

# LANG Primary

Inside:  
**New school year  
 calendar**

**More pages – more ideas!**

The new scholastic year sees some major changes in both the Nursery and Primary schools. In Nursery classes, more schools than ever are introducing a second language in the final year, when the children are five years old. In the Primo Biennio of the Primary school, the introduction of a second language is now, more than ever, a reality.

To assist teachers in these classes, where the children are unable to read or write in their first language, the number of pages in **LANG Primary** have been increased to include a new section, **Kids' Corner**. This new section, designed specifically for teachers in the Nursery and first years of the Primary school, is in the centre of the magazine and provides discussion and photocopiable teaching resources.

We will also continue to include general interest articles for the first-year Primary teacher in other parts of the magazine.

This issue also contains various articles and ideas for revision activities for the beginning of the school year as well as worksheets on Halloween.

You will find an interesting article about exchanging materials produced by your children with Primary school students in Africa on page 16.

Remember **LANG Primary** is for you, the teacher, and we are always interested in receiving your comments and ideas.



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## Keeping in touch

There are many opportunities for the Primary teacher to keep in touch with research and development in the English language teaching sector.

Teachers in the Primary school, especially those who live and work outside the principle towns and cities of Italy, sometimes feel a little isolated in terms of keeping up-to-date with the discussions and developments in the world of teaching English as a second language.

Specialist publications, such as LANG Primary, obviously help in this aspect as well as the occasional seminars and workshops that are organised by publishers and associations of teachers such as LEND, TESOL and the British Council. The conventions and seminars are not always easily accessible to all teachers due to the geographical locations as well as the time and expense of attending them.

Here are some suggestions for those teachers who would like to get more information about research, development and new teaching materials.

### LANG Primary

If you are a *formatore/formatrice* and have a group of teachers who are following a course of language or teaching methodology, we would be happy to supply you with enough copies of **LANG Primary** to distribute to your group.

Contact us by post or email at:

[info@langedizioni.com](mailto:info@langedizioni.com)

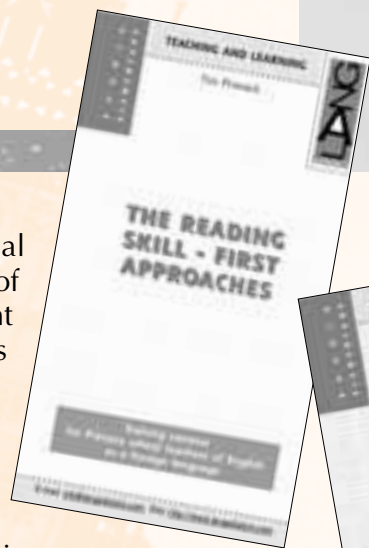
### LANG Teacher Training Network

LANG have teacher trainers in many cities throughout Italy. They are co-ordinated by our local agents. If you would like to attend a seminar contact your local agent and leave your name and address. As the lists of names accumulate we will do our best to arrange a seminar. A complete list of agents can be found in our catalogue or on our web site at:

[www.langedizioni.com](http://www.langedizioni.com)

### Teaching and Learning

If you are an individual teacher or a group of teachers you might consider using the videos and workbooks in the series **Teaching and Learning**. There are four filmed seminars that can be used as a springboard for thought and discussion on various aspects of English language teaching in the Primary school. Topics of the seminars include aspects of reading – speaking – listening and the Internet in the Primary classroom. The video cassettes and workbooks are, of course, available from your local agents.



## English language teaching conventions

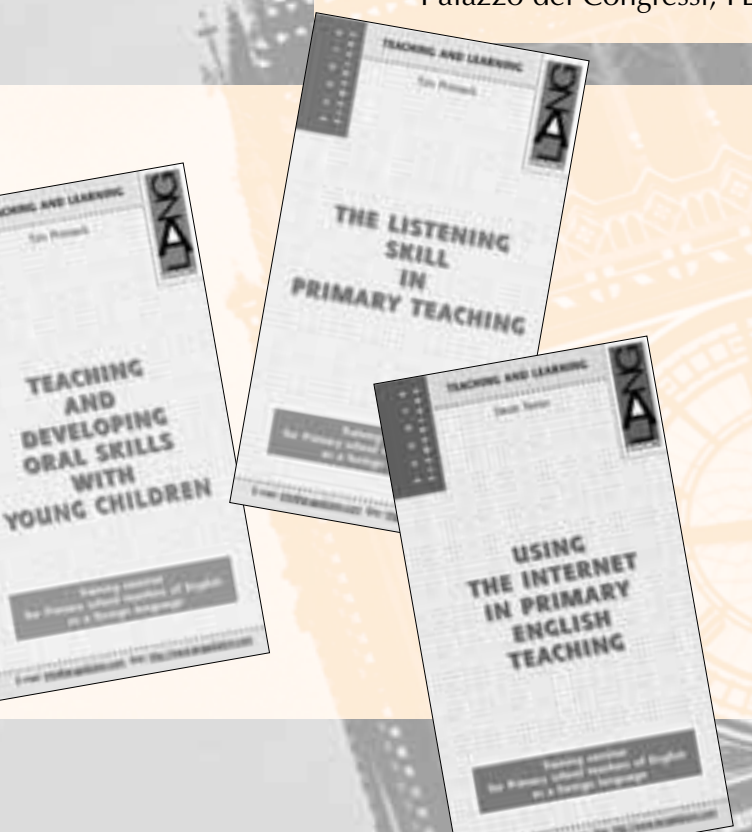
Here are advance details of four national conventions you may like to attend. You will be able to participate in numerous workshops and seminars as well as see all the new materials that have been published.

- **The British Council – Naples** – Conference for teachers of English  
October 24th - 25th, 2001  
*2001: A Language Odyssey*  
Royal Continental Hotel – Naples  
Tel 081 578 8247  
e-mail: [annamaria.vorraro@britishcouncil.it](mailto:annamaria.vorraro@britishcouncil.it)

- **International Teachers' Club** – 5th National Seminar  
November 16th - 17th, 2001  
*English for the Future – New and effective approaches in teaching English*  
IULM Istituto Universitario Lingue Moderne  
Via F. da Liscate 12, MILANO  
Milano: V.le Vittorio Veneto 24 – Tel 02-65591133 – Alessia Cobianchi  
Roma: Via Gregoriana 12 – Tel 06-69942011 – Anna Maria Allulli  
e-mail: [a.allulli@studytours.it](mailto:a.allulli@studytours.it)

- **TESOL Italy 26th National Convention**  
*Towards Understanding: Pathways across Countries and Cultures*  
November 30th and December 1st, 2001  
Auditorium Del Massimo Congress Center, ROME  
TESOL Rome Telephone: 06 4674 2432  
e-mail: [tesol@usis.it](mailto:tesol@usis.it)

- **Florence 2002: ELT** – 21st Annual National British Council Conference for teachers of English  
February 28th - March 2nd, 2002  
Palazzo dei Congressi, FLORENCE



## CLASS AND TEACHER PROJECTS

The Class project for October 2001 is explained on pages 16 and 17.

The next project for teachers will be in the December issue.

# BOOKS *open* or *closed*?

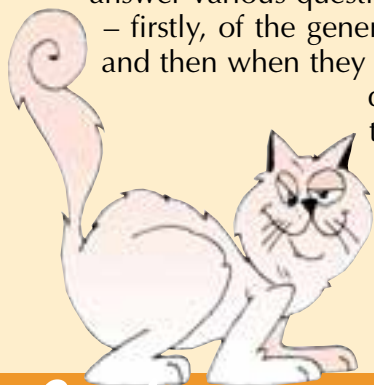
Tim Priesack

When the teacher plays the recording of a dialogue to a class, should the children have their books open or shut?

Understanding a recorded dialogue between two or more people is probably the most common listening exercise for young children who are learning English.

Course books generally include at least one dialogue in each unit. The dialogues include the new language presented in a unit in a meaningful context. Sentences, expressions and vocabulary that the teacher has taught out of context, often asking the children to repeat in chorus or individually to encourage the pupils to become familiar with the progression of the linked words, are then included in a dialogue. When the recording is played in class the children can hear the language items they have learned in a context where the language is generated naturally.

Dialogues are intended as listening comprehension exercises. The children listen, understand and then answer various questions to prove comprehension – firstly, of the general context of the dialogue – and then when they listen again, to answer more detailed questions related to the content of the dialogue.



The dilemma the teacher faces when asking the children to listen to a dialogue is whether the children should listen with their books open or closed.

## Books open

When the children listen with their books open, looking at the illustrations and words printed in speech bubbles, they are effectively practicing *reading* comprehension not *listening* comprehension as they will inevitably try to read and follow the words.

This could be considered a valid language exercise but does not give the children the opportunity to practice listening and understanding language in a natural context.



## The Dialogue Dilemma for teachers



### Books closed

When the children listen with their books closed, the listening skill they are practicing is that of using the telephone or listening to the radio. There is a total absence of semiotics in this type of listening exercise. The children cannot see the facial expressions and movements of the hands and body which are present in face-to-face communication and so useful for helping comprehension.

Listening and speaking on the telephone is probably not one of the language skills the children will be expected to use in the following years of their lives. However, when the children listen with their books closed they are practicing the listening skill and this is a valid language learning task.



### Another option

When we were preparing the new video recordings, which are part of the materials for the teachers who have adopted the Primary English language course FUN CLUB, we tried to give a solution to the dilemma of books open/closed when the children listen to a dialogue. The dialogues are filmed twice on the video.

#### First listening

The dialogues are shown on the video without the words. The children watch and understand looking at the faces and situation of the dialogue. This first recording moves the dialogue nearer reality as when children participate in dialogue they will be face-to-face with the other speakers. After the first listening/



watching the teacher can ask questions to test global understanding of the situation illustrated through the dialogue.

#### Second listening

The dialogues are shown accompanied by the words and some animation.

Following this listening the teacher can encourage the children to answer more detailed questions regarding the content.



Using this sequence of recordings the students have the opportunity to experience dialogue in a more natural context, closer to the reality of the situations they may find themselves in, later in their lives.

# Worksheet REVISION

COMPLETE  
THE WORDS  
AND FIND THEM  
IN THE WORD  
SEARCH BOX.

SCHOOL

PE□□IL  
□□L□R  
B□□K

NUMBERS

□□X  
N□N□  
□□UR

COLOURS

R□□  
□ELL□□  
B□□W□

ANIMALS

D□□  
□□RS□  
□□T

TOYS

D□LL  
□A□L  
B□□YC□□

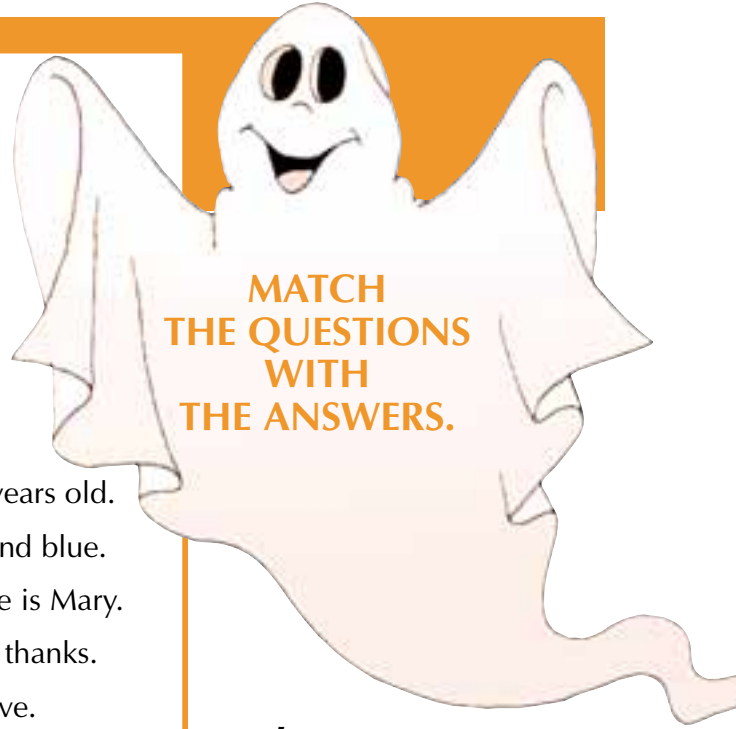
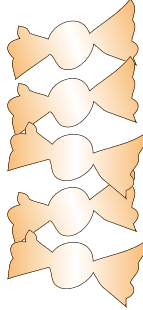
CLOTHES

C□□  
T-□□IR□  
□ROU□□□S

R S T Y E L L O W B S I G T B  
W D P S I S R A Y T B A R D I  
P R T O Y T S H I R T N U W C  
E L N H T F L A B A P O L S Y  
N T U O Y A T N I N E Y E A C  
C W T R N G F C K H A F R A L  
I D B S C D O L L D R E L N E  
L R H E T F T R A S G T P S F  
B O E K W M X N D I R E A H J  
R W N R E D S B A X A C E G K  
N J O A L U B R C U S D O G W  
C A T F R R X O Y I T L K M P  
P E U C A P C W B D I D R B Y  
V Q M E O T H N L O D D N A M  
B O O K W S L I F O U R O L P  
N W M A B M B W C S N G U L T  
T R O U S E R S A F I B P O L

Enlarge to use

- 1.
- 2.
- 3.
- 4.
- 5.



**MATCH  
THE QUESTIONS  
WITH  
THE ANSWERS.**

1. What's your name?
2. How are you?
3. How old are you?
4. Have you got a skateboard?
5. What colour is it?

- a. I'm ten years old.
- b. It's red and blue.
- c. My name is Mary.
- d. I'm fine, thanks.
- e. Yes, I have.

*Enlarge to use*

**HOW MANY  
SENTENCES  
CAN YOU  
MAKE WITH  
THE WORDS  
IN THE  
WORD  
STATION?**



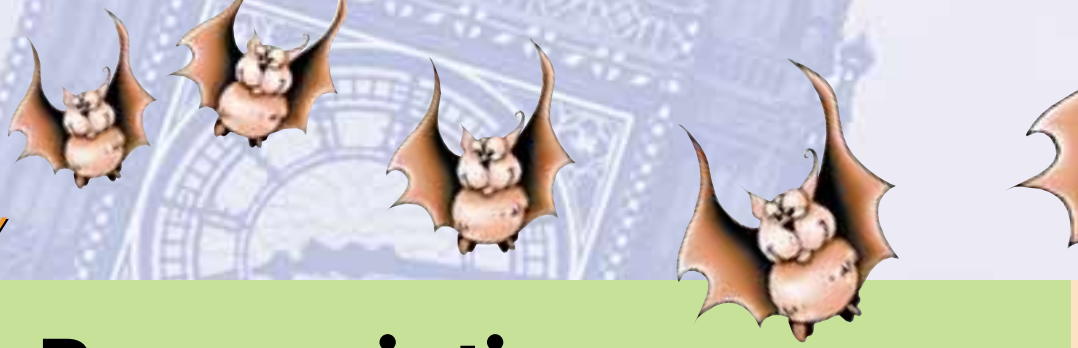
**WORD STATION**

WE YELLOW A IT PENCIL BLUE BIG YOU  
 HAS I SMALL BOOK OLD AM AND GOT RULER  
 HAVE YOU IS THEY YOUNG RED TALL HE AN  
 SHE ARE NOT RUBBER WE BLACK DOLL NEW LONG  
 SHORT CAR COMPUTER ORANGE THIN PEN KITE

1. ....
2. ....
3. ....
4. ....

Continue in your exercise book!

5. ....
6. ....
7. ....



# Teaching Pronunciation in the Primary Class

Tim Priesack

## Part One\*

Most schools are now teaching a second European language in the first and second years of the Primary school.

What differences will the introduction of a foreign language in the first class make to the progress of learning by the end of the fifth class?

Will the addition of two extra years mean that teachers will be teaching children more advanced grammar forms before the end of the Primary school?

I don't think so.

The difference that two extra years' of second language learning will make to the learning process will not necessarily be in the **quantity** of language that children learn in the Primary school but certainly in the **quality** of what they learn.

At the end of five continuous years of language study, children should be able to speak more correctly, to understand more easily. They will not necessarily learn more language.

Why will the quality of what children learn improve?

By giving children five years of continuous language learning, the teacher will have more time to concentrate on aspects of the language previously not dealt with in most course books, due to the lack of time during lessons, or the limitations of space due to the restrictions on the number of pages available. The teacher will, for example, have more time to dedicate to the pronunciation of letters, words and expressions and LANG are developing new materials for both the teacher and student in this respect.

Below on this page, you can find a pronunciation exercise from the new course SUNSHINE, for children in the first two years of the Primary school.

You can photocopy and use some of these materials.

\* **Part Two** will appear in a future issue of LANG Primary and will describe new materials for the teacher and children dedicated to the teaching of pronunciation.

**SOUNDS RIGHT**

1. Listen. Repeat.

CHICK CHICKEN CHAIR CHEESE

2. Sing.

The **ch**ese is on the **ch**air.  
The **ch**ese is on the **ch**air.  
Look Mister Mouse!  
The **ch**ese is on the **ch**air.

**SOUNDS RIGHT**

3. Listen. Tick. Colour.

4. Colour.

Cherry Pen Chocolate Cheese Chick





Sarah Howell

# Kids' Corner

Halloween is becoming a very popular festival in Italy nowadays and towards the end of October shops and supermarkets are full of pumpkins and pictures of witches and ghosts. Explain to your children the origins of Halloween and that pumpkin lanterns, witches, black cats, ghosts and so on are symbols of this festival, (for background information on Halloween see **LANG Primary 3** – Oct. 2000).

Halloween is nearly here so we have included all the material you will need to have a great Halloween party. Young children love making things and dressing up so what could be a better idea than to hold a special class party. Here are just a few ideas for creating that special Halloween feel with very young children who are learning English.



## Bat invitations

First of all you should prepare some invitations to give to the parents. Here is an example that you can photocopy. Get the children to cut out colour/ paint the back in black and sign their names (joining dots) on the front.



## Preparing the classroom

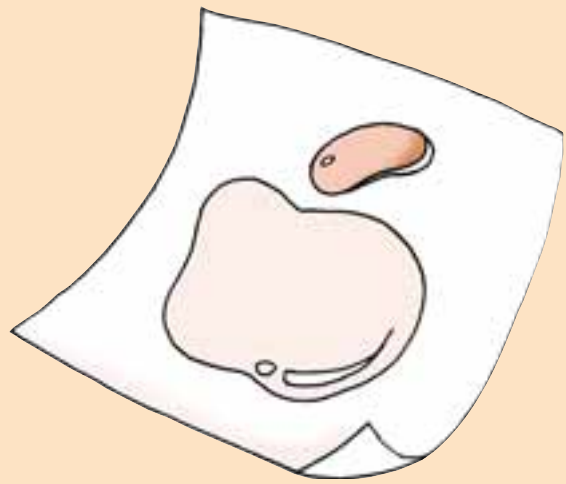
You can decorate the classroom with the children's pictures and some pumpkins and bats. Hang them from the ceiling with pieces of string and stick them on the windows. (Use the pumpkin patch template below and the bat invitation).

Here is an idea for a picture which children love making because it's nice and messy.

**You need:**  
 Orange finger paint  
 Green finger paint  
 A sheet of paper for each child

### Handprint Pumpkin Patch

- Apply orange paint to the palm of the child's hand.
- Press the palm onto the paper and repeat until you have lots of pumpkins on the page.
- Using the green paint and a finger add the stem and leaves to the pumpkins.



### Alternative method:

This activity can be done on large sheets of paper in groups of 4-5 and then hung up in the classroom.

## Halloween Costumes

Explain to the children that in lots of countries Halloween is a time for dressing up and wearing costumes – a bit like Carnival only that Halloween is a celebration for monsters, ghosts, witches and so on. The tradition is that if you dress up in a scary costume, you will scare off any unwanted spirits.

### Paper bag scary masks

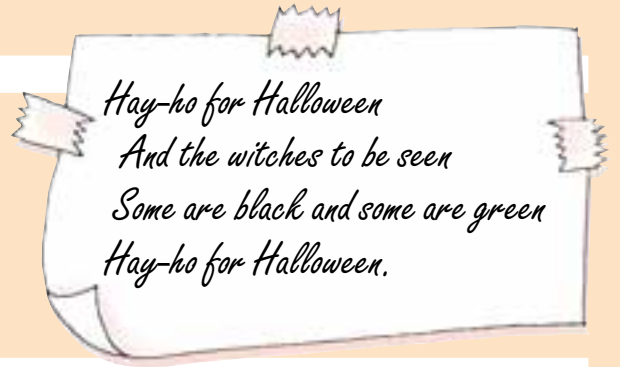
- Explain to the children that they are going to make scary masks.
- Tell the children to draw the mouth and eyes.
- Make small holes along the lines with a compass (to facilitate cutting).
- Help the children cut out the eyes and mouth.
- Get the children to colour the paper bags with the felt-tips – as colourful as they like.
- Let them use their imaginations and stick things on their masks to decorate them.

**You need:**  
 A large paper bag for each child  
 Felt-tip colouring pens  
 Crayons  
 Glue and scissors  
 Scraps of coloured material/ paper, tissue paper, buttons, shoe-laces, wool and sequins etc. to stick on the masks



## A Halloween party poem

Here is a poem the children can learn to say whilst wearing their masks.



*Hay-ho for Halloween  
And the witches to be seen  
Some are black and some are green  
Hay-ho for Halloween.*

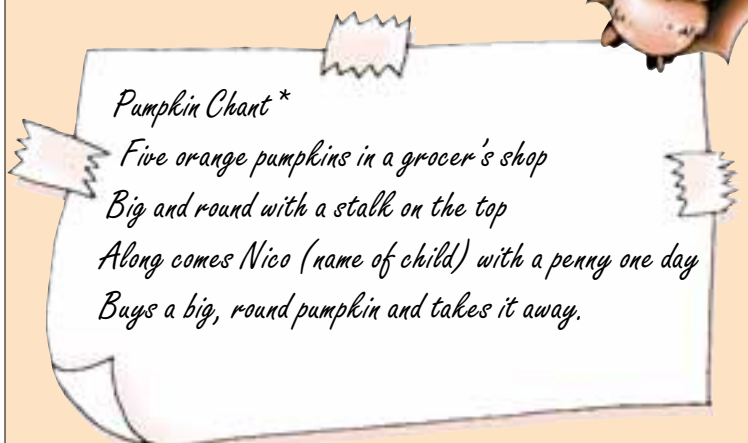
## A Halloween party game

Of course it wouldn't be a party without games to play. Here is a circle game the children can sing to and play while their parents watch. They will need to learn the song and practice before the day of the party.

### Pumpkin patch game

- Form a circle with the children.
- Choose five children to be pumpkins. They stand in the middle and hold their masks.
- The circle moves round and the teacher says the *Pumpkin Chant* and chooses a child, and gives him/her a coin to buy a pumpkin.
- When the child hears his/her name he goes to the centre takes a pumpkin (child) leaves his coin on the floor and takes his pumpkin outside the circle.

**You need:**  
5 card pumpkin masks with holes for mouth and eyes and stalks on the top.  
Coins



*Pumpkin Chant\**  
*Five orange pumpkins in a grocer's shop  
Big and round with a stalk on the top  
Along comes Nico (name of child) with a penny one day  
Buys a big, round pumpkin and takes it away.*

\* There is another version of this song in *Traditional Songs and Rhymes* – LANG Edizioni 2001

## Halloween food

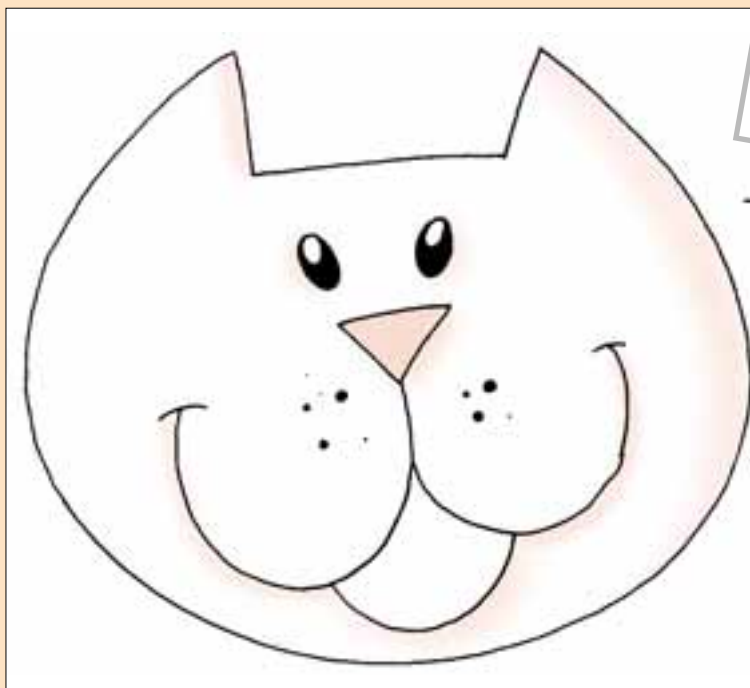
Last, but not least, something all good parties have – food!

Ask the parents to bring in Halloween-type food and drink, especially food and drink in strange colours. Below here is a recipe for making special biscuits. Children love cooking and seeing what they have made turn into real food!

**You need:**

- 4 large tablespoons flour (for biscuits/cakes)
- 1 tablespoon butter
- 1 tablespoon sugar
- 5 tablespoons milk
- 2 tablespoons chocolate chips
- currants for eyes.

N.B. Frozen shortcrust pastry can substitute the first three ingredients and cooking steps 1 – 3. Just add a little milk and the chocolate chips then continue from step 4.



### Spotty witches cat biscuits

1. Put oven on at 190° C. If your school does not have an oven, you can prepare the biscuits with the children at the end of the day and then bake them yourself later at home.
2. Put the flour into a mixing bowl. Add the butter cut into small pieces. Rub together with fingers.
3. Add the sugar and chocolate chips. Pour in the milk and mix to form a dough.
4. Roll out dough on a floured board to 1 cm thick.
5. Use cat shape to cut out your cats' heads. Add currants for eyes.
6. Place on greased tray and bake for 15 minutes.

Preparing for Halloween and holding a special party will really involve your children in an experience that the children, teachers and parents will remember for a very long time.

Have fun and do send us some photos of your parties and work, we would love to see them.



# The Story of *Guy Fawkes*

Joanna Carter

In the year 1605, in England a group of conspirators plotted to kill King James I. They decided to put barrels of gunpowder in the cellars of the Houses of Parliament and blow them up when the King was visiting for the opening ceremony of Parliament on 5th November. The most famous of the conspirators was Guy or 'Guido' Fawkes, a soldier and expert in explosives. On the eve of 4th November he went to the cellars to check the gunpowder and it was here that he was caught and arrested. The King had discovered the plan by an anonymous letter sent to Parliament.

Guy Fawkes and the other conspirators were tortured and put to death. Guy was made to write his name before and after he was stretched on a rack to show the effects of torture! A copy of these signatures remains in the Tower of London and his original lantern is in a museum in Oxford.



*Guido fawkes*

*Guido*

This is Guy Fawkes signature before and after torture!

After Guy Fawkes was executed, people made bonfires in the streets to celebrate the fact the King had not been killed. English people have carried on this tradition and now every 5th November in villages and towns throughout the United Kingdom huge bonfires are built, with an effigy of Guy Fawkes made to sit on top. In the evenings the fire is lit and the 'Guy' is burnt. People gather round the fires and eat food cooked on the flames. Fireworks are let off into the night sky to represent the gunpowder that didn't explode.

Even today, every 4th November the cellars of the Houses of Parliament are checked by the yeoman of the guard to make sure that nobody tries to commit this terrible crime again.



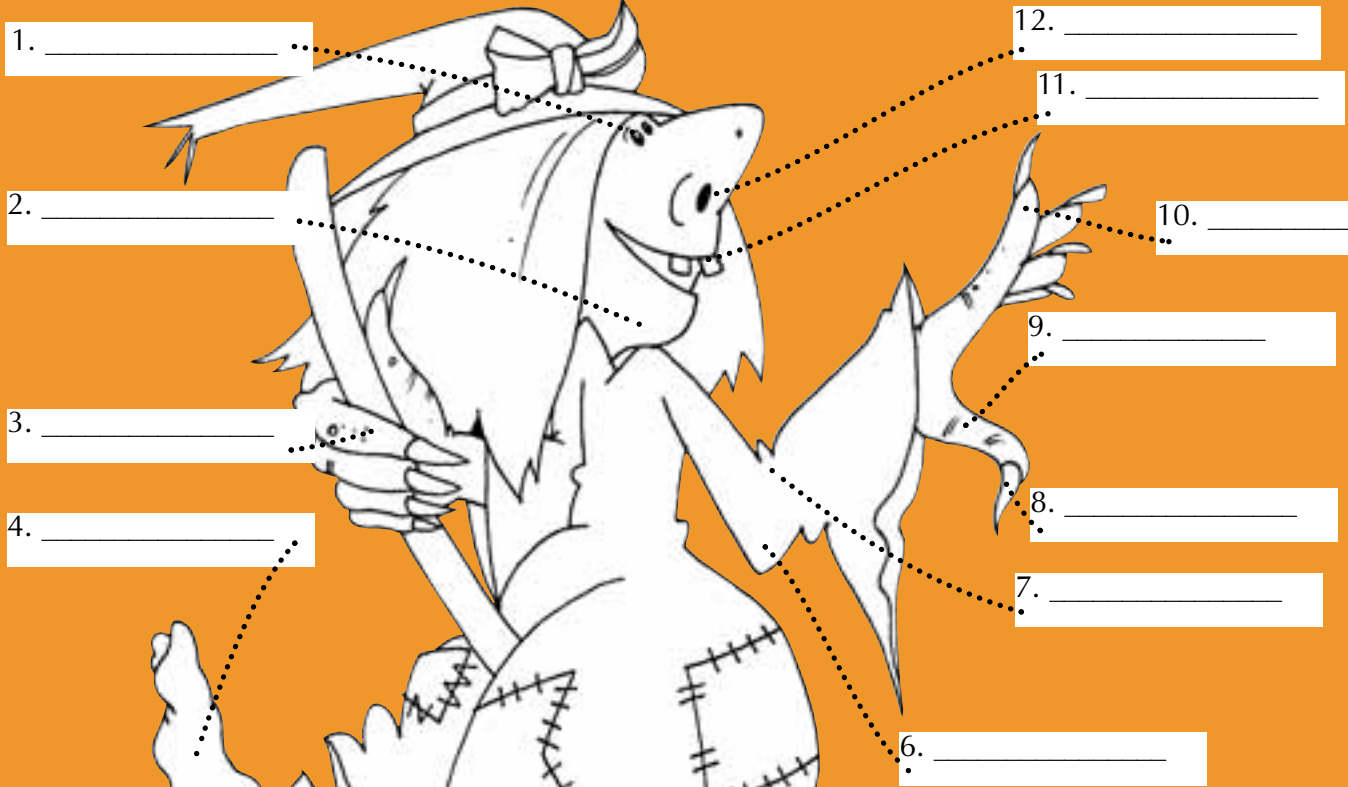
Remember, remember the fifth of November  
Gunpowder, treason and plot;  
We see no reason why gunpowder treason  
should ever be forget.



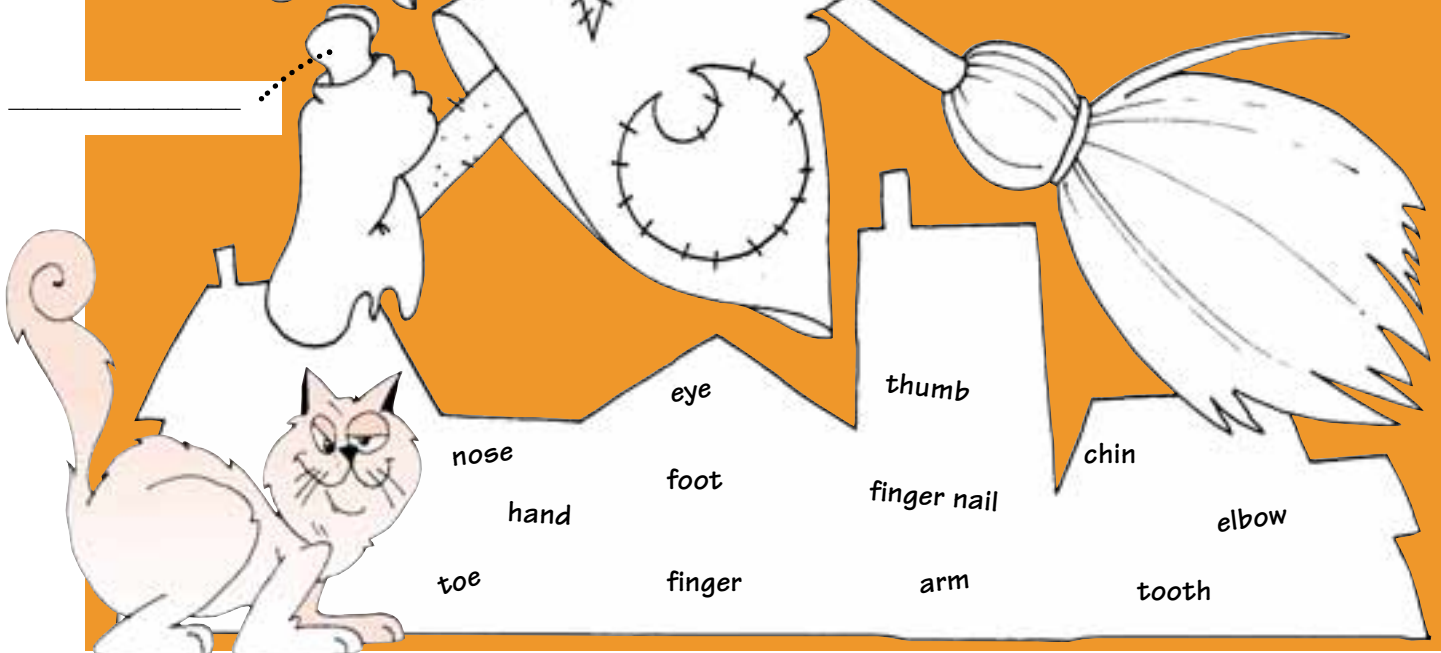
# Halloween

## worksheet

Label the parts of the body of the witch.



Now colour her.



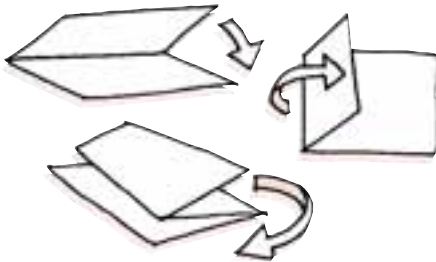
# Halloween Materials

Decorate your classroom for Halloween with paper chains of pumpkins and ghosts.

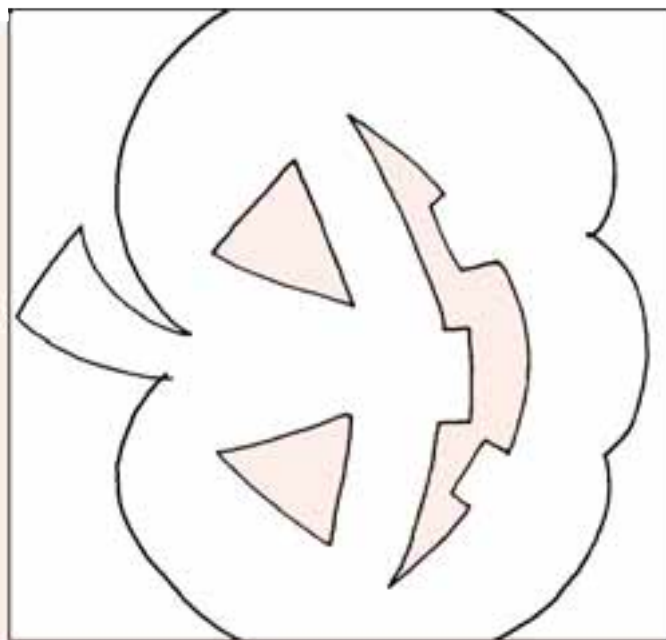


## INSTRUCTIONS

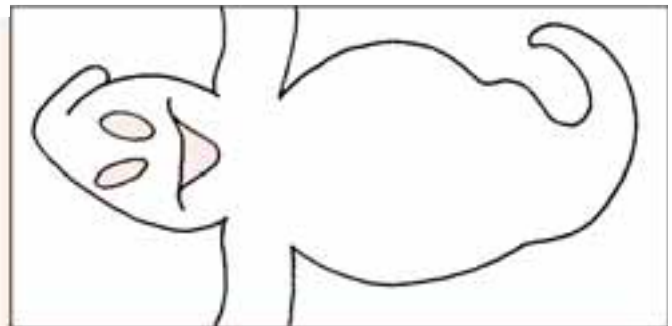
1. Take a piece of yellow or orange A4 paper and fold it in half horizontally. Then fold it vertically two more times, one fold forward, one fold backwards, like a fan (see diagram).



2. Cut out the template pumpkin and put it on top of the folded paper and draw round it.



3. Do the same with the ghost.



4. Now cut out the shape you have drawn but make sure you **DON'T** cut all the way round the folded edges or your pumpkins or ghosts won't be joined together.



5. Open out your piece of paper. You have 3 pumpkins in a row. Make lots more and stick them together to make a long chain.



# The WATERMILL PROJECT



## A cultural exchange project to and from Africa

In this issue of LANG Primary a special School Project replaces the class project. We hope that many schools decide to participate in this project which can involve not only the English teacher but also those who teach other subjects across the school curricula.

Our mill is built on the water, along the course of a very long river that in our minds connects the children of Europe to the children of Africa, the lands of Africa to those in Italy.

The mill produces water messages:

- It talks
- It listens and makes sounds
- It draws and colours
- It writes
- It learns
- It reads

The mill is helped in doing all these things by the children, their imagination, their photographs, drawings and writings.



### The mill works with water

- WATER** a precious resource to understand, defend, conserve
- WATER** a unique environment where human life develops and grows
- WATER** a friend to all mankind, that should be understood and respected
- WATER** which has both positive or negative influences
- WATER** the richness of many lands, origins of many cultures and civilisations
- WATER** without which the deserts continue to expand



### Your children can:

- learn about the water we have around us: we can help the mill produce ideas, images, information and stories about water;
- learn about the cycle of water;
- collect legends, fables and traditions about water;
- find out as much as possible about water, its uses, about hygiene;
- get help from science books, art, films and music, history, sport, poetry and religion;
- ask their imaginations to give ideas for stories where the torrents, lakes, rivers, seas, clouds, snow and rain talk about water;
- exchange all of this with the children of Kenya, and let them tell us their stories, about their experiences and knowledge of water.

And most of all, have fun learning lots of new things and exchanging information and experiences with the children of Kenya.



### Guidelines for schools

The project may involve other teachers of various subjects and most of the material will probably be written in Italian by the children.

The **LANG Primary** project is the work produced by the children in the English lessons.

These materials should include text as well as comments in English on the various drawings, maps and photographs. Some teachers may decide to glue the materials onto large posters.

At the same time as Italian schools are preparing materials, Primary school pupils in Kenya will be working on the same WATERMILL project.

**The LANG Primary projects will be sent to Primary schools in Kenya and all the Italian schools that participate will receive a copy of one of the Kenyan projects by the end of the scholastic year. The projects produced by the children in Kenya will include not only photographs, (the children will receive a camera too), but also an audio cassette with music and stories produced by the children in English.**

The first step is to register for participation by the end of November. When we receive the completed form we will send you a **starter pack** which will include:

- a Teacher's Guide for the project
- a video cassette on the lives of Primary school children in Kenya
- a snapshot camera (so that your children can take photographs).

The completed project must arrive in our offices by 27.02.2002.

When the project is complete, please sign it as work produced by your class (include the number of students) and send to:

**LANG Primary Watermill Project, PBM spa, Corso Trapani 16, 10139 Torino**

### A message from AMREF Italia

*Work with children – Change the future – Together we succeed, are some of the words written on the walls of the schools involved in our project.*

*To school with AMREF – these are not only words, as the opportunity for Kenyan children to study opens the door for them to develop their own world.*

*For Primary education in Kenya the state pays only the teachers; everything else from books to desks, from hygiene facilities to the school buildings themselves have to be financed or built by the families.*

*For some years now, we at AMREF Italia, have been involved in hygiene education in schools promoting projects for improving the infrastructure of a first group of ten schools in Mwatzama, Ndatani, Birini, Kakomani, Kijiwetanga, Makaomoto, Msabaha, Mbaraka-chembe, Pangajambo and Ngala Memorial.*

*Last year several Italian schools joined the **To school with AMREF** project of twinning and materials and experiences have already been exchanged.*

*This year, together with Paravia Bruno Mondadori Editori, we have decided to directly involve Italian Primary and Comprehensive school children to adopt not a single child but a whole school.*

*Our theme is the vast and important topic of water and we would ask you to support us through the LANG Primary WATERMILL project to encourage your children and other teachers to contribute to the exchange of materials with these far-away schools. At the end of the scholastic year you will receive... news from Africa.*

*For more information about the work of Amref, we can be contacted by telephone 02/54107566.*

THE WATERMILL PROJECT – Registration Form  
 Complete and return by post or fax to:  
 PBM spa, Corso Trapani 16, 10139 Torino – to arrive by 30.11.2001

Name of school \_\_\_\_\_  
 School Code \_\_\_\_\_  
 Address \_\_\_\_\_ CAP \_\_\_\_\_  
 Name of teacher \_\_\_\_\_  
 Contact details: Tel. \_\_\_\_\_ Fax \_\_\_\_\_  
 Email \_\_\_\_\_

I will be organising the WATERMILL PROJECT in my school. Please send me the **starter pack**.

Signed \_\_\_\_\_ Date \_\_\_\_\_

# Using **BILINGUAL DICTIONARIES** with young learners

Sarah M. Howell



Using a dictionary is an important skill for children to learn. Knowing how to use dictionaries and reference books effectively has been a learning objective now for some time in Primary schools throughout Europe and is indeed one of the targets in both the *British National Curriculum* and the *Common European Framework of Reference*.

To be able to use a dictionary young learners need to become familiar with three things in particular:

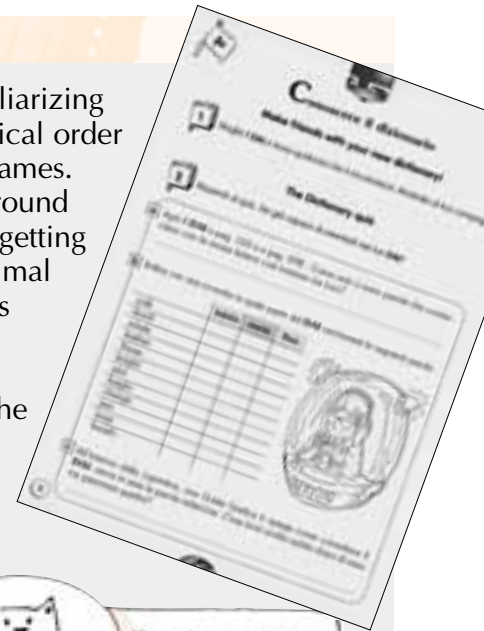
- alphabetical order
- handling a dictionary
- spelling.

As a teacher you can do a lot to help your pupils improve these skills and use them when using a dictionary.

## ALPHABETICAL ORDER

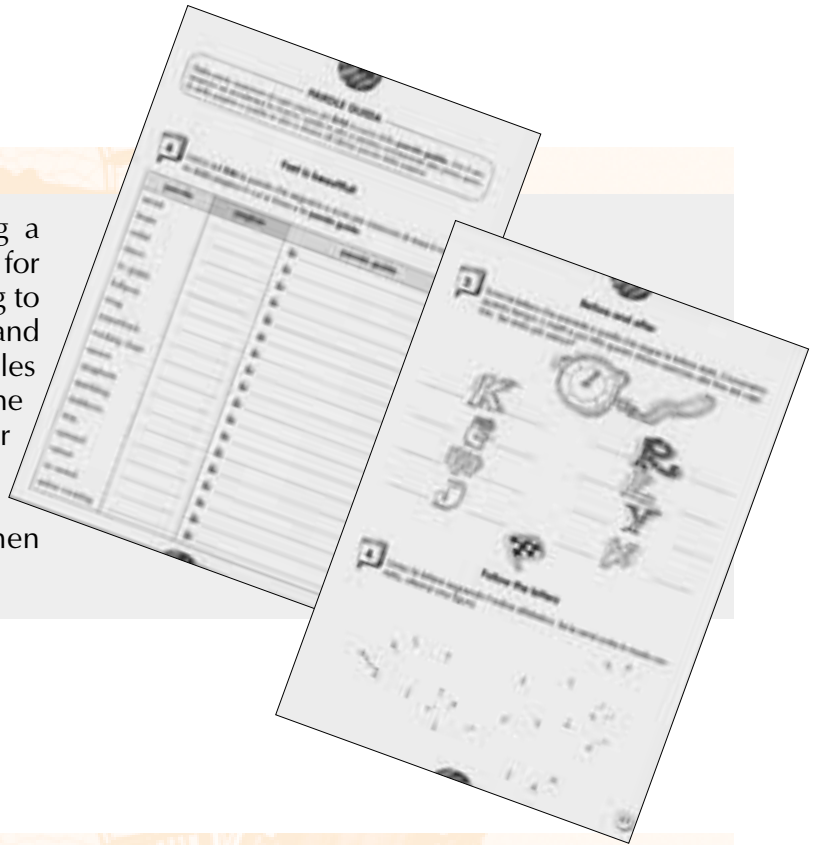
Learning the order of the English alphabet is very important for finding words. An idea to help young children with this is to give each child a strip of paper or card with the alphabet written on it. Ask them to fold it in half and tell you what letter is in the middle (M). Show them that this means all the words beginning with "M" are roughly in the middle of the English section. Get them to fold the strip again to find the letters a quarter and three-quarters way through (G, T). Now give them a list of 6 words beginning with M, G and T and get them to look them up in a dictionary.

Another way of familiarizing pupils with alphabetical order is by playing word games. For example, going round the whole class and getting them to name an animal from A-Z (or a child's name) or playing "Mummy's got the shopping", naming the things she has in alphabetical order (she's got... an apple, a book, etc).



## HANDLING A DICTIONARY

Young children should understand that using a dictionary is different from using other books, for a start they don't have to read it from beginning to end as they would a story, they can skip pages and open it half way through. Try giving them puzzles to do in a limited amount of time, e.g. find the word "toy" in 30 seconds, find the Italian for "grass" in 50 seconds, etc. This will get them used to flicking through the pages of the dictionary to find the right letter and then skimming for the right entry.



*Extracts from DAI Workbook.*

## SPELLING

In the English language, good spelling depends a lot on one's memory to retain letter patterns. Memory games are therefore useful for developing these skills. For example, ask the pupils to find a word, then close their dictionaries and write down the word. They can then look up the word again and see if they remembered it correctly.



It is important to encourage using dictionaries during language lessons and indeed have them available in the classroom. You should try and help your pupils regard them as a positive learning tool and aid for their work, rather than as something negative, or an admission that they don't know something. It is also positive for the children to see their teacher "grabbing" for the dictionary now and then to look up words and explain the entries to the class. Your interest and continuous encouragement will build confidence in their dictionary using and help them acquire important skills for later learning.



# Christmas comes early at LANG!

As we publish this issue we are in the middle of planning the December magazine which will be full of ideas for lessons on the theme of Christmas.

There will also be materials for teachers in the Nursery and first year of the Primary school in the new Kids' Corner section we have started in this issue.

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### OMISSION

Due to a printing error, credits were not given to the images in the article Pack your e-bags: The Virtual Tourist by Dede Teeler, published in the March 2001 issue of **LANG Primary**. The images of the web pages related to the Namib desert are linked to:

[http://www.greatestplaces.org/book\\_pages/namib2.htm](http://www.greatestplaces.org/book_pages/namib2.htm) and were published with the permission of the copyright holders – The Science Museum of Minnesota / Karen – Thimmesch / Katie Knight. The Museum's web site is at [www.greatestplaces.org](http://www.greatestplaces.org) We apologise for this omission.

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Topics I would like to read about \_\_\_\_\_

Course book used \_\_\_\_\_

Supplementary materials used \_\_\_\_\_

I would like a LANG agent to visit me at school Yes  No

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