

LANG Primary



Christmas joy to you all!

This is the eighth issue of **LANG Primary** and celebrates the end of our second year of publication. Many thousands of Primary teachers now receive **LANG Primary** every few months and, judging by the continuous flow of letters, find the materials useful in their teaching.

We have chosen to put the same Christmas tree on the front page as we used for the December 2000 issue.

The Christmas season is a time of traditions. Some details which surround the traditions may change each year; the food we eat, the people we celebrate with, the different (hopefully!) presents we receive, but certain features remain constant. These are the foundations of the traditions. Let our Christmas tree be the element of tradition in **LANG Primary**.

The contents of this Christmas issue are very different from last year. Teachers lucky enough to have saved their December 2000 issue will have a wealth of material to use in classes.

Christmas would not be the same without presents! As a Christmas thought for you, we have included a special poster in this issue.

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Using Drama in the Class

Cynthia Gilmore Alston

If you had lived in London in 1599, you might have had the opportunity to attend the opening performance of Shakespeare's romantic comedy *As You Like It*, at the newly built Globe Theatre. Before entering the theatre you would have seen a painted sign on its facade depicting Hercules bearing the world on his shoulders with the inscription *Totus Mundus agit Histriorem* and during the second act of the play you would have heard the character Jacques translate the Globe's motto into English "All the world's a stage".



Yes, all the world's a stage and we all love to perform. William Shakespeare used acting and the theatre to communicate to his public. The use of creative dramatics could be the means to help obtain successful communicative competence in the second language classroom. It is common knowledge that communication in any language is not only verbal - words, phrases and sentences - but also non-verbal - eye contact, facial expression and body language. So why not transform your classroom into a miniature Globe Theatre and let your students get on stage and start communicating.

By using creative drama in the classroom you will allow more direct involvement in the learning process on the part of your students. You will offer them discovery of self and a positive social, emotional and intellectual stimulation which is necessary for your students' growth and development. Classroom barriers will be broken down and higher levels of oral communicative competence will be "magically" achieved.

Creative dramatics e.g. plays, songs, music, puppetry, pantomime, improvisation or any activity that involves the imagination, raise students' self-esteem, encourage spontaneity and allow students to get in touch not only with their own feelings but those of others. Creative dramatics are a source of motivation, interest and enjoyment for both students and teachers and should become an essential part of the curriculum - not just a time filler.

Don't expect your young *actors* and *actresses* to perform a Shakespearean play in their first year of English. You have to guide them slowly. You are the *director* and have to allow them to discover or rediscover their creative nature. Here are some warm-up creative drama techniques that can help you start.

Statues

Ask your students for a list of different animals e.g. snake, kangaroo, dog, cat, monkey. Write the list on the board and then YOU choose one and ask your students to guess which animal your body is representing.

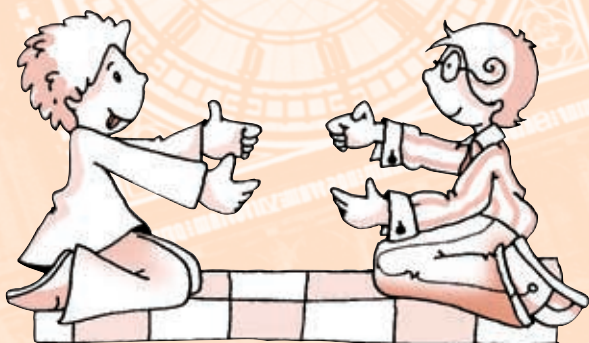
The student who guesses correctly will select another animal from the list and transform his/her body into the chosen animal.

This activity not only reinforces vocabulary but allows your students to get in touch with their bodies.



Clay

Ask your students to name some common everyday actions e.g. driving a car, eating pasta, reading a book, etc. Write the actions on the board. Then ask a student to come to the front of the classroom and gently **model** his/her body to represent one of the actions from the list. Ask students to guess what you are doing. The student who guesses correctly will then choose another student and select an action from the list and **model** the other student's body to represent the action. The remaining students have to guess which action was performed. This exercise develops a positive inter-group relationship and allows the students to understand and relate to their peers.



Oh, Mary

Ask your students for adjectives that describe different emotional states e.g. happy, sad, angry, worried, surprised, bored, loving, confused, nasty, etc.

Write the adjectives on the board. Tell them that you are going to use your voice to communicate an emotion by saying only two words "Oh, Mary".

The student who guesses the right emotion will then choose a different emotion and by using his/her voice will get the others to guess which emotion he/she is expressing. This activity helps students reduce their anxieties about communicating in the second language.



Some other activities which are productive and fun are:

- Take your students to the theatre, arrange for them to go backstage and meet and talk not only to the actors but also to members of the lighting crew, to the make-up artists, to the scenery director, to the script writers, etc.
- Have them study and "build" the famous theatres of the world.
- Mime when you read stories.
- Get students to mime when you read stories.
- Watch films without the audio and let them create the dialogues.
- Listen to music and let students mime the lyrics.
- Write ballads and set them to music.
- Have a puppet show.
- Let students write the scripts, make the scenery and costumes and perform scenes about historic events e.g. Christopher Columbus discovering America.
- Have them create their own versions of well known fairy tales e.g. Little Red Riding Hood.



Creative drama activities work well in the English language classroom for they create not only a bonding, a sense of trust in the teacher and in the students but increase the students' sense of personal commitment to learning the English language. And that is worth an Academy Award!!!

CHRISTMAS Sunshine!

Here are some Christmas activities from Sunshine, the new course for children who study English in the first two years of the Primary school.



Make Christmas gift tags.

Busy Bee Activity



The children can also use the tree to make Christmas cards!



Ask the children to colour and repeat these greetings.



Teacher Support Network



LANG Edizioni has established a **Teacher Support Network** to work side-by-side with English language teachers in schools in Italy.

The objective of the Teacher Support Network is to give teachers who are using, or would like more information on, LANG Edizioni teaching materials an immediate contact with our publishing house through experts in our publications.

All contacts will be dealt with either directly or referred to other departments for immediate action.

The Network of Educational Consultants and Trainers covers all sectors of the Italian Educational System from the Nursery, to Primary and Secondary schools.

The details of the Network given below are specific to Nursery and Primary schools.

The new magazine LANG MATTERS, for teachers in the Italian Scuola Media Inferiore and Superiore, contains full details of the Network for teachers in those schools.

The Network is divided into:

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LANG Trainers

The programme of seminars for teachers in the Primary school will be expanded in 2002 (we held over 80 during 2001). The seminars will be organised through our local agents who will have up-to-date information on dates and locations.

A large group of expert native English speaking **trainers**, together with the Educational Consultants, will hold seminars throughout the school year.

Teachers can also contact their Educational Consultant for information on seminars for Primary school teachers as well as queries, comments or suggestions regarding LANG Edizioni publications.

The dates and locations of the seminars will also be put onto our web site at: www.langedizioni.com

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CHRISTMAS Card and Greetings



Get your children to make this funny three dimensional Christmas card of Father Christmas coming down the chimney.

They can send it to their friends and family.

1 Give the children sheets of card (A4). Ask them to:

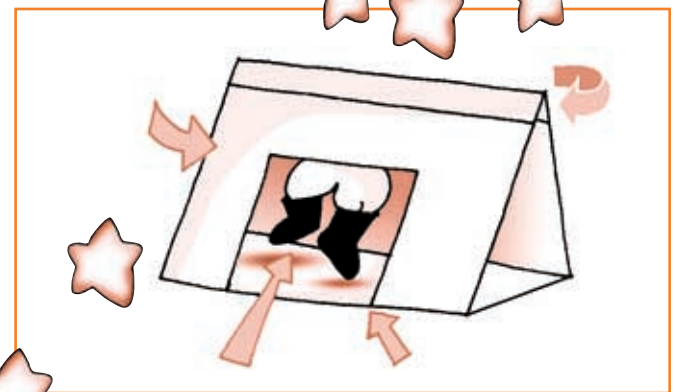
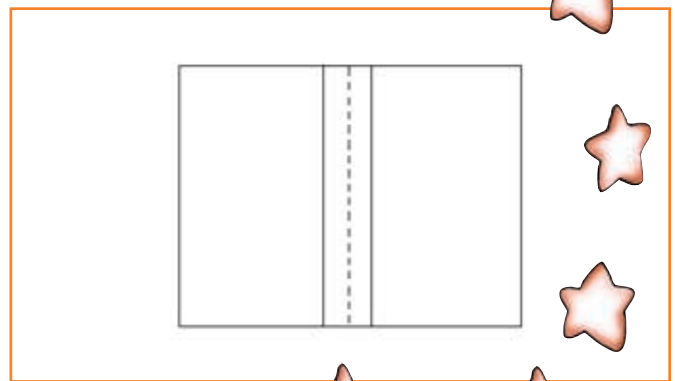
- Fold the card in half to find the centre
- Draw two parallel lines 3 cms. on either side of the centre
- Fold along these lines to make a triangular shape to be attached at the top.

2 On one side cut out a rectangular shape to make the opening of the fireplace.

3 Decorate the front to make it look like a fireplace:

- Draw bricks, Christmas stockings, holly, decorations etc.
- Paint the inside of the card black or brown
- Draw, colour and cut out Father Christmas' legs and glue them to the inside of the fireplace.
- Glue the top of the card together.

4 Get the children to write Christmas greetings on the back of the card.



Some suggestions

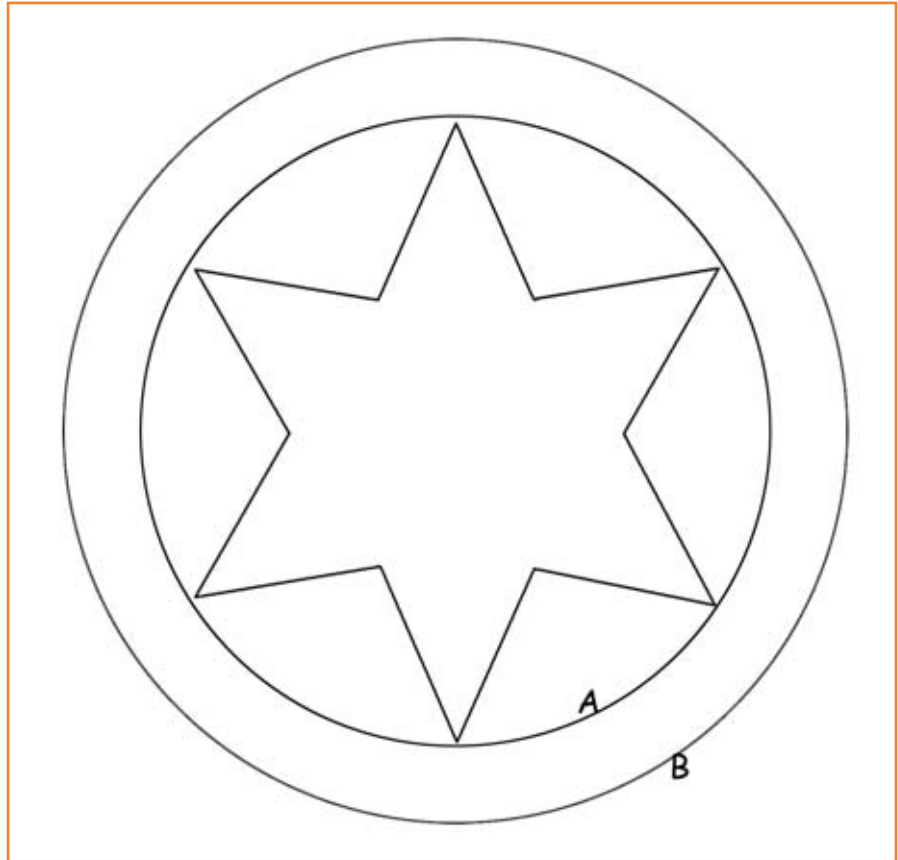
- Happy Christmas*
- Merry Christmas and a Happy New Year*
- Season's Greetings*
- Best wishes at Christmas*



CHRISTMAS Stars

Ask your children to make a Christmas star to decorate the classroom or their homes.

- Photocopy this shape and ask the children to colour it silver and/or gold.
- Cut along the lines of circle A and B to make the ring.
- Cut out the remaining star shape.
- Hang the star by a thread inside the ring so that it can turn.
- Attach some thread to the ring so that it can hang on the Christmas tree.
- Complete the decoration with silver, gold and glitter.



Make a mobile with your stars and angels (see page 15).

Hang them from two metal coat hangers attached at right angles and covered with silver and gold ribbon.



Circle Time Language



and Movement

Children welcome any opportunity to move from behind their desks in the classroom. They spend most of the day sitting immobile listening, speaking, reading or writing in exactly the same position and will jump at the chance of escaping from this position.

Active role play, games, dancing and movement in general are activities that have become part of the methodology used when teaching English.

It is generally accepted that associating language and movement helps memorisation of language. A child is more likely to recall an expression linked to a body movement than an expression learned by rote learning or direct memorisation.

There are many dances and body movement activities that can be used in the classroom.

In **SUNSHINE**, the new course for very young learners, these activities are called **Circle Time**. During **Circle Time** activities the children generally sit or stand in a circle or circles and either sing a song or recite a rhyme, simultaneously moving parts of their bodies such as hands, arms or legs.

The co-ordinated movements are greatly enjoyed by the children and it is not uncommon to see small circles of children outside the classroom singing and repeating the actions.

It is sometimes very complicated to explain the actions the children have to perform in writing. To help children and teachers understand exactly what actions are suggested to accompany the various **Circle Time** activities we are arranging for a group of children to be filmed doing all the activities in both Books 1 and 2.

The film of the children will be included on the new **SUNSHINE** video cassettes which will be available in December 2001 and free for all teachers who are using one of the course books.



Kids' Corner

Sarah M. Howell

A red-nosed Christmas



Christmas is probably one of the most exciting holidays for young children with a wealth of things to stimulate all the senses.

You see children stopping and staring at beautiful bright lights, decorations and Christmas trees. Parents and grandparents tell them stories about Father Christmas and the birth of Christ. They learn carols at school and hear Christmas music and bells all around them. Then there are the smells of Christmas candles and incense burning in the churches, fir trees and pine cones giving off a lovely wintry scent in people's homes and, of course, wonderful smells coming from the kitchen. Last but not least, if they are lucky enough to have a white Christmas with crisp, white, crunchy snow children can make a snowman or have a snowball fight with the family and friends.



The activities in this **Kids' Corner** are intended to help bring some of the Christmas magic into your English language lessons through a series of activities that stimulate all the senses mentioned above.

The activities are purposely not related to the Christian theme of Christmas but to popular traditions in English speaking countries thus respecting religious diversity within your class.



Let's start by telling the children a story

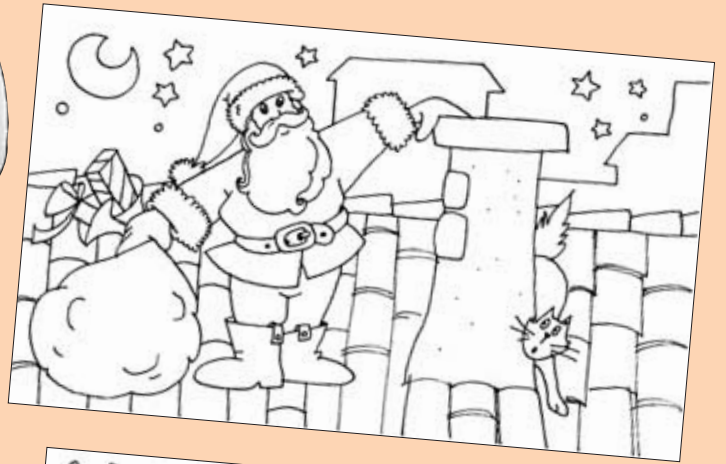


1. First of all, show the children the story cards on page 10 (enlarge and colour) and ask them if they can guess what happens in the story.
2. Pre-teach the children the following key-words: reindeer, Christmas Eve, nose, glows, laughs, foggy, Santa (Claus), sleigh.
3. Slowly tell the children the story in English with the help of the story cards and mime, stopping at the key words so they can tell you.
4. Ask the children if they can tell you in Italian what they have understood and help them with any difficult pieces, then tell them the story again in English.
5. Do this for a few lessons and slowly get the children to substitute the story cards with mime. Then, in the last couple of lessons, tell the story in English only with the children miming.



**The story
of a very special reindeer,
Rudolph the Red-Nosed
Reindeer**

*Do you know who Santa Claus is?
(get children to answer in Italian)
Well Santa has reindeer to pull his sleigh.
Their names are Dasher, Dancer, Prancer,
Vixen, Comet, Cupid, Donner, Blitzen
and Rudolph
Rudolph is a special reindeer.
He has a big, shiny, red nose. In the dark it
glows.
The other reindeer laugh at Rudolph's big
red nose.
Rudolph can't play reindeer games with
them.
It is Christmas Eve and oh?? no... it is
foggy! Do you like fog?
"It is time to give the children their
presents!", says Santa.
"Rudolph with your big red nose, guide my
sleigh in the fog!"
The reindeer are very happy and love
Rudolph very much.
"Rudolph the red-nosed reindeer is a very
clever reindeer"*



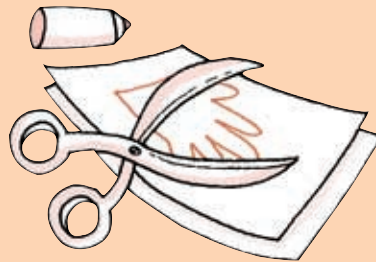
The lyrics to the song Rudolph the Red-Nosed Reindeer can be found on page 13. You'll find the second verse quite easy for children to pick up and they could even act it out in front of the parents.

Let's have fun in the classroom!



Reindeer antlers

1. Cut a strip of card for each child, measure it round the child's head and cut it to size. Fix it with staples. Write the child's name inside.
2. Get the children to do handprints with the brown paint on the white card and cut these out (a less messy option is to cut out some antlers and get them to paint them).
3. Fix these to the headbands as antlers.



For each child you need:
 Dark brown paint
 A sheet of white cardboard
 Different coloured card for head bands

The Reindeer Cokey (sung to the tune of "The Okey Cokey")

This is an easy action song the children can do whilst wearing their antlers. You can bring in a clown's red nose and they can take turns being Rudolph or get each of the children to bring one.



You put your antlers in (the children put their heads forward)
Your antlers out (they pull their heads back)
In out, in out (forwards, backwards)
Shake them all about (they shake their heads)
You do the Reindeer Cokey (the children join hands)
And you turn around (the circle moves round)
That's what it's all about.

Oh, the Reindeer Cokey, (the circle stops all the children put their hands in the air, still joined and go towards the centre of the circle, then back again)
Oh, the reindeer cokey, (repeat action)
Oh, the reindeer cokey, (repeat action)
Knees bend, necks stretch, (the children bend their knees, stretch their necks like reindeer)
Ra, ra, ra (clap hands 3 times)



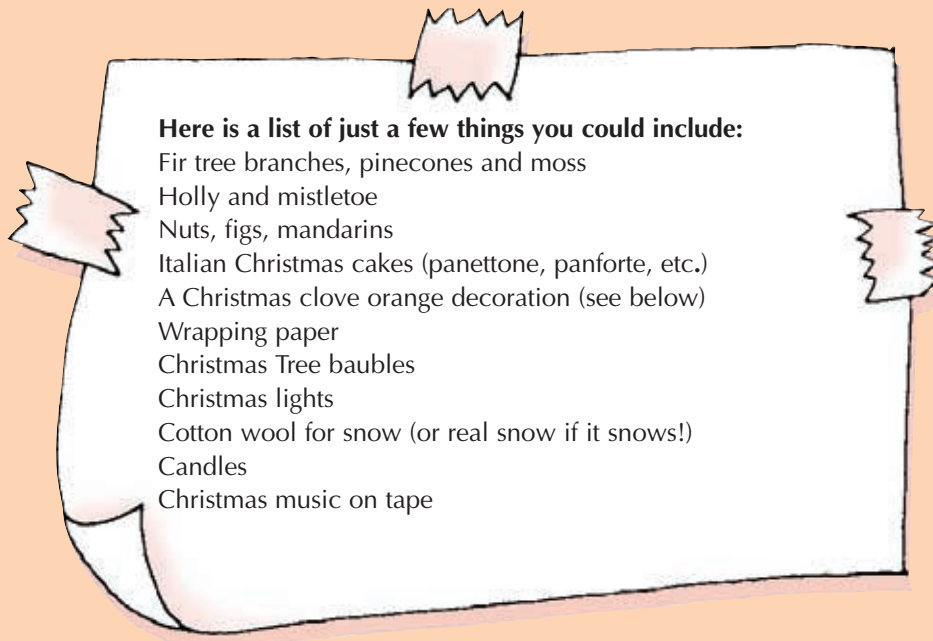
You can see children singing and dancing the traditional version of this song "The Okey-Cokey" on SING ALONG! Video (LANG Edizioni 2000)

Other possible verses:
You put your four hooves in
You put your fluffy tail in
You put your whole self in

A gift to take home - Making a Rudolph

1. Trace around the child's foot on brown paper.
2. Trace both hands on a different shade of brown paper.
3. Cut out (younger children will need your help)
4. The foot becomes the reindeer's face, the hand tracings are attached at the top for antlers.
5. Cut out the eyes, noses and mouths and get the children to colour them. Eyes and mouth: black, nose: red.

These are a great keepsake for parents and if the children make them the following year they can see how much they've grown. You can pin them all together on a large sheet of card to make a whole herd and keep them safe until the last day of term.



Here is a list of just a few things you could include:

- Fir tree branches, pinecones and moss
- Holly and mistletoe
- Nuts, figs, mandarins
- Italian Christmas cakes (panettone, panforte, etc.)
- A Christmas clove orange decoration (see below)
- Wrapping paper
- Christmas Tree baubles
- Christmas lights
- Cotton wool for snow (or real snow if it snows!)
- Candles
- Christmas music on tape

A winter senses corner

Let's smell Christmas and winter in the classroom! Of course Christmas wouldn't be Christmas without the wonderful colours and smells of the winter. Why not set aside a special table in a corner of the classroom for different wintry things for the children to touch look at and smell.

You can ask each child which is his/her favourite wintry thing and perhaps the children could each bring something wintry in to school.

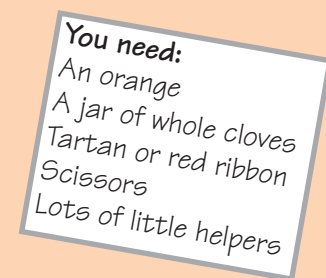
A Christmas Clove Orange

In Victorian Britain they used to make Clove Oranges at Christmas as decorations. They are very simple to make and give off a wonderful wintry scent.

Here is how to make one for your classroom.

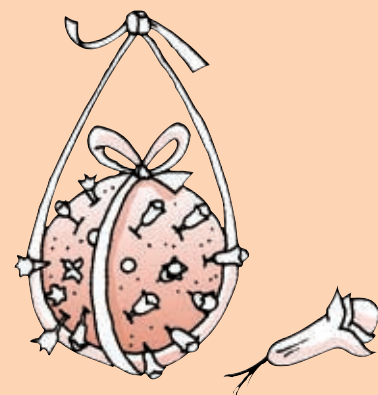
1. Cut two long strips of ribbon and tie them around the orange as you would a present, leaving four quarters of the orange exposed. Leave the ribbon tails loose for now.
2. With the children stick the cloves into the orange peel until you can't see any more of the orange peel.
3. Tie two of the ribbon ends together to form a bow and knot the other two ends together as a long loop for hanging it.

Well that's it for this issue and remember Christmas is a time for peace, loving and sharing so enjoy yourselves whatever you do! Have fun and do send us some photos of what you do – we would love to see them. Happy Christmas to you all.



You need:

- An orange
- A jar of whole cloves
- Tartan or red ribbon
- Scissors
- Lots of little helpers



CAROL SINGING

Visitors to England between the middle of October and Christmas are bombarded by Christmas carols on the television, radio and on the streets of towns and villages everywhere. A carol is the name given to religious and some non-religious songs which are only sung during the Christmas season. Some traditional carols have their origins in Europe and the United States and many English Carols have been translated and are popular abroad.

Here are the words for some of the most popular carols that can be taught to and sung by your children.

The carols printed in blue can also be seen on the video SING ALONG! (LANG Edizioni 2000). The Video Companion Workbook also contains some exercises on the songs.



Rudolph, the red-nosed reindeer

*Rudolph, the red-nosed reindeer
had a very shiny nose
and if you ever saw it
you would even say it glows.
All of the other reindeer
used to laugh and call him names
They never let poor Rudolph
play in any reindeer games.*

*Then one foggy Christmas eve
Santa came to say:*

*"Rudolph with your nose so bright,
won't you guide my sleigh tonight?"*

*Then all the reindeer loved him
as they shouted out with glee,
Rudolph the red-nosed reindeer,
you'll go down in history!*

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.*

Jingle bells

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

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

White Christmas

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

We wish you a merry Christmas

*We wish you a merry Christmas,
We wish you a merry Christmas,
We wish you a merry Christmas,
And a happy New Year.*

*Good tidings, we bring,
To you and your kin,
We wish you a merry Christmas,
And a happy New Year.*

Away in a manger

*Away in a manger,
No crib for a bed,
The little lord Jesus,
Lay down His sweet head.
The stars in the bright sky,
Looked down where He lay,
The little lord Jesus,
Asleep in the hay.*

A CHRISTMAS Story

Ask the children what they know about Santa Claus – where he lives, what he wears etc. Then pre-teach some of the vocabulary from the story such as North Pole, reindeer, Santa Claus etc. Read the story to the class. Get the children involved by asking questions. Get them to repeat the words. Divide the class into groups and give them copies of the story with the words and pictures mixed up. Ask the children to colour all the pictures. The children then put the pictures and words in the correct order. Then they retell the story.

		
<p>This is Santa's house at the North Pole.</p>	<p>On December 24th Santa gets up very early.</p>	<p>He puts on a red jacket, red trousers and black boots.</p>
		
<p>He wakes up the reindeer and gives them breakfast.</p>	<p>He prepares the presents for the children.</p>	<p>He puts the presents in his sleigh.</p>
		
<p>He flies all over the world in his sleigh.</p>	<p>He climbs down the chimney and puts presents under the tree.</p>	<p>On Christmas Day the children find wonderful surprises.</p>

CHRISTMAS Angel

Make this Christmas angel (or a whole choir of them!) to hang from the Christmas tree.

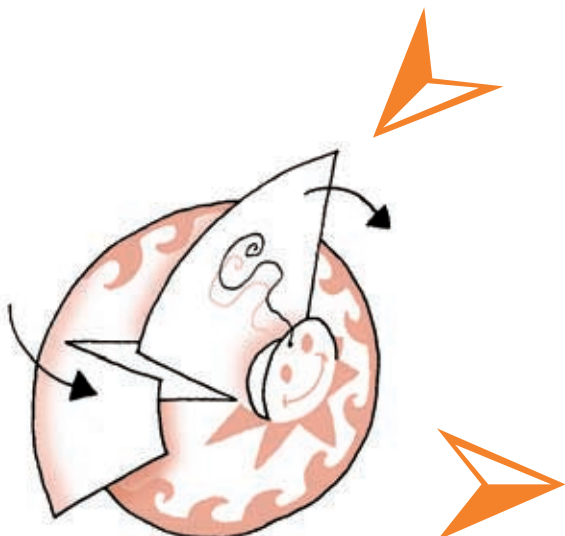
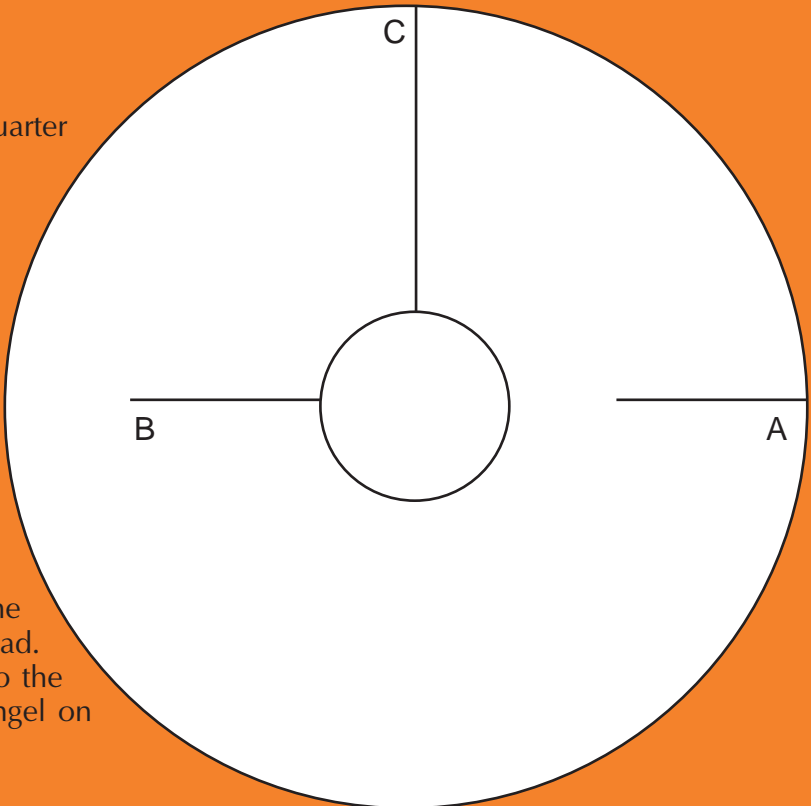
1. Photocopy and distribute to the children.

Ask them to:

- Cut out the circle.
- Cut along the lines A, B and C.
- Cut along the line of the three-quarter inner circle.

2. Ask them to look at the photograph of the angel. Get them to draw a face and decorate the body and wings of the angel using gold and silver pens and glitter.

3. Wrap the paper round and fit slot A into slot B to form the wings. The body of the angel is now a cone and the circle in the middle the head. Bend the head and fix a thread to the back so that you can hang the angel on the tree or in the classroom.



Bambini seduti?

Carmen Argondizzo *

No, thank you

Children initiate the long and difficult process of second language acquisition with the aim of eventually being able to communicate with adults and peers. The need for pragmatic competence, therefore, anticipates and supports the long process of language acquisition and encourages children to create the strategies they will have to employ in order to cope with the sociolinguistic-communicative challenges in everyday life (Argondizzo 1991). To a great extent, language acquisition occurs through social interaction being in itself, as Berko-Gleason (1977) put it, the first step towards the learning of how to make conversation. Certainly, the *dialogic* nature of human life and the human mind (Little 2001) encourages children to express and develop their autonomy in interaction with parents, siblings and others in the environment in which they grow up. Vygotsky (1978, 1986) strongly supported this argument by highlighting the notion that children's higher cognitive functions are internalised from social interaction, and that their learning arises from supported *task performance*.

Classroom activities that primary school teachers daily plan for children attending their classes should draw on both research and practical experience with the aim of offering younger students a systematic approach to classroom teaching. Through enjoyable teaching activities which enhance children's *dialogic nature* and through appropriate *task performance* teachers should aim at capturing the exuberance of the children. Yet, it will, be necessary to create

a way of constructing a purposeful learning curriculum for children, one which develops their competence in a systematic way rather than haphazardly presenting them with excitements, however attractive

(Candlin 1992: IX).

Thus, on one side, teaching at primary school level should put great emphasis on learning by doing,

and, as many scholars have taught us, on learning with *heart, head* and *hand*; whereas, on the other side, a staged and planned curriculum will be extremely important for children because their primary-school experiences will set the foundations for their later learning. As Candlin reminds us

when the learners enter the mainstream of formal education they will have already established the bases for language learning and not lost that innocence, that enthusiasm, which characterises children and which, so much, formal teaching often dispels

(ibid.: X).

Generally speaking, language activities should focus on major interrelated areas from which children should never be separated: socialisation (e.g.: the way of naturally interacting with others), play (e.g.: a way for enhancing fantasy, imagination, creativity), content-area language instruction (e.g.: a way for gradually achieving world knowledge), creative thinking (e.g.: the opportunity of focusing on reading and writing purposeful tasks). Activities should be structured so that they can easily be chained into a sequence for particular learning groups and, at each stage, teachers should be offered opportunities for action research to carry out with their own learners in order to explore the effects of a particular activity choice.

Bearing in mind these premises, resourceful activities should be created through a combination of theoretical principles and practice in order to allow primary school teachers to develop themselves as reflective practitioners.



Such an activity should have a clear background organisational lay out of the kind shown below:

ACTIVITY 33

1-2-3-4... FREEZE!

- **Activity type:** counting
- **Language:** numbers, freeze
- **Presumed knowledge:** numbers
- **Time:** 20-25 minutes
- **Classroom setting:** children standing in a line and facing the leader
- **Age:** 6-11
- **Level:** beginner and elementary
- **Aim:** counting, recognising the word freeze, having fun, using formulaic expressions

In other words, with clear teaching objectives in mind, children should be encouraged, throughout their language instruction, to be *in action* as often as possible. This will be necessary in order to avoid lack of motivation and feelings of frustration on their side. When a sensitive *Ispettore Didattico* was asked, during a teacher training seminar, to give his opinions on the work carried out in a primary school he cleverly and sadly commented: "I bambini di quella scuola? Ma sono dei bambini seduti!" So please, young (and older) teachers, let us reflect: "*Bambini seduti* in your classrooms?" "NO, thank you!".

The different phases in which the activity unfolds should see the children active and meaningfully involved:

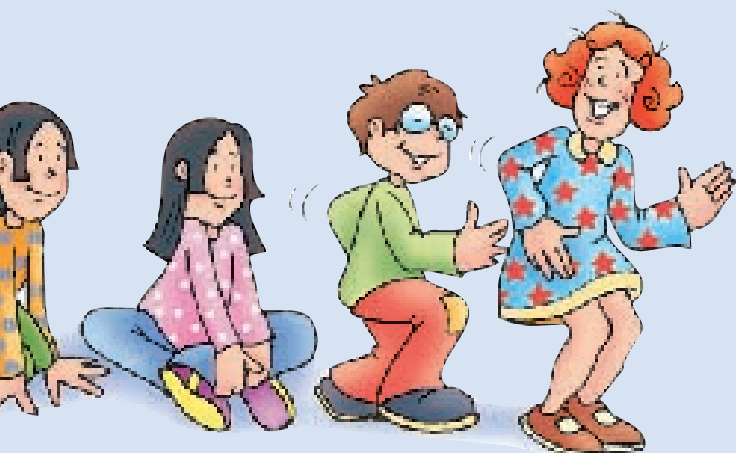
- **Preparazione**
Informa i bambini che questo è un gioco molto conosciuto dai bambini di età compresa tra i sei e gli otto anni e che vivono in paesi diversi.
- **In classe**
Il leader: scegli un bambino o bambina che faccia da leader. Invitalo a mettersi con il viso rivolto verso una parete per contare:
1-2-3-4 FREEZE!
5-6-7-8 FREEZE!
9-10-11-12 FREEZE! ecc.

Ogni volta che il leader dice FREEZE, si gira verso gli altri bambini e controlla se qualcuno si sta muovendo. Quelli sorpresi in movimento devono tornare indietro nella posizione iniziale. Gli altri bambini: mentre il leader conta, gli altri possono camminare andando verso di lui, ma devono fermarsi non appena sentono la parola FREEZE. L'obiettivo è quello di raggiungere la postazione del leader. Chi raggiunge per primo la postazione occupa il suo posto e ha il diritto di ricominciare, nel suo nuovo ruolo di leader, il gioco.

- **Durante il gioco** usa queste espressioni per introdurre nuove parole in L2:
He is moving!
Out! You are out!
He is out!
Next turn, sorry!
You play next turn!
Who's the leader now?
I'm the leader now!

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Teaching vocabulary: Making Personal Wordbooks in the 2° ciclo

Sarah M. Howell

Children seem to learn vocabulary very quickly probably because at Primary level a lot of the lexical areas deal with tangible meanings and can be associated to pictures or other visual stimulus as well as the written word. Indeed a lot of input at Primary level is lexical, so much so that children find themselves having to deal with many different sets over a three year period.

Course books include **glossaries** either divided into units or modules where words are listed and translated, but there is a need to dedicate space to all the extra words the teacher will teach during a course.

How can we include vocabulary revision-recycling into our lessons?

A good way of doing this is to involve the children in making their own very special **Personal Wordbooks**. Making a **Personal Wordbook** helps give the children a sense of the progress they are making as they are able to visually identify the quantity of words they know in English. A **Wordbook** can help with revision and recycling of the lexical sets that have been presented in the course materials but also for any extra vocabulary the teacher would like to introduce. When deciding how to make your **Wordbooks** you should first consider how you would like to store the information.

Lexical sets or alphabetical order?

This really depends on the age of the children and how vocabulary is presented within their course materials.

You could possibly make **Wordbooks** with lexical sets during the first years and then transfer all the information into alphabetical **Wordbooks** in their last year of Primary school – thus revising all the vocabulary taught over the three year period and at the same time introducing some basic dictionary training skills that they will find useful when they begin Secondary school.

Presentation and personalization

Presentation is very important. Children should enjoy looking through their books and showing them to their friends.

In order to make sure ALL children show the same kind of pride and pleasure in doing their **Wordbook activities**, you should be very careful in helping them set up the layout and give them the possibility to personalize their work as much as possible.

They shouldn't just contain a list of words they should be as colourful creative and PERSONAL as possible.

Having said that there is also one thing we should remember and that is although most children like colour, not all like drawing and colouring – children should have the choice to represent the words in different ways e.g. through pictures, stickers, cut-outs, pieces of material, photos, etc. You will find that children who don't enjoy drawing will find a wealth of ways of representing words.

How can you include Wordbook activities in your lessons?

There are lots of ways you can introduce the **Wordbooks** in lessons. You could have a special session once a month or when you reach the end of a significant learning chunk in your course materials i.e. end of Unit, Module, presentation of words in context, etc. You could even include 5 minutes at the beginning or end of each lesson as revision/recycling sessions.

Children could even finish off activities for homework and show you their personalized work at the beginning of each lesson.

Wordbooks can be either separate copy books or the last pages of the children's class exercise books.

**NOTE: LANG PRIMARY ISSUE 3 OCTOBER 2001
The extracts on page 19 are taken from: Dizionario di apprendimento della lingua inglese, ed. Paravia.**

CLASS AND TEACHER PROJECTS



The September issue of **LANG Primary** gave details of the **Watermill Project** which many schools are organising to exchange materials prepared by their children with Primary schools in Kenya.

With this issue we return to the Class and Teacher Projects which have proved to be so popular in schools.

Once you have introduced the Project to the class dedicate a little time each week to the preparation of the materials.

CLASS PROJECT - December 2001

The theme for the project for your children to organise as a class or in smaller groups is :

Famous inventions and discoveries

Choose an invention or discovery and ask your children to find out about the people and background of those involved. The Project should include pictures and/or drawings and text in English.

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

PBM spa
LANG Primary Student Project,
Corso Trapani 16,
10139 Torino

LANG Edizioni will send a class set of *Prime Readers* to the classes that present the most interesting projects.

TEACHER PROJECT - December 2001

We would like to encourage you to put together one of the lesson plans you have prepared for your children. You should describe the lesson in detail and include the various steps in the lesson.

The topic for the Teacher Project this month is:

Introducing adjectives describing people

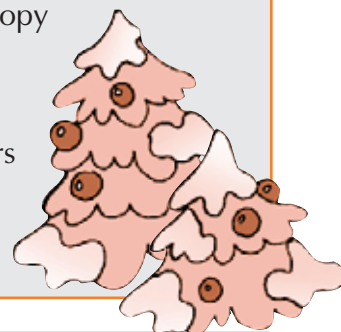
The lesson plan should be divided into three phases:

- Presentation
- Initial practice exercises
- Consolidation tasks

When the project is complete, please sign it as work produced by yourself and send to:

PBM spa
LANG Primary Teacher Project,
Corso Trapani 16,
10139 Torino

LANG Edizioni will send a copy of **DAI** (dizionario di apprendimento della lingua inglese) or **FRIENDLY** Italiano-inglese to all teachers who present the project following the instructions described.



All projects should be received by 31.03.2002
We may publish extracts from some of the projects in future issues of LANG Primary.



NEW FAX NUMBER
 As from 1st January 2002
 LANG's fax number will be:
 011 75021510.

08643V

... news from LANG continued...

From page 1

The poster comes from a set of 12 which is part of the Teacher's Resources for SUNSHINE, the new course for the first two years of Primary School.

The poster will help the children to memorise some of the vocabulary related to Christmas and the illustrations can be used to generate discussion about the festive season and traditions both in Italy and England.

This issue also includes details of the **LANG Teacher Support Network**. There are now five Educational Consultants covering the whole of Italy at your service. The Educational Consultants together with a large group of expert **LANG Trainers** will be holding seminars on aspects of teaching English to young children throughout the year.

All the contributors and editorial staff at LANG Primary wish you and your children a very, very happy Christmas and a peaceful and prosperous New Year.

Below is the coupon to register for future issues of **LANG Primary**. You need only return the form *once* to receive future copies.

If you have already sent in your details, use this form when you need to change/amend your address. If you wish to comment on the articles in **LANG Primary**, please do not hesitate to write to us.

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Topics I would like to read about _____

Course book used _____

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

Ai sensi della Legge 675/96, con la presente vi autorizzo esplicitamente al trattamento dei miei dati personali unicamente ai fini amministrativi per l'invio di materiali di **Lang Edizioni** al mio indirizzo.

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