

Write Away!



celebrating
children's writing
in Primary Languages

Write Away!



Issue 4

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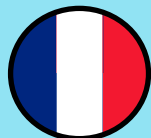


Editor

Clare Seccombe

Welcome to the first issue of *Write Away!* for 2020!

I hope you enjoy seeing and reading what everyone has been doing in their language lessons and learning some words in new languages. Thankyou to all the students and teachers who submitted their work for this issue. I've loved looking at them all, and choosing the final pieces has been a difficult task. Don't forget to look out for this issue's Editor's Pick and guest language. Tot ziens!



French

page 1



Spanish

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Teachers' Corner

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Puzzle Corner

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Our guest language for this issue is Dutch.

Dutch is a West Germanic language spoken by about 24 million people as their first language and by about 5 million people as a second language.

Dutch is mainly spoken in the Netherlands and Belgium. It's also spoken in Suriname, Aruba, Curaçao and Sint Maarten. Afrikaans, spoken in South Africa and Namibia, is an evolution of Dutch which is spoken by about 16 million people. Flemish (spoken in Belgium) is also a variant of Dutch.

hallo

dag

hoe gaat het met jou?

nee

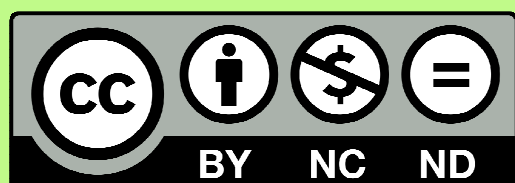
Nederlands

bedankt

tot ziens

alsjeblieft

ja
mijn naam is Paula

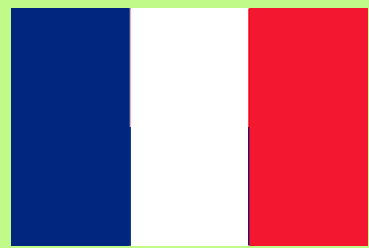


Ma maman

by

Roseanna


Year 6, South Walsham



français


Vocabulaire

bien	<i>good</i>
comme	<i>like</i>
elle est	<i>she is</i>
fée (f.)	<i>fairy</i>
flamant (m.)	<i>flamingo</i>
fleur (f.)	<i>flower</i>
inoubliable	<i>unforgettable</i>
joli	<i>pretty</i>
lever du soleil (m.)	<i>sunrise</i>
ma	<i>my (f.)</i>
maman (f.)	<i>mum</i>
parfait	<i>perfect</i>
rose	<i>pink</i>

Ma Maman 

Elle est bien ma maman!

Elle est Féminine comme un Flamant rose,

Elle est jolie comme une fée, 

Elle est parfaite comme une fleur,

Elle est inoubliable comme le lever du soleil.

Elle est bien ma maman!

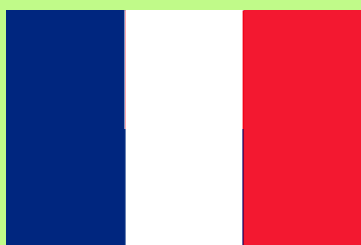


Editor's
Pick

I love the similes you have created with your careful choice of nouns and adjectives. Line 5 is my particular favourite. Roseanna, c'est génial!

een

1



Mon copain

by

Felix

Year 6, South Walsham

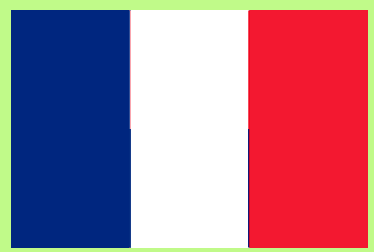
français

Vocabulaire

bête	<i>stupid</i>
bien	<i>good</i>
chic	<i>stylish</i>
chinois	<i>Chinese</i>
comme	<i>like</i>
copain (m.)	<i>friend</i>
couchage (m.)	<i>bedding</i>
dégoûtant	<i>disgusting</i>
deux	<i>two</i>
enterrement (m.)	<i>funeral</i>
fort	<i>loud, strong</i>
homme (m.)	<i>man</i>
il est	<i>he is</i>
mon	<i>my (m.)</i>
nouilles (f.pl.)	<i>noodles</i>
poulet (m.)	<i>chicken</i>
souris (f.)	<i>mouse</i>

Il est bien, mon copain.
Il est bête comme une poulet.
Il est Chinois comme les nouilles.
Il est dégoûtant comme numero deux.
Il est chic comme le couchage.
Il est fort comme un mega phone.
Il est intelligent comme homme.
Il est grièvement comme un enterrement.
Il est goné comme une banane.
Il est comme souris.





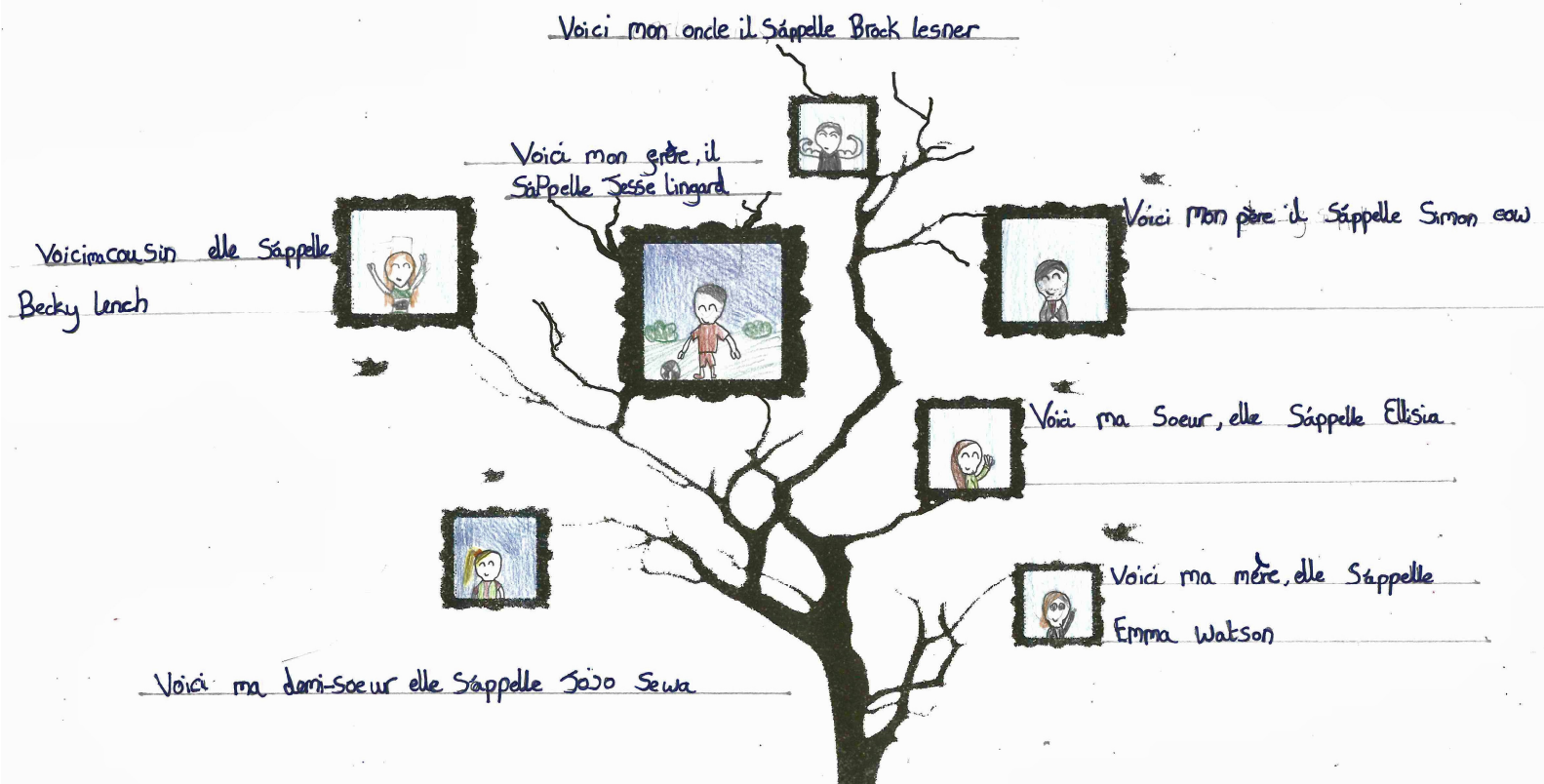
français

Ma famille idéale

by

Evie

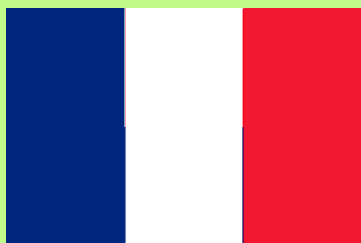
Year 4, Luton



Vocabulaire

cousine (f.)	<i>cousin (girl)</i>	il s'appelle	<i>he is called</i>	oncle (m.)	<i>uncle</i>
demi-soeur (f.)	<i>stepsister</i>	ma	<i>my (f.)</i>	père (m.)	<i>father</i>
elle s'appelle	<i>she is called</i>	mère (f.)	<i>mother</i>	soeur (f.)	<i>sister</i>
frère (m.)	<i>brother</i>	mon	<i>my (m.)</i>	voici	<i>here is</i>





Les Animaux de la Forêt Tropicale

by

Anya

Year 3, Wolverton

français

Vocabulaire

dans	<i>in</i>
forêt tropicale (f.)	<i>rainforest</i>
grand	<i>big</i>
j'habite	<i>I live</i>
je suis	<i>I am</i>
tapis forestier (m.)	<i>forest floor</i>



Je suis un jaguar
j'habite dans la forêt
tropicale, le tapis forestier.
Je suis grand.

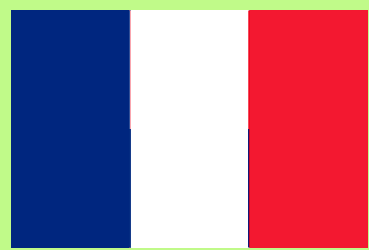


Les Animaux de la Forêt Tropicale

by

Dahlia

Year 3, Wolverton



français

Vocabulaire

canopée (f.) *canopy*

dans *in*

et *and*

forêt tropicale (f.)
rainforest

grand *big*

j'habite *I live*

je suis *I am*

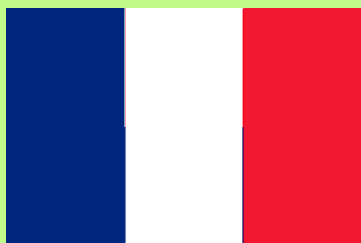
rouge *red*

vert *green*



Je suis un toucan.
J'habite dans la forêt
tropicale, dans la canopée.
Je suis grand et Je suis
rouge et vert





Les Animaux de la Forêt Tropicale

by

Hannah

Year 3, Wolverton

français

Vocabulaire

dans	<i>in</i>
et	<i>and</i>
forêt tropicale (f.)	<i>rainforest</i>
grand	<i>big</i>
jaune	<i>yellow</i>
j'habite	<i>I live</i>
je suis	<i>I am</i>
serpent (m.)	<i>snake</i>
sous-étage (m.)	<i>understory</i>
vert	<i>green</i>



Je suis un serpent. J'habite dans
la forêt tropicale, dans le sous-
étage. Je suis grand et vert et
jaune.

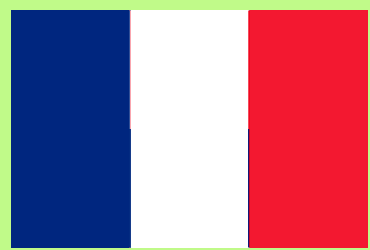


La pollution

by

Mia

Year 4, London



français

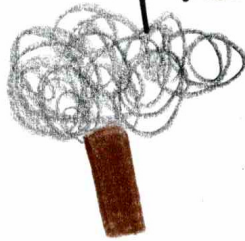
Vocabulaire

affiche (f.)	<i>poster</i>
bruit (m.)	<i>noise</i>
de	<i>of</i>
déchet (m.)	<i>waste</i>
eau (f.)	<i>water</i>
fumée (f.)	<i>smoke</i>
lumière (f.)	<i>light</i>
lumineux	<i>light</i>
sonore	<i>sound</i>
visual	<i>visual</i>

1. L'affiche cause la pollution visuelle.



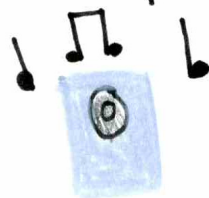
2. La fumée cause la pollution de l'air.



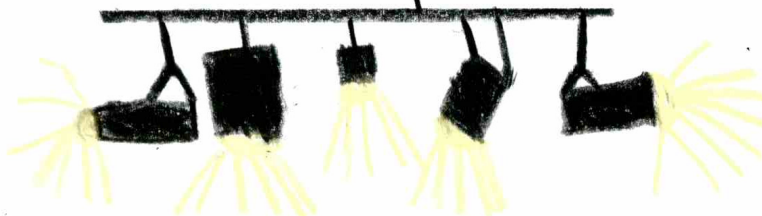
3. Le déchet cause la pollution de l'eau.

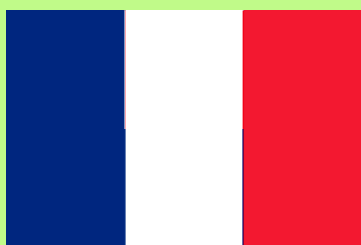


4. Le bruit cause la pollution sonore.



5. La lumière cause la pollution lumineuse.





français

En ville

by

Olivia

Year 5, Kings Bromley

Au centre, il y a un supermarché énorme. À droite, au coin, il y a une petite poste et à gauche, au coin il y a une grande boucherie. Proche de la boucherie, il y a une ferme et à droite, il y a l'école. Derrière l'école, il y a la banque et à gauche, et à gauche il y a le parc d'attractions.

Vocabulaire

		boucherie (f.)	<i>butcher's</i>	grand	<i>big</i>
à droite	<i>on the right</i>	derrière	<i>behind</i>	il y a	<i>there is/are</i>
à gauche	<i>on the left</i>	école (f.)	<i>school</i>	parc d'attractions (m.)	<i>theme park</i>
au centre	<i>in the centre</i>	énorme	<i>enormous</i>	petit	<i>small</i>
au coin	<i>on the corner</i>	et	<i>and</i>	poste (f.)	<i>post office</i>
banque (f.)	<i>bank</i>	ferme (f.)	<i>farm</i>	proche de	<i>near</i>
				supermarché (m.)	<i>supermarket</i>



El delfín

by

Beatrice

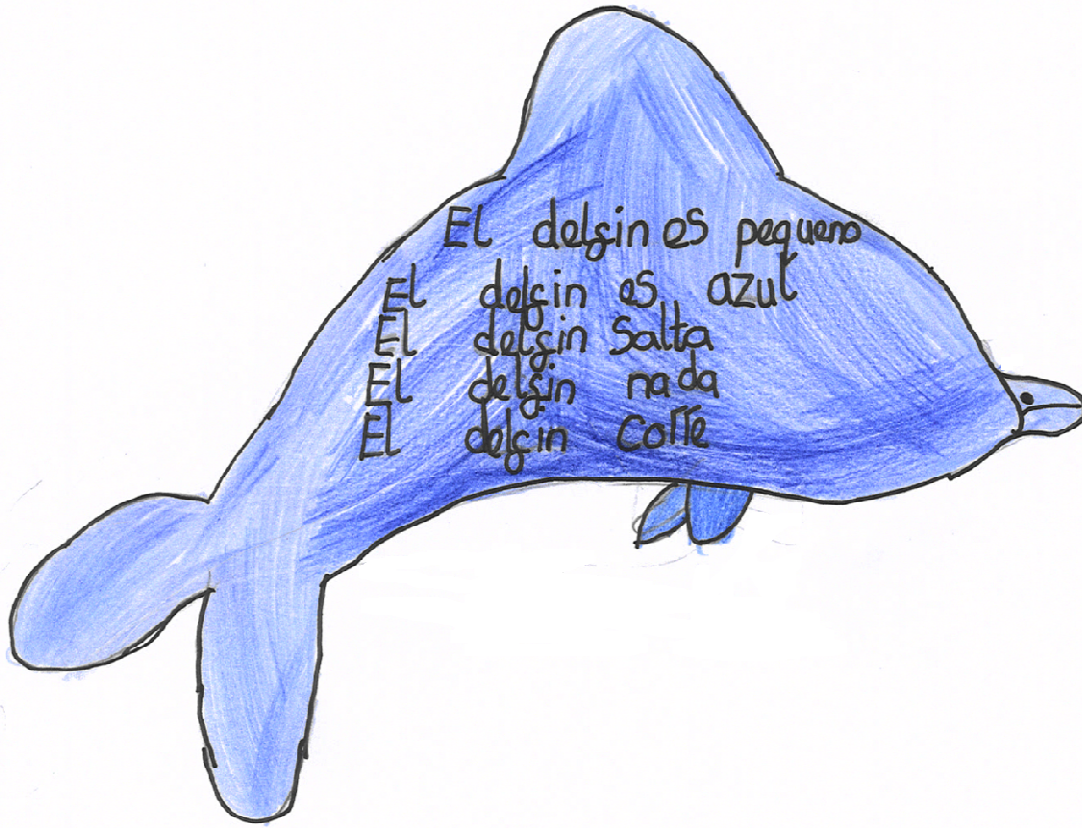
Year 4, Ascot



español

Vocabulario

azul	blue
corre	runs
delfín (m.)	dolphin
el	the (m.)
es	is
grande	big
juega	plays
nada	swims
pequeño	small
salta	jumps



El delfín

by

Sia

Year 4, Ascot





español

Vocabulario

corre	<i>runs</i>
el	<i>the (m.)</i>
es	<i>is</i>
grande	<i>big</i>
juega	<i>plays</i>
la	<i>the</i>
marrón	<i>brown</i>
nada	<i>swims</i>
pequeño	<i>small</i>
perro (m.)	<i>dog</i>
rosa	<i>pink</i>
salta	<i>jumps</i>
sirena (f.)	<i>mermaid</i>

El perro

by

Isabelle

Year 4, Ascot



La sirena

by

Isabella

Year 4, Ascot



Mi rutina diaria

by

Darci

Primary 4, Glasgow



español

Vocabulario

adiós	goodbye
a las nueve	at 9 o'clock
a las ocho	at 8 o'clock
a las siete	at 7 o'clock
a veces	sometimes
colegio (m.)	school
de la mañana	a.m.
de la noche	p.m.
desayuno	I have breakfast
en punto	on the dot
es	is
esta	this (f.)
hola	hello
jueves	Thursday
leer	to read
leo	I read
libro (m.)	book
lunes	Monday
martes	Tuesday
miércoles	Wednesday
me ducho	I shower
me gusta	I like
me lavo la cara	I wash my face
me llamo	I am called
menos cuarto	quarter to
me peino	I comb my hair
me visto	I get dressed
mi	my
semana	week
siempre	always
tengo...años	I am...years old
viernes	Friday
voy	I go
y	and
y cuarto	quarter past
y media	half past

Hola me llamo Darci y tengo ocho años.

Esta es mi semana:

A Veces, el Lunes me visto a las siete y cuarto de la mañana.

Siempre, el martes me peino a las siete en punto de la mañana y voy al colegio.

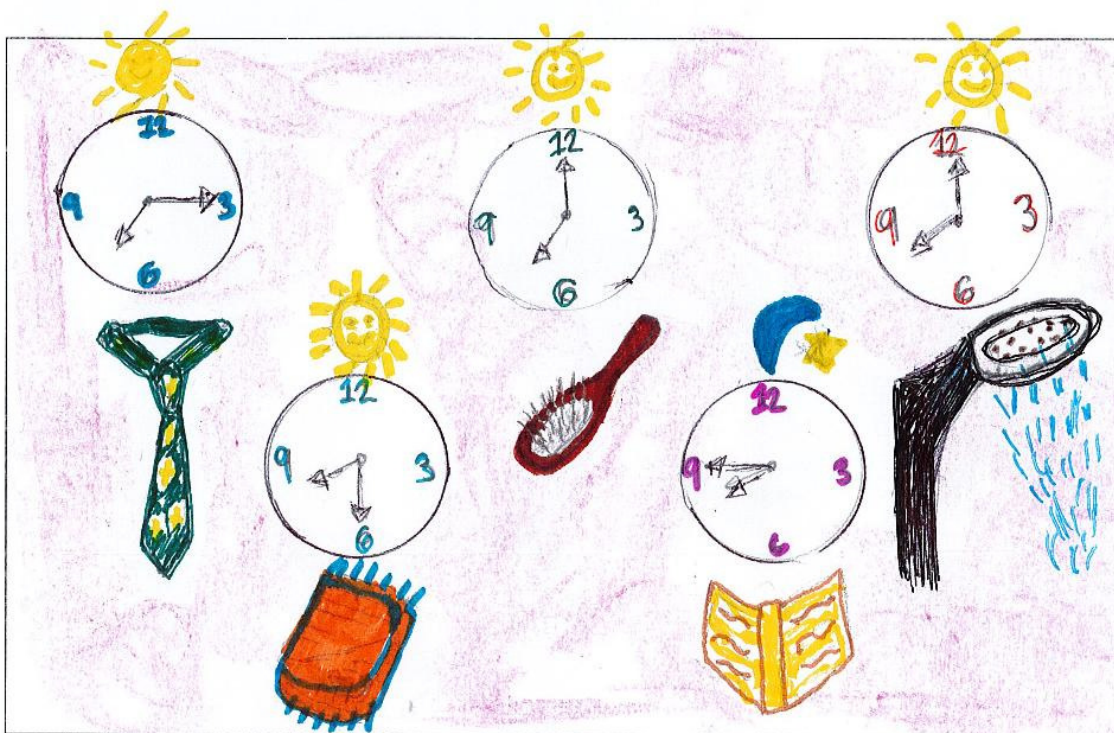
Siempre, el miércoles me ducho a las ocho en punto y desayuno.

Siempre, el Jueves me lavo la cara a las ocho y media.

A veces, el Viernes leo un libro a las nueve menos cuarto de la noche.

Me gusta leer.

Adios.

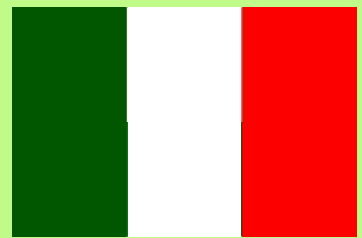


La mia giornata

by

Carlota

Primary 4, Glasgow



italiano

Vocabolario

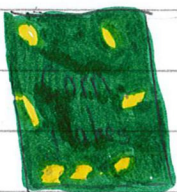
amici (m.pl.)	<i>friends</i>
ceno	<i>I have dinner</i>
ciao	<i>hello</i>
compleanno (m.)	<i>birthday</i>
con	<i>with</i>
due	<i>2</i>
é	<i>is</i>
e mezza	<i>half past</i>
e un quarto	<i>quarter past</i>
faccio colazione	<i>I have breakfast</i>
famiglia (f.)	<i>family</i>
gioco	<i>play</i>
guardo	<i>I watch</i>
leggo	<i>I read</i>
libro (m.)	<i>book</i>
mattina (f.)	<i>morning</i>
meno un quarto	<i>quarter to</i>
mi chiamo	<i>I am called</i>
mi lavo i denti	<i>I brush my teeth</i>
mi sveglio	<i>I wake up</i>
nove	<i>9</i>
otto	<i>8</i>
ottobre	<i>October</i>
pomeriggio (m.)	<i>afternoon</i>
pranzo	<i>I have lunch</i>
sempre	<i>always</i>
sera (f.)	<i>evening</i>
sette	<i>7</i>
venticinque	<i>25</i>
vado a letto	<i>I go to bed</i>
vivo	<i>I live</i>

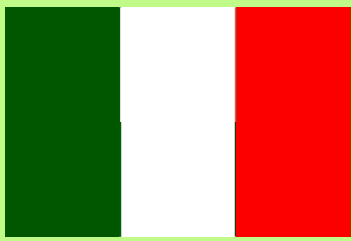
Ciao, mi chiamo Carlota.
Vivo a Glasgow con la mia famiglia.
Il mio compleanno é il venticinque ottobre.

La mattina mi sveglio alle sette e un quarto.
Faccio colazione alle sette e mezza.
Mi lavo i denti alle nove.

Il po: meriggio pranzo all' una.
Gioco con i miei amici alle due.
Guardo la televisione alle due e mezza.

La sera ceno alle sette.
Sempre leggo un libro alle otto.
Vado a letto alle otto meno un quarto.





La mia giornata

by

Farrah

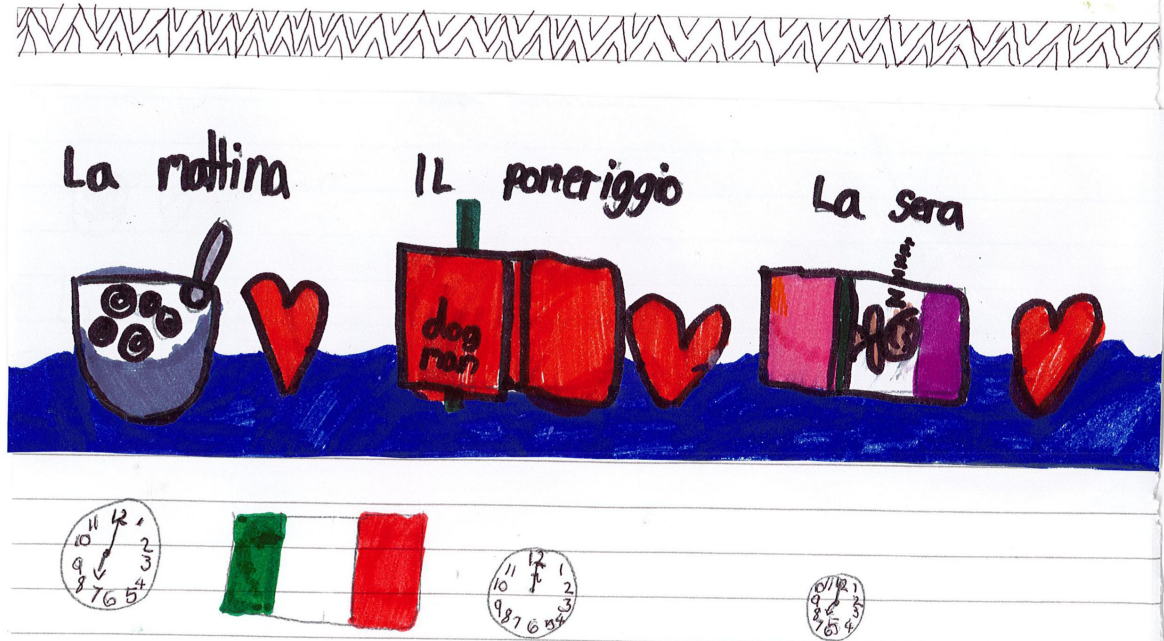
Primary 4, Glasgow

italiano

Vocabolario

a volte	<i>sometimes</i>
ceno	<i>I have dinner</i>
ciao	<i>hello</i>
con	<i>with</i>
due	<i>2</i>
e	<i>and</i>
faccio colazione	
<i>I have breakfast</i>	
famiglia (f.)	<i>family</i>
fratelli (m.pl.)	<i>brothers</i>
ho	<i>I have</i>
ho...anni	<i>I am ... years old</i>
io	<i>I</i>
leggo	<i>I read</i>
libro (m.)	<i>book</i>
madre (f.)	<i>mother</i>
mattina (f.)	<i>morning</i>
mi alzo	<i>I get up</i>
mi chiamo	<i>I am called</i>
padre (m.)	<i>father</i>
pomeriggio (m.)	<i>afternoon</i>
pranzo	<i>I have lunch</i>
sera	<i>evening</i>
sette	<i>7</i>
vado a letto	<i>I go to bed</i>
vivo	<i>I live</i>

Ciao, Mi chiamo Farrah e ho 8 anni.
 Io ho un padre, una madre e due
 fratelli. Vivo a Glasgow con la
 mia famiglia. La mattina mi alzo alle
 sette e faccio colazione. Il pomeriggio
 pranzo a volte leggo un libro.
 La sera ceno alle sette e vado a
 letto. Ciao Ciao.



La mia giornata

by

Grace

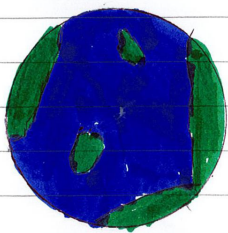
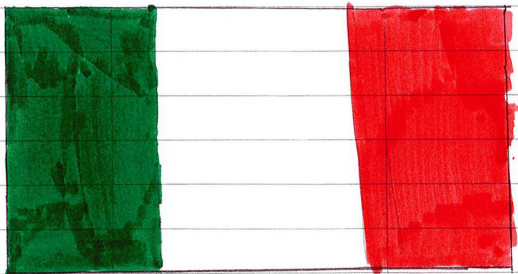
Primary 4, Glasgow

Ciao, mi chiamo Grace. Vivo a Glasgow con la mia famiglia mia mamma
mia sorella e mio fratello. Il mio compleanno è il 18 di gennaio.

La mattina mi alzo alle sette e dieci. Sempre faccio colazione alle sette
e quarto.

Il pomeriggio guardo la televisione e faccio compiti e faccio la doccia e
gioco con miei amici.

La sera ceno con la mia famiglia alle sei in punto. Poi leggo un libro
mi lavo i denti e vado a letto.

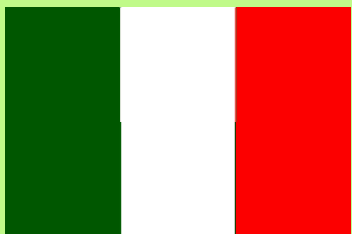


italiano

Vocabolario

amici (m.pl.)	<i>friends</i>
ceno	<i>I have dinner</i>
ciao	<i>hello</i>
compleanno (m.)	<i>birthday</i>
dieci	<i>10</i>
e	<i>and</i>
e quarto	<i>quarter past</i>
é	<i>is</i>
famiglia (f.)	<i>family</i>
faccio colazione	<i>I have breakfast</i>
faccio compiti	<i>I do homework</i>
faccio la doccia	<i>I have a shower</i>
fratello (m.)	<i>brother</i>
gennaio	<i>January</i>
gioco	<i>I play</i>
guardo	<i>I watch</i>
in punto	<i>on the dot</i>
leggo	<i>I read</i>
libro (m.)	<i>book</i>
mamma (f.)	<i>mum</i>
mattina (f.)	<i>morning</i>
mi alzo	<i>I get up</i>
mi chiamo	<i>I am called</i>
mi lavo i denti	<i>I brush my teeth</i>
poi	<i>then</i>
pomeriggio (m.)	<i>afternoon</i>
sei	<i>6</i>
sempre	<i>always</i>
sera (f.)	<i>evening</i>
sette	<i>7</i>
sorella (f.)	<i>sister</i>
vado a letto	<i>I go to bed</i>
vivo	<i>I live</i>





italiano

Vocabolario

ceno	<i>I have dinner</i>
ciao	<i>hello</i>
cinque	<i>5</i>
compleanno (m.)	<i>birthday</i>
con	<i>with</i>
diciassette	<i>17</i>
dodici	<i>12</i>
e	<i>and</i>
e mezza	<i>half past</i>
é	<i>is</i>
faccio colazione	<i>I have breakfast</i>
famiglia (f.)	<i>family</i>
febbraio	<i>February</i>
madre (f.)	<i>mother</i>
mattina (f.)	<i>morning</i>
meno un quarto	<i>quarter to</i>
mi chiamo	<i>I am called</i>
mi lavo i denti	<i>I brush my teeth</i>
mi sveglio	<i>I wake up</i>
otto	<i>8</i>
padre (m.)	<i>father</i>
pomeriggio (m.)	<i>afternoon</i>
pranzo	<i>I have lunch</i>
sera (f.)	<i>evening</i>
sette	<i>7</i>
sorella (f.)	<i>sister</i>
vado a letto	<i>I go to bed</i>
vado a scuola	<i>I go to school</i>
vivo	<i>I live</i>

La mia giornata

by

Madeline

Primary 4, Glasgow

Ciao, mi chiamo Madeline.

Il mio compleanno é il diciassette di febbraio.

Vivo a glasgow con la mia famiglia. Mio padre, Mia Madre e mia sorella.

La mattina mi sveglio alle sette.

Faccio colazione alle sette e mezza.

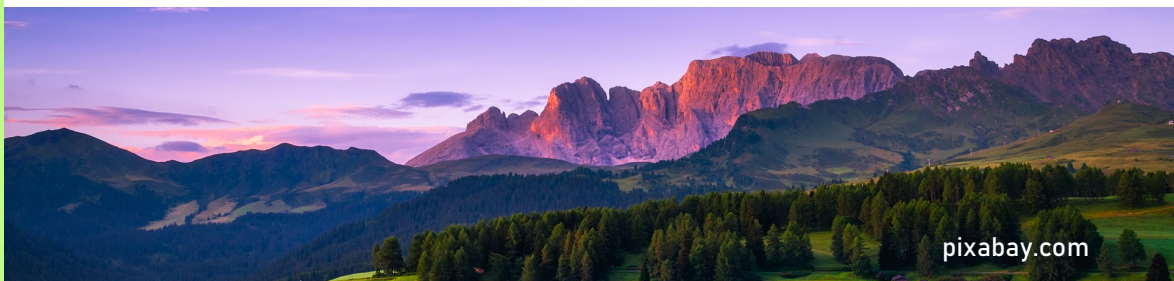
Mi lavo i denti alle sette meno un quarto.

Vado a scuola alle otto.

Il pomeriggio Pranzo a scuola alle dodici.

La sera ceno con la mia famiglia alle cinque.

Vado a letto alle sette e mezza.





Teachers' Corner

Find out more information about the writing featured

pages

1-2

Amanda Harvey

How long have the children been learning French?

Three years

How long are their language lessons?

An hour one week and 30 minutes the next

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We studied the French version of the book *My Dad* by Anthony Browne. We looked at the comparisons. We studied adjectives and their agreements with the subject. We also talked a lot about using the correct determiner (article)!

What support did the children have to enable them to complete this piece of writing?

They were given several title choices to choose from – Ma maman, Mon papa, Mon copain, Ma copine, Ma soeur, Mon frère – and had to think about whether they were using masculine or feminine adjectives. They were given a model of 'Il est.....comme.....' or 'Elle est.....comme' and reminded to put an adjective in the first space and a noun in the second. They all started with 'Il/Elle est bien,.....' Some of the children then used these poems to read and give to their mums for Mothers Day. (If they wrote about their mum!)

What do you particularly like about these pieces of work?

I liked the fact that the pupils could have some creative freedom to write poetically. Some of them chose some odd comparisons but it was their own work and they have learnt how to use the dictionary correctly, thinking about adjectival agreements and determiners. I also liked the fact that the children were very proud of their work!

page

3

Anne-Marie Bingham

How long have the children been learning French?

4 terms

How long are their language lessons?

50 minutes to one hour a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

Family vocabulary (nouns) was introduced initially with the definite article, using flashcard games and actions. We discussed the choice of determiners and *mon/ma/mes*, shown through the sharing of my own family photos. Pupils inferred gender and number rules (*mon/ma/mes* and *s'appelle/s'appellent*). We looked closely at sentence structure, the use of "voici" and the inclusion of the pronouns *il/elle/ils/elles*. There was a useful discussion of why "est" had not been used in the sentences for "here is" and "is called".

What support did the children have to enable them to complete this piece of writing?

An IWB file of family photos in which I introduced members of my family, a song I had made up and scrambled sentence games on the board.

What do you particularly like about this piece of work?

I was pleased with accuracy of the writing and the creativity she has shown in her family tree design. The pupils enjoyed choosing fictional family members to reflect their interests.

pages

4-6

Helen Coffey

How long have the children been learning French?

4 months

How long are their language lessons?

45 minutes, once a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We used the Sparkle DVD resource *Milo's Rainforest Quest* as a cross-curricular link to the children's topic lessons on the Rainforest. We started by learning the warm-up song and naming the animals, and soon built up to narrating the illustrated story as a class. The children loved singing and performing the musical version of the story. We then matched up a range of animals to the different layers of the rainforest in French and practised describing animals with adjectives of size and colour.

What support did the children have to enable them to complete this piece of writing?

The children used a writing frame from which they chose an animal, the correct adjectives and the appropriate layer of the rainforest. Some children used a bilingual dictionary to find new words.

What do you particularly like about these pieces of work?

I am delighted with the accuracy of their writing and their ability to use the new language to create their own descriptions. I am also proud of their illustrations and presentation.

How long have the children been learning French?

1 year

How long are their language lessons?

1 hour

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

In the previous lesson, Year 4 learnt the names of the different types of pollution through speaking activities and flashcard games.

What support did the children have to enable them to complete this piece of writing?

The children had to sort cards to create full sentences.

What do you particularly like about this piece of work?

The children had to think about the different parts of the sentence: subject, verb, direct object. Year 4 are currently learning about environment in their geography lessons, so the French lessons are helping them to make connections with geography.

How long have the children been learning French?

3 years

How long are their language lessons?

One hour a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

The children learnt the names of places and shops in a town, and how to describe their position by learning useful prepositions. They also learnt adjectives that they might be able to use to describe the buildings.

What support did the children have to enable them to complete this piece of writing?

Sentences and writing frames.

What do you particularly like about this piece of work?

The level of knowledge that the children possess. They had to think a lot about word order and about not translating word for word from English into French.

How long have the children been learning Spanish?

4 terms

How long are their language lessons?

One hour a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

The pupils have been learning about animals and using adjectives to describe them. We combined their knowledge and dictionary skills to create poems based on the poem *La Ardilla* by Amada Nervo.

What support did the children have to enable them to complete this piece of writing?

We discussed word order and masculine and feminine nouns, and used games to explore this at word and sentence level. Using a writing frame the pupils wrote their own poems. We created and shared word banks to use.

What do you particularly like about these pieces of work?

I particularly like the descriptions in the poems which are reinforced by the use of repetition and the illustrations.

How long have the children been learning Spanish?

From Primary 1 to Primary 4

How long are their language lessons?

4 x 40 minutes

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

Children have been learning about "Daily Routine and Time" in Spanish. They developed their language skills by expanding their knowledge of vocabulary in a series of lessons. Children were invited to take part in 'building sentence' activities and to use connectives and adverbs. They consolidated their knowledge through songs and board games.

What support did the children have to enable them to complete this piece of writing?

Word banks and a Spanish language booklet

What do you particularly like about this piece of work?

Her great effort and enthusiasm. Her writing is neat and tidy and her drawing accurately illustrates her writing.

How long have the children been learning Spanish?

From Primary 1 to Primary 6

How long are their language lessons?

4 x 40 minutes

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

Children have been learning about food and drinks in Spanish. They have developed their language skills by expanding their knowledge of vocabulary in a series of lessons. Children were invited to take part in building sentence activities and to use connectives and adverbs. Children consolidated their knowledge through songs and board games.

What support did the children have to enable them to complete this piece of writing?

Word banks and a Spanish language booklet

What do you particularly like about this piece of work?

I like the way she organised her writing and also her illustration.

How long have the children been learning Italian?

From Primary 1 to Primary 4

How long are their language lessons?

4 x 40 minutes

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

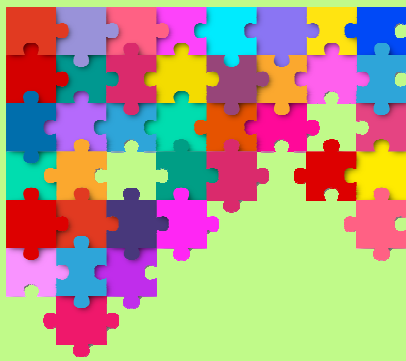
This is a first attempt of an extended piece of writing on a language topic learned in class: "Daily Routine and Time". As children learn to say the time in English, they build on the same skills by learning the time in a foreign language too. Vocabulary is extended in a series of lessons and embedded through songs, reading and board games. Sentence building skills have been developed in class and children are encouraged to use connectives and adverbs.

What support did the children have to enable them to complete this piece of writing?

Word banks and an Italian language booklet

What do you particularly like about these pieces of work?

I loved the enthusiasm and the descriptions of daily routine in a chronological order. They have used time expressions correctly and has chosen good vocabulary and verbs. Farrah only joined the school this year, and I am proud of what she has achieved in a short period of time.



Puzzle Corner

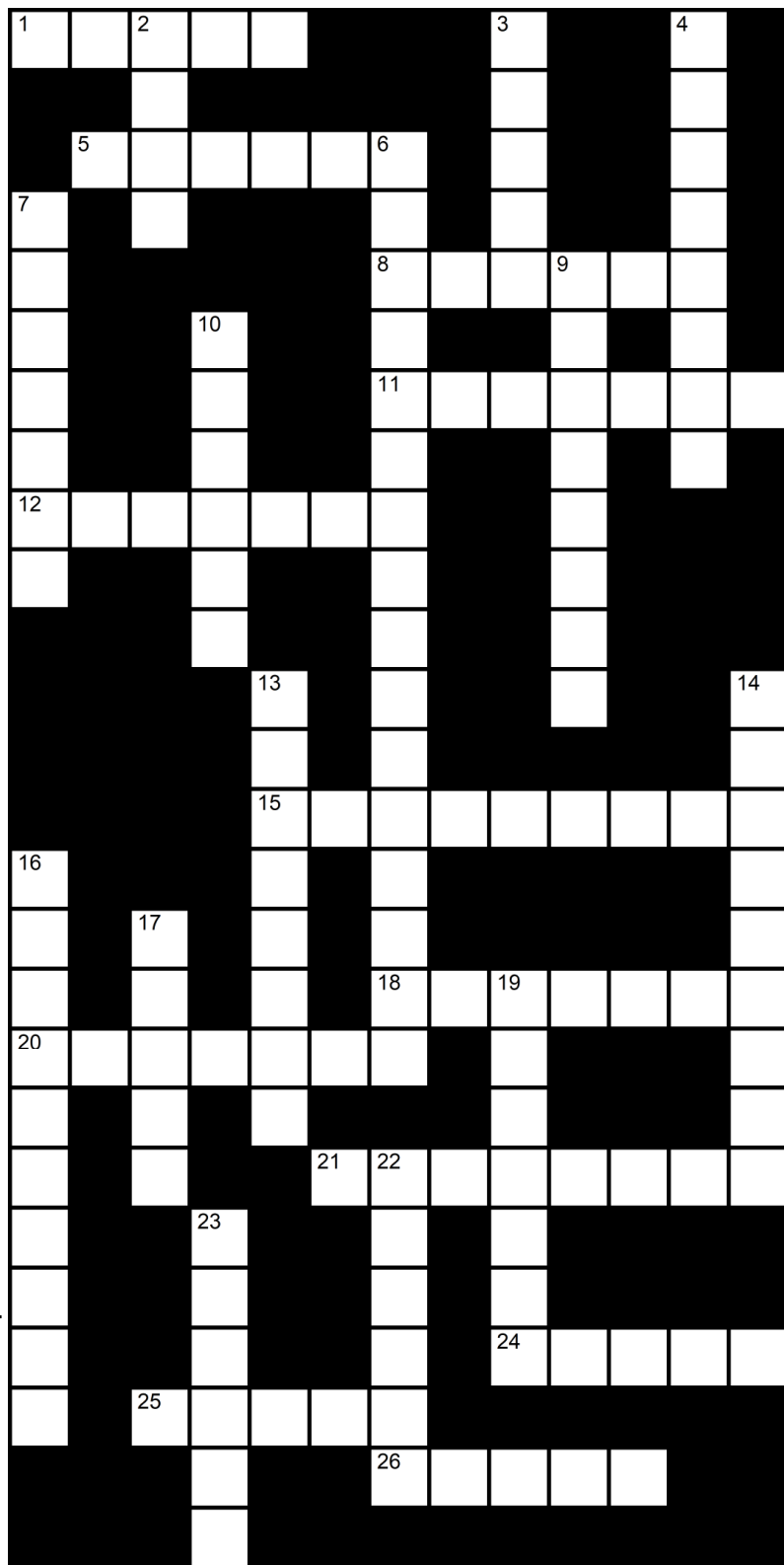
Can you complete the crossword?

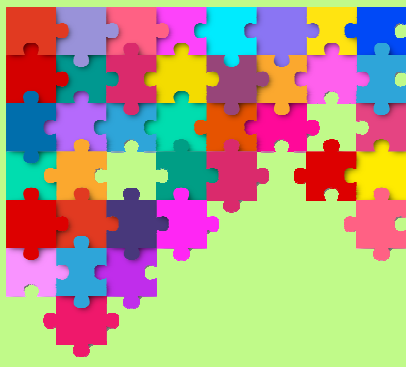
Across

- 1 This language is spoken in the Netherlands.
- 5 This is one of the languages spoken in Spain.
- 8 This language is spoken in Austria.
- 11 This is one of the languages spoken in Switzerland.
- 12 This language is spoken in Argentina.
- 15 This language is spoken in Norway.
- 18 This is one of the languages spoken in Spain.
- 20 This language is spoken in Turkey.
- 21 This language is spoken in Japan.
- 24 This language is spoken in Cyprus.
- 25 This is one of the languages spoken in India.
- 26 This language is spoken in Czech Republic.

Down

- 2 This language is spoken in Thailand.
- 3 This language is spoken in Cambodia.
- 4 This language is spoken in Romania.
- 6 These are the two official languages of Canada.
- 7 This language is spoken in Australia.
- 9 This language is spoken in Madagascar.
- 10 This is one of the languages spoken in Belgium.
- 13 This kind of Chinese is mainly spoken in China.
- 14 This kind of Chinese is mainly spoken in Hong Kong.
- 16 This language is spoken in Brazil.
- 17 This language is spoken in Iran.





Puzzle Corner

Solution from issue 3

- | | |
|-------------------------|------------|
| 1. Buon Natale | Italian |
| 2. Nadolig Llawen | Welsh |
| 3. Merii Kurisumasu | Japanese |
| 4. Glædelig Jul | Danish |
| 5. Joyeux Noël | French |
| 6. Kala Christougenna | Greek |
| 7. Selamat Natal | Indonesian |
| 8. God Jul | Swedish |
| 9. Crăciun Fericit | Romanian |
| 10. Krismasi Njema | Swahili |
| 11. Frohe Weihnachten | German |
| 12. Vesela Koleda | Bulgarian |
| 13. Mele Kalikimaka | Hawaiian |
| 14. Feliz Navidad | Spanish |
| 15. Feliĉan Kristnaskon | Esperanto |



to all the children and teachers
who have contributed their work to Write Away!

Light Bulb Languages

