

LANG Primary



Special Spring Issue

This issue includes details of the many new publishing developments of **LANG Edizioni** for the Primary school teacher and student. These developments include not only new English language courses for children but also the publication of the **MIUR** and **Council of Europe** approved **Junior European Language Portfolio** which will serve as an important bridge between the Primary and Secondary schools. Also included in this issue are worksheets on festivities during the season of Spring, articles on aspects of teaching and information on the development of the **LANG** web site. Our web site at www.langedizioni.com now includes:

- supplementary teaching materials linked to specific course books which can be downloaded for use in class;
- an exciting new e-learning programme for teacher development designed for teachers who use the new **Junior European Language Portfolio**.

And that's not all!

The reader will also find a useful present inside. As we are being constantly asked for songs celebrating the various festivities during the school year we have compiled a CD audio of songs from the various books published by **LANG**.

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Role Playing

Cecilia Perillo

The word *play* brings to mind a pleasant situation and a comfortable environment where students experiment and play with the *real world* through interaction with other people.

Role Playing is one of the many techniques used in language teaching and learning and its focus is on the process of using the language in *playing a part*, not on the finished product or the final performance.



Do we learn better by having fun?

Research has not given an answer to this question, but teachers agree that in most cases language acquisition becomes an easier and a much smoother process when the children are enjoying themselves.

During role play activities the teacher needs to stand aside and create a *free from tension* atmosphere taking into account the fact that some students may feel inhibited. A dictionary definition of *role-play* defines this technique as being *the act of imitating the character and behaviour of someone who is different from yourself*.

This condition encourages students to feel free to talk and they are aware of the fact that their performance is not being monitored or examined by spectators. This positive psychological condition helps the children build up their self-confidence.

Language learning implies *taking risks* and through *playing*, students are dealing with the unpredictable nature of linguistic communication.

How does this relate to the Common European Framework of Reference (CEF)?

The CEF language competence levels place great emphasis on **interaction** and encourage activities which develop this skill.

The learning objective for children in the Italian Primary school is to reach level A1 language competencies by the end of the fifth year.

The A1 level for *spoken interaction* taken from the CEF levels in the self-assessment grid clearly states that learners:

- can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what he/she is trying to say;
- can ask and answer simple questions in areas of immediate need or on very familiar topics.

Learners can be given a chance to learn, revise, or bring to conscious realisation the many skills that go into learning a language and the Framework is an excellent tool when planning lessons.





Role Play Project

For the teacher Present the functions, structures and the areas of vocabulary in the target language before the role play activity. The main function of the teacher during the activity is to walk round the classroom, listening to students talking and interacting, and encourage them to change roles.

The following is a model of the kind of activity which can be developed for a role play project.

Objectives To provide opportunity to use English in familiar and stimulating situations; to develop creative use of language; to develop listening and speaking skills.

Levels Quinta elementare,
CEF level A1.

Situation In the school canteen.

People involved Assistant and customer.
The function is to ask for drinks at the canteen.
When the *language experience* is realistic, the learner is encouraged to face the language requirements of the *outside world*.

Presentation

- Show pictures of drinks and write the names on the board.
- Discuss prices of each drink and write them near the name.
- Prepare a list of what a school canteen offers.
- Revise numbers.
- Present structures through questions.

What is it? - Do you like it? - What's your favourite drink? - How much is it? - Can I have... and anything else? are very useful expressions used in shops.

Role-play Children ask each other questions using the model which is prepared by the teacher.

Assistant: Good morning. Can I help you?
Customer: Hello. Can I have a coke, please?
Assistant: Here you are. Anything else?
Customer: No, thanks. How much is that?
Assistant: That's 2 Euro.
Customer: Here you are.
Assistant: Thank you.

Practice The children continue in pairs, exchanging roles. Ask the children to write a dialogue changing the details. The interaction continues and children use the language written by them to produce the exchanges.
During this activity children are consolidating structures, functions and intonation in an uncontrolled manner, in *free* communication.
At the end of the interaction discuss the feelings the *players* had about the roles they played. The whole class may give feedback on how effective the communication was.

Self-assessment Encourage students to refer back to the CEF level A1 **Can Do** statements to determine their level of competency during their role play activity.

Portfolio activities Students can video the interaction. This also provides a good opportunity to look back on mistakes and to analyse interaction and paralinguistic features. Remind children that they can communicate not only through words but also with gestures.

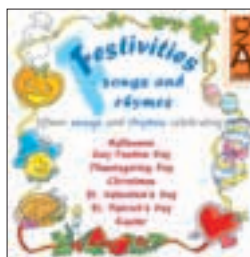


Festivities

songs and rhymes • CD Audio

A **free CD audio** with a collection of songs and rhymes taken from publications of **LANG Edizioni** is included in this special issue of **LANG Primary**.

These songs and rhymes celebrate some of the festivities in Britain and America and will be a useful source of material for the teacher. The sequence of the recordings follows the dates of the festivities from the beginning of the school year. Here are the photocopiable words of the recordings.



Halloween

I hear a bang

I hear a bang, bang, bang
On the door, door, door.
A ghost, a witch, a pumpkin,
A skeleton and more!

I hear a bang, bang, bang
On the window, too.
A knock, knock, knock!
They want to get you!

It's Halloween Night!
Shhhhhhhh! Boooooo!

from Fun Club 3

Hot cross buns

Hot cross buns!
Hot cross buns!
One a penny, two a penny,
Hot cross buns!

If you have no daughters,
Give them to your sons!
One a penny, two a penny,
Hot cross buns!

from Sunny Days 4

Easter

Bunny, Bunny

Bunny Bunny
Hop! Hop! Hop!
Bunny Bunny
Stop! Stop! Stop!
Bunny Bunny
Count with me!
Bunny Bunny
One Two Three!

from Sunshine 1

Hopping here

Hopping down the bunny trail.
I can see a big brown tail.
Hopping here, hopping there;
Hopping, hopping everywhere!

from Sunshine 2

St. Patrick's Day

Leprechaun

Leprechaun,
Leprechaun,
Bring luck my way!
Leprechaun,
Leprechaun,
It's St. Patrick's Day!

from Sunny Days 3

St. Valentine's Day

Lavender's Blue

Lavender's blue, diddle, diddle,
Lavender's green,
When I am king, diddle, diddle,
You shall be queen.

Who tells you so, diddle, diddle,
Who tells you so?
It is my heart, diddle, diddle,
It tells me so.

Roses are red, diddle, diddle,
Violets are blue,
Because you love me, diddle, diddle,
I will love you.

from Traditional Songs and Rhymes

Happy Halloween

A witch, a monster,
A bat and a ghost,
A bat and a ghost,
A bat and a ghost,
A witch, a monster,
A bat and a ghost.
Happy Halloween!

from **Sunshine 1**

Remember

Remember,
Remember
The fifth of November,
Gunpowder,
Treason and plot.

from **Sunny Days 3**

Guy Fawkes night

Guy Fawkes night! Guy Fawkes night!
Penny for the guy!
Fireworks too, for me and you,
They go up really high.

Bonfire night! Bonfire night!
Penny for the guy!
In the flames, with fun and games,
The poor old guy must die.

from **Sunny Days 4**

Guy Fawkes Day

One ghost at the door

One ghost, two ghosts
At the door
There's a witch, and a bat
and much much more.
One big pumpkin I can see.
I'm afraid! Please help me!
NO! NO! NO!
Don't be scared!
NO! NO! NO!
Don't be afraid!

It's HALLOWEEN!
It's HALLOWEEN!
It's time for tricks
It's time for treats.

from **Come Along 4**

Nine Little Indians

One little, two little,
Three little Indians.
Four little, five little,
Six little Indians,
Seven little, eight little
Nine little Indians,
Celebrate
Thanksgiving Day.

from **Sunny Days 3**

Boys and girls

Boys and girls,
Boys and girls,
Around the table,
Around the table,
Eating corn and turkey,
Eating corn and turkey,
And pumpkin pie,
And pumpkin pie.

Pilgrims and Indians,
Pilgrims and Indians,
Around the table,
Around the table,
They are celebrating,
They are celebrating,
Thanksgiving Day,
Thanksgiving Day.

from **Sunny Days 5**

Thanksgiving Day

Oh, Christmas tree!

Oh, Christmas tree,
Oh, Christmas tree,
You are so beautiful.
Oh, Christmas tree,
Oh, Christmas tree,
You are so beautiful.

A yellow star,
And big red balls,
And lights and wreaths
In all the halls.

Oh, Christmas tree,
Oh, Christmas tree,
You are so beautiful.

from **Come Along 4**

Decorate the house

Decorate the house with holly!
Fa la la la la la la la!
It's the season to be jolly.
Fa la la la la la la la!

Put some tinsel on the tree!
Fa la la la la la la la!
And some lights for all to see!
Fa la la la la la la la!

from **Sunny Days 4**

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!

from **Fun Club 3**

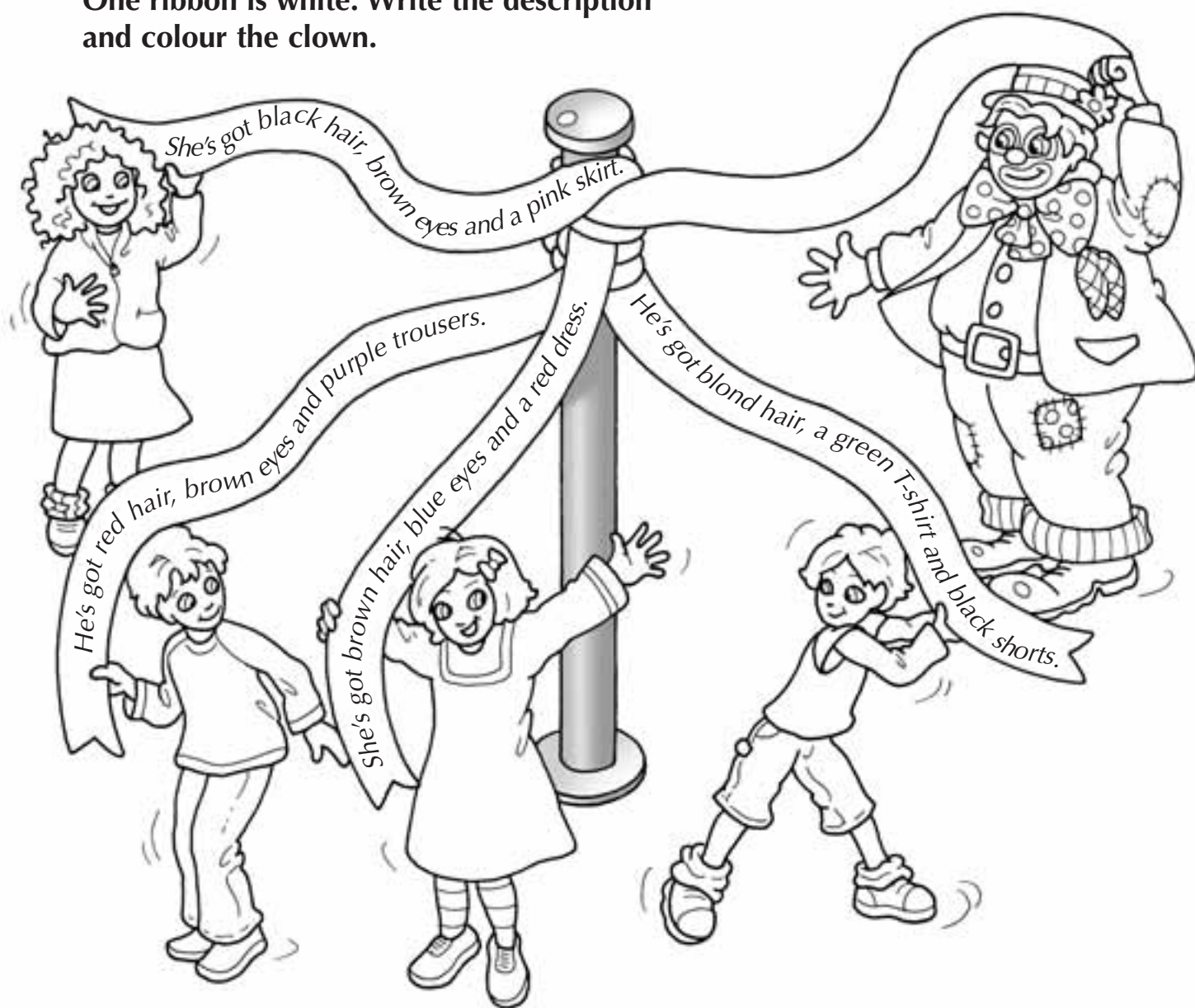
Christmas

REMINDER:
Other songs
for festivities
can be found in
Sing Along! and
**Traditional Songs
and Rhymes**,
both published
by **LANG**.

WORKSHEET

Who's around the Maypole?

Read the descriptions and colour the children.
One ribbon is white. Write the description and colour the clown.



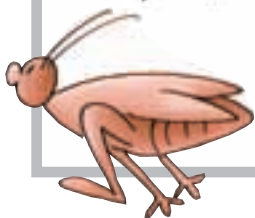
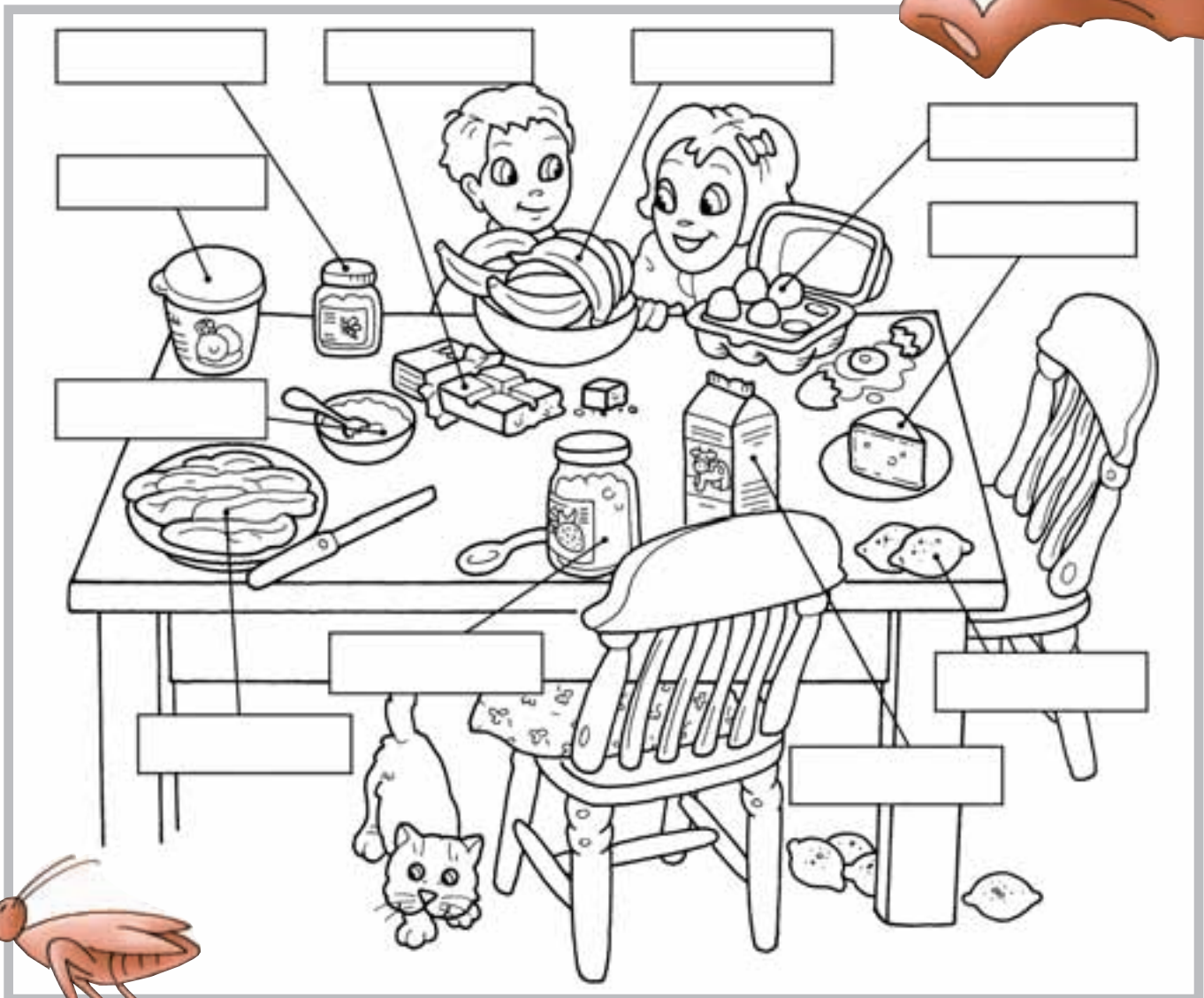
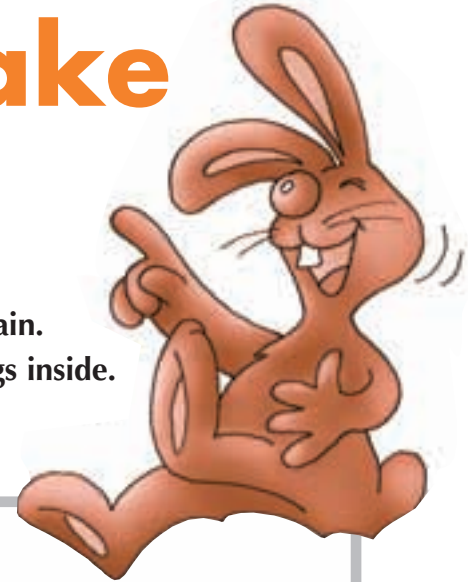
In Great Britain it's traditional to celebrate May 1st. On May Day people dance around a Maypole which has brightly coloured ribbons attached to it.



WORKSHEET

It's Pancake Day!

Forty days before Easter is Shrove Tuesday or Pancake Day in Great Britain. People make pancakes from flour, milk and eggs and put delicious fillings inside. Match the words with the ingredients and fill in the boxes.



cheese
chocolate
honey

ham
bananas

sugar

lemons
ice-cream

eggs
strawberry jam
milk

SUNSHINE and SUNNY DAYS On-Line Materials for Teachers



Teachers who have adopted either of these course books can find extra materials on the **LANG** web site. Go to the pages for these books and click on **Extra Materials**. If you have not already registered on the LANG site, you will be asked to do so and be given an identity code (id). **The password to enter and download materials is the code you will find in the bottom right hand corner of the Teacher's Guide for the course you have chosen.**

The materials we have put on-line (and there will be more to follow soon) are:

- **SUNSHINE:** The stories of **Chicken Little** and the **Three Little Pigs** with teaching notes and worksheets.
- **SUNNY DAYS:** A guide to using the **Sunny Days** video cassettes with a full transcript of the extracts of film about *civiltà*.



NEW COME ALONG Revised and up-dated

The very popular course **Come Along!** has been expanded, revised and up-dated. The new course components are:

- Come Along Kids!** for children in the first year;
- New Come Along! 2** for children in the second year (this will eventually replace Come On);
- New Come Along! 3** (together with Come Along to Great Britain);
- New Come Along! 4** (together with Come Along to America);
- New Come Along! 5** (together with Come Along to Australia).

The new features of **New Come Along Student's Books** are:

- attractive new drawings for the **Word Album** and **dialogue** exercises;
- the **Culture Stop** pages now include a listening task;
- **My English Diary**, a feature to encourage the children to personalise learning for eventual Portfolio Dossier materials;
- **pronunciation**, more exercises including listening tasks.

For the teacher, the **Teacher's Resources** now include:

- more photocopiable exercises for the children;
- extra materials for festivities in Books 3 and 4 and a special opening unit in Book 5 with **UCLES Starter** style exercises;
- **Teacher's Resources** ring binder to facilitate lesson planning and the storing of materials produced by the teacher;
- two special **Wall Posters** with **each** Book to illustrate new vocabulary and aspects of *civiltà*.



LANGPrimary

keeping the teacher informed

Kids' Corner

John Batty

Easter Fun!

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



The activities in this edition of Kid's Corner are intended to introduce some Easter fun into the classroom not focusing on the Christian theme of Easter but on the popular traditions in English speaking countries.

Before describing the Easter activities, here are some reflections on planning lessons.

A teacher's book normally gives detailed notes on the aims of the lessons, points to be taught and ideas for presentation of the new language items.

The teacher still needs to choose the best way to teach a particular lesson. It should be remembered that course books cater for classes with average abilities and motivation but only the teacher knows what best stimulates the children. Instead of rigidly following a course book like a cooking recipe, it can also be used more like a menu; by choosing what is suitable for a particular class. Teachers may wish to integrate the suggestions in teacher's books with other materials collected from different sources.

Writing a lesson plan helps the teacher define and clarify the objectives of a lesson as well as preparing the steps which include deciding what to do and how to do it.

It also leaves a permanent written record which can be used to evaluate the lesson later by adding comments and making changes for when the same lesson plan is used with another class.

First define the aims of a lesson as activity-based, topic-based or language-based.

Decide how these aims are going to be achieved, remembering that a lesson, like a story, needs a beginning, a middle and an end.

Possible procedures might be:

Warm up. A stage where the pupils put on their *English heads* and/or revise previous vocabulary or structures or simple ritual activities such as taking the register, etc.

Explanation of what is to be learned and done in the lesson. Pupils also need to know the aim of the lesson.

It is important to introduce each part of the lesson. Think about the language needed to do this (see *discourse markers*, **LANG Primary**, issue 11, page 9).

Presentation of new language. Language shown in context and teaching both concept and appropriateness of use.

Controlled practice. Pupils practise the new language in activities that let the teacher know whether the pupils have grasped the concept of the language presented.

Production or freer practice. The pupils use the target language in the form of a game or role play using any of the four skills.

Reviewing. An opportunity for the students to think about what they have learned during the lesson.

Even though the above set of procedures is quite common there is no fixed rule for the sequence.

The teacher may decide to present and practise two structures separately before going onto the final production or the two procedures could be part of the same activity.

Each stage must be carefully timed so that there is enough time to complete each activity.

A successful lesson includes:

- a variety of activities (picture dictation, reading races, games, etc.)
- different types of interaction (teacher-whole class, student-student, groups, etc.)
- practice in the four language skills
- varying tempo; the rhythm of the class is essential. It is advisable to follow a very active activity with a *calming* activity such as reading or writing.

Activity 1: Egg head



Start with a clean eggshell that has only the top missing.

Cut a 12 cm strip of card and make a small ring to hold the egg and stop it from rolling around.

Colour with crayons.

Draw a face on the upper part of the egg so that it will show when it is on the card ring.

Fill the shell with potting soil or cotton wool and then sprinkle the seeds on the top.

Water and keep in a sunny place. When the seeds sprout, your egg will grow hair.

Variation: if you add food colouring to the water, it will change the colour of the shoots.

What you need:

Clean eggshell with top broken off
Potting soil or damp cotton wool
Grass seed, watercress seed or wheat
Card, scissors, marker pens
Glue, stapler or tape to fasten the ring



Activity 2: Easter Chick Card

Trace and cut out the child's hands on the yellow card; these will serve as the chick's wings.

Cut out an oval or egg shape out of the yellow card. The size should be 1/3 larger than the child's hands to be in scale with the wings.

Fasten the wings to the body with the paper fasteners.

Use the orange card to make the beak and the legs. The beak should be diamond shaped, bend it in the middle and only glue the bottom half to the oval so the beak sticks out.

Glue on the eyes.

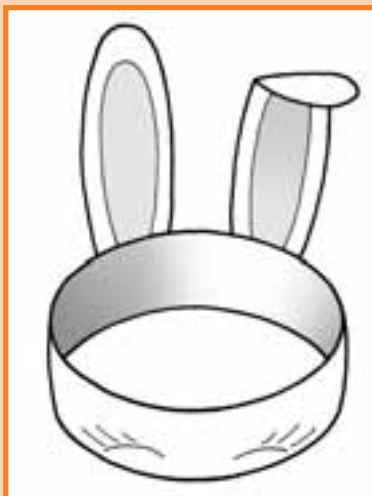
Make long, thin legs with three pointed toes on the feet.

Glue the legs to the back of the chick.

Write a message on its tummy.

What you need:

Yellow and orange card
Glue, 2 small wiggle eyes
2 paper fasteners
A pencil, scissors
A child's hand



Activity 3 : Bunny Ears

Cut a strip of white card about 5 cm wide by about 60 cm long.

Cut two ears out of the white card each about 12 cm long x 7 cm wide.

Cut two smaller ears out of the pink card and glue them inside the larger white ears.

Glue the ears inside the band, positioning to fit behind the child's head.

Draw long eyelashes on the band above the child's eyes.

Tape or staple the band to fit the child, cutting off any excess.

What you need:

White and pink card
Scissors
A pencil
A stick of glue
Tape or stapler
A marker pen





Activity 4 : Bunny Envelope

Lick the envelope shut.

Turn the envelope up long ways (portrait). Note: most of the envelope will be ears.

Leave about five cm to draw on the bunny face. Draw on ears and cut around the ears.

Note: this leaves a little opening for the grass and the eggs.

Cut inner ears out of pink card and glue in place. Glue on wiggle eyes, or cut eyes out of the black and white card and glue in place.

Roll up pink tissue paper into a small ball for the nose and stick in place.

Draw on a mouth and whiskers with the red pen. Fill the opening with Easter grass or small chocolate eggs.



What you need:

11 x 23 cm envelope
(in pastel shade if possible)

Pencil, scissors

Pink card

Pink tissue paper

1 white and 1 black sheet of card (optional)

Red marker, pens, or crayons

Wiggle eyes (optional)

Easter grass or chocolate eggs

Activity 5: Egg Painting

Don't use pens or paint if the children are going to eat the eggs afterwards, as eggs are porous.

Show the children how to paint an egg.

Give each child an egg and tell them they can paint it any way they want.

Follow-up 1: Egg rolling competition

Draw a circle on the floor.

Put the children into four or five teams. One child from each team must roll their egg with their nose into the circle.

The first child to get their egg into the circle wins a point for their team.

The team with the most points win.

Follow-up 2: see Activity 8 - Egg and Spoon Race

What you need:

One hard-boiled egg per child and one for the teacher

Colouring crayons

Pencils

Food colouring or edible dye

Paint brushes



Activity 6: A Chant and a Song

Chant – The egg hunt

Chant

I'll look over here,
I'll look over there,
I'll look behind things,
I'll look everywhere,
I'll look until I find my treat
And then I'll sit right down and eat.



Actions

Cup hands over eyes as if you're looking for something

Same as above but in a different direction

Pretend to look behind something

Cup hands over eyes and move head from side to side

Look surprised and pretend to pick something up, with a smile

Sit down and pretend to eat

Song – See the Easter Bunny (Music of *Here we go round the Mulberry Bush*)

See how the bunny hops along,
Hops along, hops along.
See how the bunny hops along,
On an Easter morning.

(pretend you are a rabbit hopping)

This is how he twitches his nose,
Twitches his nose, twitches his nose,
This is how he twitches his nose,
On an Easter morning.

(point to your nose and twitch)

This is the way he wiggles his tail,
Wiggles his tail, wiggles his tail,
This is the way he wiggles his tail,
On an Easter morning.

(point to your tail and wiggle)

Note: The teacher can also use the bunny ears, draw whiskers on the children's faces and fix a white tissue tail onto the children's backs or trousers.

The song
*Here we go round
the Mulberry Bush*
is included in
**Traditional Songs
and Rhymes,**
LANG Edizioni.



Activity 7: Easter Egg Hunt

The children must find the eggs in the picture. Divide the children into pairs and every time a pair finds an egg, reward them with a real mini-chocolate egg or a star. This is a good language production activity.

Variation

Make two photocopies, leave one as it is but on the second copy change the position of the eggs creating a gap fill exercise. Divide the children into face-to-face pairs. Tell them to find the differences by saying where the eggs are in their pictures while their partner listens and draws in the eggs according to the partner's directions. The children must not look at each other's photocopy until the activity is completed.

What you need:

One photocopy per child or enlarge the picture to poster size
Alternatively copy for use on an over head projector



Activity 8: Egg and Spoon Race

Divide the children into four teams. Each team member stands one behind the other. In turn the students must either run or walk with the eggs in the spoons using one hand only. They must go to the far end of the classroom, touch the wall and return giving the spoon to the next member of the team. This is repeated until the last member of each team finishes the circuit.

What you need:

Four large spoons
Four hard-boiled eggs

Class photograph project



Wow! What a lot of strange looking teachers and children there are in Italy!

Classes certainly used their imaginations when organising the special class photographs for the October 2002 Class Project in **LANG Primary**.

The editor's desk was buried under photographs of children:

- dressed up as pumpkins, witches, Guy Fawkes, cats and native Americans (for Thanksgiving Day);
- crouching, sitting, lying in strange formations and even a class in the playground standing in position so that they spell the word CIAO!
- wearing sunglasses, hats, black plastic bags and rolls of toilet paper (?);
- holding letters of the alphabet, dolphins, wands, giant mushrooms, Union Jacks, English books and pumpkins.

(Note to teachers: hope you recognise a description of your photograph!)

Due to the privacy laws in Italy we can only publish photographs of children when their faces are unrecognisable so we have chosen two from Terralba (OR) and Vicenza.

Hundreds of children have now received their special **LANG T-shirts** and more will be sent out when the materials for the ***Favourite Italian Dish*** Class Project in the December 2002 issue arrive in our offices.

If you see a child in a **LANG T-shirt** on the beach this summer... please say HELLO!





Learning *through* Songs

Joanna Carter



Most, if not all children love music and songs. Music forms an intrinsic part of their lives from a very early age. During their nursery years, children sing songs with their parents to help learn their mother tongue and about the world around them. Later they have exposure to music and songs in all aspects of their lives – through family, television, radio and their lessons at school. They enjoy songs because they can identify with them, even when they are in a foreign language.

The Value of Songs

The enjoyment factor is always an extremely important reason to use something in the English language classroom but there are other invaluable motives that make **music, rhythm, rhyme** and **song** an essential part of language learning for young children.

The structure and rhythm of a song makes it much easier to follow, to imitate and to reproduce language. Vocabulary is easier to remember because there are often rhyming words at the ends of lines. There is often a simple story-line which helps put vocabulary in a relevant context. Songs help reinforce language structures because they are full of repetition, so children have the opportunity to hear words and sentences again and again in a meaningful way.



When to Use Songs

There are many moments throughout a lesson when a song can be used as a useful learning tool. When starting a lesson a teacher can ask the pupils to sing a song to show that the subject is changing to English.

Each Unit of the **Sunshine** video which accompanies the course book starts with the song *We love English*.

This is an example of the type of simple song that can be used as a *warm up* at the beginning of a lesson to focus the children's attention.

Alternatively, the teacher can use a song at the end

of a session to *round off* the lesson and practise what the children have learnt.

A very appropriate moment to use a song is during revision of vocabulary or even to introduce new words, as a change from using flashcards or other visual stimuli. The popular song *Head, shoulders, knees and toes* is ideal for this as the children have to point to parts of the body.

In subsequent lessons, if the children forget the vocabulary it is often enough to just hum the tune to refresh their memories.

Intonation, punctuation and pronunciation are often accentuated in a song so they can be used to help children internalise the sounds of English.

Songs can be linked to topics that are being covered – there are plenty of English songs about the weather, animals or parts of the body, for example.

Songs are a great way to introduce and illustrate festivals and customs of the English speaking world and can help practise more specialised vocabulary. Lessons about festivals and traditions often involve craft activities and making things.

Why not play an associated song on cassette in the background while the children work? It is surprising how much children learn passively and background music has a calming, relaxing effect.

How to Use a Song

One of the most useful types of songs are those that involve actions. The actions illustrate what is happening in the song. The children naturally make an association between the actions and the words they are singing and so vocabulary and grammatical structures become much clearer and more memorable.

This is also a very useful way of capitalising on very traditional songs that may contain slightly more obscure vocabulary. Some songs lend themselves naturally to using actions, such as 'One finger, one thumb...' (see **Traditional Songs and Rhymes**, LANG Edizioni) but if a song doesn't have actions they can always be invented to match the words.

It's important to have some kind of procedure when teaching a song or action song:

- first of all sing or play the song a couple of times and simply let the children listen and absorb the tune;
- play or sing the song again and get the children to hum the tune;
- next, get them to join in with the actions only. At this stage ask them what they think the song means from the actions;
- finally, get them to do the actions and begin to sing the words.

Sometimes children get the rhythm of the song but do not sing complete words (e.g. *he not head* or *to not toes*). To help them with this, play around with the speed of the song.

Sing it exaggeratedly slow so they have time to completely pronounce the words, then speed it up etc.

This is a lot of fun and the children love it!

It is always better that the teacher and the children begin singing songs together as this helps children build up their confidence and helps create a sense of group identity. Once they are very familiar with a song the teacher can give different parts to small groups. This is a very useful technique in big classes and also helps develop listening skills and team work.

There is ample scope for follow-up activities when a song has been taught during a lesson. Children can be asked to draw pictures to illustrate the song. Older children can even do gap fill exercises where they put in the missing words. Over time, children will probably come across a great many English songs, so why not get them to create their own personal song book to keep a record of them all.

Here is an example of an action song for Easter.

Bunny Bunny

Bunny Bunny

(put your hands pointing upwards on your head to make bunny ears)

Hop!Hop!Hop!

(literally hop on one leg!)

Bunny Bunny

(hands as ears)

Stop! Stop! Stop!

(put hands out in front of you, palms forward)

Bunny Bunny

(hands as ears)

Count with me

(with index finger of one hand point to the fingers on the other)

Bunny Bunny

(hands as ears)

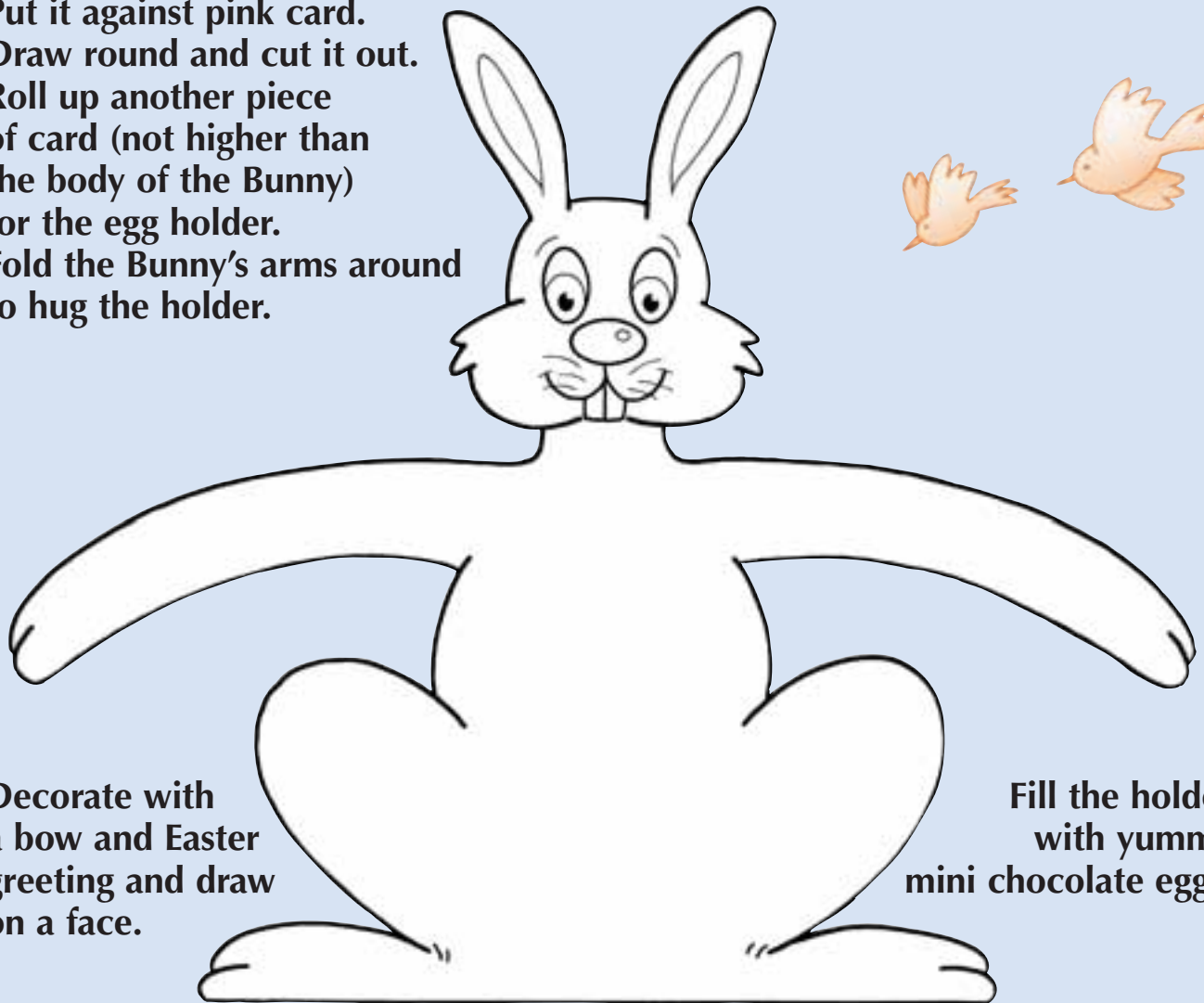
One two three!

(put up one... two... three fingers)

This song can be found in the **Sunshine 1 Pupil's Book** and is also on the CD audio included with this issue of **LANG Primary**.

Bunny Easter Egg Holder

Enlarge and cut out the template.
Put it against pink card.
Draw round and cut it out.
Roll up another piece
of card (not higher than
the body of the Bunny)
for the egg holder.
Fold the Bunny's arms around
to hug the holder.



Decorate with
a bow and Easter
greeting and draw
on a face.

Fill the holder
with yummy
mini chocolate eggs.



ELP European Language Portfolio Junior

for students aged between 9-15 years

The editors of **LANG Edizioni** are proud to announce the publication of a **Junior ELP** for young learners.

Designed for learners aged between nine and fifteen, this **Junior ELP** will accompany the student from the Primary to the Secondary school and will be especially effective in *scuole comprensive* where children very often stay in the same group as they move to the *scuola media*.

Importantly this **Junior ELP** has been approved by both **MIUR** and the **Council of Europe** and is published in the four major European languages: Italian, English, French, German.

The **Junior ELP**, published in a ring binder, gives essential help, not only to second or third

European language teachers and students but also to teachers of the Italian language, in assisting in the identification of language to be taught/learned, in the registration of learning progress and in the building of personal Portfolio Dossiers of materials developed by the learners.

For teachers whose classes adopt the Junior European Language Portfolio, **LANG Edizioni** offers special in-service training on the development and use of the Portfolio through an innovative programme of e-learning.

Complete information and registration for the free e-learning programme can be found on the **LANG** web site at:

www.langedizioni.com.





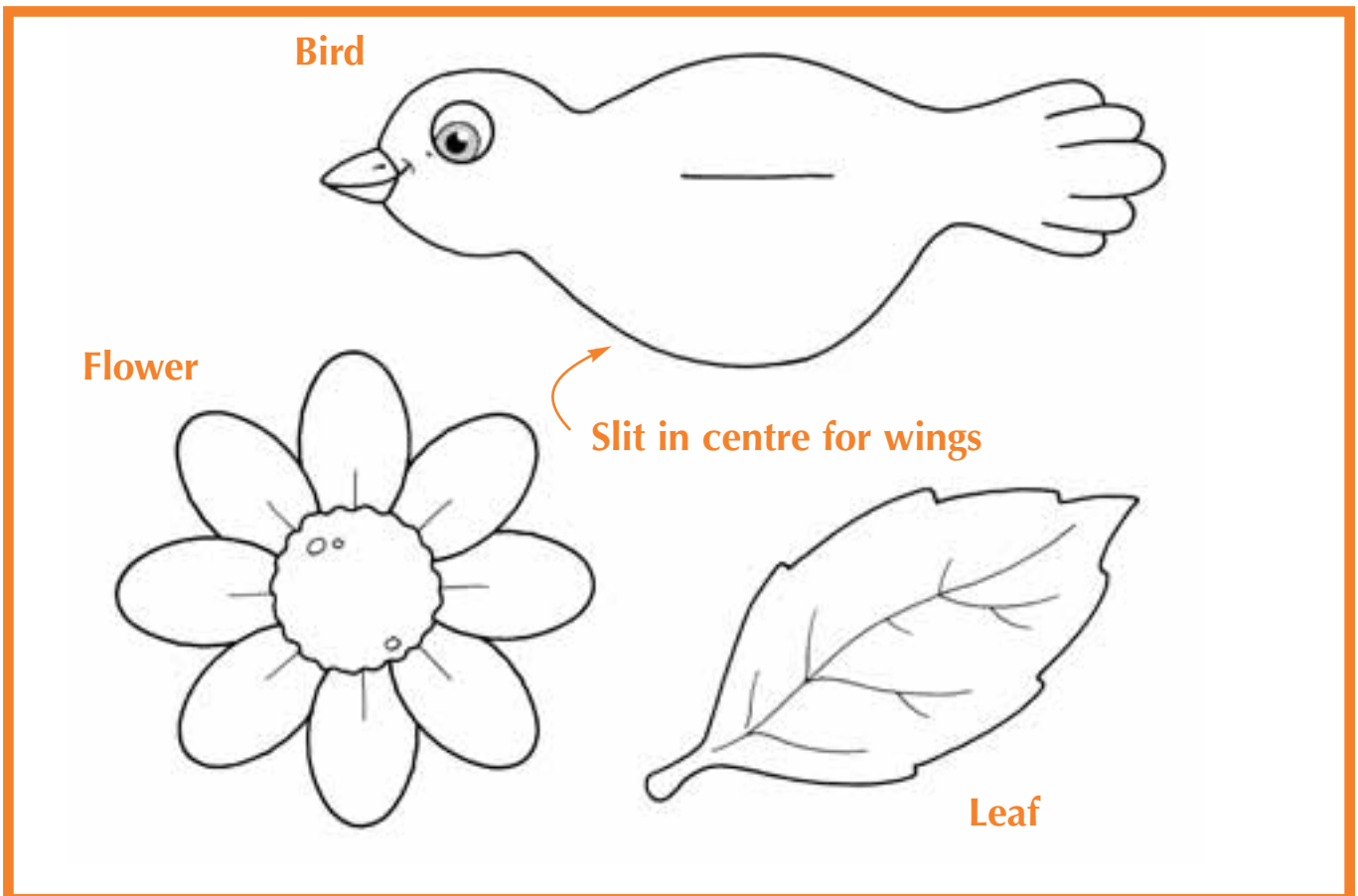
Spring *is in the* Air!

A seasonal mobile for your classroom.

Enlarge and cut out the templates.
Put them against coloured card.
Draw around and cut out the shapes.
Attach the leaf to the back of the flower.
Cut out a small circle of yellow card and glue to the centre of the flower.

The wings

Use a piece of tissue paper or normal coloured paper about 15-18 cm long. Fold up and down alternately, concertina style. Put through the slit in the body and fan out (see photograph on page 16).



Attach the birds and flowers with cotton to two crossed sticks.

CLASS AND TEACHER PROJECTS



The response to the **LANG Primary**/AMREF *Talking Water Project* linking Primary schools in Kenya and Italy exceeded our expectations as 148 Italian Primary schools are now taking part through **LANG Primary** (compared to 40 schools for the 2002 project).

Some of the beautiful materials prepared in Kenya and Italy last year were displayed during the November 2002 TESOL conference in Rome and

proved how aware young people are of the importance of water.

The editors sincerely thank all those teachers who took part in the two projects.

LANG T-shirts have been sent to all the classes which sent in materials for the December 2002 Class Project *Favourite Italian Dish*.

CLASS PROJECT - March 2003 - issue 13

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

My town – Its history and future

The class or groups should prepare materials describing the town where they attend school. They should include drawings and a description of the history of the town as well as ideas of how they would like the town to develop in the future.

The materials can be in poster form or on sheets of paper and can include drawings, photographs and descriptions in English.

The cross curricular nature of this project can also involve work during lessons other than English.

Choose the prize!

LANG Edizioni will send either a class set of **Prime Readers** or **LANG T-shirts** to the classes that present this project.

When the project is complete, please sign it as work produced by your class (include the number of students who have contributed) and indicate whether you prefer to receive **Prime Readers** or **LANG T-shirts** for the children.

Send the materials to:

LANG Primary, Class Project – Issue 13
PBM spa, Corso Trapani 16, 10139 Torino

TEACHER PROJECT - March 2003 - issue 13

The project for this issue is a little different from past lesson plan projects and is designed for teachers who ask their classes to prepare materials for the CLASS PROJECT in this issue. The information sent to us will be of great help when selecting topics for future project work.

We would like teachers to describe how they organised the project including information on:

- the children's reaction to the project;
- difficulties that had to be overcome;
- how teachers of other subjects were involved in the project;
- general organisation of the children's work and preparation of the materials.

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

LANG Primary, Teacher Project – Issue 13
PBM spa, 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 15.05.2003
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 mid-February to mid-May **LANG** Teacher Trainers will be giving over one hundred seminars for Primary teachers in towns throughout Italy. The title of the seminar is **Focus on speaking** and if you are able to attend a session you will certainly get some practical ideas you can use with your children before the end of term.

To find out if there is a seminar in your area you can either contact your local **LANG** agent or visit our web site.

2003 will see many developments within the services that **LANG Edizioni** offers to teachers through the *Internet*. These services will include a programme for teacher development through e-learning and an interactive site for teachers offering regular communication through email and the opportunity for **real-time** conversation with our editors and authors.

If you have not already sent us your email address, please send a message to primary@langedizioni.com as follows:

Name and surname

Address

CAP and town

Abbonato LANG Primary

To all those subscribers to **LANG Primary** who send us their email addresses by 1st May 2003, we will post a special **LANG T-shirt** we have designed for children.

IMPORTANT NOTICE

Receiving future issues of LANG Primary

As from January 2003, **LANG Primary** is only distributed through a free subscription service and during seminars and conventions for teachers of English.

LANG Primary is published four times a year, in March, May, October and December.

Teachers can register subscriptions either on-line at www.langedizioni.com or by using the coupon below.

Future issues of **LANG Primary** are posted to home addresses.

If you wish to comment on the articles in LANG Primary, please do not hesitate to write to us.

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New subscription ☐

Change of address ☐

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EMAIL

School name and address

City

CAP

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.

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

