

# Times Primary

Special insert  
ELMEDI EXPRESS  
For teachers of L1



## Christmas comes but once a year...

One of the happiest times of the year for children is rapidly approaching, the Christmas season. The children will be very motivated to take part in Christmas activities whether they be manipulative tasks or reading/listening to stories and information about the season. It's a great opportunity for the children to discover the differences in Christmas traditions between Italy and the United Kingdom. Also, get the children who come from different regions or different cultures to talk about how they celebrate the Christmas season. In this issue we have included the lyrics and music links to many popular Christmas carols that are sung by the young and the old. Other seasonal materials include worksheets, Christmas theatre as well as information on non-religious activities suitable for this time of year. One of the consequences of changes taking place in the organisation of the Italian primary schools is that more and more teachers of L2 are also teachers of L1 or other subjects on the primary curriculum. With this in mind, we are including a special insert – ELMEDI EXPRESS – in this issue of **Primary Times**. This first insert will be especially useful for the teacher of Italian. The material features a board game based on aspects of citizenship to be played in small groups. The board game can be photocopied if more than one group wants to play at the same time. If you do not teach L1, please pass the insert to another teacher, we are sure that they will appreciate the gesture. Have a great Christmas and a restful New Year!

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## CLASS PROJECT:

# Be a mini tourist guide for a day

Matilde Gagliano

**LEVEL:** fifth-year students

**YOU NEED:** books and magazines – tourist guides – map of town – computer (preferably with Internet access) – printer – (camcorder)

English teachers never tire of stressing the importance of learning this language. We make it clear to our students from the very first years of study that this is a necessary competence for any kind of work, for travelling, using technology and many other aspects of everyday life.

Nevertheless, implementing a project involving the students' hometown, which requires the use of the linguistic competence acquired during the five years in primary school, can be useful to show the children in a practical way how this knowledge can be exploited.

Children usually prefer practice to theory and enjoy a role as protagonists where they can perform in front of other people and show everyone what they have learnt.

Apart from motivating the children to learn a foreign language, and encouraging them to write and speak in English, this project also has a second objective: *it stimulates the children to learn more about the territory where they live, their hometown, its history, traditions and art.*

This is quite an ambitious project and more suitable for fifth-year students. It can be used as an end-of-year activity to test the linguistic competence that the students have acquired during the five years at primary school. It will, of course, show the teacher what a good job has been done (or alternatively leave the teacher to wonder where all the enthusiasm and effort has evaporated to...)!

It would be advisable to programme some extra time to carry out this activity (8-10 hours should be enough) and, as it is **a cross-curricular project**, it is advisable to involve teachers of other subjects (e.g. Italian, Art, History, Computer Science) who teach the same group of children.

The project promotes *learning by doing*, and pursues both didactic and educational objectives.

Your students can:

- learn about the territory they live in and its cultural background
- find out as much as possible about legends, traditions, art and history, major monuments and tourist attractions in their hometown
- get help from reading guide books, the Internet, magazines, travel brochures
- learn some essential vocabulary necessary to describe art treasures and natural landscapes
- write about the various topics in L1 and L2
- take or find photographs and organize them with the texts to create a booklet
- speak English to discuss a chosen topic
- role play as tourist guides in class
- act as mini tour guides and try a real working experience





## STEP 1: In class



The students research the material – information and photographs – in groups or pairs. Assign a topic to each group. With the teacher's help, they summarize and organize the data to produce short descriptive texts in L1 and L2, accompanied by illustrations, to present each attraction. At the same time they should also devise an itinerary to be followed.

The computer and the printer can be used to create a brochure containing all this material.

The various sights should be arranged in the same sequence as in the planned route. Give each student a short piece of text to learn.

Organise a rehearsal where children can take turns to report to the rest of the class on the part they have worked on.

## STEP 2: Around town

When the children are ready, take them out for the sightseeing tour. Where possible, use a city sightseeing bus, with the kids hopping on and off at each stop to comment on the sights.

Ideally the class should accompany a group of foreign tourists. This is easy to arrange in major tourist resorts where tourists abound and also in coastal towns with a port where cruise ships stop. We could offer a fun – and free! – alternative to real guides. Ask the local tourist information office for help.

Where this is not possible the teacher can either involve members of the children's families in the initiative and use them in the role of tourists or arrange for another level 5 class or even a level 4 class from the same school to pretend to be tourists.

Even though family members may not understand everything being said, they will surely appreciate being able to watch the kids' performance.



### Additional ideas:

- The booklets produced can be distributed to the tourists – fake or real – to help them understand what the children are saying.
- The children can be filmed while they are performing their task as city guides. The video can be watched and commented on in class at a later date.
- The teacher can prepare a list of questions about the various sites. These questions can be distributed to the tourists who accompany the class. Asking and answering questions encourages interaction and is an important element of this project.





## Celebrate Christmas across the world through the curriculum

Cecilia Perillo

Italy is now considered a **multi-ethnic** nation because of the different ethnic groups that make up a significant portion of the population. One of the implications of this is that educationalists face new issues and questions which should be dealt with.

How should teachers be prepared to deal with multi-ethnic classes? How do we present content in such a way that it is comprehensive to **diverse cultures**? The first step may be to sensitize teachers to **cultural diversity**. Life experience, cultural backgrounds, genders, learning styles, different personalities, prior school, create "**multiculturalism**". Does this sound like your class? We generally have this mix of differences in our classes.

Teachers may benefit from receiving information about traditions in the countries of origin of the children and design teaching techniques and activities accordingly.

Children from other cultures can be divided into two groups:

- children who were born in other countries and have emigrated to Italy with their families
- children born in Italy whose parents are from another culture and who bring up their children within a non-Italian culture following closely the traditions and culture of their country of origin.

The culturally influenced learning patterns of these two groups are very different.

**Israeli** children, for example, generally criticize a teacher if they feel that something wrong is being said, while **Vietnamese** children will not talk unless called upon.

One way to handle this situation is to be open and talk about cultural differences, which will create a positive and beneficial learning environment. Pictures, maps and artefacts from the students' home countries can be used as the starting point of learning. Children need to feel safe in the classroom, where they can freely tell their stories or be encouraged to read and write about them. Having students work in small groups or pairs also gives them opportunities to share and get to know each other.

**Christmas** is a fun moment and perhaps an appropriate time to learn about another culture, but there are other major festivals which occur around the same time: the **Jewish** community celebrate Hanukkah, **Muslims** observe Ramadan and **African Americans** celebrate Kwanzaa. Ask children to talk about a festival in their country and ask questions: *What food do you eat? Do you have special dances? What do you wear?* An open discussion about other festivals, celebrations and traditions around the world creates a holiday atmosphere and stimulates interest in other cultures and is, therefore, an excellent way to introduce the topic of Christmas.

**Christmas** is the Christian festival which celebrates the birth of Jesus and people create scenes of the nativity at home or at churches. Christmas is also celebrated in non-religious ways by eating meals of turkey and Christmas pudding, sending greeting cards and giving each other presents.

I always begin by telling my own story – that is, my childhood experience of growing up in **Australia**. I use a mix of Italian and English and I tell the children about my Australian Christmas in an Italian home in Melbourne, where I was born. This, of course, includes a lot of **multicultural** aspects as my parents were both born in Italy. Our Christmas dinner was, and still is, made up of seafood barbecues, pasta dishes and special Italian sauces together with Australian Vanilla Slice and Italian panettone. This aspect of telling stories helps children to become more aware of traditions all over the world and Christmas is presented as a **relevant celebration**.



By using a map of the world the teacher can continue to talk about celebrations and traditions in other parts of the world.

The **Japanese** give gifts and eat turkey, they throw dried beans in corners of their homes for good luck. In **Poland**, 'Father Frost' brings gifts to kids and they use homemade ornaments to decorate the tree along with apples and nuts. The Polish eat *sauerkraut*, fish, potato pancakes and beef stew.

In **Brazil** New Year's Eve seems to be the favourite festival because no matter what religion you practice everybody gets together and has a big party. Everyone dresses in white and goes to the beach at night to see the fireworks and give presents to Yamanja, the goddess of the ocean.

On Christmas Day in **Ireland**, Father Christmas gives presents to children, and families place a candle in the window as a welcome sign.

In **China** children decorate stockings, which are left out so 'old Father' can fill them with gifts. Boys and girls decorate the house with red Chinese paper lanterns and watch fireworks.

Christmas in **Australia** is always about 30° Celsius which makes it rather hot! (see **Primary Times** December 2007 - Issue 28)

It doesn't matter when you celebrate, where you live, what you eat and drink or how you decorate, giving gifts seems to be a part of Christmas everywhere in the world!

Looking across the curriculum and not only the world, teachers may consider Christmas and...

**English Language Arts:** *Christmas Cards* will cover the basic English requirements including writing, grammar, spelling and punctuation and reading.

*Happy Christmas Word Hunt:* a simple activity where students work in pairs or groups and see how many words they can make from the letters in Happy Christmas (for example, thirst, party).

**Maths:** demonstrate fractions by measuring 1 cup,  $\frac{1}{2}$  cup and  $\frac{1}{4}$  cup of flour or butter to make a Christmas cake or biscuits. Do the same with teaspoon measurements of spices and sugar. Intensify learning by allowing children to taste a variety of spices. Children love to cook and eat and this provides opportunities to read, measure, weigh and observe changes caused by heating or chilling. Bring a globe to the classroom and point out the country where a particular spice or cake is grown or used.

**Christmas Maths:** make a large flat Christmas tree out of green cardboard, draw a star and cut it and put it on top of the tree, write the number 25 on the star, children make decorations to go on the tree with the number 25 represented.

*Make a Gingerbread House:* study **Geometry** when deciding what size to cut the squares, triangles, rectangles, circles, archways and other parts of the house. A follow up activity may be to talk about houses throughout the world.

**Science and History:** an ambassador, Dr. Poinsett, brought the first Poinsettia from Mexico in 1828. Mistletoe is one of Oklahoma's state flowers, and ancient Celtic people hung it over doors to send off evil spirits during the winter (the dark time).

**Social Sciences:** History, Geography, and Multi-cultural Studies are all part of family trees. Classes may like to make a family tree instead of a Christmas tree. Discuss family trees with your class, their ethnic origin and cultural heritage. Talk about family traditions and use a globe to point out where their country of origin is. Discuss Italy's old Befana, Scotland's Hogmanay and so on.

**Geography:** children find (see web reference) how Merry Christmas is said around the world and stick translations on a map.

**Art/writing:** what gift would you give to anyone in the world? Draw and describe and personalize your gift tag. This brings to an understanding of the children's family, their country, the community in which they live in, and of the world around them.

#### Website References

[www.santas.net/howmerrychristmasissaid.htm](http://www.santas.net/howmerrychristmasissaid.htm)

[www.akidsheart.com/holidays](http://www.akidsheart.com/holidays)

[www.history.com/minisite](http://www.history.com/minisite)







WORKSHEET

# Put our hands together – A Handy Wreath!

## Craft Activity

### Materials:

green cardboard, red ribbon, pencil,  
scissors and glitter glue

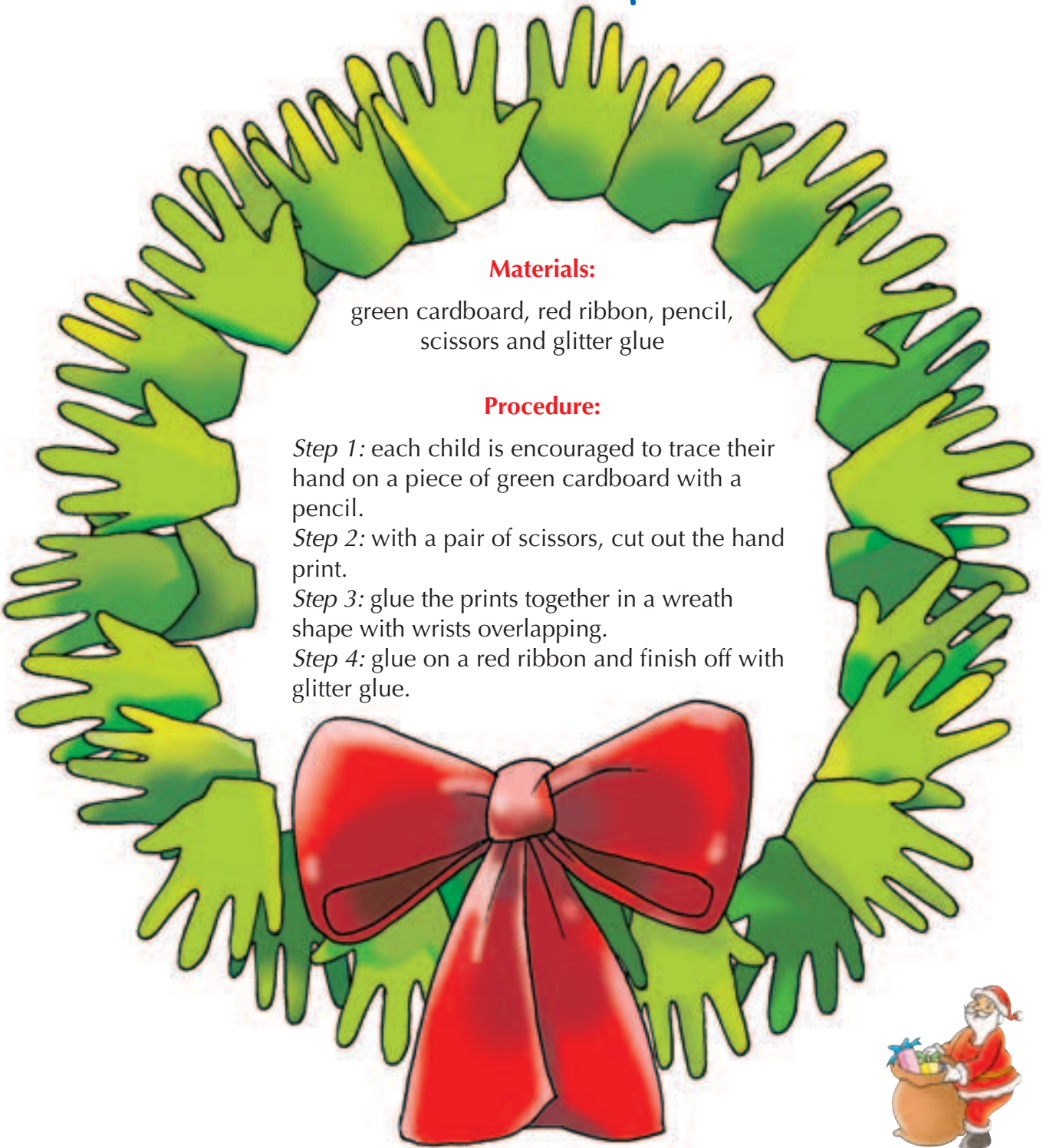
### Procedure:

*Step 1:* each child is encouraged to trace their hand on a piece of green cardboard with a pencil.

*Step 2:* with a pair of scissors, cut out the hand print.

*Step 3:* glue the prints together in a wreath shape with wrists overlapping.

*Step 4:* glue on a red ribbon and finish off with glitter glue.

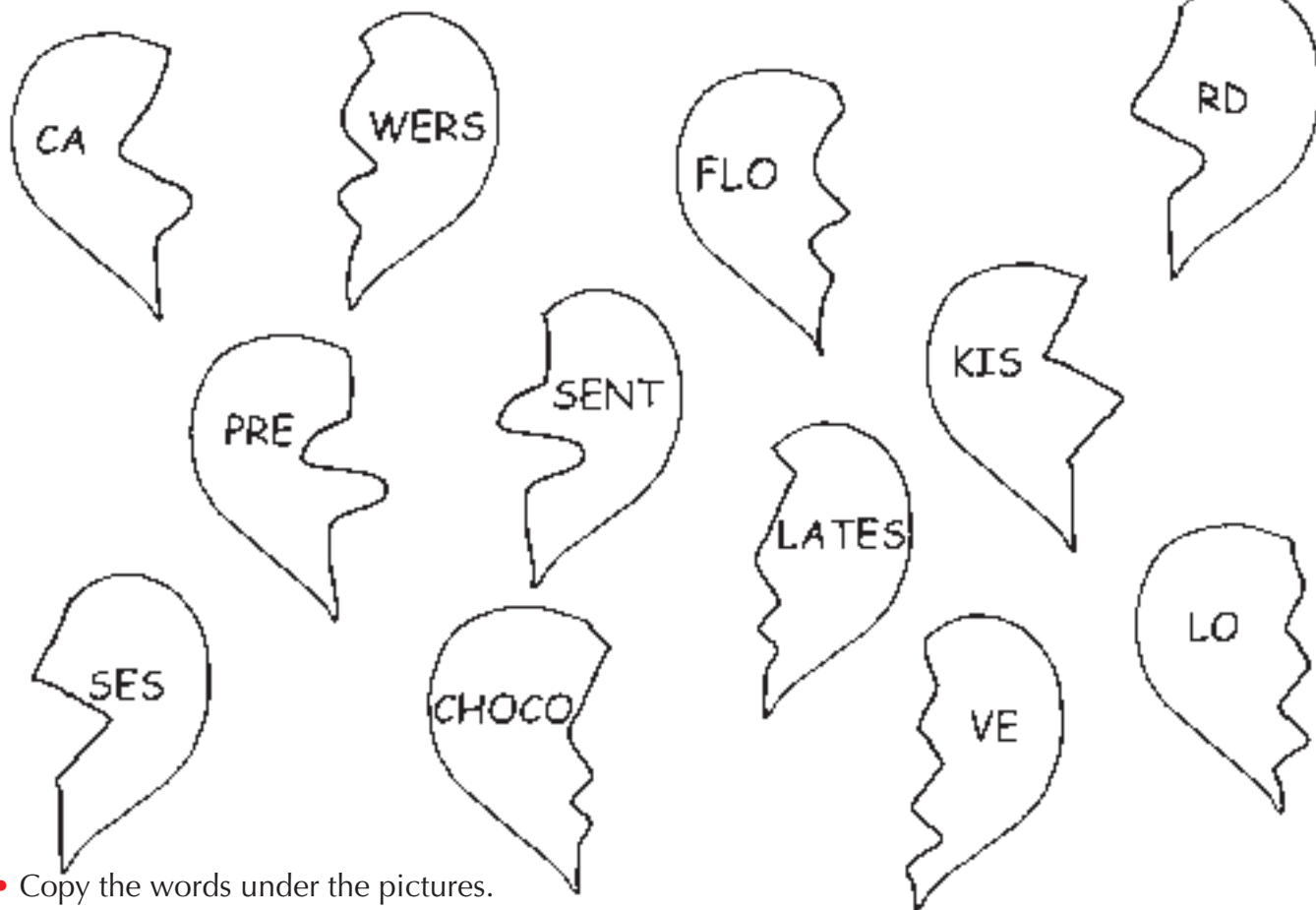




## WORKSHEET

# Valentine's Day

- Match the halves of the hearts together to make Valentine's Day words.



- Copy the words under the pictures.



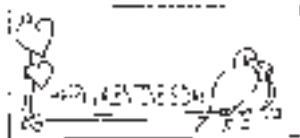
a. ....



b. ....



c. ....



e. ....



d. ....



f. ....





## WORKSHEET

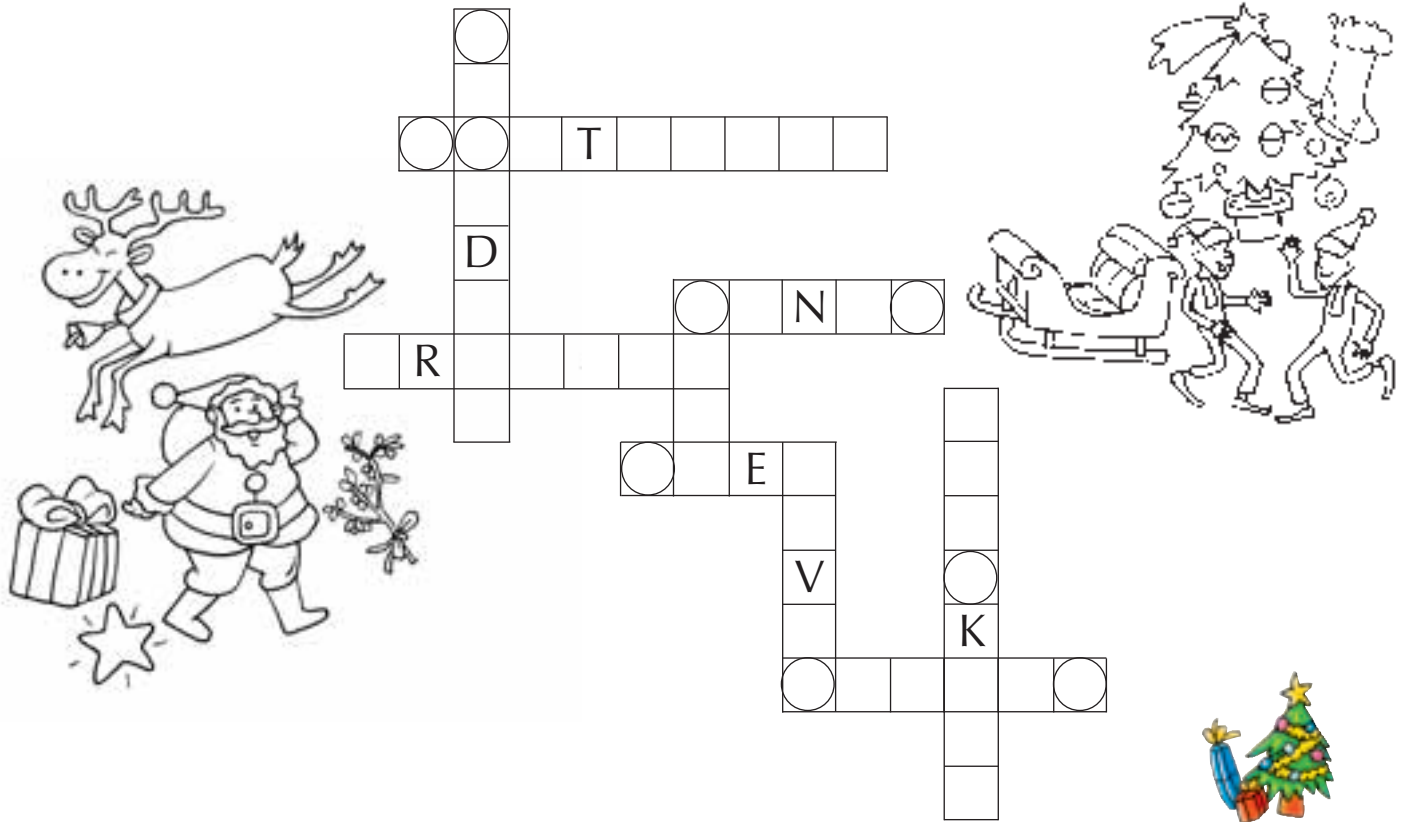
# CHRISTMAS CROSSWORD

1. Link the words and the pictures.

reindeer  
mistletoe  
present  
Santa  
star  
tree  
elves  
sleigh  
stocking



2. Complete the word puzzle.



3. Copy the letters in circles. Unscramble them to find the mystery word.



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# Kids' Corner

Giulia Abbiati

Kids' Corner is  
a special section of  
**Primary Times**  
dedicated to very  
young learners.



## Activity 1: Christmas greetings

### What you need:

- coloured cardboard
- pencil
- scissors
- paper fasteners

### What you do

1. Divide the class in small groups.
2. Give each child a different thing to do: one draws, one cuts out, one punches the holes and one prepares the paper fasteners, so that everybody will be busy at the same time.
3. Write the greetings on the blackboard and invite the children to draw the letters. Ask them to:
  - draw each letter onto a different piece of cardboard. All the letters and stars should be approximately the same size.
  - cut out the letters and stars and get them to punch holes where the letters will be clipped together.
  - clip the letter with the paper fasteners. Remind the children to read the words on the blackboard to make sure they are fastening them together in the correct sequence.
  - put a star between the words so they don't get mixed up together when you read.





## Activity 2: Make a Christmas jigsaw puzzle

### What you need:

- one kitchen sponge cloth
- white cardboard
- pencil
- coloured felt-tip pens
- sharp black pointed marker
- glue
- scissors



### What you do

1. Cut the cardboard exactly the same size as the kitchen sponge cloth.
2. Draw a Christmas scene onto the cardboard. (This could be a scene taken from the Christmas play, see article on page 19.)
3. Colour the drawing.
4. Use a pencil to draw the shapes of at least 20 jigsaw puzzle pieces onto the drawing. Trace them with the sharp pointed marker.
5. Glue the cardboard onto the sponge cloth.
6. Cut out the jigsaw puzzle pieces.
7. Work in pairs: exchange your puzzle and rebuild your partner's puzzle before he/she finishes yours!



## Activity 3: Make a hard-boiled Father Christmas...

### What you need:

- one hard-boiled egg per child
- coloured markers
- a small piece of red cardboard
- cotton wool
- pencil
- scissors
- glue

### What you do

1. Glue some cotton wool onto the top of the hard-boiled egg to make Father Christmas' hair.
2. Draw and cut out a triangle of red cardboard to make his hat.
3. Fold the triangle and glue it on the back to make a small cone.
4. Cut a length of cotton wool and glue it around the bottom of the cone.
5. Glue the hat on top of the hard-boiled egg.
6. Draw two eyes, a nose and a mouth onto the hard-boiled egg.
7. Cut and glue some cotton wool over and under the mouth of your hard-boiled Father Christmas to make his moustache and beard.

## Activity 4: ... and a hard-boiled Rudolph

### What you need:

- one hard-boiled egg per child
- brown cardboard
- red and black markers
- pencil
- glue
- scissors





### What you do

1. Draw Rudolph's horns onto the brown cardboard and cut them out.
2. Glue the horns onto the top of the hard-boiled egg.
3. Draw two eyes and a mouth with the black marker.
4. Draw Rudolph's red nose with the red marker.



### Activity 5: String phone

**Note for the teacher:** this activity can be used as a team game (teams of two children) or as a relaxing way to revise some easy sentences.

#### What you need:

- one empty plastic yoghurt pot per child (have some spare pots ready)
- long pieces of string (not less than 3 metres)



### What you do

1. The children work in pairs. Help them to punch a very small hole in the middle of the bottom of the empty yoghurt pot.
2. Thread the string through the hole on one of the pots. Ask the child to tie a large knot at the end of the string.
3. Thread the other end of the string through the hole on the bottom side of the other child's pot and tie a large knot.
4. On the blackboard write as many easy phrases as you can think of, from 'How old are you?', 'What time/day is it?' to 'Merry Christmas and a Happy New Year'.
5. Get the children to walk as far away from each other as the length of the string allows them.



6. In turn children choose a phrase from the blackboard and say it in a very low voice speaking inside the empty yoghurt pot. The other child has to listen carefully and repeat or respond to the phrase.





## Activity 6: Christmas Hunt

**Note for the teacher:** There are no winners or losers in this game.

### What you need:

- Christmas objects (such as stars, balls, tinsels, wreaths... at least two of each item)

### What you do

1. This game is best played in the gym or an empty room. In the classroom move all the tables and chairs against the walls.
2. Invite the children to help you to hang all the Christmas objects they have brought in around the classroom. Make sure that they are all hung at a height that all children can easily reach.
3. Write the names of all the objects onto the blackboard.
4. Choose one child who will be the hunter for the beginning of the game, or get the children to play a game such as 'One potato, two potatoes' to select the first hunter.
5. The hunter says the name of a Christmas object. All the children must run and touch the correct object.
6. The hunter tries to touch/catch a child.
7. If the hunter touches/catches a child who is not touching the correct object, the caught child becomes the hunter.
8. If the hunter touches/catches a child who is touching the correct object, then the hunter will be the hunter again.

## Activity 7: Make a snowman pin (or magnet)

### What you need:

- one big cosmetic cotton round pad (the ones used to remove make-up)
- orange and black markers
- two small black buttons
- glue
- one small sock
- scissors
- one coloured ribbon
- a pin or a small magnet



### What you do

1. Draw a mouth with the black marker and a carrot-orange nose with the orange marker onto the cosmetic cotton round pad.
2. Glue the buttons to make the eyes of the snowman.
3. Cut out the top of the sock. Use the sock to make a hat for the snowman.
4. Use the ribbon to tie the hat (see drawing).
5. On the back of the cosmetic cotton round pad glue the magnet or sew on the pin (with the help of an adult).
6. The hat can also be decorated with coloured felt-tip pens or by glueing on buttons, glitter, paper snowflakes etc.





## FESTIVITIES ON THE INTERNET

This is the space dedicated to Christmas on the FESTIVITIES page on our web site.

To arrive here:

- Go to [www.lang-longman.it](http://www.lang-longman.it)
- Click on Festivities: here you will find a list of all the festivities to which there are linked activities
- Click on Christmas

The materials are divided into pages with downloadable photocopyable **worksheets** to be used in class; other **materials** such as the lyrics to some Christmas carols as well as manipulative activities; **materials/mobiles** - objects to be made and hung in the classroom; **readings** - reading activities which can be photocopied and distributed in class as well as a recorded Christmas story. There is also a section with the recordings of two lesser known Christmas songs.

All the materials can be downloaded **free of charge**!

The screenshot shows the Lang Pearson Longman website interface. At the top, there is a header with the company logo and navigation links. Below the header, there is a search bar and a list of categories. The main content area is divided into several sections, including 'Christmas', 'Festivities', and 'Resources'. Each section contains a list of links to various activities and materials. At the bottom of the page, there is a footer with copyright information and a small logo.



## WORKSHEET

# Christmas storytime

Ask the children what they know about Father Christmas, where he lives, what he wears etc.

Pre-teach lexis from the story such as North Pole, reindeer, sleigh, chimney etc.

Choose a story formula:

- Distribute the pictures, ask the children to cut them up and mix them. Read the story, the children must put the pictures in the correct sequence.
- Distribute the words only. Read the story, the children must put the sentences in the correct sequence.
- Distribute the pictures, mixed up. Ask the children to put them into a sequence and write one sentence for each picture. Read the story and get the children to compare.
- Distribute the pictures and texts. Read the story and get the children to match the words and pictures.

This is Santa's house at the North Pole.

On December 24<sup>th</sup> Santa gets up very early.

He puts on a red jacket, red trousers and black boots.

He wakes up the reindeer and gives them breakfast.

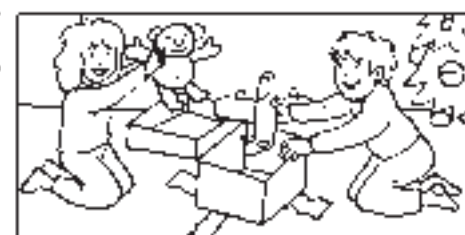
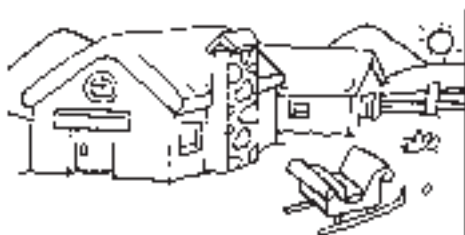
He prepares the presents for the children.

He puts the presents in his sleigh.

He flies all over the world in his sleigh.

He climbs down the chimney and puts presents under the tree.

On Christmas day the children find wonderful surprises.





# Sing and celebrate!

We haven't published the words to popular English Christmas carols for a few years.  
As well as the words, we have included a web site for each song where the music can be listened to.  
A wonderful site full of information about Christmas is at:  
<http://www.woodlands-junior.kent.sch.uk/customs/Xmas/carols/>  
This site also includes the music to many Christmas carols.



[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 prickly  
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*

[www.carols.org.uk/once\\_in\\_royal\\_davids\\_city.htm](http://www.carols.org.uk/once_in_royal_davids_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.

[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."





[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*



[www.carols.org.uk/deck\\_the\\_halls.htm](http://www.carols.org.uk/deck_the_halls.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.

[www.woodlandsjunior.kent.sch.uk/  
customs/Xmas/carols.htm](http://www.woodlandsjunior.kent.sch.uk/customs/Xmas/carols.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.





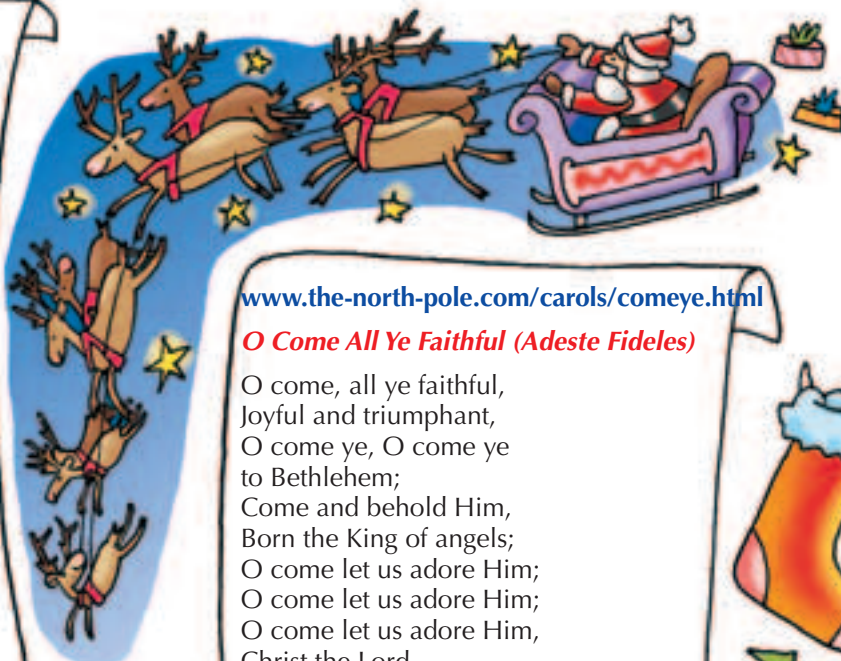
[www.carols.org.uk/silent\\_night.htm](http://www.carols.org.uk/silent_night.htm)

### *Silent Night*

Silent Night, Holy Night,  
All is calm, all is bright,  
'Round yon Virgin, Mother and Child,  
Holy Infant so tender and mild,  
Sleep in heavenly peace,  
Sleep in heavenly peace.

Silent Night, Holy Night,  
Shepherds quake at the sight,  
Glories stream from Heaven afar,  
Heavenly hosts sing Alleluia,  
Christ the Saviour is born,  
Christ the Saviour is born.

Silent Night, Holy Night,  
Son of God, love's pure light.  
Radiant beams from Thy holy face,  
With the dawn of redeeming grace.  
Jesus, Lord at Thy birth,  
Jesus, Lord at Thy birth.



[www.the-north-pole.com/carols/comeye.html](http://www.the-north-pole.com/carols/comeye.html)

### *O Come All Ye Faithful (Adeste Fideles)*

O come, all ye faithful,  
Joyful and triumphant,  
O come ye, O come ye  
to Bethlehem;  
Come and behold Him,  
Born the King of angels;  
O come let us adore Him;  
O come let us adore Him;  
O come let us adore Him,  
Christ the Lord.

Sing choirs of angels,  
Sing in exultation,  
Sing, all ye citizens of Heaven above.  
"Glory to God  
... In the Highest".  
O come let us adore Him;  
O come let us adore Him;  
O come let us adore Him,  
Christ the Lord.

[www.christmas-time.com/mdjing.htm](http://www.christmas-time.com/mdjing.htm)

### *Jingle bells*

Dashing through the snow,  
In a one-horse open sleigh,  
O'er the fields we go,  
Laughing all the way!  
Bells on bobtail ring,  
Making spirits bright,  
Oh what fun it is to ride  
and sing a sleighing song tonight!

Jingle bells, jingle bells,  
Jingle all the way!  
Oh what fun it is to ride  
In a one-horse open sleigh, hey!  
Jingle bells, jingle bells,  
Jingle all the way!  
Oh what fun it is to ride  
In a one-horse open sleigh!

[www.carols.org.uk/the\\_first\\_noel.htm](http://www.carols.org.uk/the_first_noel.htm)

### *The First Nowell (Noël)*

The first Noël the Angel did say  
Was to certain poor shepherds  
In fields as they lay,  
In fields where they lay;  
Keeping their sheep,  
On a cold winter's night  
That was so deep.  
Noël, Noël, Noël, Noël,  
Born is the King of Israel.

They looked up and saw a star  
Shining in the East beyond them far,  
And to the earth it gave great light,  
And so it continued both day and night.  
Noël, Noël, Noël, Noël,  
Born is the King of Israel.

[www.carols.org.uk/white\\_christmas.htm](http://www.carols.org.uk/white_christmas.htm)

### *White Christmas*

I'm dreaming of a white Christmas  
Just like the ones I used to know.  
Where the treetops glisten and children listen  
to hear sleigh bells in the snow.  
I'm dreaming of a white Christmas  
With every Christmas card I write.  
May your days be merry and bright  
And may all your Christmases be white.







## WORKSHEET

# A Christmas song The twelve days of Christmas

This traditional Christmas song is very popular. Ask the children to listen to the song, to number the pictures in the correct sequence and then to colour them.

The music to this song can be found at:

[http://www.carols.org.uk/the\\_twelve\\_days\\_of\\_christmas.htm](http://www.carols.org.uk/the_twelve_days_of_christmas.htm)

Very interesting background information on this song can be found at:

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

*On the first day of Christmas my true love sent to me a partridge in a pear tree.*

*On the second day of Christmas my true love sent to me two turtle doves and a partridge in a pear tree.*

*On the third day of Christmas my true love sent to me three French hens, two turtle doves and a partridge in a pear tree.*

*On the fourth day of Christmas my true love sent to me four calling birds, three French hens, two turtle doves...*

*On the fifth day of Christmas my true love sent to me five gold rings, four calling birds, three French hens...*

*On the sixth day of Christmas my true love sent to me six geese a-laying, five gold rings...*

*On the seventh day of Christmas my true love sent to me seven swans a-swimming, six geese a-laying...*

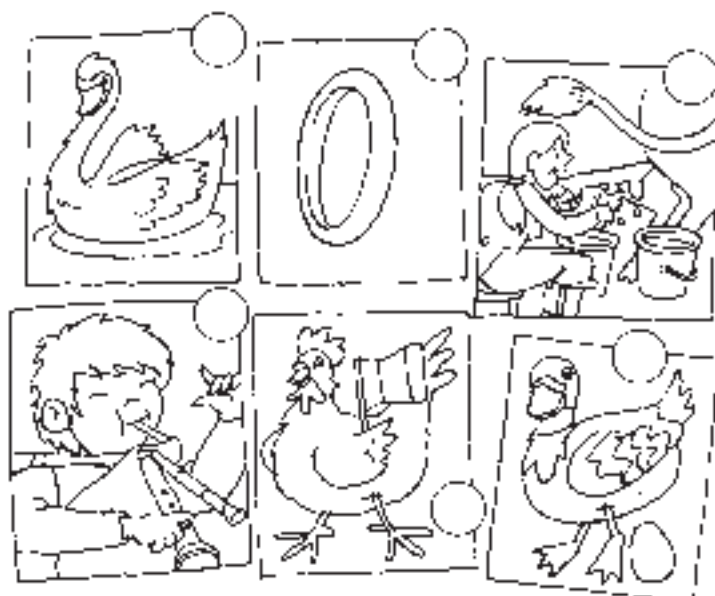
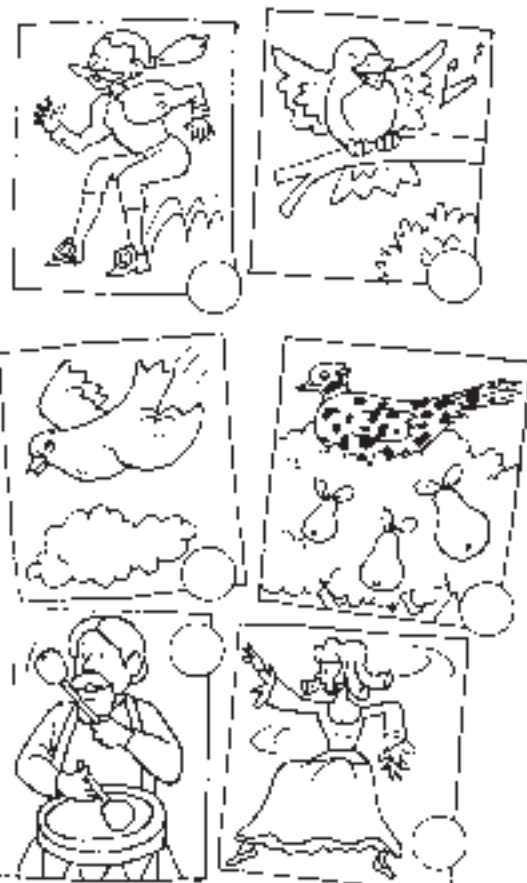
*On the eighth day of Christmas my true love sent to me eight maids a-milking, seven swans a-swimming...*

*On the ninth day of Christmas my true love sent to me nine ladies dancing, eight maids a-milking...*

*On the tenth day of Christmas my true love sent to me ten lords a-leaping,  
nine ladies dancing...*

*On the eleventh day of Christmas my true love sent to me eleven pipers  
piping, ten lords a-leaping...*

*On the twelfth day of Christmas my true love sent to me twelve drummers  
drumming, eleven pipers piping...*





# Putting on a Christmas play

Giulia Abbiati

We all know that children learn a lot if they are actively involved in the learning process. So what could be better than putting on a play to get everybody in the class involved?

Producing a play at Christmas time is a perfect opportunity for the children to show off the English language they have learnt and for their families to appreciate the children's progress, all in a relaxed and informal context.

When we think about putting on a Christmas play, many of us think of religious contexts, which can cause some problems nowadays in multiethnic and multi-religious classes. There are, however, many non-religious themes at Christmas, the most popular is that of Father Christmas and his elves and reindeer.

This theme also gives the opportunity for the whole class to play a role as, although there is only one Father Christmas (and his wife?), there are nine reindeer and as many elves as are required! Once the topic of the play is chosen, texts can be found on the Internet, in specialised books or written by the teacher and/or the class.

One suggestion is that, keeping in mind the level of the pupils, the teacher writes the play with the children. In this case the creation of the story will be spread over a series of lessons. Some ideas for possible plots are included at the end of this article.

Firstly, in L1 get the children to tell you all the different stories they know about Father Christmas. Choose one of the stories, especially one with some funny ideas. When all the children agree on the plot, expressions in the English language can be introduced.

On the blackboard write all the Christmas words the children will need and, in turn, ask each pupil to go to the blackboard and write a sentence. Get all the children in the class to write a sentence, always keeping the plot in mind. If there are time-pressures, the plot can be agreed with the children and the sentences written by the teacher.

When the story is complete, allocate parts to each of the children. Remember not to give the longest or most difficult parts to the best pupils: the play should be a challenge and the weakest children in the class should learn that they can take leading roles too. More importantly, the strongest pupils should learn that every role is a good role!

When all the parts have been allocated and the text is complete, rehearsals can begin.

How else can the children be involved? Scenery needs to be designed, made and painted – costumes need to be made – music needs to be chosen. The more responsibility given to the children, the more the project will seem like a REAL theatrical play!

Invite the children's families and other classes in the school to watch the children perform the play.

As well as the children's imagination, the teacher will also need cardboard, felt-tip pens, cloth for the reindeer and Father Christmas... check all the Christmas issues of **LANG Primary/Primary Times** on [www.lang-longman.it](http://www.lang-longman.it) to find templates and instructions for clothes, horns and so on. Another source is **Super Sunny Days Theatre Book** for instructions on how to make clothes!



## A FEW SUGGESTIONS...

Write short, simple sentences for the children to memorise. Use the same words often so that children can learn and remember them. Write all the Christmas words onto pieces of paper and stick them around the classroom so that children will have the possibility to read them every time they look around. Get the children to create a Christmas poster/picture dictionary with all the Christmas words such as: Father Christmas, presents, lights, elves, reindeer, sleigh etc.



With the children, choose some gestures that will be used if they forget their lines. They will feel like real actors and feel more committed to the play!

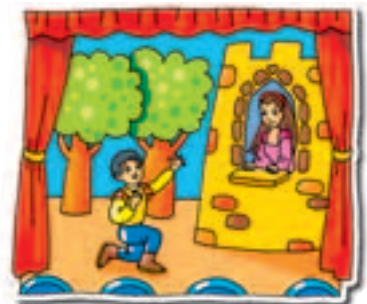
Help the children to create scenery and costumes. Do not hesitate to ask other teachers or parents for help: the more people involved in the creation of the performance, the better the end product – the play – will be!

Give a name to each elf, nobody wants to be Elf 1 or Elf 2, but everybody will be happy to be Galadriel, Elwing, Arandel... You can easily find the names of the “real” elves from literature or on the Internet!

Remember the names of the reindeer: Rudolph, Dancer, Dasher, Prancer, Vixen, Comet, Cupid, Donner, Blitzen.

Ask the children to invent a detail, something particular, for each character. For example: a small red heart for Cupid the reindeer, a small star for Comet and so on.

Children often like to change serious things (as serious as Father Christmas can be!) into funny things, so why not give them the chance to make fun of Father Christmas and the elves?



### What if...

- ... Father Christmas catches flu the night before Christmas?
- ... Rudolph, the red-nosed reindeer, can't remember how to fly?
- ... The elves run out of raw material to make toys?
- ... The sleigh breaks down and Father Christmas has to borrow his neighbour's motorbike?
- ... The elves are on strike and Father Christmas has to do everything by himself?
- ... Father Christmas doesn't remember who he is, he thinks he's just a nice, red-clothed retired man?
- ... Father Christmas (or the reindeer) is afraid to fly?
- ... Father Christmas is touring the world with his brand new rock band (Father Christmas and the Elves...) and forgets to bring presents to the children?
- ... The Elves make mistakes when reading the letters that children sent to Father Christmas and so he gives the wrong presents. For example, a girl who wanted a dog gets a bag, a boy who wanted a train gets a brain. An interesting exercise for the children is to get them to make a list of words that can be confused (dog – bag; train – brain etc).





**CLIL**



*Sarah Gudgeon*

If some readers are looking at the title and wondering what on earth it means, then you're not alone; although many teachers incorporate CLIL into their lessons and perhaps even use a course book that advocates this approach, they are often not fully aware of its origins and implications.

Let's start by looking at the acronym itself; CLIL stands for **Content and Language Integrated Learning**. It is a term that was used first in 1994 by David Marsh and Anne Maljers to explain the idea that a second language can be taught through other subjects with the dual objective of improving language skills and widening subject knowledge. In the context of the Italian primary school this would mean using English to do a lesson on Maths or Geography, for example.

The benefits of this methodology are enormous for both the students and the teacher. By getting away from the nuts and bolts of the language the emphasis shifts to functional English and allows children to express themselves more naturally and in a wider range of situations. Children who perhaps struggle with the grammatical complexity of the language, and therefore turn away from English, can be re-motivated if the lesson is based around a subject in which they excel, such as History.

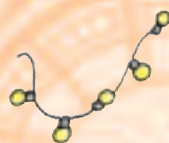
Lessons can take on a whole new exciting dimension when the choice of materials comes from across the curriculum rather than just the standard topics of, for example, food and sports. Indeed these topics can still be covered and then expanded to encompass the wider areas of Science, in the case of food and sports, looking at how certain foods and activities can benefit the human body.

This freedom to diversify can also act as an inspiration to teachers and encourage them to seek out and use new materials that will appeal to their students. In terms of children's general primary education, CLIL gives teachers the opportunity to work together and, through a more holistic approach, contribute to the overall progress of their students. By regularly exchanging information with other teachers it is possible to set up a system of subject recycling and consolidation within the school from which the children can only benefit.

Another important point is that the English primary school teacher is often specialised in another core subject, not the English language, and the CLIL approach means that they can use this knowledge and expertise in the English classroom, which will perhaps give them added confidence and passion.

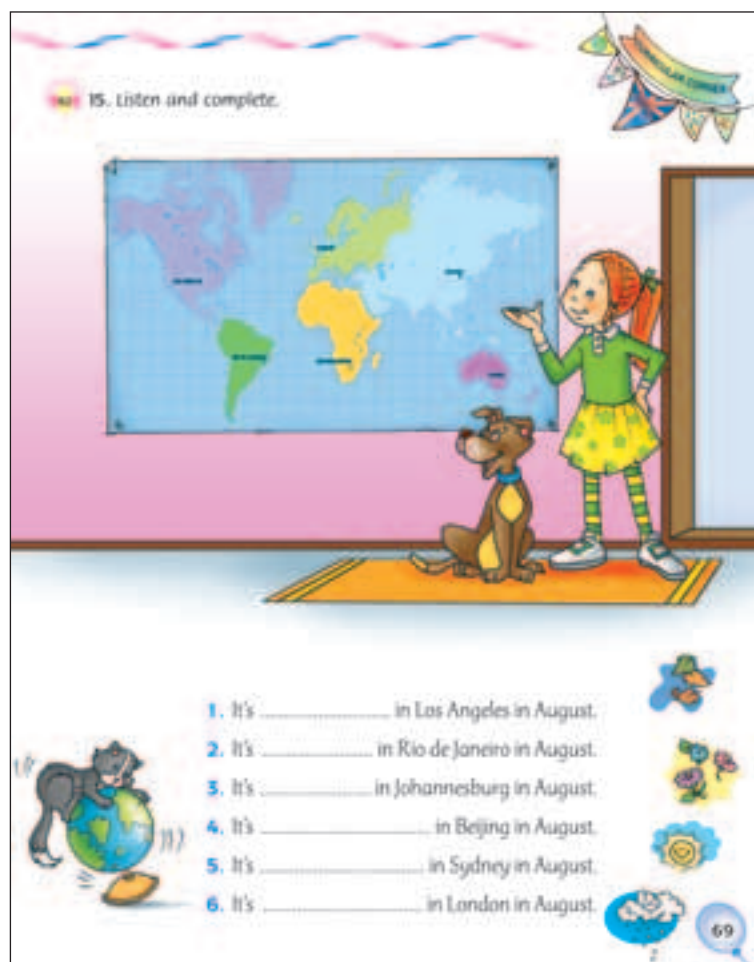
Of course, teachers cannot be specialised in all subject areas and a common fear is that they will be ill-equipped to do a lesson in English on a topic of which they have very little knowledge. At this stage it should be pointed out that CLIL primary school materials require very little preparation by the teacher and that, if in doubt, it is very quick and easy to do a background Internet search.

With regards to materials and how to use them, they can be found in many **LANG-Longman** publications such as *Primary Teaching Files* and the *English Roundabout* series. At the end of every



unit in *English Roundabout* there is Curricular Corner. The aim of Curricular Corner is to recycle and consolidate some of the key structures and lexis presented in that particular unit but through a different curricular subject.

Let's look at a concrete example:



In this unit the two lexical sets are the months of the year and the weather (it is + adjective). Therefore, Curricular Corner is focused on this vocabulary with the additional geographical element of cities around the world. This is simply a 'listen and complete' exercise and so essentially the teacher is not required to do any additional planning. However, to get the most out of it, it would be a good idea to take in a globe or a map and ask the children to point to the different cities. To help them gain a further understanding of their own reality, you could ask them to find Italy and point to their city on the map. If you have any children in the class who are from other countries, then again ask them to point out their city. You could further the cultural exchange by getting the children to ask each other what the weather is like in their respective countries in August. Of course, it is possible that some L1 could creep in at this stage, but try to keep it to a minimum by writing key functional language on the board and getting children to refer back to it.

If you want to take it one step further, you could set up a mini-project and get the children do a country profile including information such as capital city, languages spoken, weather and food etc. This could even be done over the holidays (this Curricular Corner is from the last unit of *English Roundabout* Student's Book 3) and in this way, apart from the obvious recycling and consolidation, it would also pave the way for the first unit of the Year 4 course book which introduces more countries and weather adjectives.

In conclusion, the CLIL approach can be adopted with varying degrees of involvement, depending on the teacher, on the responsiveness of the children and on the time available but whether it be used a little or a lot, it is sure to be an enjoyable addition to any English lesson.

## References:

Tennant, A. ESP bank: CLIL-tips 1, 2, 3



PROJECTS FOR  
CLASS AND TEACHER

# Class project My Family

Our continued thanks for all the wonderful postcards produced for the past few projects. We hope that the children liked the gifts that we gave them as a token of our appreciation (as well as a stimulus for encouraging the children to participate!).

The project for this issue gives the teacher the opportunity to introduce the expressions of height, weight and occupations,

language the children will immediately NEED to complete the project. Ask the children to describe each member of their family using words and expressions of physical description and colour. This is an opportunity to teach the expressions of height and weight. In level 5 classes, the children can also be asked to include the occupations of the adults.

## CLASS Project – December 2008 – Issue 31

On one side of an A4 paper each child must draw a coloured picture of the members of his or her family including grandparents and cousins. **Invite them to also include a special friend.** On the back of the picture they must write a description of each person including height and weight (approximate!), hair and eye colour, clothes etc. A4 size paper is recommended. Should the reverse side of the paper be unusable, get the children to write the descriptions on a different sheet. All the written language must be in English and physically written by the children. Teachers are asked **not** to correct or re-write the sentences produced by the children.

**Each child who takes part in this project will receive a box of six coloured pencils.**  
**It will be useful for teacher to know that all the children in a class have the same coloured pencils.**



## CLASS Project – Primary Times 30 (October 2008)

**Project materials must arrive in our offices by the end of December. There may still be time to get your children to do this project and receive a fantastic poster!**

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

**Primary Times, Class Project – Issue 31**  
**Pearson Paravia Bruno Mondadori S.p.A., Corso Trapani 16**  
**10139 Torino**

**The materials should arrive in our offices by 07.03.2009.**

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

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

31

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

Address \_\_\_\_\_

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

E-mail \_\_\_\_\_ @ \_\_\_\_\_

Name of teacher \_\_\_\_\_

Number of children presenting their illustrations and texts \_\_\_\_\_

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



## END NOTES

The most popular annual festive season is upon us. As the Christmas season becomes more and more commercialised, it acquires visibility in shops and in the press from October to December. This gives the teacher a longer period in which the children are full of enthusiasm for the season and therefore more disposed to react enthusiastically to materials with a Christmas theme. Extra materials can be found in old coursebooks and in previous December issues of **LANG Primary/Primary Times** which can be found on [www-lang-longman.it](http://www-lang-longman.it). Also on our web site the teacher can find downloadable worksheets with a Christmas flavour as well as others featuring other festivities (see page 13). There are also many other web sites which give varied information about the season. We especially recommend <http://www.woodlands-junior.kent.sch.uk/customs/Xmas/index.html>. Remember to include the non-Christians in your class when the Christmas season is discussed (see the article on page 4 and the many non-religious Christmas activities in this issue).

If you have not already sent us your email address or have recently changed address, please send an email message with the subject **EMAIL** to:

**primary@lang-longman.it**

The next issue of **Primary Times** will be published in March 2009 and will hopefully arrive well before the Easter season.

### IMPORTANT NOTICE

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

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