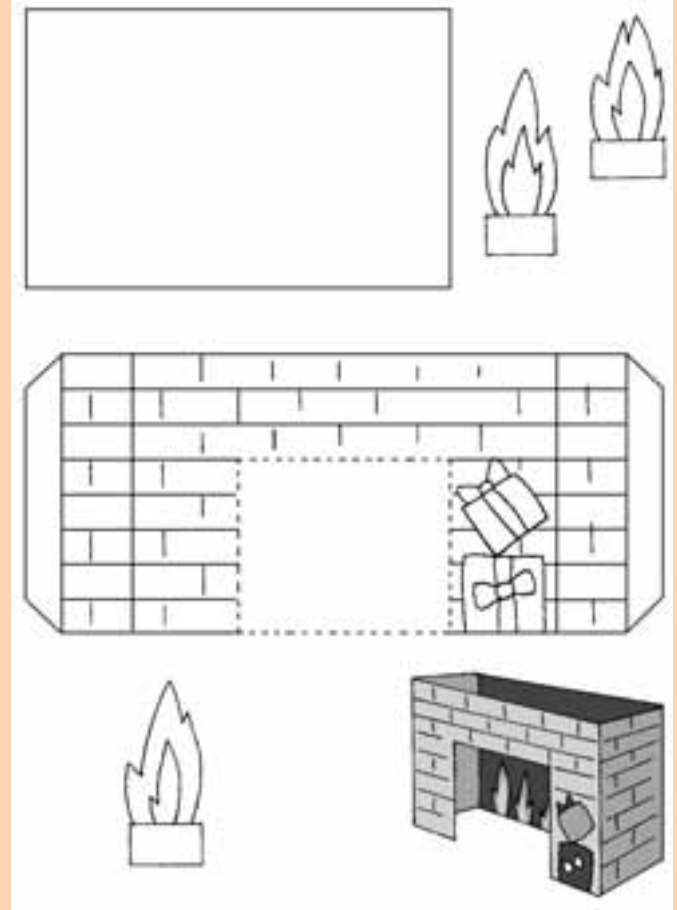
What you need:

white cardboard
A4 sheet of paper
black pen
coloured felt-tip pens
scissors
glue



What you do

1. Photocopy and enlarge one template per child.
2. Glue the template onto the white cardboard.
3. Colour the back of the chimney brown and the front, dark red.
4. Draw the bricks on the dark red cardboard with the black pen.
5. Cut out following the dotted lines.
6. Fold and glue the flaps of the front of the chimney onto the back of it.
7. Colour the flames red and yellow and cut them out.
8. Fold the flaps of the flames and glue them inside the fireplace.
9. On the white sheet of paper draw and colour some presents. Cut them out and stick them on the sides of your chimney. Merry Christmas!



ACTIVITY 3: Make a snowy village

What you need:

light blue cardboard
red, brown, yellow, pink cardboard
cotton wool
pencil
scissors
coloured felt-tip pens
glue



What you do

1. Use the coloured cardboards, except the red one, and draw and cut out house shapes in different sizes.
2. Use the red cardboard to draw and cut out roofs for the houses.
3. Glue the houses and their roofs onto the light blue cardboard.
4. Draw and colour windows, doors, chimneys and any other decorations onto the houses.
5. Glue some pieces of cotton wool onto the sky (the light blue cardboard), onto the roofs and onto the windowsills.
6. If you want, you can also draw Santa's sleigh in the sky, approaching the village.

ACTIVITY 4: Make an English Christmas cracker

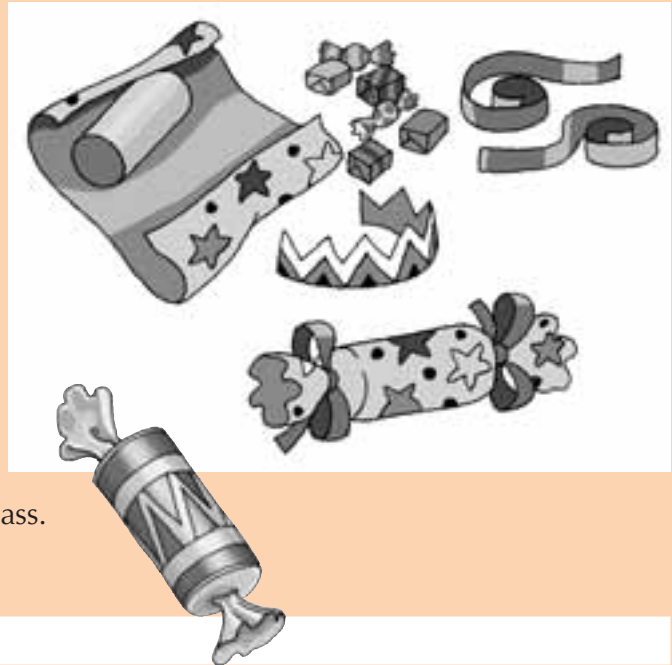
Christmas crackers are a very popular British tradition: it's not Christmas if you don't pull a cracker! Here is a list of things the children will need to make their own.

What you need:

an empty toilet roll
coloured wrapping paper
a coloured paper crown
some sweets
two pieces of red ribbon

What you do

1. Put the sweets and the paper crown inside the empty toilet roll.
2. Wrap it in the shape of a candy with the coloured wrapping paper.
3. Fix the edges of the paper with the two pieces of ribbon.
4. Exchange Christmas crackers with your friends in class.
5. Pull the cracker so that it breaks into two parts.



ACTIVITY 5: Handprints paper tree

What you need:

a large piece of brown cardboard
a small piece of yellow cardboard
one piece of green cardboard per child
pencil
scissors
glue

What you do

1. Ask the children to place their left hand (right if left-handed) on the green cardboard and to trace their hand's shape with the pencil.
2. Help the children to cut out their hand shapes.
3. Draw a star on the yellow cardboard and cut it out.
4. Glue the children's hands bottom to top on the brown cardboard in order to make the shape of a Christmas tree.
5. Stick the star on top and put the tree on the classroom door or wall.





ACTIVITY 6: Make a Rudolph paperbag puppet

What you need:

a brown paper bag
black, red and brown felt-tip pens
A4 sheet of paper
scissors
stapler

What you do

1. On the bottom of the paper bag, which will be used upside down, draw Rudolph's eyes and mouth with the black felt-tip pen.
2. Draw Rudolph's nose with the red felt-tip pen.
3. On the white sheet of paper draw Rudolph's horns and ears and colour them brown. (If children don't know how to draw the horns, make them trace their hands on the paper and use the shapes.)
4. Cut out the horns and ears.
5. Staple the horns and ears on the sides of the paper bag and play with your Rudolph!



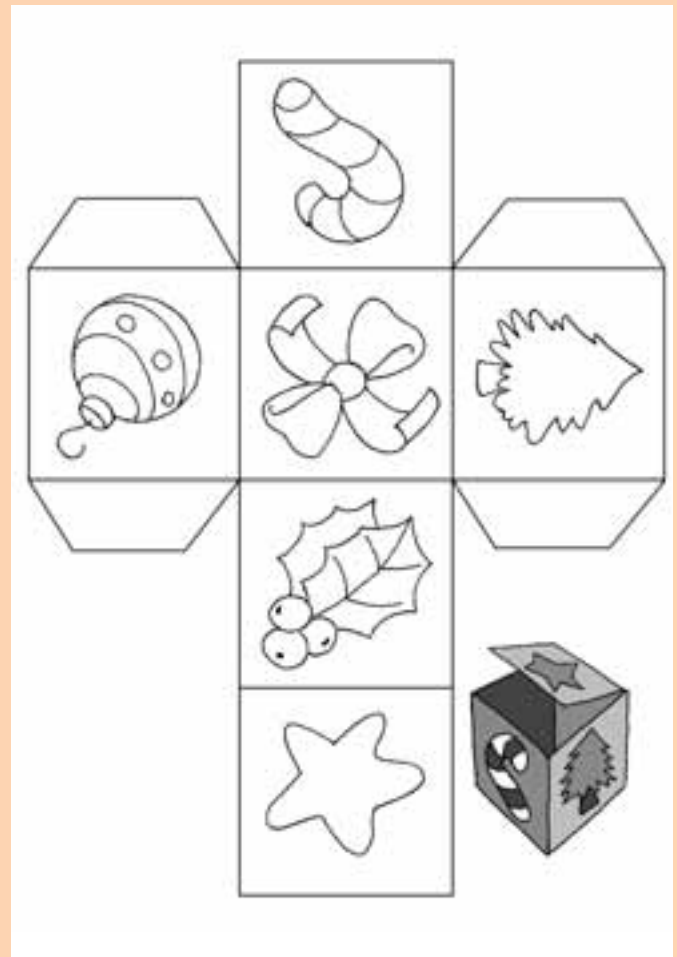
ACTIVITY 7: Make a cardboard gift box

What you need:

one enlarged photocopy of template per child
cardboard
glue
scissors
coloured felt-tip pens
glitter, beads, cotton wool... anything you choose to decorate the box!

What you do

1. Glue the enlarged photocopy of the template onto the cardboard.
2. Cut the shape of the box.
3. Colour and decorate the sides of the box as you like. You can use glitter, beads, cotton wool. Just glue whatever you like onto the box.
4. Colour and decorate the top of the box but remember not to glue it, or you won't be able to put gifts inside!
5. On Christmas Day use it to wrap a special present for someone you love!





Valentine's Day quiz

How romantic are you?

WORKSHEET

Answer the quiz questions.

1. In my free time ...

- A. I read
- B. I write poems
- C. I play sports

2. My favourite colour is ...

- A. yellow
- B. black
- C. pink

3. My favourite food is ...

- A. cake
- B. chocolate
- C. salad

4. My favourite films are ...

- A. horror films
- B. romantic comedies
- C. cartoons

5. My favourite animal is ...

- A. a cat
- B. a snake
- C. a horse

6. I prefer travelling by ...

- A. bike
- B. train
- C. car

7. My ideal holiday is ...

- A. in a big city
- B. in the mountains
- C. on a tropical island

8. I prefer ...

- A. Christmas
- B. Valentine's Day
- C. Halloween

SCORE

1.	2.	3.	4.	5.	6.	7.	8.
A-1	A-1	A-1	A-0	A-2	A-2	A-0	A-1
B-2	B-0	B-2	B-2	B-0	B-1	B-1	B-2
C-0	C-2	C-0	C-1	C-1	C-1	C-2	C-0

0-6 points

You are not very romantic.



7-11 points

You are quite romantic.



12-16 points

You are very romantic.



This is ME!!

1. In my free time

2. My favourite colour is

3. My favourite food is

4. My favourite films are

5. My favourite animal is

6. I prefer travelling by

7. My ideal holiday is

8. I prefer



Strategies for Personalising Student Learning

Donatella Santandrea and Philip Curtis

By now the classic formula for the presentation of new language is well-established. It is the famous PPP lesson: Presentation, Practice, Production. The target structure, function or vocabulary is introduced through a listening or reading exercise, it is isolated and the learners are asked to focus on it, it is then practised using a variety of skills and finally the students are encouraged to produce the language on their own. With subsequent revision and recycling, the language can be said to have been 'learnt'.

It is in this third phase that a fourth '**P**', Personalisation, can take place. Producing language is much easier if it is personal to the student yet in our experience many teachers are reluctant to use their most valuable resource, the students themselves, for this purpose.

Here are just some of the justifications for spending more time encouraging your students to personalise their learning:

- familiar images are easier to visualise and associate and therefore to remember: students remember language better when it becomes real and relevant to them.
- building a good memory means introducing two processes: the first is 'visualisation' and it involves creating images in our brains that are linked to new language; the second is 'association' which involves linking new language to old language.
- familiar images are easier to visualise and associate and therefore to remember: students will always find it easier to remember **their** parent's jobs, a description of **their** bedrooms and **their** favourite sports, food etc.
- personalising language is also stimulating and fun. It creates energy and enthusiasm. We all love talking or writing about ourselves and our students are no different. Quizzes, questionnaires, personal descriptions, 'my favourite' posters and class surveys are all popular non book-based activities that students enjoy.
- the process of personalisation reinforces the communicative motive of language learning. It offers our learners space in which to create language and to talk, above all, about themselves. It's not surprising that it's during the personalisation phase of a lesson that students most frequently ask "How do you say ... in English?" (or more commonly "Come si dice ... in inglese?") as a response to their desire to communicate something about themselves. In short the learning becomes real and the personalisation phase becomes a natural arena in which new language can be introduced.

In our experience, many teachers seek to reduce this part of the learning. The usual reasons of a lack of time and suitable resources are cited to which can be added concerns about classroom control. We feel however that personalisation does not need to create problems. All topics can easily be personalised: a personal daily routine can be written and then read - a personal family tree can be drawn and described - drawings of houses and bedrooms can be made and labelled in English - personal lists of likes and dislikes, things individual children can and cannot do, things they have and have not got can be drawn up - personalised photo albums can be made and presented to practise the present continuous form, e.g. "In this photo I'm with my brother. We're in the mountains and we're fishing!"



A great idea that you can use a lot with years four and five is *The Silly Sentence Game*. This gives students the opportunity to become 'someone else' and therefore adds variety (and humour) to the process of personalisation. You need: 8 shoeboxes; lexical sets for numbers (used for ages), countries, adjectives, jobs, places, actions, food types and animals. The sets can be either words or (better) words and images. One set per box. If the words can be printed on card and then covered with plastic, they last much longer. Including some 'silly' words in each set is the point of the game. Food might include 'snake', jobs might include 'Queen of England' and actions might include 'walking on the moon' etc.

Process: A student comes to the front and says their name. Then taking a card from the first box announces how old they are, taking a card from the second box announces where they are from, from the third box an adjective to describe themselves, from the fourth their job, the fifth their location, the sixth their current action (to be mimed), the seventh a food that they like and the eighth an animal that they don't like.

The other students can be involved by asking questions to elicit the information.

The game can become a competition by dividing the class in two teams who then have to remember all the information about that person.

The result might be something like this: *"My name is Philip. I'm 94 years old. I'm from Brazil and I'm very young! I'm a ballet dancer and I'm in the shower. I'm watching a DVD. I like hamburgers but I don't like dogs."*

Notes for the teacher on the worksheets on pages 13 and 16

Activity: Valentine's Day Quiz

Class: 4/5

Aim: to offer students the opportunity to complete a personalised quiz to find out how 'romantic' they are.

Key Vocabulary/Structure: 'My favourite...' 'I prefer...' 'My ideal holiday is...'

Skills: reading, speaking, writing

- Distribute one worksheet to each child.
- Get the students to read the questionnaire, individually or as a group. Pronunciation and understanding can be checked. Ask them to mark their answers on the sheet (point out that if the students' favourite colour isn't listed, for example, they must mark their favourite of the alternatives offered).
- Ask the children to add up their scores and complete the writing phase. Then invite them to read out their profiles to the class.

An alternative or extension activity for more knowledgeable students could involve completing the questionnaire in pairs. This would necessitate pre-teaching the questions e.g. "What do you do in your free time? Do you read, write poems or play sports?" The writing would then be completed using the third person. *"In her spare time, Cecilia reads."*



Activity: Revision Questionnaire – All about ...

Class: 4/5

Aim: to offer students the opportunity to complete a questionnaire while reviewing key structures and practising three language skills. Transfer of first and second person interview into third person writing.

Key Vocabulary: Food, actions, sports, personal possessions; *It's ... /They're OK. Yes, a bit. Not much. Not very well. Not at all.*

Key Structures: *Have you got...? Do you like...? Can you...?* short answers; third person singular agreements

Skills: reading, speaking, writing

- Divide the children into pairs.
- Distribute one worksheet to each pair.
- Students conduct the interviews section by section. The teacher can introduce the new language from the answers for each section and practise the pronunciation and intonation of these.
- Get the students to complete the writing section and read their partner's profile to the class.

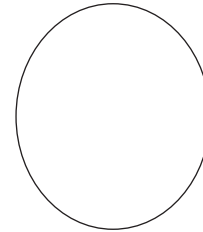
Donatella Santandrea is a primary school teacher in Faenza (RA). She is co-author of *My Summer Friends*, Pearson-Longman, and *Primary Teaching Files*, LANG-Pearson Longman. Philip Curtis is the Director of a language school in Faenza (RA). He is co-author of *My Summer Friends*, Pearson-Longman.



REVISION QUESTIONNAIRE ALL ABOUT

(write your partner's name)

WORKSHEET



Draw your partner here

- Ask and answer the questions.

food Do you like...?

Yes. It's OK. Not much. Not at all.
 They're OK.

- | | | | | |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. chocolate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. pizza | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. ice cream | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. meat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. chicken | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. cake | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. salad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. potatoes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. bananas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. eggs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. tomatoes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. hamburgers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

activities Can you...?

Yes, Yes, a bit. Not Not at all.
very well. very well.

- | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. play the guitar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. ski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. swim | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. skateboard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. dance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. draw | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. sing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. make a cake | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. speak French | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. ride a horse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. send an SMS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. climb a tree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

clothes Have you got...?

Yes No Yes No

- | | | | | | |
|-------------------|--------------------------|--------------------------|---------------------|--------------------------|--------------------------|
| 1. blue jeans | <input type="checkbox"/> | <input type="checkbox"/> | 7. white trousers | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. a hat or cap | <input type="checkbox"/> | <input type="checkbox"/> | 8. yellow shorts | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. black trainers | <input type="checkbox"/> | <input type="checkbox"/> | 9. brown shoes | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. a red T-shirt | <input type="checkbox"/> | <input type="checkbox"/> | 10. a blue jacket | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. pink socks | <input type="checkbox"/> | <input type="checkbox"/> | 11. a purple bag | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. a green jumper | <input type="checkbox"/> | <input type="checkbox"/> | 12. an orange scarf | <input type="checkbox"/> | <input type="checkbox"/> |

My partner's name is

He / She likes

He / She doesn't like

He / She can

He / She can't

He / She has got

He / She hasn't got



Formazione linguistica a.s. 2005/06 – 2006/07
direzione didattica statale 1°circolo "De Amicis"
Acquaviva delle Fonti (BA)

Module: language, culture and festivities

Cecilia Perillo

A Christmas message

Objectives:

To promote intercultural awareness and understanding (also develops *Convivenza Civile*); differences and similarities between Christmas in Italy and Christmas in Great Britain; to learn about and understand British traditions.

Brainstorming

Brainstorm language which is related to the Christmas festivity.
 Learners already know some vocabulary for Christmas and teachers may like to use L1 as it is important to recall previous knowledge.

Learn vocabulary related to Christmas time and write simple messages.

Functions: What can I do with the language?

- Wish people a Merry Christmas;
- Say the names of Christmas symbols;
- Offer presents;
- Say thank you.

Vocabulary and structures:

Christmas cake, Christmas tree, presents, crackers, carols, reindeer, star, angel, box, bell, ball, ribbon, mistletoe, numbers, red, green, brown, white, yellow

Greetings:

We wish you a Merry Christmas; Have fun this Christmas; Happy New Year;
 This is a present for you; Thank you.

Methodology:

The communicative approach is used as it involves learners in realistic communication, whereas the accuracy of the language is less important. The focus is mainly on the communicative task, the performance. In this lesson we attempt to stimulate in the children a desire to communicate what they have learnt, and that is to express *Christmas Greetings*.

Materials:

Photos, flashcards – green cardboard for Christmas tree – white cardboard for cards
 Length of module: 3 lessons
 Final product: a Christmas card – decorations for a Christmas tree

Activities:

Pictures and flashcards illustrating a traditional British Christmas (food and cakes) in order to stimulate curiosity;
 comparing, through pictures or films, a British Christmas/an Italian Christmas;
 colouring, drawing, writing and cutting;
 making Christmas trees and cards.

Special thanks to the teachers 'in training' for this creative contribution.

Cecilia Perillo is a teacher at all levels in both the public and private sectors. She is a teacher trainer for LANG-Pearson Longman and co-author of *Sing Along, LANG Primary Resources* and *Let's Celebrate CD*.

Primary Times
 keeping the teacher informed

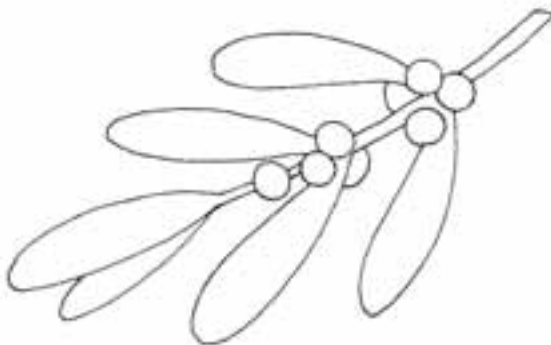
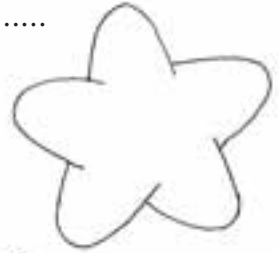


Christmas colours

WORKSHEET

Label and colour the pictures.

- C** - is for **Christmas** Pudding
- H** - is for **holly**
- R** - is for **red** ribbon
- I** - is for **icing**
- S** - is for **Santa**
- T** - is for Christmas **tree**
- M** - is for **mistletoe**
- A** - is for **angel**
- S** - is for Christmas **star**



PROJECTS FOR
 CLASS AND TEACHER

Class project A postcard from London



The class project in this issue is an individual project. Each child must produce a postcard from London. The teacher should then collect them

and send them to Primary Times. Each child will receive a special present from LANG-Pearson Longman.

CLASS Project – December 2007 – Issue 28

Explain to the children:

They are on a school trip in London. They are visiting the many famous museums and monuments. They must each design and write a postcard to their families in Italy.

They must choose a monument or scene and draw the picture on one side of the card.

On the reverse side they must write their message saying, for example, what the weather is like, where they are, what they can see and what they are doing.

They should then address their card (they can invent an address in Italy) and draw the postage stamp.

Send the project materials together with the completed project form to:

Primary Times, Class Project – Issue 28
Pearson Paravia Bruno Mondadori S.p.A., Corso Trapani 16
10139 Torino

The materials should arrive in our offices by 14.03.2008.

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

All the materials submitted become the property of Pearson Paravia Bruno Mondadori S.p.A. and reproduction rights are reserved.

Dear Sister,
I am in London.
The weather is hot and sunny



This form must be completed and attached to the front page of the project materials.

28

Name of school _____

Address _____

City _____ CAP _____

E-mail _____ @ _____

Name of teacher _____

Number of children presenting their postcards _____

Signed by the teacher _____ Date _____

END NOTES

Looking for extra materials linked to festivities?

Have a look at the festivities page on our web site where you can find a wealth of information on most of the festivities celebrated in Great Britain.

Materials include background articles, photocopiable worksheets, cut and paste activities as well as downloadable rhymes and songs.

www.lang-longman.it

The next issue of **Primary Times** will be published in March 2008 and will hopefully arrive well before the Easter break.

IMPORTANT NOTICE

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

Primary Times is published three times a year, in March, October and December. Teachers can register subscriptions either on-line at www.lang-longman.it or by using the coupon below. Future issues of **Primary Times** are posted to home addresses.

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

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CERTIFICAZIONE DI QUALITÀ



28 New subscription ☐ Change of address ☐

Name

Home address

City

CAP

E-mail

@

Telephone no.

School name and address

City

CAP

Course book used

I would like an 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 scolastici al mio indirizzo.

Signed

Date