



Education and Culture DG

Lifelong Learning Programme
COMENIUS

Correspondences



in

Primary School



Introduction:

Correspondences

Intercultural learning should be a strong component of learning English at schools. Correspondences enrich pupils' foreign language learning and provide them with a variety of different, intercultural experiences.

They allow pupils to put their knowledge of the foreign language into practice in a realistic situation, and by doing so, increase their motivation to participate in lessons.

In order to have a successful correspondence it is helpful to consider certain points:

- The children should know the topics so that they are able to read and understand the letters.
- The letters shouldn't be too long.
- It is very important to encourage the children to write as properly as they can. It is very disappointing when they can't read their letters because of a bad handwriting.
- The children are always very delighted when they receive the colourful and creative decorated letters of their pen-friends. This is a good motivation to answer in the same way.
- Too many letters in a school-year could reduce their enthusiasm. It might become a routine in the daily school-life. The same when they have to wait many months for a reply.

We have made good experience with the following:

4 letters and 2 cards per school-year

first letter : between summer holidays and autumn

second letter: between autumn and winter holidays + a Christmas card

third letter : between winter holidays and Easter + an Easter card

fourth letter : between Easter and summer holidays

Beginning of the correspondence

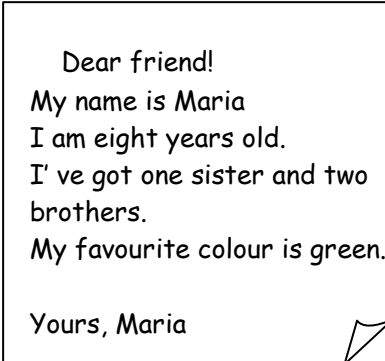
First letter:

In the first letter the children get to know each other. That means the child writes about

- + name
- + age
- + brothers and sisters
- + favourite colour / pet

The teacher who starts tells the children to begin the letters with “Dear friend”.

example:



Dear friend!
My name is Maria
I am eight years old.
I've got one sister and two
brothers.
My favourite colour is green.

Yours, Maria

She also sends a **list of the class** with the names marked “female” and “male”. Then you can see who is a girl (f) and who is a boy (m). This is very useful because sometimes you are not able to identify it by the name.

Mostly the class you will write to won't have the same number of pupils. So it will be necessary that one child will have got two pen-friends.

The teacher who answers gives a letter to every pupil and sends the **class-list** back to the partner teacher so that she / he can check who is writing to whom.

(Andrea Müller (f): Lorenzo Rossi (m)_____)

It is very important to make sure that every pupil writes a letter. In case one child is ill either the teacher or another pupil should write the letter. This way the pen-friend can receive a letter, too.

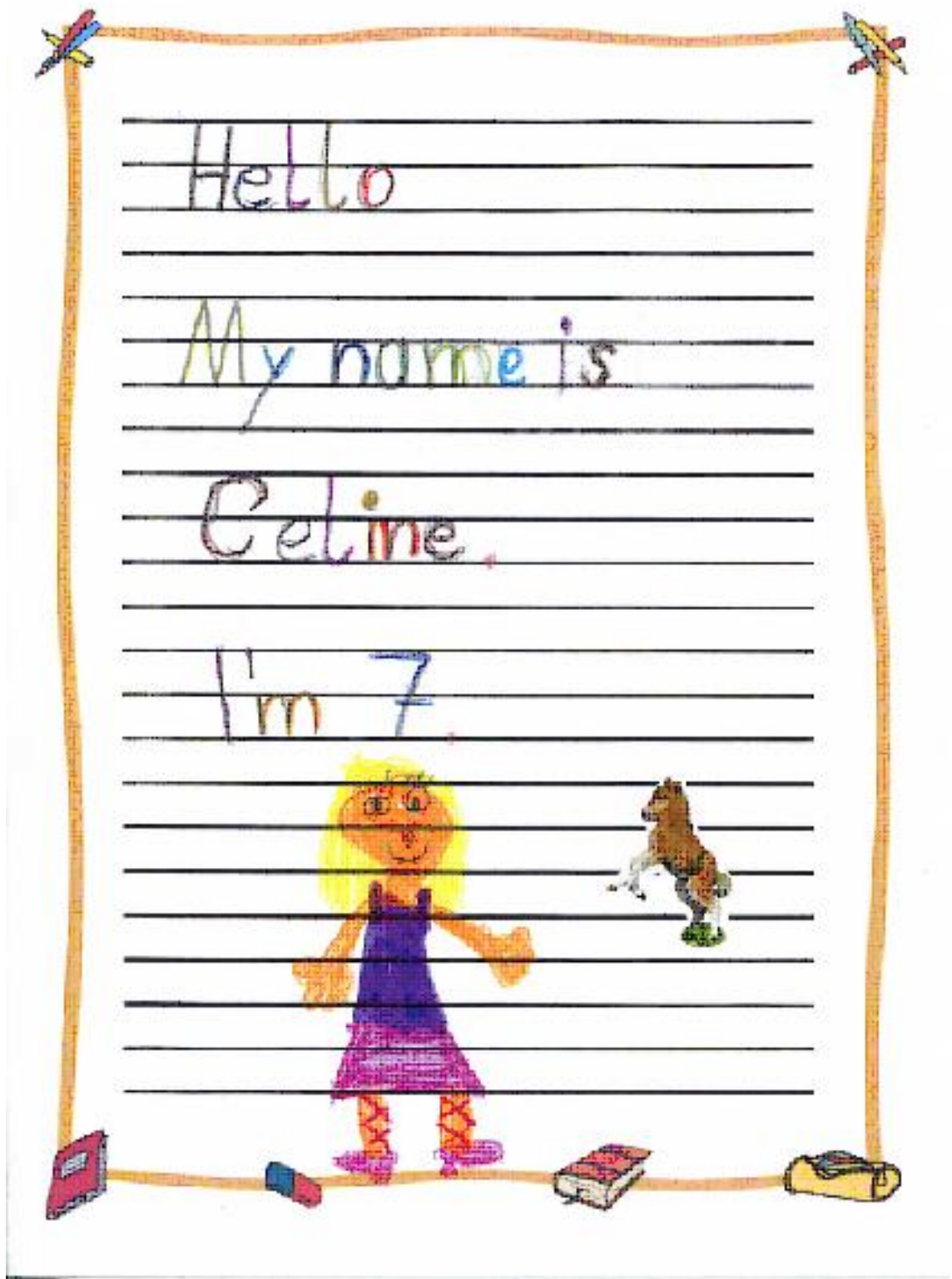
The following letters

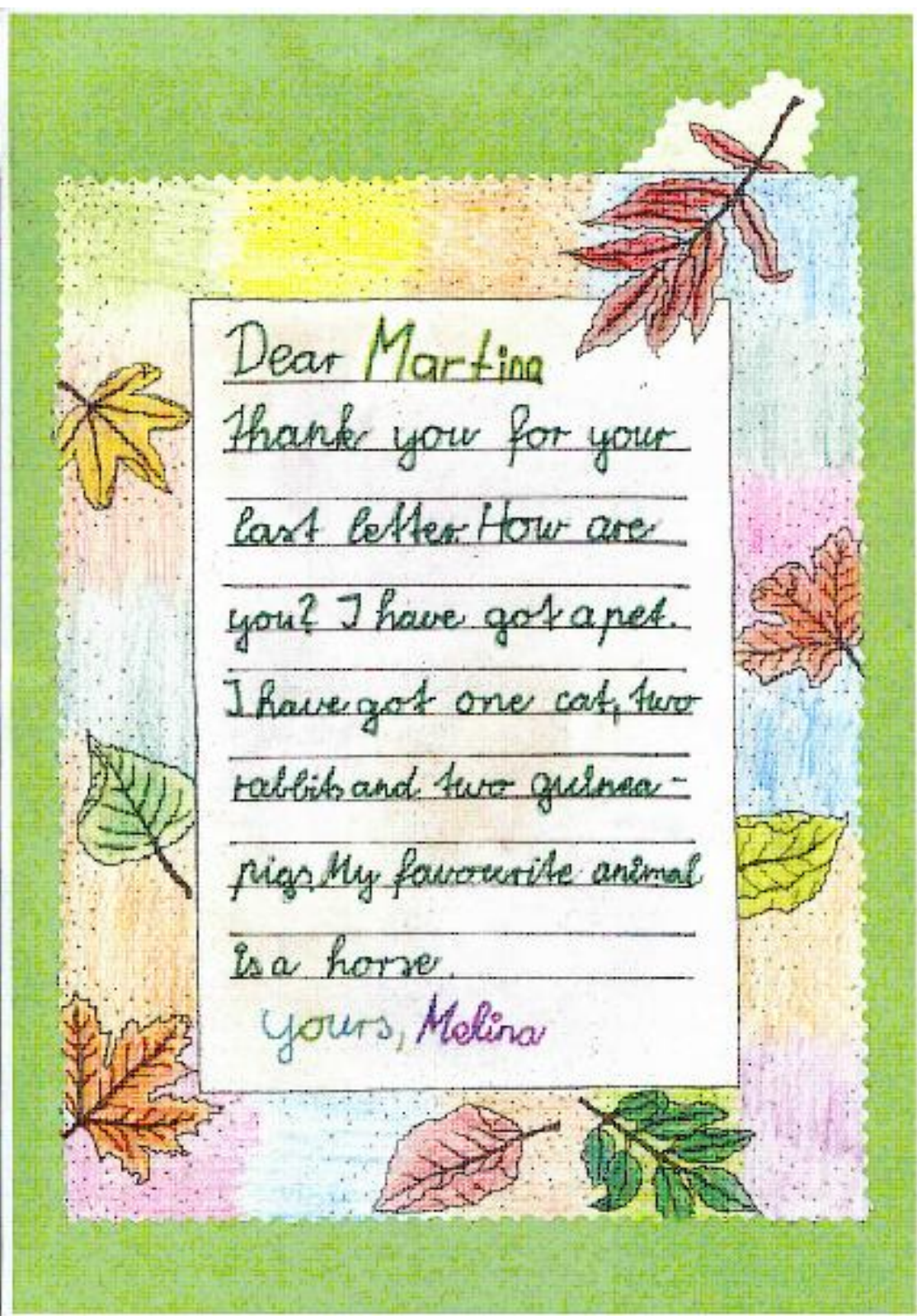
A photo of the partner pupil is sent in the second letter (not before). So there is no opportunity for the children to choose their pen-friends because of the photos.

Here are some possible topics for the following letters:

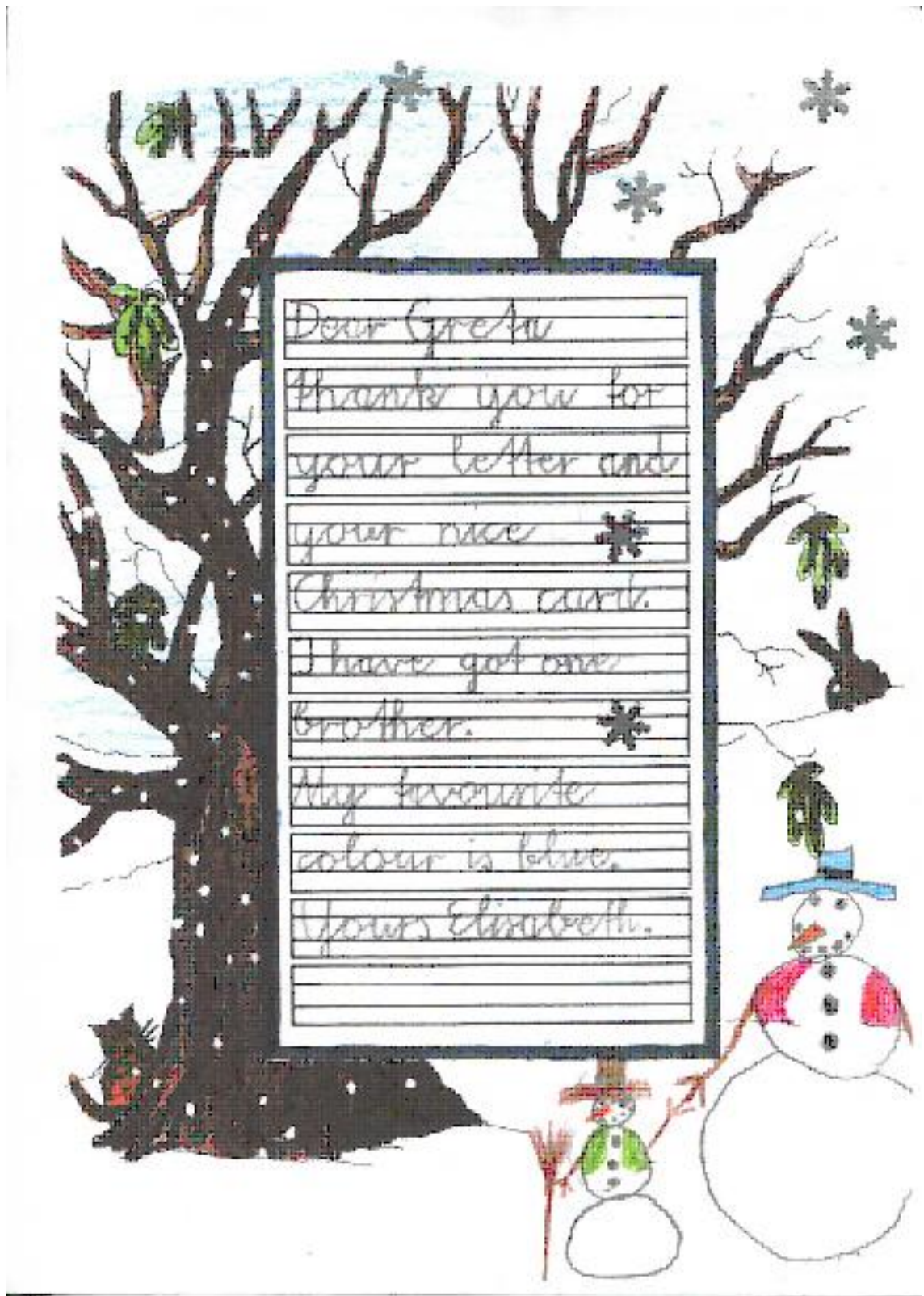
- + Likes / dislikes (favourite colour, favourite animal, favourite snack / drink)
- + School / Timetable
- + My town
- + Food (Fruit, vegetables.)
- + My pet
- + Hobbies
- +Christmas time / Easter
- + Festivals (Hallowe'en, Carnival..)







Dear Martina
Thank you for your
last letter. How are
you? I have got a pet.
I have got one cat, two
rabbits and two guinea-
pigs. My favourite animal
is a horse.
Yours, Melina



Dear Raquel

My name is Luisa.

I'm 9.

How old are you?

I live in Gladenbach, a little town near Frankfurt.

My hair is brown.

My eyes are brown.

yours Luisa



www.kidsweb.de