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March 2000
Year One - Issue One

LANG
 EDIZIONI

What is Lang Primary?

Welcome to the first issue of LANG Primary. The magazine will be published four times a year in March, May, September and December. Inside its covers the Primary school teacher will find a wealth of useful information on the teaching of English-from innovative learning materials which can be photocopied and used in the classroom, to news about the development of new projects for Pre-School and Primary schools.

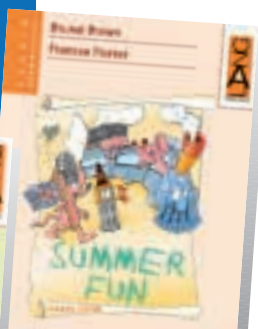
Features in this edition are:

- new materials for the Pre-School learner
- ideas for Easter activities
- getting the most out of dictionaries
- opportunities for both the teacher and the students to receive free books.

In future editions we would like to publish both articles and comments on LANG teaching materials and also classroom activities sent in by you, the reader. So get writing!

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Milano, Marzo 2000

Gentile Insegnante,

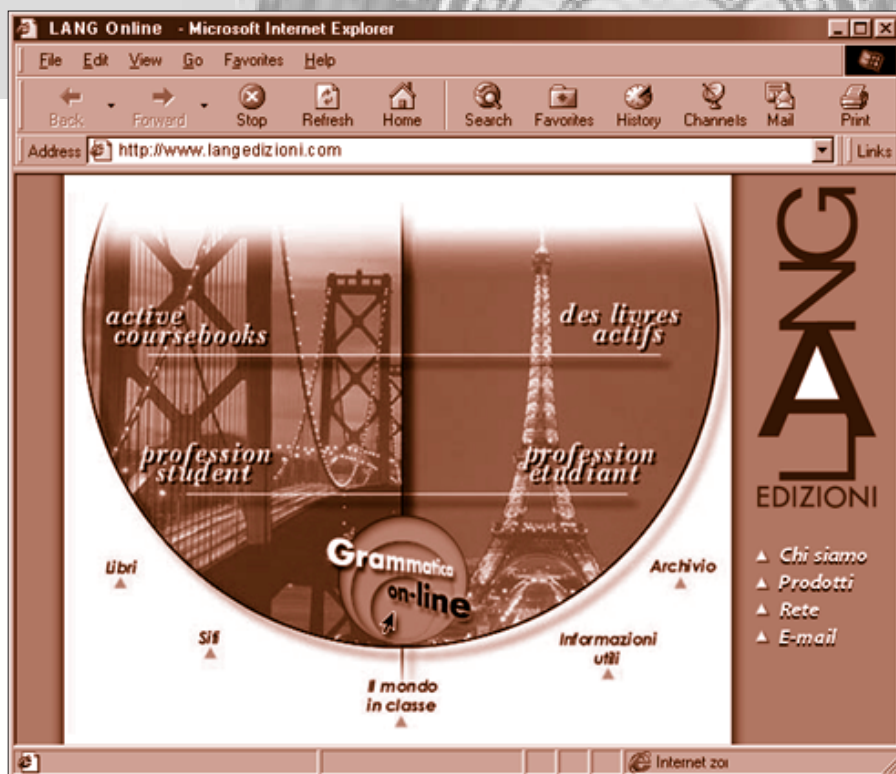
nell'orizzonte della didattica, l'insegnamento della lingua straniera è il settore più dinamico, quello in cui metodi, approcci alla materia, e strumenti evolvono più in fretta e di conseguenza richiedono di confrontarsi quotidianamente su nuove esigenze che necessitano di nuove risposte.

LANG, casa editrice specializzata nel settore della Lingua 2, attraverso la sua struttura composta da insegnanti, autori e ricercatori che formano un vero e proprio laboratorio di didattica, consapevole di questa esigenza, intende offrire ai docenti tutti i servizi e i supporti necessari per realizzare un'azione didattica sempre più efficace e in linea con le reali esigenze della scuola.

Scopo di questa nuova iniziativa che nasce sotto il nome di "Lang Primary", è quello di ampliare la gamma di servizi e supporti a favore degli insegnanti della Scuola Elementare, e nello stesso tempo di instaurare un filo diretto con gli utenti dei nostri prodotti editoriali in modo da rispondere tempestivamente alle esigenze di chi opera nella Scuola.

Ci auguriamo che questo servizio risulti di sua utilità, e tutti i suggerimenti che Ella ci vorrà far pervenire saranno certamente di stimolo per migliorare il lavoro al Suo fianco.

LANG Edizioni



LANG on-line

The LANG Edizioni inter-active Web site is well worth visiting for information on all the various facets of English language teaching.

Among the pages of particular interest to the Primary school teacher are:

■ Active Coursebooks

Using your mouse, click on a course book; when you then click on a unit you will find alternative ways to use some of the exercises.

■ Profession Student

Here you will find a selection of self-correcting reading comprehension exercises to improve your English.

■ Siti

On this page you will find descriptions of many useful Internet sites for teachers of English. Click on an address and go straight there!

You can, of course, email our authors, browse the LANG Edizioni catalogue or find your local agent.

The site is up-dated monthly and new features are added. In March 2000 we will be adding the locations and dates of the LANG Teacher Training seminars.



LANG Edizioni Teacher Training

LANG Edizioni teacher training seminars are offered to Primary English language teachers in many cities throughout Italy. They are given by trained native teachers and last for one and a half to two hours. If you would like to attend a seminar either consult our Web site or contact your local agent.

Abstract for Y2000 seminar **Teaching and Developing Oral Skills with Young Children**

This seminar examines the methodological implications of the criteria set by the European Portfolio on classroom activities designed to practice the speaking skill in the Scuola Elementare.

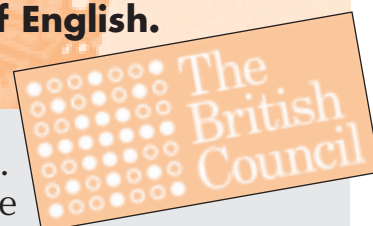
Discussions will cover all aspects of speaking activities from controlled exercises to freer tasks where the children are asked to transfer the language learned to talk about their own lives and interests. Teachers will be encouraged to illustrate and discuss their own language teaching experiences when children are asked to develop their oral skills.

The organisation of pair and group work in the classroom and various aspects of correction of both language and pronunciation are also covered. Examples of speaking activities illustrating the various exercise types, including simulated communication tasks, will be discussed and evaluated.

The British Council National Conference for Teachers of English.

Bologna 23-24-25 March 2000

LANG Edizioni are sponsoring two speakers at the Conference. Jeanne Griffin will present a workshop on teaching English in the Pre-School/1° Elementare and Tim Priesack will discuss the advantages of integrating whole-body movement and mime with songs in the clas-



LANGUAGE ARTS for the MINI-CLUB 5-6 year olds



Most of you will already be familiar with the Ministry's proposal for *Progetto Lingue 2000*, based on the Council of Europe's criteria for objectives and methodology for the teaching of foreign languages from Pre-School to the end of compulsory education.

The English language has been given priority both as a communicative language and as the language of technology.

How does this affect your daily life in the classroom?

According to the guidelines of the project, which is based on

experimentation carried out in 34 Italian schools, optimal group size for language learning is up to 15 learners, and course content is taught in a modular format.

However, the most important aspect of language teaching is you and your rapport with the children. From experimentation conducted at the national level in 111 schools, it has been shown that second language learning produces best results when it is introduced in the child's *optimal period*. This means when the child feels safe and has good rapport with the teacher and his companions.

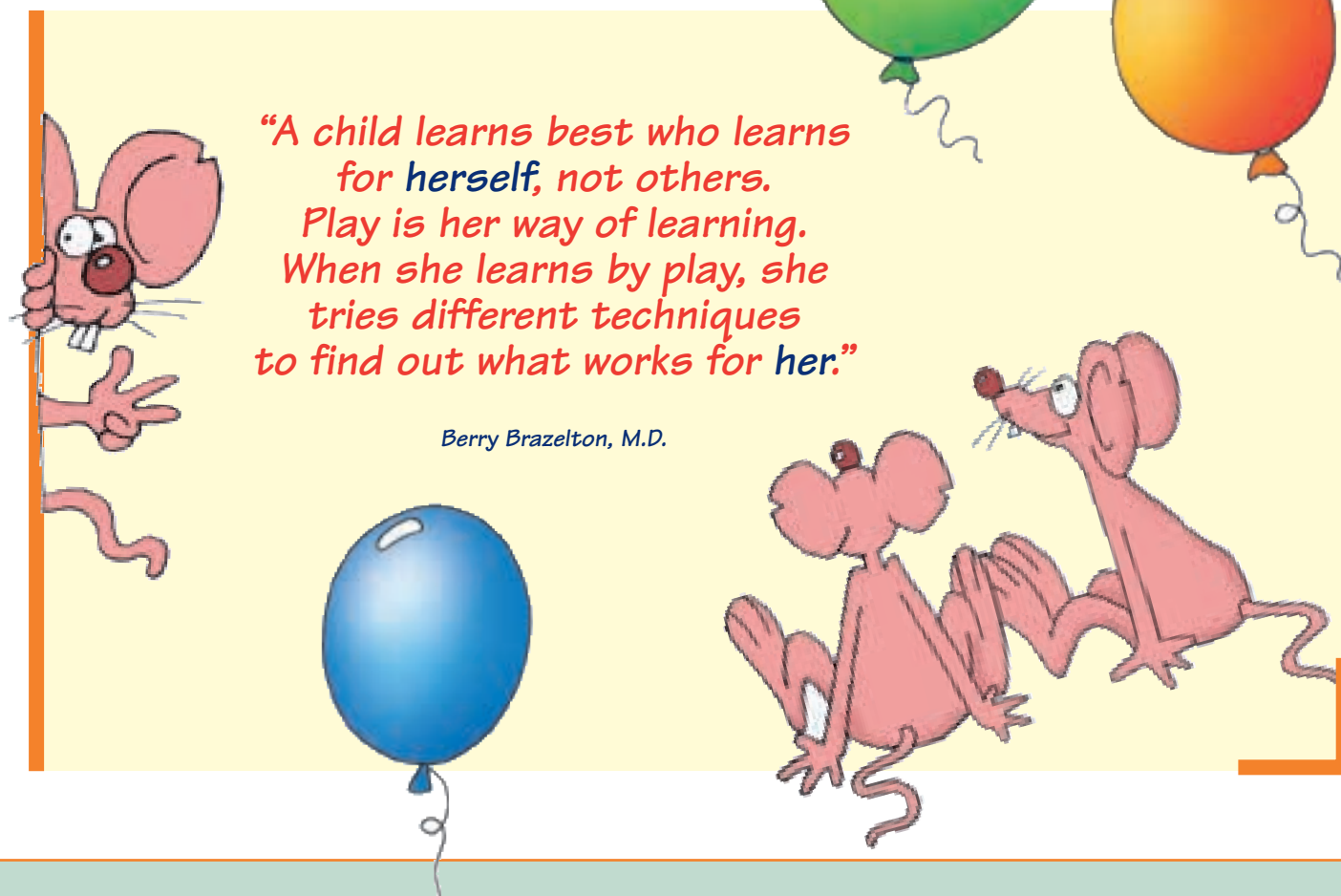
Picture Board



To support the teacher in the learning through play process a **Picture Board** and **reusable plastic adhesive pictures** have been developed for use in second language teaching. By using a hands-on approach, young learners are able to handle materials and create their own language experience. The most rewarding fuel for future learning is through personal experience in both directed and undirected play.

The **Picture Board** is a large PVC sheet, which acts as a blackboard. Colourful electrostatic adhesive figures can be moved on and off the board for a variety of language tasks. Because of its size, the board becomes a focus point for the group and thus a focus for the language item being introduced, taught or revised. The cut-out figures included in the sets match lexical and structural items presented throughout MINI

CLUB, an English language course for the very young learner. Teachers who adopt MINI CLUB will be given a **Picture Board**, six sets of adhesive pictures and a tube for transport and safe keeping of the materials. The flexibility of the **Picture Board** is that it can be used directly in conjunction with the language input from the course book, or used separately for storytelling, rhythm work, memory and recall activities.



Here is an example of how the adhesives can be used:
Card 1 contains these cut-outs: 1 cake, 7 candles, 10 balloons.

Productive Skills

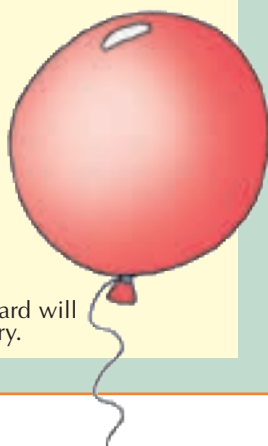
T: What's this?
S: It's a

T: How many candles are there?
S: 7.

The teacher can then proceed to add or remove one or more candles so that the children can practice counting.

T: What colour is this balloon?
S: It's red.

T: What's this?
S: It's a yellow balloon.



Further ideas on uses of the Picture Board will appear in future issues of LANG Primary.

Receptive Skills

T: Lia, could you please add two candles to the cake?

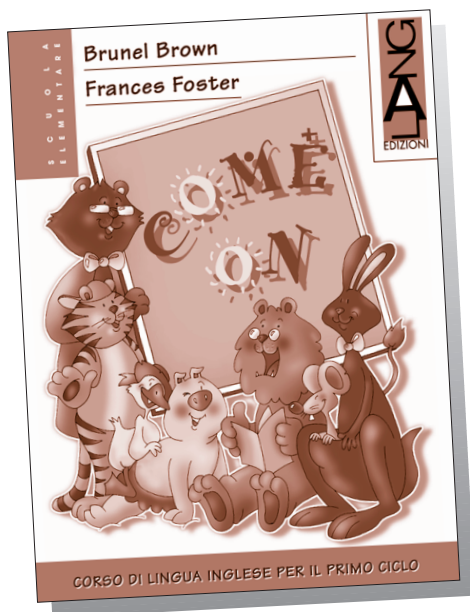
S: (If Lia understands correctly she will place two candles on the board.)

T: Ugo, please put the orange balloon on the picture board. Now please take away the green one.

T: Maria, please put the red balloon next to the green one.

Language items are remembered best in a context. By expecting complete responses ("It's a book"; not simply "book") language structures are imbedded and the rhythm pattern is better retained. Because young children's language is exclusively oral/aural, the use of contracted forms naturally follows first language acquisition sequences.

Learning by doing!



It is important to make English language learning a positive and enjoyable experience right from the start. When planning an English lesson for young learners the emphasis should be placed on variety of activities. Young children quickly tire of an activity and become restless because their attention span is much shorter than that of an older child. This is even more true in the L2 classroom, where children are continuously asked to focus their attention on a language which is not their own. That is why it is important to support learning with:

- visual materials, such as flashcards, pictures and posters.
- manipulative materials, such as props and child-created materials made from photocopied activity worksheets.

Most English teachers today agree that nothing takes the place of *hands-on activities*, such as colouring, cutting and gluing, to create motivation and encourage interest in the new language. Cut-out worksheets not only take into account the need of young children for enjoyable activities,

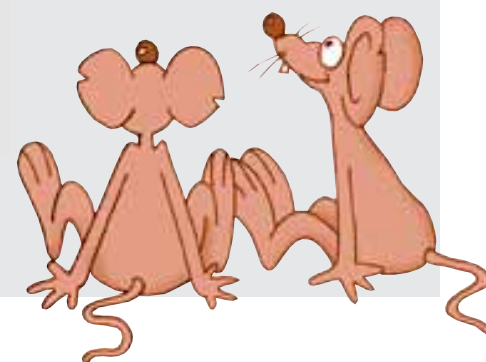


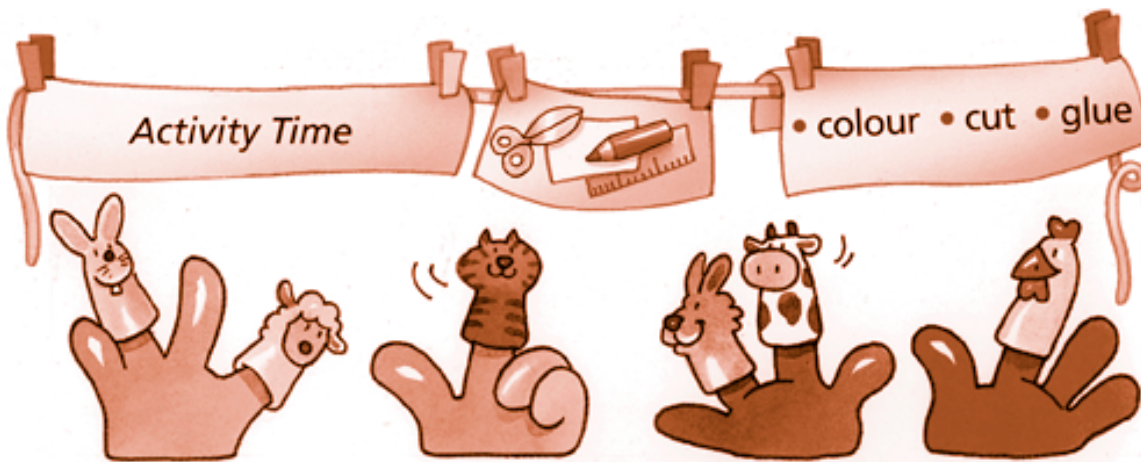
Teaching ideas from Come On Student's Book



The following activity can be used in a variety of ways:

- for introduction of the lexical set 'farm animals'
- for miming of the farm song and creation of new verses for the song
- for reinforcement of the structure 'there is'
- for introduction of the preposition 'in' (using a box and the finger puppets)

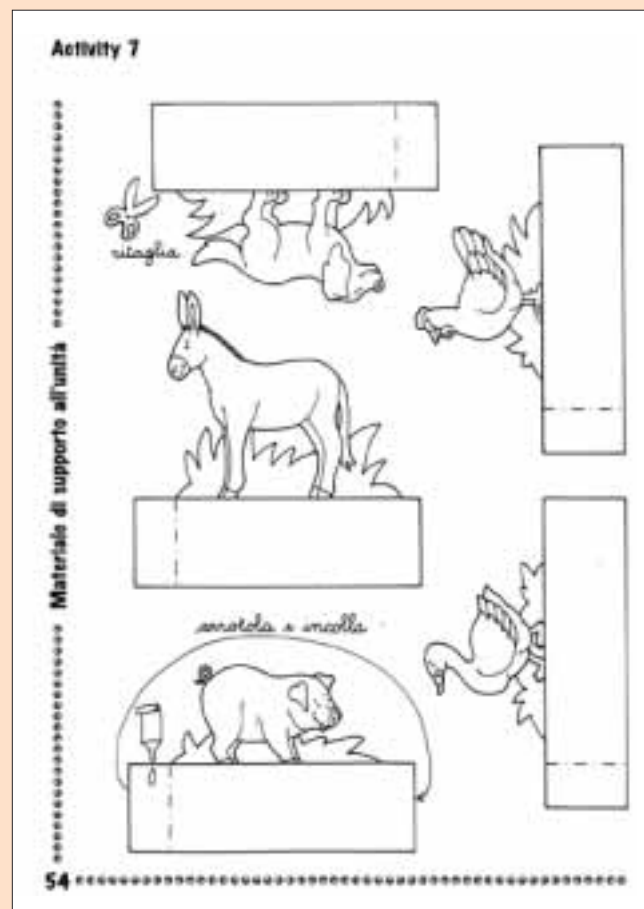
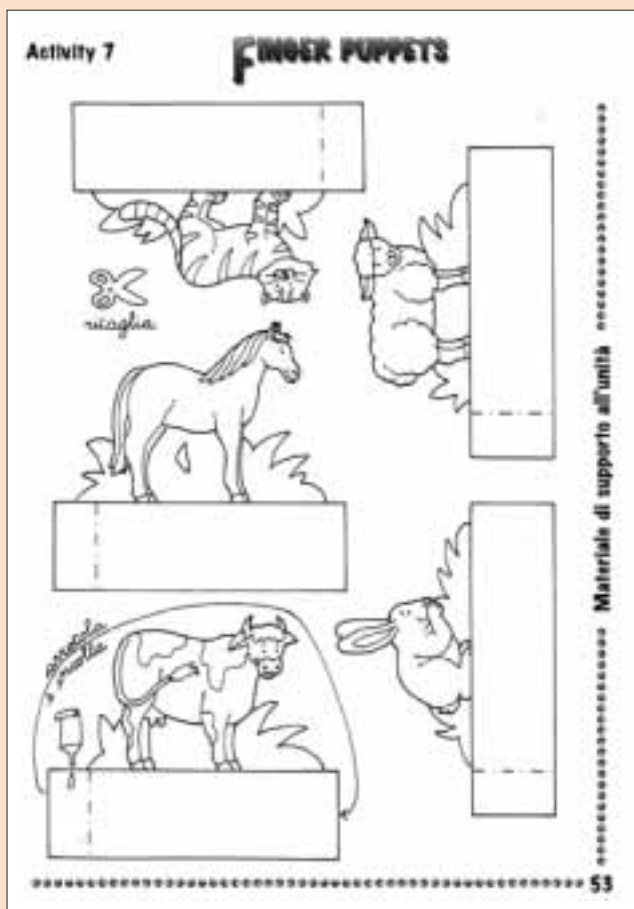




but also provide visual aids which can be used to illustrate new lexis and to consolidate vocabulary which has been taught. Cut-out activities can also be used to teach simple verbal

instructions which the children must listen to and follow in an orderly and organised manner in order to successfully complete the assigned task. When working with these types of activities

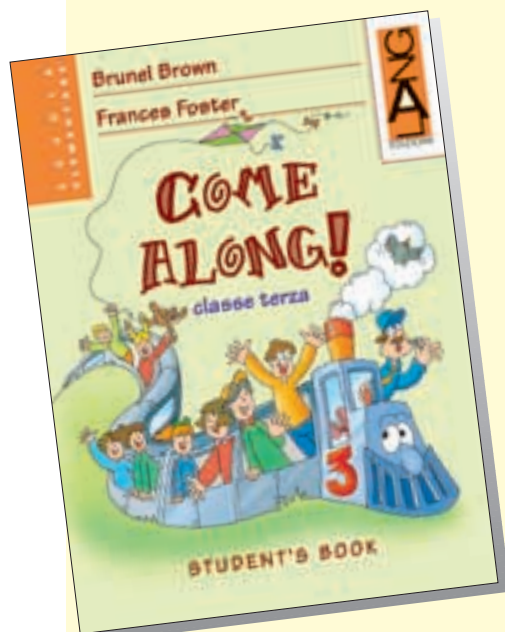
it is also a good idea to show the finished product at the beginning, so that the children have an idea of what it will look like.





COME ALONG!

You're all invited to discover the English-speaking world.



English has become an international language spoken all over the world. Children should not be led to believe that it is spoken exclusively in the United Kingdom, but rather, that it is the native language of about 400 million people worldwide. It was with this objective in mind that the theme of a trip was chosen for Come Along! Obviously the first aim of any English language coursebook is to teach the language, but it must, at the same time, motivate and involve students in effective learning. What better way to do this than to travel to far-off places and meet new friends with different cultural backgrounds? Obviously, the trip couldn't

include all the English-speaking countries of the world, so three major geographical areas were selected: Great Britain, the United States and Australia, so corresponding to the three levels of the 2nd cycle of the Italian Primary school. The voyage starts in London (in the 3rd class), continues into America (in the 4th class), and ends on the other side of the globe in Australia (in the 5th class). Each book highlights the culture and civilization of the location being visited, and thus the pupils are continuously exposed to the various lifestyles typical of these English-speaking countries. It is through the dialogues, situated in a wide range of



English-speaking countries

Materials:

- photocopy of map on page 8 of Come Along! Teacher's Book!
- coloured pencils or felt-tip pens

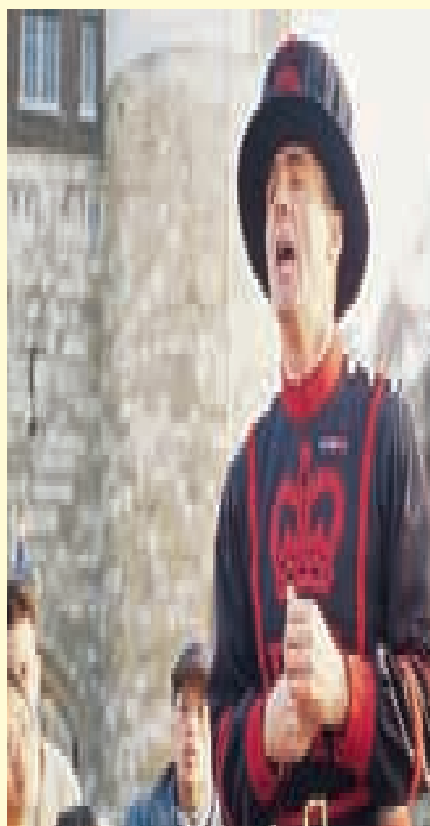
Instructions

Distribute the photocopies and locate Great Britain on a globe or on a big map. Point out that Great Britain is a part of Europe and that it can be reached by train because under the English Channel there is a tunnel called 'The Chunnel'. Ask your pupils to colour Great Britain on their maps. Follow the same procedure for the United States and Australia. Point out that you can reach these two locations by plane or by ship.

Did you remember to tell your pupil's to wear something green on 17th March, St. Patrick's Day? It brings good luck!



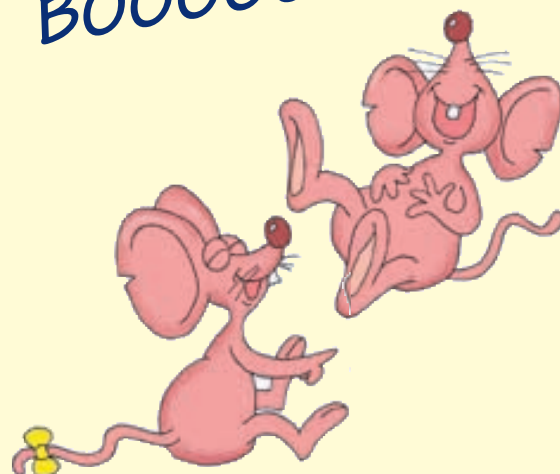
settings, that the children learn indirectly about the culture of the country visited. On the other hand, the 'Do You Know?' sections in each unit provide the factual information and real photographs which can be used to prompt discussion. Every 'Do You Know?' section is supplemented with further information provided in the Teacher's Book. These additional resource materials help teachers develop creative lesson plans which arouse pupils' curiosity and broaden their horizons. The *Discover* units, which focus solely on culture, provide further opportunity for oral work. While using *Come Along!* children are encouraged to comment on topics which span from traditional songs to festivities, from the Royal Family to Aborigines and American Indians.



What does a ghost wear when it rains?



BOOOOOO - TS!



Check out these sites for more information on English, American and Australian culture!

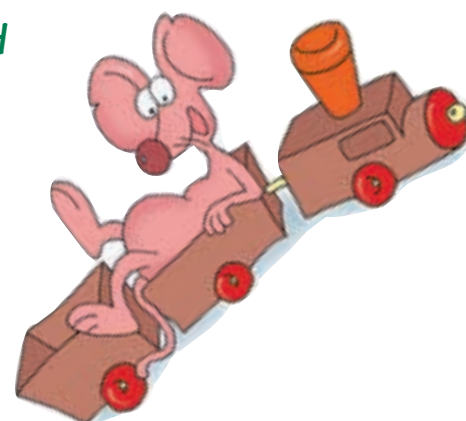
<http://www.whitehouse.gov/WH/kids/html/kidhome.html>

http://www.athi.com.au/stuff/athi_home.html

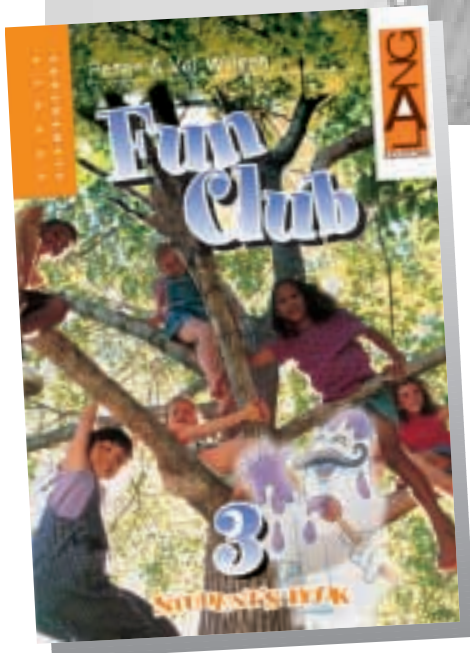
http://www.travelbritain.com/london/tourism/thames/guided_tour.html

http://articles.citysearch.com/New_York/virtualtour/empirestate/index.html

THE ENGLISH PROVERB CORNER



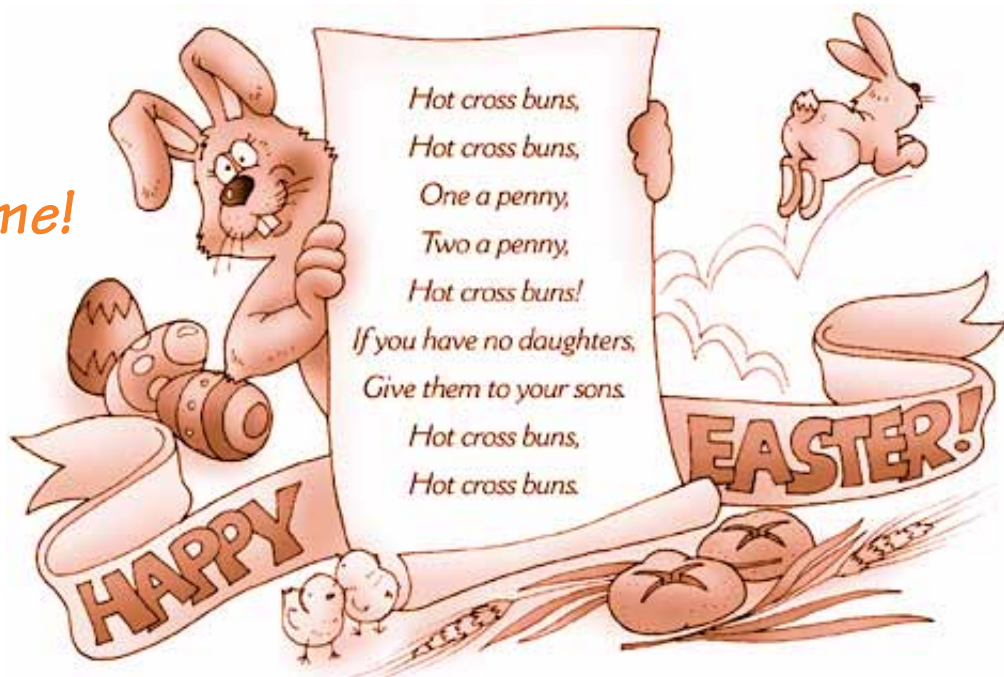
When the cat's away the mice will play.
Quando il gatto non c'è i topi ballano.



Easter at the FUN CLUB

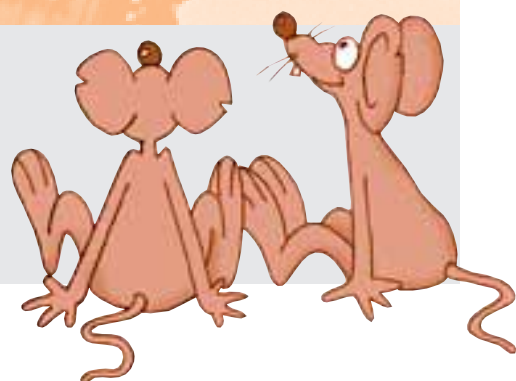
At Easter many people in England buy or bake hot-cross buns. This is the only time of year when they are made. These small sweet buns are marked on top with a small white cross made with sugar. In the past, people ate this Easter speciality because they believed that it would keep them healthy all year.

*Teach
your pupil's
this short
Easter rhyme!*



Easter Activity:

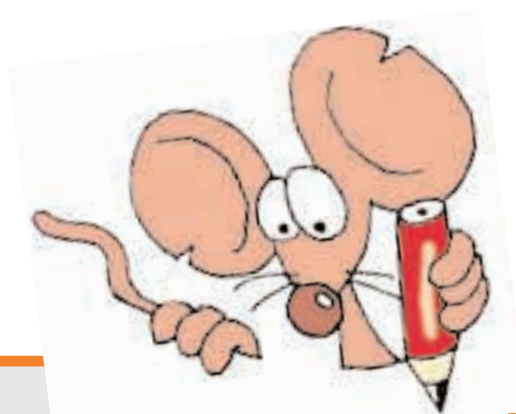
Ask your pupils to describe Italian Easter buns or cakes prepared by their mothers or grandmothers. Provide new adjectives such as: **round, square, delicious, yummy, sweet, salty and spicy.**





The English World WORKSHEET

*Find
the Easter
words*



CHOCOLATE

EGGS

CHICK

CARDS

EGG HUNT

HAPPY EASTER

BUNNY

GOOD FRIDAY

BUN

EASTER SUNDAY

BASKET

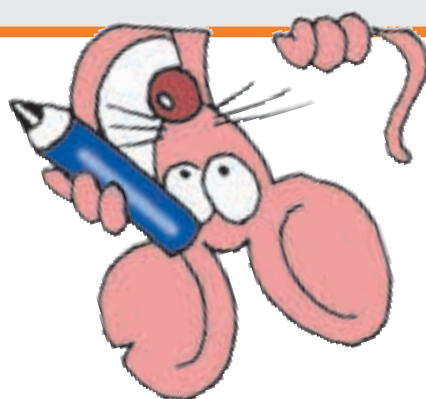
MAUNDY THURSDAY

LAMB

LENT

DAFFODIL

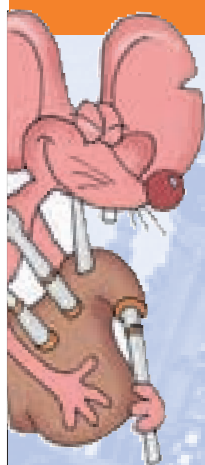
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| P | C | A | D | W | L | E | N | T | D | E | R | G | N |
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| E | I | B | S | C | D | C | A | R | D | S | L | H | Y |
| A | C | R | O | S | S | B | U | N | N | S | E | U | T |
| S | K | T | U | D |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



Turn projects into books

To celebrate the first issue of LANG Primary we are offering to exchange projects prepared by children and teachers for books.

CLASS PROJECT



Many projects in the English language class involve moving across the school curriculum. We have chosen Scotland as the theme for the children's project and this will encourage the children to find out about history, traditions and geography.

Scotland - a land of colour

Ask your children to collect all the information they can find about Scotland. They should present the country and its traditions in English and include drawings, maps and possibly photographs.

A useful address for source material is:
British Tourist Authority,
via Nazionale, 203
00184 Roma
Fax 064742054

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

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

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



All projects must be received by **31 May 2000**.

We will publish extracts from some of the projects in the following edition of LANG Primary.

TEACHER PROJECT

Many teachers produce their own material for teaching and consolidation tasks.

Describe your favourite lesson when you are teaching or consolidating an aspect of the Present Simple tense.

The lesson must be divided into three phases:

- **Presentation**
- **Initial practice exercises**
- **Consolidation tasks**

The completed project must include any visual stimulus you use and must be written in English.

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

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

LANG Edizioni will send a copy of DAI (Dizionario di apprendimento della lingua inglese) to all teachers who present a project following the instructions.

All the materials submitted become the property of Paravia Bruno Mondadori Editori and reproduction rights are reserved.



Using songs for enjoyment and language development



■ Songs and rhymes are important teaching/learning tools because they are part of the reality of the children outside the classroom.

■ Songs should be chosen not only to give children the enjoyment of singing but also to provide opportunities to develop the language that is contained in the lyrics. Songs can be chosen for grammatical or lexical extension.

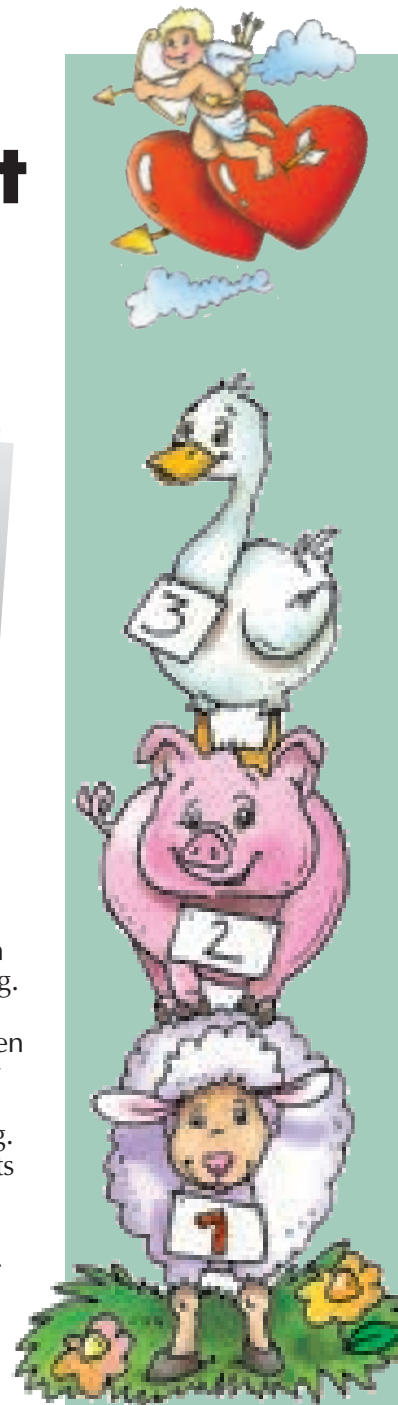
■ Before playing a song for the first time teach some of the key lexis or expressions so that when the children listen they get satisfaction from understanding the concept of the song.

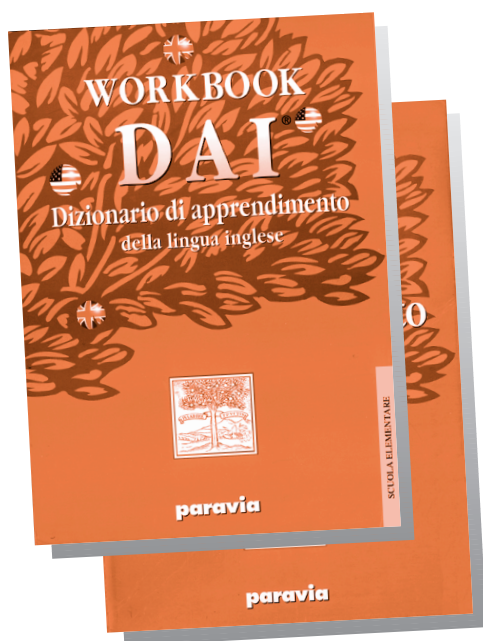
■ When children listen, give them a simple language task to do. This motivates the listening activity and gives them a reason to listen.

■ Follow up activities can include language development exercises based on the various elements in the lyrics of a song.

■ It is not usually advisable to give children language activities to complete while they are singing a song as they will be concentrating on pronouncing and singing. However, many songs can involve students miming actions to accompany the words. These whole-body activities help the children to memorise the words of a song.

■ If the song is on film, there are many extra opportunities for the teacher. Children can watch without sound and discuss the pictures; the teacher can pause the film and elicit language from specific scenes; and the children can be asked to predict what they expect to see in the next portion of the film.





Using a bilingual dictionary can be fun!

Vocabulary is fundamental to every aspect of language. It is important to promote vocabulary growth, especially when teaching a second language, because as pupils' vocabulary increases so does their ability to understand spoken and written language, and thus, express their thoughts and ideas. A bilingual dictionary can be introduced in an L2 classroom, even at the Primary level. At this stage, pupils can develop vocabulary through a series of

stimulating dictionary games and activities, as well as learning to use a dictionary correctly. However, keep in mind that in all dictionary work the words introduced, located or studied should be specifically chosen with a purpose, and activities should be varied and repeated at intervals so that vocabulary build-up is possible. A child-friendly dictionary which provides more than just translations can be an excellent source of information on language and culture.

Here are a few suggestions for activities and games which can be carried out using a bilingual DAI dictionary.

GAME 1 Dictionary race

Objective:

- a to help provide practice in looking up words in a dictionary
- b to provide practice in spelling.

Procedure:

Say any word belonging to a lexical set being studied. The first student to find the word in the dictionary and spell it correctly wins.



GAME 2 The flashcard game

Objective:

- a to show pupils how to use a bilingual dictionary
- b to introduce new vocabulary

Procedure:

Show a flashcard which illustrates an object. Ask the pupils to look at the drawing and search for the Italian word in the DAI. The first child to find the English equivalent and spell it wins.



GAME 3 Mime game

Objective:

- a to stimulate pupils to use a dictionary
- b to introduce verbs

Procedure:

Divide the pupils into teams. Write a new verb on the blackboard. The first child to find the word and mime the action wins a point for his or her team.

Variation:

Repeat the same procedure with adjectives of emotion.



DAI

to teach
new vocabulary

to teach
dictionary use

ENLARGE TO USE



to teach
grammar

GAME 4 Synonym hunt

Objective:

- a to provide practice in finding words with similar meanings.
- b to expand vocabulary

Procedure:

Divide the pupils into two teams. Call one pupil from each team to the blackboard with his or her DAI. Explain that the S symbol means that there is a synonym for the word looked up. Write an adjective on the blackboard; the first child to find the synonym for this word and write it correctly on the blackboard obtains a point for his or her team. Possible words for primary level: fat, thin, big, little, cheap, happy, sad, clever, quick, difficult

Variation:

Repeat the same procedure with antonyms. The symbol in the DAI is C.

ACTIVITY 1 Synonym hunt

Objective:

- a to help pupils understand the multiple meanings of words

Procedure:

Prepare a worksheet with the following words, which have multiple meanings and are easy to illustrate: wheel, hand, face, straw, bar, bat, trunk, boot, cap, cone, mouse, fan, camera, balloon, nail, bag, pen, oil. Distribute the sheets. Tell the students to search the dictionaries for the meanings and illustrate them.

ACTIVITY 2 American English

Objective:

- a to make pupils aware of the differences between American English and British English

Procedure:

Prepare a worksheet with the following words in British English and ask the children to find the equivalent in American English: autumn, biscuit, sweet, lift, trousers, lorry, rubbish, motorway, football, pram, petrol, tram, trolley, pavement, cooker, postman, faucet, chips, ladybird, ice-lolly.



...and this is only the beginning!

The next issue of **LANG Primary** will be published in May. To make sure that you get your copy we would prefer to send it direct to your home. So please take a little time to complete and return the form at the bottom of the page.

The May issue will contain:

- Ideas and materials for activities on the theme of summer holidays
- Using readers with children
- The Lingua 2000 programme, the European Portfolio and the Primary syllabus
- Activities using flashcards and wall posters
- Testing and grading language attainment
- And many more interesting articles

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| name | school address | home address | favourite pages in this issue |
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| _____ | _____ | _____ | _____ |
| _____ | city | city | _____ |
| _____ | CAP | CAP | _____ |

Topics you would like to see in future issues _____

Course book used _____

Supplementary materials used _____

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

To ensure the next issue reaches you, complete and post or fax to:
PBM spa - **LANG Primary** – Corso Trapani 16 – 10139 Torino – Fax 011 757 383