



**FANTASTIC
 NEW
 SCHOOL YEAR
 CALENDAR
 INSIDE!**



Here we go, here we go, here we go...

Here we go etc. is a popular chant that football fans sing just before or during a match. It is a song full of expectancy and excitement. Teachers in the Primary school feel the same excitement at the beginning of a school year especially those who are faced with a group of curious children starting their first year of English language lessons.

So, new year, new students, new books... Here we go...

We hope that the contents of this issue of **LANG Primary** will be of help in motivating the children in their learning and in informing you, the teacher, about topics of interest related to the complex world of English language teaching.

Readers will also find a colourful new school year calendar for the classroom inside this issue. The main characters from **LANG Edizioni** Primary publications are all illustrated on the calendar. Can your children identify them?

Included in this issue are discussions on revision activities, which are important with classes at the beginning of the school year, an article about teaching in multi-ethnic classes, information on future national Conventions for teachers, worksheets on Halloween

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Revision activities for September in the scuola elementare

Heather Bedell

Starting back at school after three long months of holiday can be traumatic for teachers and children alike.

Teachers face the problem of classes that seem to have no recollection whatsoever of what was done during the previous school year, despite any holiday homework the children might (or might not) have done.

For the children too, the outlook is grim, another whole year of lessons ahead of them is a daunting prospect indeed.

What can we do to tackle these problems?

Revision is obviously part of the solution for the teachers but can sometimes make the problem worse for the children.

The feeling that they are just repeating what they did the year before is extremely demotivating so revision has to be cunningly disguised.

■ Getting the children involved

One idea that works with older classes (from 4^a elementare up) is the idea of a type of *test d'ingresso* that the children prepare for themselves.

Here the important thing is the process of **preparing the test** and not the product (the test itself). Children should bring in their English books from the previous year and go through them in pairs to decide what should be tested. They should then try to decide how to test: older children tend to resort to translation but sometimes there can be quite surprisingly creative results. I've been given dialogues, pictures of clocks with the time to be labelled, questions and responses to be matched as well as drawings to label.

During this activity, the teacher should go round the class providing help and advice as necessary but should avoid interfering too much otherwise the creative element is lost for the children.

Obviously, if there is access to computers this can become a cross-curricular activity. The finished test will be much more professional and will give the students something to be proud of.

When the children have finished (and the process can sometimes go on for several lessons) the teacher should collect the work, correct it and ideally choose an element from each pair's work to

enlarge and photocopy





be put into the final test (adapted if necessary but not so much that the children can no longer recognise their own work).

Depending on the class, there can also be an editing or piloting stage before the teacher collects the work in. In this stage pairs should swap tests, try them out and subsequently discuss how easy/difficult they were and whether they understood what to do, etc.

This is a relatively easy way to get students to go through the material they have studied the previous year; it is motivating because it gives them a sense of responsibility (which is why the tests they write have to be administered) and can, of course, be used to revise at the end of the year as well.

■ With younger children

The idea above can't really be used with younger classes who are, however, usually more willing to repeat activities especially songs and rhymes.

Perhaps these could be recycled by asking the children to prepare some sort of brief performance in front of a class in the year before them.

The benefits are for both parties, the class performing has a new incentive to repeat the old material and the class starting the previous year's programme is motivated to learn what the older children have performed for them.

A revision game

There are also numerous games that can be prepared to provide revision activities.

Playing a game can revise possessive adjectives if the teacher presents the language: "It's my/your turn", etc.

A simple game is to make up little cards as in the examples below (aimed at children coming into "terza" who have studied with **SUNSHINE** or a similar course).

The children are divided into small groups (3 or 4) and each group is given a pack of cards which is put face down on the table in front of them.

They take it in turns to pick one and make a sentence with whatever is on the card,

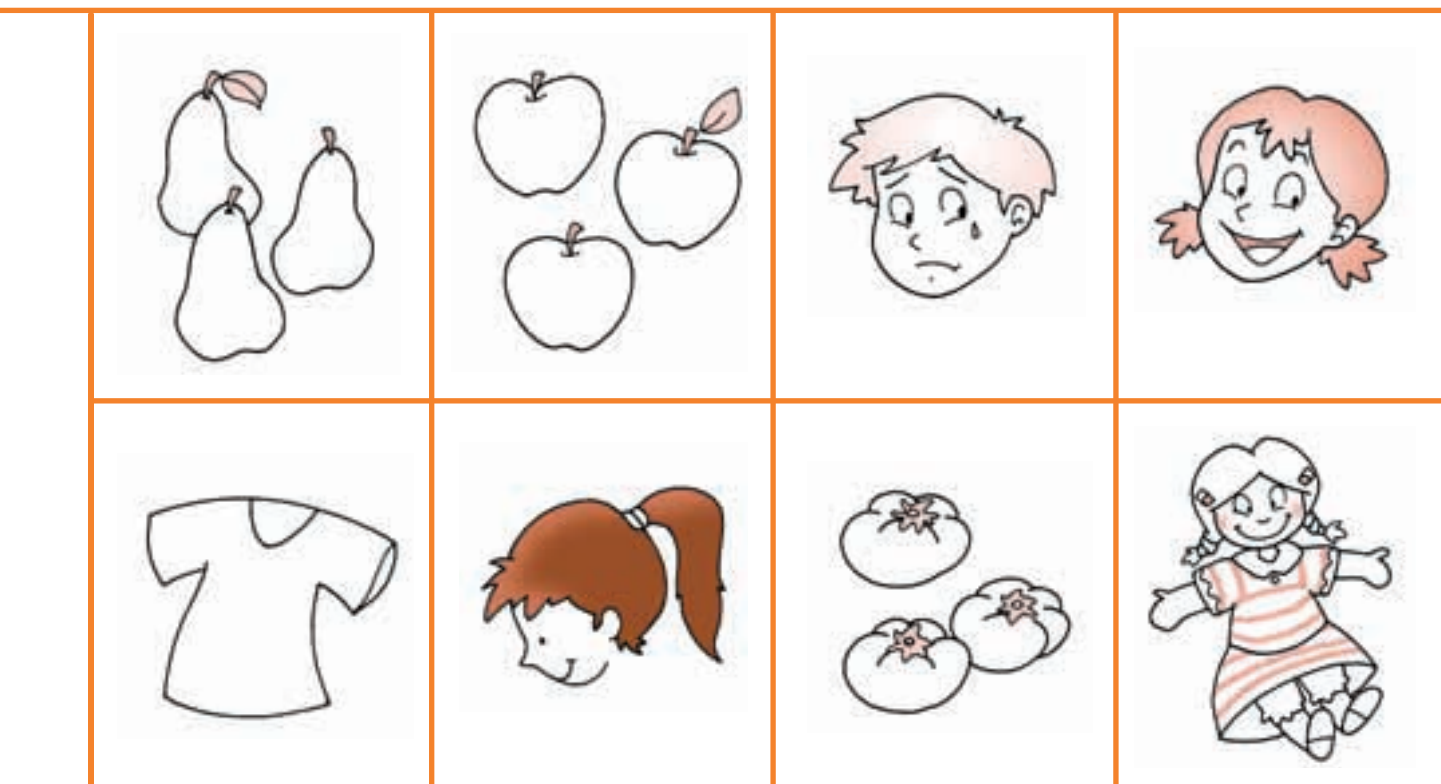
For example:

- *I've got a book.*
- *I like pears.*
- *I'm (not) sad, etc.*



The structures to be practised are *I've got/I like/I'm (not)* plus the vocabulary covered in the course.

If the other children agree that the sentence is correct, the child keeps the card and the one who has most at the end wins.



Festivals in Britain

Joanna Carter

As it's the beginning of a new academic session here is a chance to take an all-year-round look at some of the festivals, traditions and customs celebrated and observed in Britain.

This will give you an opportunity to plan and prepare when you might want to talk about them or use them as a basis of special English lessons in the coming months.

October

This issue of **LANG Primary** is already dedicated in part to **Halloween** by now an internationally famous festival which takes place on the 31st. Halloween is an old word for "Hallows Evening" the night before "All Hallows" or "All Saint's Day". It's the night, as I'm sure you all know, when ghosts and witches are out and about. People used to be afraid to go out on Halloween in the past but now it's a time for fun and parties, when children go out "Trick or Treating" dressed as witches, goblins, ghosts and ghouls.

November

November 5th is **Guy Fawkes Day** or **Bonfire Night**. It's a night when people build bonfires in their gardens and let off fireworks. It's a very old tradition to celebrate the fact that a man named Guy Fawkes didn't succeed in blowing up the Houses of Parliament and King James I in 1605. People make a figure of Guy Fawkes from straw, newspaper and old clothes, put it on top of the bonfire and burn it!

June

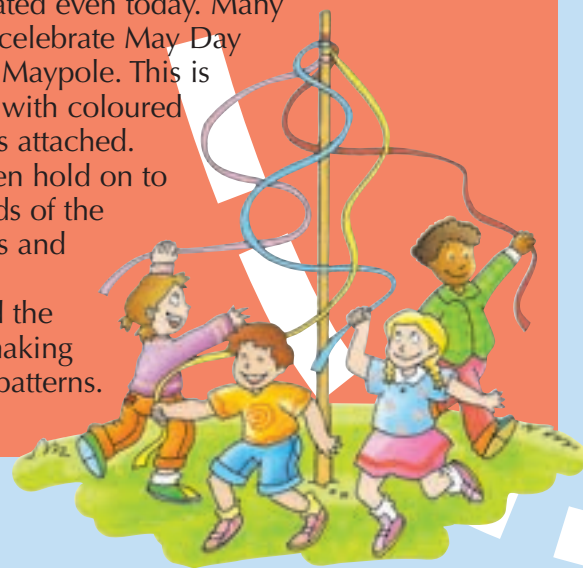
On June 24th, **Midsummer's Day**, you can see a very old custom at Stonehenge in England. Stonehenge is one of the biggest stone circles in Europe and is 5000 years old. It's thought that it was used by the Druids, who were a religious group in England 2000 years ago. Druids still exist today and on Midsummer's Eve they go to Stonehenge for an ancient ceremony.

August

August is the month of the **Notting Hill Carnival** in London, the biggest street festival in Europe. There are many people who originally came from the West Indies living in Notting Hill and for two days it looks as though Notting Hill has become part of the West Indies. There is a big colourful parade with amazing costumes and West Indian music and food.

May

May 1st is **May Day**. It was important in the Middle Ages but in some parts of Britain it is celebrated even today. Many towns celebrate May Day with a Maypole. This is a pole with coloured ribbons attached. Children hold on to the ends of the ribbons and dance around the pole making pretty patterns.



throughout the year

December

Of course in December there is **Christmas**. But here are some facts that you may not know about Christmas in Britain.

In 1841 the very first Christmas tree arrived in Britain when Queen Victoria's husband, Prince Albert, brought this German tradition to England. Now everybody has one and it's a custom to decorate it on Christmas Eve and take it down on the Twelfth Night, January 5th. Every year the people of Norway give as a present to the City of London an enormous Christmas tree, which is put in Trafalgar Square.

December 26th is called **Boxing Day** in Britain. Nobody really knows why it's called this but one theory is that it was the day on which rich landowners gave their servants and poor people presents. These presents were in boxes. In Scotland December 31st is called **Hogmanay**. After midnight people visit friends in their homes and take a piece of coal. Traditionally the first visitor to the house must carry coal. This is called "first footing" and is said to bring good luck.

January

In January people in the Shetland Isles near Scotland celebrate when the Vikings arrived there in the 9th century. They call the festival "**Up-Helly-Aa**". They dress up as Vikings and make a life-size Viking long ship which they carry through the town to the beach. There, by torchlight, they burn it.

February

February 14th is **Valentine's Day** when you send the person you love a card or a present.

In February or March there is also **Pancake Day** in Britain. This is on Shrove Tuesday, the day before Lent begins. People cook pancakes (crêpes) and eat them with jam or lemon and sugar. In some towns there are even pancake races where you have to run with a pancake in a frying pan and toss it without dropping it!



March

March 1st is an important day for the Welsh people. It's **St. David's Day** and he is the patron saint of Wales. People wear daffodils in their buttonholes on this day.

April

The first day of April is **April Fool's Day**. A long time ago, it was a day when servants could change places with their masters and give the orders. Today it's a day for jokes and tricks but always before midday. Unlike other countries, there are no jokes involving fish.



Teaching English in multi-ethnic Primary classes

Heather Bedell

For the language teacher the multi-lingual class can be an opportunity to create communication where there was none before.

The phenomenon of multi-ethnic and hence multi-lingual classes is increasingly common in Italy today. In many classes this can present an important challenge for teachers who have to teach their subjects to children whose first language is often unfamiliar if not completely incomprehensible, especially when specialised vocabulary is required. For the language teacher the multi-lingual class can instead be an advantage, an opportunity to create communication where there was none before.

The most important principle to remember is that in a multi-lingual classroom the foreign language, be it English, French, Spanish or whatever, need not (or better should not) be taught via translation from or to Italian.

Children of elementary school age do not process language in the same way as adults. Vocabulary for

young learners is connected to the concept, the image or the object and not to the Italian equivalent. I always remember asking a nine-year-old student what "corn" was. She told me it was yellow and she liked eating it but couldn't for the life of her think of the term "mais". That obviously doesn't mean she didn't "know" the word, however, just that she couldn't translate it.

What does this mean for our teaching of English? The first point is the necessity of visual support. Wall charts, flashcards and realia are useful supports for our textbook which should always be bright and colourful to make the images more memorable. Symbols and pictures on simple role cards can be used as prompts to avoid written instructions or explanations in Italian from the teacher.

A teaching idea

One simple idea, for example, is to have a card with **a question mark** to indicate *ask the question*. After presenting *Have you got a...?* a picture of a car held up with a question mark card means ask the question *Have you got a car?* and so on. This can be used for open class practice.

A picture of a car plus a card with **a full stop**, would mean the child should say *I have/haven't got a car*. In small groups this could then be converted into a game with children picking a picture and a prompt card and asking a question or making a statement accordingly. Other question structures that could be practised in the same way are *Is/are there ...?*, *Where is/are...?*, *Do you like...?* ad infinitum.

This means use of Italian for instructions is kept to a minimum and non-Italian speakers can participate in exactly the same way as the Italian-speaking children.

Clear instructions so the children know what they are supposed to be doing are always important but when there are non-Italian speakers in the class this becomes even more essential. Children tend to switch off when confronted by long and complicated explanations so examples of what to do are always good practice.

This can be through the teacher acting out the movements of a song, for example, or maybe even through the use of video (as in the Circle Time activities in **Sunshine**).

Instructions for children whether written or oral

should always be as brief as you can possibly make them.

To sum up, the presence of children from different countries in the language classroom enables the teacher to demonstrate the usefulness of the foreign language as an instrument of communication and not just another school subject. The children are put in the position of communicating at the same level; all foreign language learners together and no longer mother-tongue speakers with an enormous advantage. Speakers of other languages can finally have the opportunity to make their voices heard.

WORKSHEET

Happy Halloween

Read
and complete.
Colour.



In this Halloween picture I can see...

moon

cat

trees

ghosts

children

bats

jack-o'-lanterns

witches



two orange



one yellow



three ugly



one black



six white



five black



four brown



two happy

LANG Primary Internet Materials Bank



We are pleased to inform our readers that all the previous issues of **LANG Primary** are now available on the **LANG Edizioni** web site at:

<http://www.langedizioni.com/varie/riviste/index.html>

This is an important innovation for the Primary teacher as we publish worksheets on the various festivities in the English speaking world in each issue and they can be referred to year after year even if a teacher did not receive a copy of a specific magazine. Teachers can now download these worksheets at any time and use them in English language lessons.

This issue includes worksheets on the theme of Halloween but many more can be downloaded from previous issues as well as materials on other festivities that are celebrated between October and December such as:

October 2000

- An article on Thanksgiving Day
- A worksheet and article on Halloween
- An article and songs about Guy Fawkes Day

1,3 Mb



October 2001

- Kids' Corner, for children in the first year of English, is dedicated to a Halloween project
- Various worksheets on Halloween
- An article on Guy Fawkes Day

1,7 Mb



LANGPrimary
keeping the teacher informed

If teachers want to begin activities on the topic of Christmas before receiving the December issue of **LANG Primary**, numerous materials, ideas and song lyrics can be downloaded from the December 2000 and 2001 issues.



International House Milano - Teacher Training Department

Speciale Insegnanti

Il 18 ottobre 2002 presso l'INTERNATIONAL HOUSE di Milano avrà inizio un corso finalizzato al conseguimento del:

Certificato International House per l'insegnamento dell'italiano come lingua straniera

Lo stesso corso in forma intensiva avrà luogo dal 20 gennaio al 14 febbraio 2003.

Per maggiori informazioni:

International House Milano - Piazza Ercolea 9 - 20122 Milano

Tel. 02 8057825 - 02 86457408 - Fax 02 86911097 - e-mail: ihmilan@tin.it

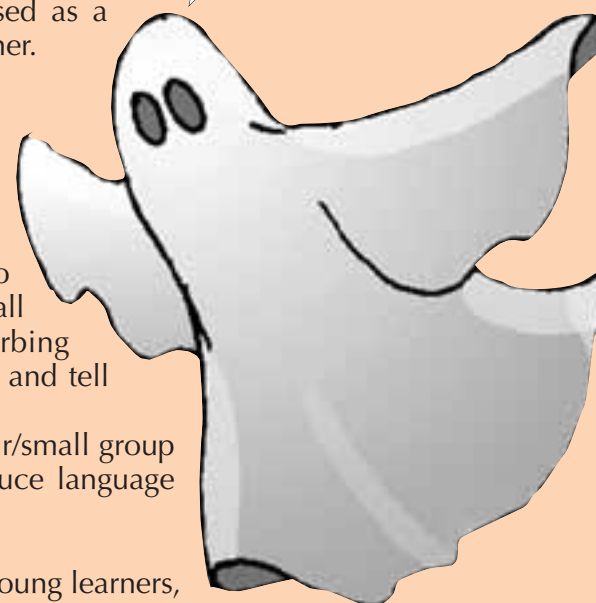
Kids' Corner

John Batty

Hubble, bubble, toil and trouble

It will soon be time to start decorating the classroom and getting ready for the Halloween festivities on October 31st. This issue of **LANG Primary Kids' Corner** is dedicated to Halloween activities to either present, practise or revise English or to use as a springboard to move from one theme to another: for example, the spider glove and Incy Wincy spider could be used as a springboard from animals and parts of the body to clothes and weather.

Kids' Corner
is a special section dedicated
to very young learners.



Some general observations

Very young children may spend a long time absorbing language before they actually produce anything. They shouldn't be *forced* to speak in English as this can create a lot of emotional stress. Even if small children are not actually saying anything they are still absorbing information. Some children say nothing at all in class but go home and tell their parents what they have learnt.

By doing repetitive songs, rhymes, games, manual craft activities, pair/small group work and plenty of choral work, the children will be able to produce language without the stress of having to speak individually.

Total Physical Response (TPR) is very important when teaching very young learners, in fact the younger they are the more important it is. It is a very good way of exposing children to natural speech giving them time to absorb sounds, structures and vocabulary passively without having the pressure of oral production and at the same time allowing the teacher to check for understanding. You can use TPR in a number of ways: for example, getting the children to follow instructions in games (Halloween memory game), or craft activities, miming rhymes (Little Miss Muffet) and songs.

Getting the children to recognise discourse patterns and markers such as *first, then, after that, now, finally* etc. gives important signals about what is coming next in a spoken text. This is especially important when listening to a sequence of events, such as in a story or a set of instructions. Even though the children won't understand everything you say, they will, however, with the aid of the teacher's gestures, facial expressions and clear demonstrations, recognise these markers and be able to follow a story or a text more easily, building their confidence and the essential bridges of trust between the child, the second language and the teacher.

Eventually the children will acquire and spontaneously produce the repeated words and structures. They will correct each other and in some cases take the teacher's role. In the playground they will begin playing the games or singing the songs that they have learnt in class.

Activity 1: To introduce the theme of Halloween

Make flashcards of the pictures below. Hold up a picture of a pumpkin and ask what time of year we see pumpkins or ask open ended questions such as *Can you see a pumpkin at Christmas?* so as to elicit Halloween.

Once Halloween has been elicited ask the children what other things they see at Halloween.

As the children call out the vocabulary, show the appropriate flashcard saying the word in English. Then, ask the children to repeat in a choral drill, check for pronunciation and put the flashcard on the blackboard.

When all the cards are on the board tell the children to stand up and make a large circle with their chairs and then sit down. Give each child a word to remember, for example: *Mary, you are a pumpkin.* - *Peter you're a monster.* Do a quick hands-up exercise to check they remember their words. Put a child in the centre of the circle, leaving his/her chair out of the circle.

Explain that the "monster or pumpkin" (depending on what word the child has been given) hasn't got a chair and wants to sit down. When the child in the middle says one of the target words the child sitting down with the same word **MUST** change places so as to give the *monster/pumpkin* the chance to steal a place, therefore leaving a different child in the middle. The new student continues to try and steal a place by saying a different word. The magic phrase *hubble bubble toil and trouble* can be said by the person in the middle at any point in the game to make all the children change places.

What you need:

A large space and a chair for every child except one



Activity2: Creating ghost shapes with footprints

What you need:

Washable black and white paint
Black card or paper
Plastic plates for the paint

Dip each child's foot into the white paint.

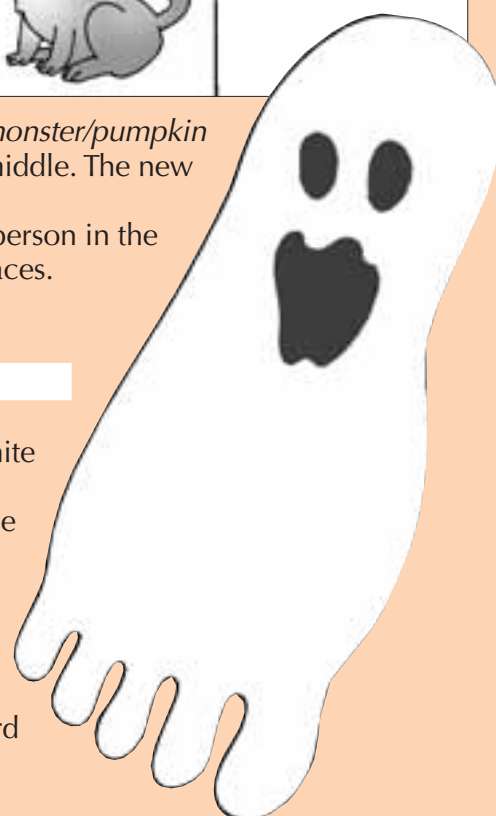
Have the children step onto the black piece of paper.

Turn the page upside down and paint black eyes and mouth on the

footprint shape to create a ghost.

Hang up the painting with a piece of string.

Variation: a brown paper bag could be used instead of paper or card to create a hand puppet.



Activity 3: Creating spider shapes with handprints

What you need:

Washable black paint
White card or paper
Plastic plates for the paint

Dip each child's left and right hand into the black paint.

Have the children put their hands wrist to wrist onto the white piece of paper. Paint red eyes and mouth on the handprint shape to create a spider. Hang up the painting with a piece of string or fishing line.



What you need:

A black glove
A woolly/fluffy ball or half a tennis/foam ball painted black
A sheet of red felt
Glue
Scissors

Activity 4: Creating a spider hand puppet

For activity 4 and 5, pre-teach the instruction words: *cut, fold, stick/glue*



Glue the fluffy ball to the back of the glove.

On the sheet of felt draw the eyes, nose and mouth and cut them out.

Stick the eyes, nose and mouth on the front of the fluffy ball.

Comments. This is a good prop to help act out Little Miss Muffet or Incy Wincy spider. (For the words of Incy Wincy spider, see the May 2002 issue of Lang Primary.)

Activity 5: Creating a witch's hat

Cut out a half circle of one of the pieces of card, leaving some tabs to fix the cone to the brim.

Fold the half circle in half.

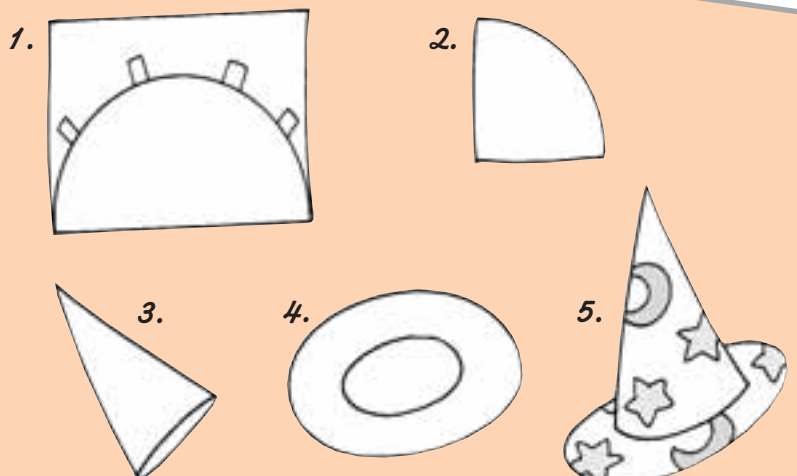
Fold it again and fix by gluing down one edge to form a cone.

To make the brim of the hat, cut out a circle that is larger than the circumference of the cone from the second piece of card.

Cut a hole in the middle and push the cone through, fixing the tabs on the cone to the brim.

Decorate with stars and moon shapes.

To save time draw the shapes onto one piece of card and then photocopy the rest onto A3 card.



What you need:
Two sheets of large thin black card
Scissors
Glue

Activity 6: Action rhymes and a song

Rhyme 1

Encourage the children to join in while you mime and say the rhyme, then put the children in pairs taking turns to play the spider and Miss Muffet using the spider glove and chair as props.

Little Miss Muffet sat on a bucket,
Eating a chocolate ice-cream.
Down came a spider

And sat down beside her
And made poor Little Miss Muffet scream!

(sit down on a bucket if you have one)
(mime eating an ice-cream)
(move your hand, wriggling your fingers to represent the spider)
(put your hand beside you)
(look at your hand – spider –, put your other hand to your mouth and jump up and scream)

Rhyme 2

The witch's hat
was pointed and black
and on the witch's head it sat.

(put your arms over your head making a point)
(mime as if you were putting a hat on)

Song (to the tune of ten green bottles)

Ten green witches flying on a broom
Ten green witches flying on a broom
One said cazoom and the other went boom

There were nine green witches flying on a broom.

Nine green witches flying on a broom
Nine green witches flying on a broom
One said cazoom and the other went boom

There were eight green witches flying on a broom, etc.

(hold up ten fingers and mime you have a broom between your legs and fly around the class)
(make actions of casting a spell with a wand)
(make a circle with your arm when you say boom)
(hold up nine fingers)
(hold up nine fingers and repeat the first actions)

Make magic wands with a stick and a star, then, with the children, paint a broom on a large strip of paper. Stick the broom to the legs of a row of three tables and divide the children into three groups.

Group 1 sits on the tables with their witches' hats on and their magic wands and begin to sing the song while groups 2 and 3 make the sound effects of the witches flying, the cazoom (casting a spell) and the boom.

This song can also be used as an elimination game. While the children sing the song, they fly around on their imaginary or cut-out brooms in a circle. At the point in the song where they sing *boom* the teacher touches the child who is nearest with a wand eliminating him/her. The last child to be eliminated is the winner.

Activity 7: Make a bat/witch mobile

Photocopy the bats/witches onto white card.

Draw a large white circle on the second sheet.

Colour/paint the bats both sides.

Cut out the bats/witches and the moon.

Make a small hole in each bat/witch and four small holes (three at the bottom and one at the top) in the moon. The children can do this with the tip of a pen. Cut four pieces of string of different lengths and thread them through the holes taping the ends down. Hang up near a window or a door.

What you need:

String or fishing line
Scissors
Black pens or paint
Two pieces of white card per child
Sticky tape





WORKSHEET

Halloween Clothes

Write the names of the clothes of Witchie and colour them so she can go to the Halloween party.



Halloween Rhymes

Divide the children into groups of four or five and assign a short rhyme to each group. Ask them to learn their parts by heart and to act out the rhymes at Halloween.
The children can also prepare simple costumes for the performance.

We are ghosts.
We say BOO!
It's Halloween night.
We want to scare you!

We are bats.
Watch us fly!
On Halloween night
in the sky.

We are black cats.
Trick or Treat.
We will follow you
Down the street.

We are witches.
We are scary.
We are ugly.
We are hairy.

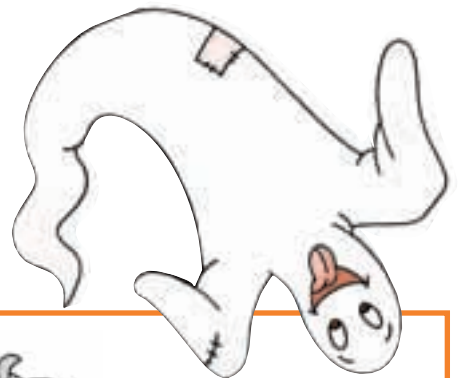
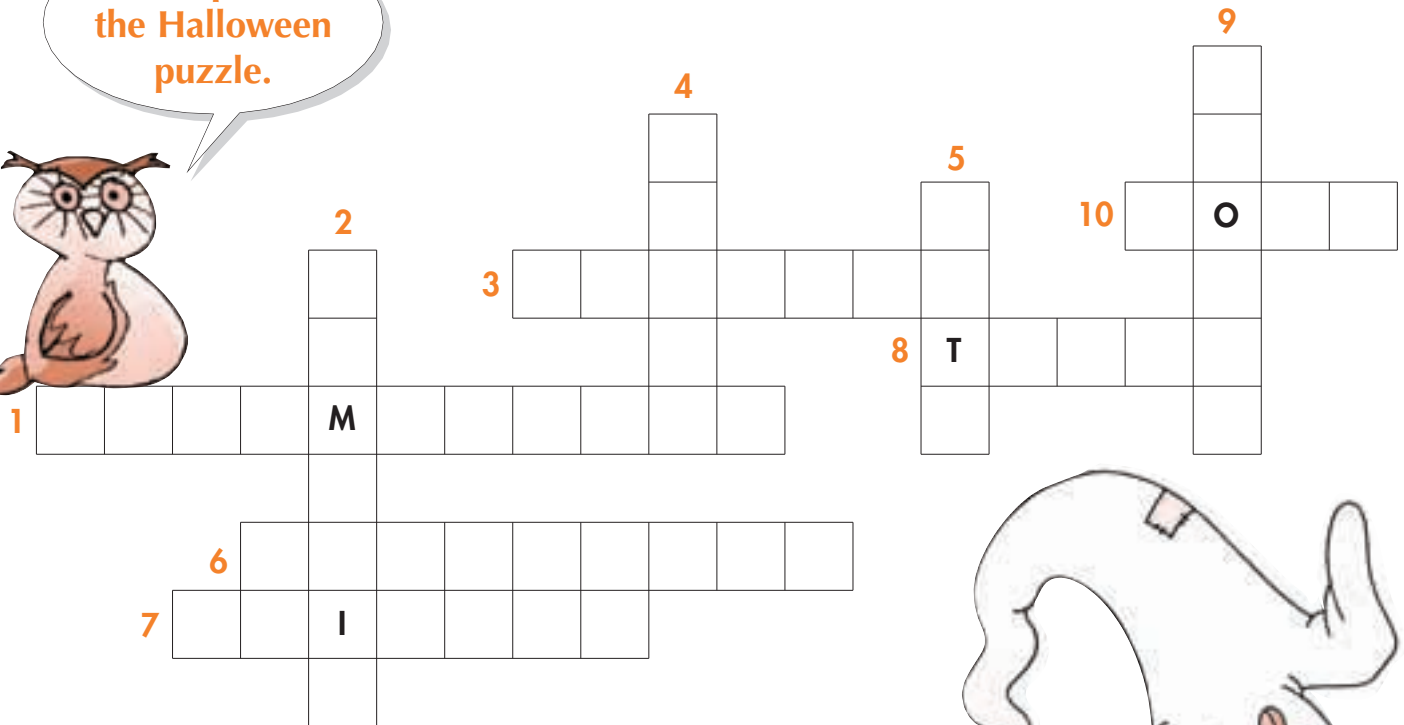
We are jack-o'lanterns
Big and round.
We will scare you
Without a sound.

We are skeletons
Made of bones.
Listen carefully!
Hear our moans.

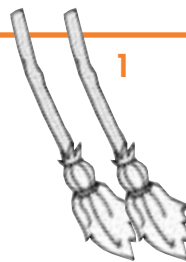
WORKSHEET

Halloween Puzzle

Complete the Halloween puzzle.



- 1 Witches fly on
- 2 A jack-o' lantern is a
- 3 He likes blood and becomes a bat.
- 4 Witches' cats are this colour.
- 5 They are black and they fly.
- 6 They are white and live in graveyards.
- 7 They are black and have eight legs.
- 8 Trick or
- 9 They are white and spooky!
- 10 It shines in the sky on Halloween night.



Conventions & Contacts



Here are the details of some of the Conventions planned for the coming scholastic year which will be of special interest to teachers in the scuola elementare.

We have included the email contacts, should teachers want further details (please mention that you read **LANG Primary**).

Back to Reality

British Council – Naples – Conference for teachers of English

October 25-26, 2002

Holiday Inn – Naples

Tel 081 578 8247

E-mail: annamaria.vorraro@britishcouncil.it

Millennium – A Fundamental Tool for Global Communication

International Teachers' Club

October 25-26, 2002

IULM – Milan

E-mail: a.allulli@studytours.it

Beyond Words

TESOL – Italy 27th National Convention

November 22-23, 2002

Auditorium del Massimo Congress Center

Rome

E-mail: tesol@usis.it

Sicily – 2003

The British Council Annual Convention for Teachers

Acireale (Catania)

March 13-15, 2003

E-mail: anna.manzi@britishcouncil.it

Language Learning and Teaching within a Multicultural Society

April 11-12, 2003

International House

International House Conference Secretary,

Viale Manzoni 22, 00185 Rome

E-mail: ihroma.mz@ihromamz.it

LANG Educational Consultants

If you have any didactic questions about **LANG Edizioni** materials for the scuola d'infanzia or elementare, the LANG Educational Consultants are at your service.

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The TALKING WATER PROJECT

A cultural exchange project to and from Africa

In this issue of **LANG Primary** we are announcing a new project which will link Italian Primary schools with schools in Kenya. In 2001, forty schools were involved in the **LANG Primary WATERMILL PROJECT** and we hope that even more schools will participate this year.

The **TALKING WATER PROJECT** gives children extra motivation to produce materials as they know that what they produce will be sent to Primary schools in Kenya and exchanged with similar class-work produced by Kenyan children.

Classes can look forward to receiving a parcel from... Africa!

The United Nations has declared 2003 the "Year of Water" not only to make the people of the developed world aware of the importance of water but also to act as a stimulus for new projects involving water, especially in emerging African countries.

For this reason, the editors of **LANG Primary** have

chosen water again as the topic of the new 2003 project although the materials the children are asked to create are very different from the 2001 *Watermill Project*.

The **TALKING WATER PROJECT** begins with a story for children published in both Italian and English.

Teachers can read and discuss the story in classes across the school curricula such as English, Italian, geography, maths and science, etc.

The story has been especially written for the Talking Water Project and is full of adventure and excitement. The story lets water talk and describe its existence, building an ideal bridge between Italy and Kenya.

The story is absorbing but... incomplete

The **TALKING WATER PROJECT** is the completion of this story by groups of children in Italy and Kenya using the English language as the medium of communication.

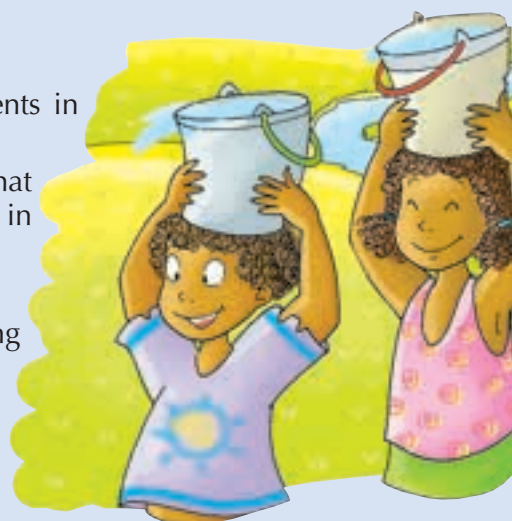
The children can use their imaginations not only in inventing the final part of the story but also in choosing the way in which they present to **LANG Primary** the completion of the story that they create.

For example, the children can:

- write the end of the story in English
- draw and colour a series of pictures with comments in English which recount the final part of the story
- take photographs and put them in a sequence so that they describe the end of the story adding comments in English
- record on an audio cassette the end of the story
- create and act out the end of the story, filming themselves with a video camera *

or a mixture of the points above!

* video cassettes submitted will not be sent to Kenya as video equipment is not available in schools



The **TALKING WATER PROJECT** materials 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 first step is to register for participation by the end of November when we will distribute **starter packs** which will include:

- a Teacher's Guide for the project
- the story in Italian and English which the children have to complete
- a video cassette on the lives of Primary school children in Kenya

The completed project must arrive in our offices by 27th February 2003.

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

LANG Primary TALKING WATER PROJECT, PBM spa, Corso Trapani 16, 10139 Torino

**THE WATERMILL PROJECT,
launched by AMREF Italia and LANG Primary
to support the project "A scuola con AMREF":
a great success!**

As you will remember, it all started with a twinning project between Italian and African schools who planned to exchange materials related to the importance of water during the last scholastic year. It has ended by our offices being swamped by a coloured river of posters, new games, songs, rhymes and proverbs as well as 'drops of water' mobiles!

Our coloured river has arrived in Kenya where the material has been given to the schools in the districts of Malindi and Kilifi during special days dedicated to song and dance and plays with the theme of water.

(Some of the material has been brought back to Italy and may be put on show at the next TESOL Rome Conference in November 2002).

The Kenyan children have also produced material which is being distributed to the Italian schools that participated in the WATERMILL Project. The children were full of enthusiasm when they put together their materials although the lack of coloured pencils, and sometimes paper, is noticeable.

A common theme runs through the Kenyan materials: without water there is no life – water is life – without water, everything dies – God save water – even a drop of water can help the animals – God protect water.

In Kenya even the smallest children are involved in the daily chore of collecting water and their drawings often show lines of children with containers of water on their heads whilst their mothers cultivate the crops.

They associate water with work, farming and animals whilst our children associate water with fun and games, snow and dips in the sea.

Next year has been declared the **Year of Water** and through the new project presented in this issue of **LANG Primary** we would ask you to encourage your children to participate as a means to making them aware of the importance of water and the necessity to do all we can to save this natural precious source of life.

**To contact AMREF: telephone 0254107566
e-mail: milano@amref.it**

THE TALKING WATER PROJECT – Registration Form
Complete and return by post or fax to:
PBM spa, Corso Trapani 16, 10139 Torino – to arrive by 30.11.2002

Name of school _____

School Code _____

Address _____

City _____ CAP _____

Name of teacher _____

Contact details: Tel. _____ Fax _____

Email _____

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

Signed _____ Date _____



Five minute fillers

Sarah P. Murdoch

In the May 2002 issue of **LANG Primary** I described some *five minute fillers* to encourage storytelling techniques and in this issue I would like to suggest some ideas to encourage drama techniques. Drama and storytelling both go hand in hand because one leads onto the other.

In drama the child is given the opportunity to develop the emotional and non-verbal content of language which is widely used by native speakers but is often neglected in the teaching of a foreign

language. The use of drama develops intonation which comes more naturally in dramatic or acted out situations.

How often do we find ourselves listening to our pupils asking and answering questions in English, using exactly the same intonation patterns? Children generally speak a second language in a monotone tone of voice, concentrating on the content of what they are saying and not on how they are speaking. Drama can help put an end to this situation.

- 1** Aim: • to develop emotional awareness
- listening comprehension
 - adjectives and imperative

- 2** Aim: • to develop non verbal communication
- listening comprehension
 - imperative and vocabulary

- 3** Aim: • to become aware of intonation
- listening comprehension
 - recall

Ask the children to mime these emotions in silence.

Then write a sentence on the blackboard and ask them to work in pairs and say the sentence. The other child must guess which emotion is being expressed.

Finally write a question on the blackboard. In pairs get the children to ask and answer using the same emotion.

Be/feel

- sad
- angry
- happy
- hot
- cold
- tired
- sorry

Call out instructions and ask the children to mime the actions.

Then invite the children in turn to the front of the class and ask them to choose and call out an instruction.

- *Eat your spaghetti!*
- *Eat your ice-cream!*
- *Eat your apple!*
- *Eat your hamburger!*
- *Eat your sandwich!*
- *Eat your fish and chips!*
- *Eat your steak!*
- *Eat your peas!*
- *Eat your yoghurt!*
- *Eat your pizzas!*



Choose a story which the children know or which is being told at that time in the classroom. Read or say sentences from the story. The children must say who is speaking.

When the children are familiar with the game, ask them to read sentences, paying special attention to the intonation of the words.

Examples from Snow White.

- *Who? Snow White? Not me.*
- *Who are you?*
- *Can you help me?*
- *Hello everybody I'm the king, this is the queen.*
- *What a pretty little house!*
- *Look seven small chairs and seven small beds.*



CLASS AND TEACHER PROJECTS



Class sets of readers have been sent to the various schools that have participated in the recent Class Projects. Judging by the number of schools that take part and encourage children to create, often wonderful, materials, we will continue to suggest

projects. The Class Project in this issue is, however, a little different as many schools will be taking part in the *Talking Water Project* with AMREF (see page 16). We are proposing a fun project which we are sure your children will enjoy.

CLASS PROJECT - October 2002 issue

Win LANG T-Shirts for the children

We are giving away free LANG T-shirts for the most imaginative class photographs. We will send a special LANG T-shirt to every child in the photographs so ask your children to suggest ideas and then organise them when the annual class photographs are taken. When the photographs are posted to us please indicate the number of children in the class (sometimes they are difficult to count in a photo!).

Send the special class photographs to:

PBM spa,
LANG Primary Class Photo,
Corso Trapani 16,
10139 Torino



TEACHER PROJECT - October 2002 issue

Many teachers produce their own material for teaching and consolidation tasks. We would like to encourage you to put together one of the lesson plans you have prepared for your children and send it to us.

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

Describe a lesson when you are introducing family relationships (mother/father etc.)

The lesson should be divided into three phases:

- Presentation
- Initial practice exercises
- Consolidation tasks

The completed project should include any visual material you use and should be written in English. 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



All projects should be received by 15.11.2002
We may publish extracts from some of the projects in future issues of LANG Primary.

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

More news from LANG!

From page 1

and a new project **Talking Water** in collaboration with AMREF, linking Primary schools in Kenya and Italy. Last year, forty Primary schools took part in the AMREF Watermill Project and we hope that even more schools will join the project this year.

SUNNY DAYS Video

The new video cassettes for SUNNY DAYS are now available through your local **LANG** agents. The video recordings include animated dialogues, solutions to the listening exercises in the Student's Book, the songs and also film and commentary on aspects of British Life and Civilisation. These filmed extracts can be used as a starting point for class discussions.

School year diary

We have published a new 2002 – 2003 school year diary for teachers of English and French. This year's diary includes a colloquial phrase for each week and has been expanded to one page for each day so that there is more space for your appointments and notes. Teachers who have chosen any **LANG** language course should contact their local agent who will be more than happy to offer a free copy of the diary for use during this new school year.

Keep writing to us about your reactions to **LANG Primary**. What articles would you like to see and what materials do you want us to include in future issues? If you would like to register to receive future editions of **LANG Primary**, please use the form below. Please print your name and address in capital letters so that we can add your name to our data bank.

If you have already sent in your details, only use this form when you need to change/amend your address.

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11 Name _____

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EMAIL _____

School name and address _____

_____ City _____ CAP _____

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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.

Post or fax to: PBM spa - **LANG Primary** – Corso Trapani 16 – 10139 Torino – Fax 011 75021 510