

LANG Primary



INSIDE!

**BEAUTIFUL NEW
 SCHOOL YEAR
 CALENDAR**



A new year A new challenge

The new school year has just begun, revision is underway for classes returning and children in the first year of Primary school are being introduced to the English language for the first time. Teachers in first year classes should pay special attention to not only teaching the English language but also to teaching the children what behaviour is acceptable when doing the very different exercises they are given in the classroom. The way children are taught to behave when they encounter pair work, group work, manipulative and movement exercises for the first time will stay with them for many years in the future.

New classes and new faces for the teacher mean new challenges. **LANG Edizioni** is by the teacher's side offering not only innovative teaching materials but also help and support through our seminar programme and internet services.

This issue of **LANG Primary** includes many interesting articles as well as materials which can be photocopied and used in the classroom.

We have also included a new school year calendar to brighten your classroom walls.

Index

Time Capsule Project – part 2	p 2
Arts and crafts in the classroom	p 6
Conventions	p 7
Worksheet – Halloween	p 8
Kids' Corner	p 9
Interactive CD ROMs	p 13
Worksheet – Halloween	p 14
Worksheet – Halloween	p 15
AMREF – The stolen school project	p 16
Sounds like fun	p 18
Class Project	p 19



School project

Making a Time Capsule • *part 2*

Sarah M. Howell

In the first part of this article (LANG Primary 14, May 2003) I described making a summer holiday time capsule and in this second part I am going to illustrate ways of planning a school time capsule project to carry out through the school year.

The making of a school time capsule

The making of a *school* time capsule can be tackled in a variety of ways. It can be an ambitious cross-curricular project that involves a number of classes where serious effort and planning is put in to making something that will endure a long time – and make sense to future generations – or it may simply be something that will help your pupils use their English and mother-tongue for focussing on their family, friends and environment, without worrying too much about how long the materials will last or who will find them.

Whatever your objectives are, making a time capsule is an excellent opportunity for children to work together creatively on a variety of themes on a long-term ongoing project that will keep their motivation and interest high.

During this project the pupils will spend time:

- learning what a time capsule is, and reflecting on how important historical artefacts can help understand the past
- carrying out a survey to help decide what kind of container to use, what to put in the capsule, where to bury it and when to open it
- planning and organising a sealing and burying ceremony
- using the internet, possibly with their teachers, to carry out research for this project for ideas and to see other schools' time capsules which have been buried and/or opened over the years.

What is a time capsule?

The time capsule project should be carefully presented to the pupils and awareness can be created of how important artefacts are for historians looking back into the past. Pupils can be encouraged to look back through their history books for photos of artefacts.

There are many time capsules that have helped historians discover whole cultures and people, for example, Pompei and the pyramids in Egypt. Pupils can also exchange experiences about museums they have visited and even objects they have at home that belonged to their great-grandparents and that aren't used nowadays. The annual school trip could include a visit to a local museum with artefacts from their ancestors' past.

With the teacher, pupils should prepare a questionnaire to be used to interview people about what to put inside the capsule. It is not an easy choice. For example: *What kind of things do we want people to remember us, and our school, by?*

Factors to consider include:

- **significance** – what will it mean to the people digging it up?
- **interest** – will they find it of interest?
- **durability of the materials** – will the documents and materials survive the test of time?
- **quantity and size of the objects** – will they fit in our capsule?
- **compatibility of materials** – will some of the materials become damaged over time? – i.e. newspapers can deteriorate within a few months.
- **the likely future availability of technology** to replace objects such as audiotapes (for this kind of material a maximum twenty-year burial would be better)

There are two kinds of things you can put in: items that show our world as it is now, and those that are personal to individuals and their families.

Compile the results of your survey. Decide what most of the students think should be included in the capsule.

Size of items

You must decide how big the capsule will be. Deduct the amount of space needed by the teacher for project work and then decide the size of the personal item that each student may contribute. Give the pupils some examples of what might go in, and tell them what cannot go in, and why.



Possible items to be placed in the capsule:

- **Videos of TV shows.** Videos and cassette tape may not last more than a few decades. (If you are serious about making something that will last a generation or two - formats for anything high tech, change so rapidly that videos, computer disks, CD ROMs and so on may be useless in a few years.)
- **Photographs** (colour photos are not very durable and should not be wrapped in paper. Just seal them in an airtight plastic bag and lay them flat).
- **Coins**
- **Pictures and information** about animals that may soon be extinct
- A copy of a **TV and entertainment guide**
- **Labels** from tins and packets of food
- The **local and national paper** of your choice (NB. Newspapers are very poor in quality and should be double packed so they don't contaminate other materials. It is probably better to photocopy an article from the newspaper).

Other more personal items could include:

- Last year's **diary** – especially if it is more of a journal
- Locks of **hair**
- Favourite **recipes**
- **'A Day in the Life'** – where students and other members of their families, describe a typical day
- A favourite **book**, or some book reviews
- **Something about pets** – a dog's lead, for instance, or a cat's favourite squeaky toy
- A **toy**
- School **timetables** and **reports**
- **Photos** of students and their families, with a **written description** of each member by each student
- A **map** of the area
- Copies of **birth** and **marriage certificates**, and other documentary evidence of important stages of life.



Choosing the capsule

If you want your capsule to last, you need to make it air and watertight. An airtight seal is important if moisture, dirt and insects are to be excluded from the capsule. For extra durability, the following materials can be used:

Above ground – plastic-coated or enamelled metal which are very long lasting durable materials.

Below ground – Good quality stainless steel or copper containers.

On the other hand, if durability is less of a concern, just about any box will do, although it must be sealed to prevent little hands sneaking back in.

Planning the curriculum with the time capsule

The preparation and collection of materials can be based on two-monthly themes that involve different school subjects. Here is an example:

Time capsule theme calendar

OCTOBER

Our community (English, Italian, History, Science)
What is a time capsule? What would you place in a time capsule? Why?

Make a questionnaire and interview classmates, parents, relations and members of the community (teachers, doctors, shopkeepers, and the mayor). Interviews can be recorded onto audio/video tape in English and Italian or written out by the pupils.

DECEMBER

Our lives (English, Italian, Art, PE)
Documentation of pupils' lives now. What they look like; the clothes they wear; their daily routine, hobbies and interests, etc. Written, pictorial, audio and video material can be supplied to support this.

FEBRUARY

Our future (English, Italian, Art, Science)
What pupils will be doing 20 years in the future? E.g. What they will look like, what their schools will be like, what new inventions will make their lives different? Pictorial and written documentation, video of project work, experiments, etc.

APRIL

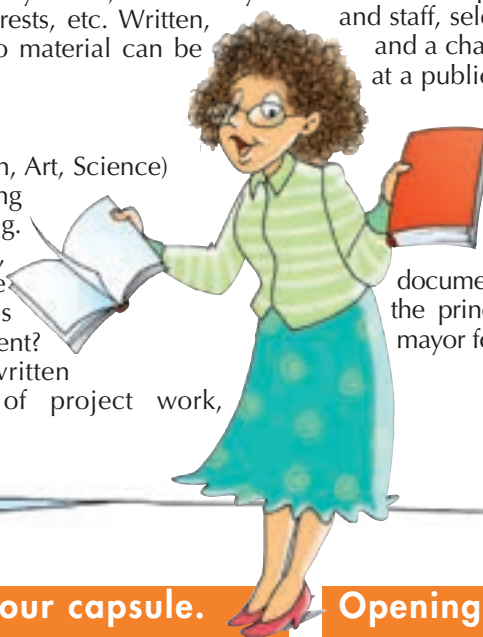
Our school today (All subjects involved)
Photos and video of the school grounds, classrooms and lessons. Maps, models and pictures of the school. Guided tour of the school. Interview with the Principal.

MAY

Countdown event (All subjects involved)
Display of materials, pupils' presentation of work, teachers' presentation of projects.
Open evening for parents and members of the community to join in.
Whole school photo, signatures of all the students and staff, selection of items to go in the capsule and a chance for the community to see work at a public display.

MAY/JUNE

Time Capsule ceremony
(All subjects involved)
Sealing and burying the capsule. Photographic and video documentation should be made and given to the principal of the school as well as the mayor for the Town Council records office.



Placing the items in your capsule.

Make sure they are all marked appropriately. Remember to include the personal details of each person working on the project and a reference number – then tag each artefact with the reference number. Each artefact should have a written description about it.

Opening date

Determine the date for the capsule to be opened. Get the pupils to think very hard about this. If it is opened too soon, it may have little "historical" value but the pupils will get to see it. If the time capsule is prepared at the beginning of the Primary school it could be opened, for example, at the end of Secondary education.

If you set a long term date it will be an artefact for your ancestors and of historical interest. This date needs to be written down and given to the principal for safekeeping, and must be passed to all future principals.

Informing people about the project and the opening date

Compose a letter to the parents and local council telling them about the project: all the details about what it is, what they need to contribute, the deadlines, examples of items, and when the capsule will be opened.

Make them all feel a special part of this project. Hold an open evening – countdown where people can view the materials on display and teachers-pupils can present their work

Time capsule ceremony

Hold a special sealing and burying ceremony day with everybody present. Encourage all the students and teachers to take photographs.

Give a speech. As part of the speech you might wish to describe some of the items students have put in.

Whilst working on the project, all pupils should have the opportunity to create or collect an object that they feel reflects this moment in time. They could be given a written assignment (L1) asking them to talk about the reasons for their choice. They should also be asked to reflect on the project and say what they thought about working on the project, what they have contributed and what they thought about the final project.

EIGHT TIPS ON HOW TO ORGANIZE A TIME CAPSULE

- 1** Select a retrieval date. A 50-year or less time capsule may be witnessed by your own generation. The longer the duration, the more difficult the task. Centennial (100-year) time capsules are popular.
- 2** Choose a "Time capsule manager". A project team is a good idea, but a single person needs to be in charge of the project.
- 3** Choose the container carefully. A safe is a good choice. As long as the interior is cool, dry and dark, artefacts can be preserved.
- 4** Find a secure location. If you are going to bury it in the school's grounds, make sure the location is marked with a plaque describing the "mission" of the time capsule and the date it should be retrieved.
- 5** Make sure the items are safe for time storage. Try to have a selection of items from the sublime to the trivial. The "Project manager" should make an inventory of all the items sealed in the time capsule.
- 6** Have a proper "sealing and burial ceremony" where you formally give the time capsule a name. Invite the local newspapers and TV and a photographer to the event. Make it a real school event.
- 7** Make good photographic documentation of all the various phases of the project, including the items inside the capsule itself.
- 8** Many time capsules get buried and forgotten about forever! Make sure people do not forget about the capsule. Send an invitation letter informing the local council, the authorities, the local media, libraries and all the parents of the opening date. Have special "countdown" board made and hung up in the entrance of the school with how many months or years to go to the opening. Hold anniversary events and reunions with the teachers and students who worked on the project every five-ten years.

You can view examples of work and gain further information from the following links:

<http://www.ustimecapsule.com>

Sample questionnaires for use in making time capsules.

<http://www.oglethorpe.edu/itcs>

The site of the International Time Capsule Society. It has a lot of information on time capsules, with links to articles and other informative sites.

<http://www.si.edu/scrme/educationoutreach/tcregister.html>

The Smithsonian Institution's site about time capsules.

Be *crafty* and *creative*

Joanna Carter

with **ENGLISH!**



LANG Primary always includes ideas for children to use their creative and manipulative skills in the classroom. In this article Joanna examines the background and methodological implications of asking children to create teaching/learning materials.

Using arts and crafts in the language classroom

English teachers today are in the lucky position that when they open a course book, a resource book for teachers or even this magazine, they can find an extensive array of activities involving arts and crafts and making things.

They range from designing masks, puppets and mobiles to making booklets, bookmarks or greeting cards for every occasion.

Apart from the obvious and enormous fun derived from being creative, we should also consider the many other benefits and advantages that art and craft lessons can bring to children learning English.

Non linguistic benefits

Many of these benefits are not directly linguistic but are all the same invaluable. With very young learners art and craft activities can help develop co-ordination and manipulative skills. This type of lesson encourages co-operation and children learn to share and explore together. They have an opportunity to express themselves as individuals and have something to aspire to. Making something, even something very simple, can foster pride in achievement, especially as the final product can be displayed in the classroom or taken home to parents. These important factors help make a positive and enjoyable learning environment that can lead to successful acquisition of English.

Art and craft activities and lessons can also provide a focus on cultural awareness especially if they are linked to festivities and special occasions. Making a card for Mother's Day, a pumpkin mask or mobile bat for Halloween or even a cardboard teapot because the English like tea (see Sunshine 2) are visual and concrete examples to back up and illustrate cultural learning.

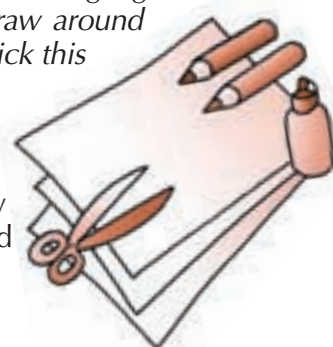
Linguistic benefits

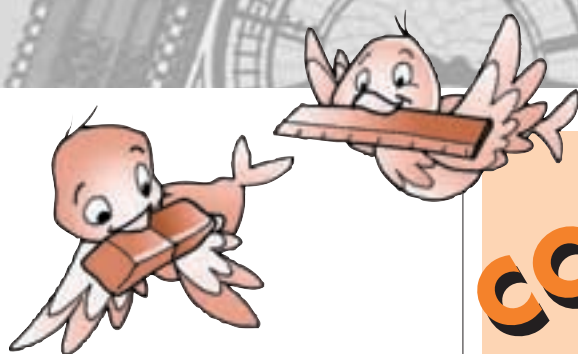
Although we can think of making things as primarily involving the development of motor skills, these activities are also an excellent vehicle for directly developing linguistic skills. Art and craft activities can create opportunities for real and meaningful language practice, they provide an environment where not the end product itself but rather the process involved to obtain it is not the most important thing. A craft lesson is an ideal way for children to assimilate language, for example listening to instructions given by the teacher. It can also help interaction in English between the students and the teacher or the students with other students. For example they can request things such as glue, scissors, paper, etc. or ask for help.

When doing arts and crafts and making things in the lesson, the phrases, words and language the teacher uses in English can be the real reason for the lesson. Remember children first learn by listening and absorbing.

The following are steps to follow to help the teacher maximise the use of English during a craft lesson and so maximise the students' exposure to it:

- Show the children what they are going to make and talk about it in general first. Elicit vocabulary to describe the object. For example, if it is a face mask, talk about the eyes, nose, mouth, etc. *Are they big or small? What colour are they?* If making something connected with a festival such as the bat on page 14 for Halloween, elicit other vocabulary about the festival such as witches, pumpkins, cats, etc.
- Think about and prepare the language to use in instructions such as *Draw around like this, Cut it out like this, Stick this here.*
- Think about the kind of things the children might say to you in Italian and plan how to rephrase their comments and questions in English.





CONVENTIONS

- Demonstrate how to make the object to the class first, using the prepared instructions and very simple clear gestures.
- Divide the class into small groups and when they begin making the object themselves, go round repeating the instructions to each group.
- Display what the children have made and give lots of praise in English.

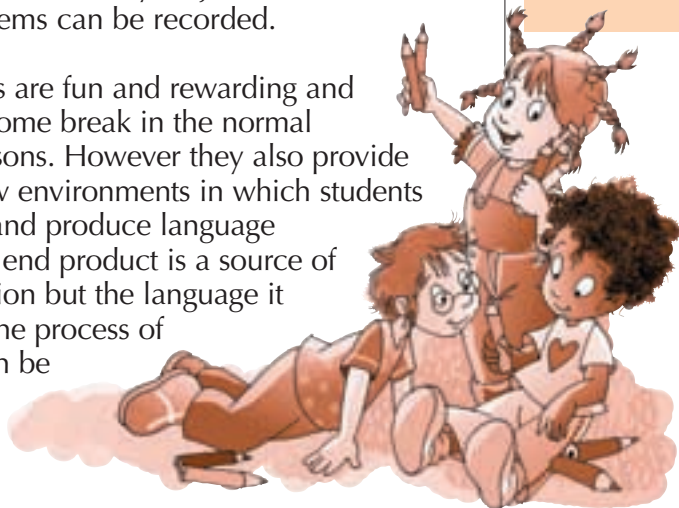
Art and craft lessons also provide the opportunity for the students to interact.

They can ask the teacher for the different materials they need at various stages of the lesson. The teacher can also encourage the children to say where the materials are in the classroom. For example, *What do you need? The glue. Where is it? It's on the shelf.* The children can also describe what they have made in terms of shape, colour and size.

Craft work as a language resource

Language practice need not stop with the craft lesson itself. The finished product can be used as a resource for further linguistic development. For example, children can make puppets of the characters in a story and then use the puppets to retell the story. The teacher can do a colour dictation to make flashcards and then these can be used to revise vocabulary at a later date. Children can make illustrated books and folders where lexical sets of vocabulary, adjective words, or even songs and poems can be recorded.

Arts and crafts are fun and rewarding and create a welcome break in the normal routine of lessons. However they also provide one of the few environments in which students can listen to and produce language naturally. The end product is a source of great satisfaction but the language it generates in the process of its making can be even more satisfying.



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

British Council – Naples

Conference for teachers of English

Hotel Terminus Naples

October 23-24

Tel 081 578 8247

Email: annamaria.vorraro@britishcouncil.it

British Council – Milan

English Language Teaching Conference

November 14-15, 2003

via Manzoni 38 – Milan

lucia.legnazzi@britishcouncil.it

XXVIII TESOL – Italy National Convention

Language and identity

November 21-22, 2003

Grand Hotel Parco dei Principi

via G. Frescobaldi 5 – Rome

Email: tesol@usis.it

Venice – 2004 - The British Council Annual Convention for Teachers

Venice - March 18-20, 2004

Email: anna.manzi@britishcouncil.it

LANGPrimary

keeping the teacher informed

WORKSHEET

Find the Creepy Halloween Creatures

This game can be played by dividing the class into two teams or into pairs.

Pairs: Give a copy of the grid to each student. Tell them to draw in the squares of their choice (without showing their partner):



bats



ghosts



and pumpkin.

They then take it in turns to discover where their partner has 'hidden' these halloween creatures and score points. Give a time limit. At the end the student with the most points wins.

LANGUAGE TO USE

Is there a **BAT** **GHOST** **PUMPKIN** in B2, E1 etc.?

Yes. There is.
No. There isn't.



	1	2	3	4	5	6
A						
B						
C						
D						
E						

bats = 2 points
ghosts = 5 points
pumpkin = 10 points

Kids' Corner

Back to school

John Batty



Welcome back to school! As the reader will notice there is a change in the format of the **Kids' Corner** in this issue of **LANG Primary**. The activities we include are usually dedicated to the various festivities and holidays that occur near the season of the issue. However, as we have already published numerous activities linked to Halloween in previous issues and they are all downloadable from the **LANG** web site at www.langedizioni.com, the **Kids' Corner** in this issue is dedicated to teaching on the theme of **Classroom language**.

The majority of children relate learning a foreign language to learning to speak it, and because learning their own language was relatively easy they expect learning a foreign language to be the same. They want immediate results, which are needed if their motivation is to be maintained. They need as many opportunities as possible to use the language so that they feel that they are making progress and fulfilling their expectations, which makes it important that the children leave the lesson with English, English that they can use, in their "pockets".

At the very beginning of language learning, not much spontaneous speech can be expected, so children should learn to produce what is called "**formulaic**" language, in other words, patterns and routines such as:

- **simple greetings:** *Hello! How are you?*
- **social English:** *See you next Tuesday!*
- **routines:** *What's the date today?*
- **classroom language:** *Listen. Repeat. Be quiet!*
- **asking permission:** *Can I go to the toilet, please?*
- **communication strategies:** *I don't understand. Can I have a..., please? Can I go to the toilet, please?*

Children will memorise these patterns making it easier for them to take part in and maintain communication in English without having a great deal of linguistic competence. By using this type of language regularly the children are able to learn it quickly, giving them the impression that they can speak a lot, thus building their confidence and stimulating their motivation.

The teacher, of course, will have to decide how much of the general classroom language is to be in the student's mother tongue and how much in English and how gradually this type of language is to be introduced.

Therefore, we can say it is useful to begin the school year by teaching the children not only vocabulary for basic concepts such as numbers, colours, etc., which provide an important basis for future learning, but also by including the teaching of seemingly difficult formulaic language too.

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



Activity 1: Name Cards

What you do:

- Photocopy on to white card - one name tag for each student.
- Students then cut them out, colour them and write their names in large capital letters. You might want to colour code them for team work by photocopying directly on to colour card.
- Tape the safety pin to the back of the name tag. With smaller children paper clips are safer.

What you need:

White card
Safety pin/paper clip
Adhesive tape

Comments:

The name tags are good for getting to know each other. Giving their English equivalent i.e. *John-Giovanni* is very motivating and also good for pronunciation and sound recognition.



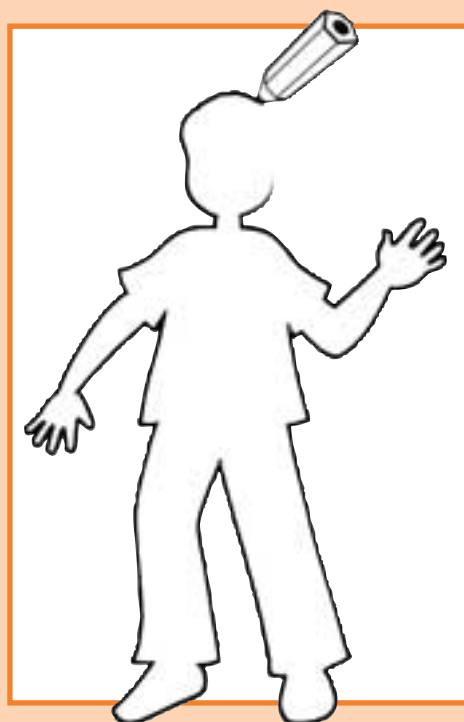
Activity 2: Body Outline

What you do:

- Put the students into pairs.
- Tell them they are going to draw around one another (remember to give them a demonstration first).
- One student lies on the paper and the other draws round him/her in pencil, so as not dirty their clothes. The students then go over the outline in black marker.
- The children paint "themselves". Here you can tell them to paint the legs blue and the hands green, for example, or paint some blue trousers and a red T-shirt, etc.
- When they have finished and the paint is dry, they can put their name tags on it or paint their names in big capital letters on the poster. Then they can hang them up around the class or along the corridors of the school.

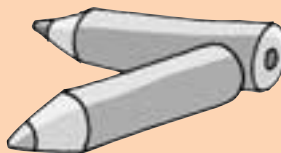
What you need:

1 oversize piece of white paper for each student (big enough for a child to lie on)
Marker pens and pencils
Paint and brushes



Comments:

The posters are ideal to use with speech bubbles.



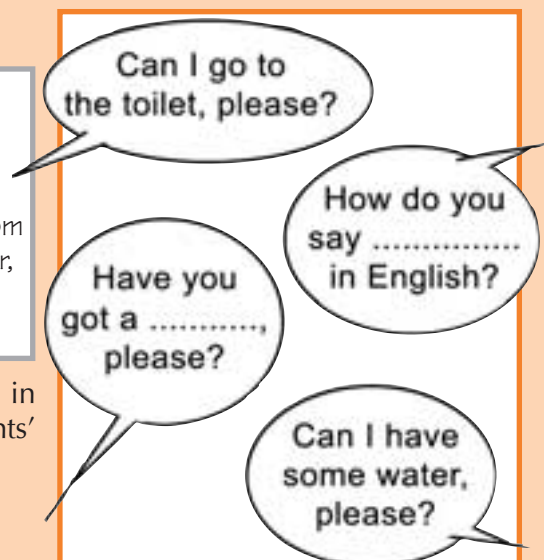
Activity 3: Speech Bubbles

What you do:

- Use the flashcards to teach/elicite/revise classroom vocabulary. Then mime with the flashcards to elicit: *Can I go to the toilet?* - *Have you got a pen?* - *I don't understand*, etc.
- Put the children into groups.
- Before class prepare strips of card with the elicited questions in English and in Italian (colour code them to match the students' name tags). One set per group/team.

What you need:

A4 paper
Photocopier
Colour pens
Flashcards of classroom vocabulary (pen, paper, pencil, glass of water, toilet, etc.)



- Pin the flashcards around the class.
- Tell the students that they are going to have a race and that the first team to stick all the correct English questions with Italian translations under the correct flashcards wins.
- Enlarge and photocopy the practised questions in the speech bubbles for the students to colour in and pin on their body outline posters.

Comments:

Leave the Italian translations near the speech bubbles and gradually take them down as they get to know them. If a student asks you a question in L1 tell him/her you do not understand and ask him/her to repeat and, if necessary, take him/her to the correct bubble and repeat with him/her.



Activity 4: Simon Says Snakes and Ladders

What you do:

- Enlarge and photocopy the snakes and ladders game board onto card or paper.
- Give each group of three-four students a game board, a coin and three-four counters.
- Tell them they must all start from the beginning using the counters to indicate where they are.
- To start the first student flips the coin: heads is one space forward and tails is two.
- If the student lands on an instruction the rest of the group shout the instruction. If they shout *Simon says stand up*, the student has to stand up but if they don't say *Simon says...* the student mustn't stand up or he/she will have to go back a space.
- If the student lands on the bottom of a ladder he/she goes to the top of the ladder and continues from there on the next turn but if he/she lands on a snake's head the student slides down to the end of the snake.
- The first one to finish wins.

Comments:

If the students are non-readers you can substitute the words with pictures

What you need:

A4 pieces of paper
Photocopier
1 coin per group
Counters



Activity 5: Flashcard Game

What you do:

Make flashcards from the domino game:

- Enlarge the dominoes and photocopy them onto card (pictures only).
- Teach/ elicit the vocabulary and drill pronunciation.
- Give each student a piece of paper and tell them to draw (a large drawing) one of the objects or verbs and on the back of the paper write a tick or a cross. It might be better if teacher tells the students what to draw and whether to put a tick or a cross.
- Do a "mill drill". The students hold up their card

with the picture facing outwards and the tick or cross facing inwards.

- The students walk around the class (as if they were at a party) looking at the cards of the other students asking *Have you got a pen?*, *Can I go to the toilet?* etc. The student who is being asked looks at the back of his/her card, answering yes or no depending on whether there is a tick or a cross.
- The first person to get six positive answers sits down or wins.

What you need:

Sheets of card
Photocopier
Copies of dominoes
(Activity 6)

Activity 6: Classroom Dominoes

What you do:

- Put students into groups of 3-4 and give them one set of cards.
- Each student is given/dealt four cards and the rest are left in a pile in the middle of the table.
- The first student puts any card down on the table.
- The next student puts down a card that corresponds with the card already on the table (picture + word/phrase or vice versa). If the student hasn't got a card that corresponds, then he/she has to pick up a card from the pile and misses a turn.
- The game continues until all the cards from the pile have been used and/or the first student has used all his/her cards. The first to do so, wins.

Comment:

As the game progresses the cards should form a snake type shape. The cards are only to be added at the extremities and not in the middle of the snake.

What you need:

One set of cards per group of 3-4 students (enlarged, photocopied and cut up)

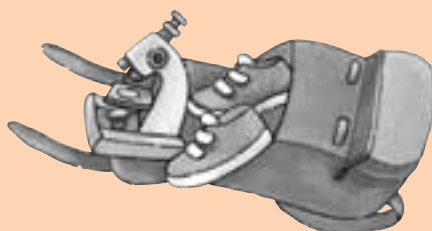
	PAINT		DRAW		LOOK
	LISTEN		SIT DOWN		STAND UP
	WASH YOUR HANDS		DRINK SOME WATER		JUMP
	BE QUIET		FOLD		WRITE
	POINT		CLEAN THE BLACK-BOARD		GIVE
	STOP		OPEN THE DOOR		SING
	EAT		REPEAT		CUT
	CLAP YOUR HANDS		CLOSE THE DOOR		GO TO THE TOILET

Activity 7: I spy with my little eye

What you do:

Choose one of the students to be the "spy". The "spy" then looks around the classroom and chooses an object without saying anything to the other students (he/she could whisper it to the teacher just to check that he/she is right). The "spy" then says to the class *I spy with my little eye*

something + an adjective. The other students guess by saying *Is it a ...?* With older students the "spy" could say *I spy with my little eye something beginning with + a letter* (checking with the teacher first). The students then ask questions like *Is it big?*, *Is it blue?*. The first one to guess correctly takes the role of the "spy".





Interactive
CD ROM
for Interactive
Laboratories
and
Individual Use

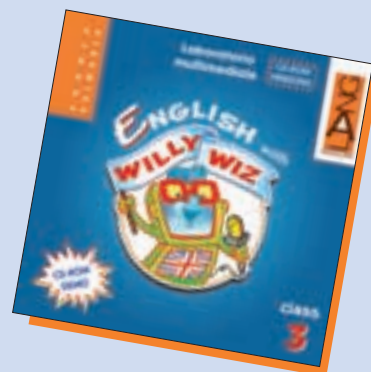
ENGLISH WITH WILLY WIZ is a new CD ROM which can be used with children from the Primary school in the interactive laboratories.

The CD ROMs include many different types of exercises and language games. Children can be asked to do the same exercise at the same time or work on different exercises based on their strengths and weaknesses and levels. This feature is very important when the children are of mixed abilities. In November a free **DEMO** of the CD ROM will be available from local LANG agents so that teachers can experiment with the materials in laboratories before asking their schools to buy complete sets. The materials are free-standing and not linked to a particular language course so no matter which course the children are using they will find the materials stimulating and exciting.



The CD ROMs divide exercises for the third, fourth and fifth years of the Primary school and include:

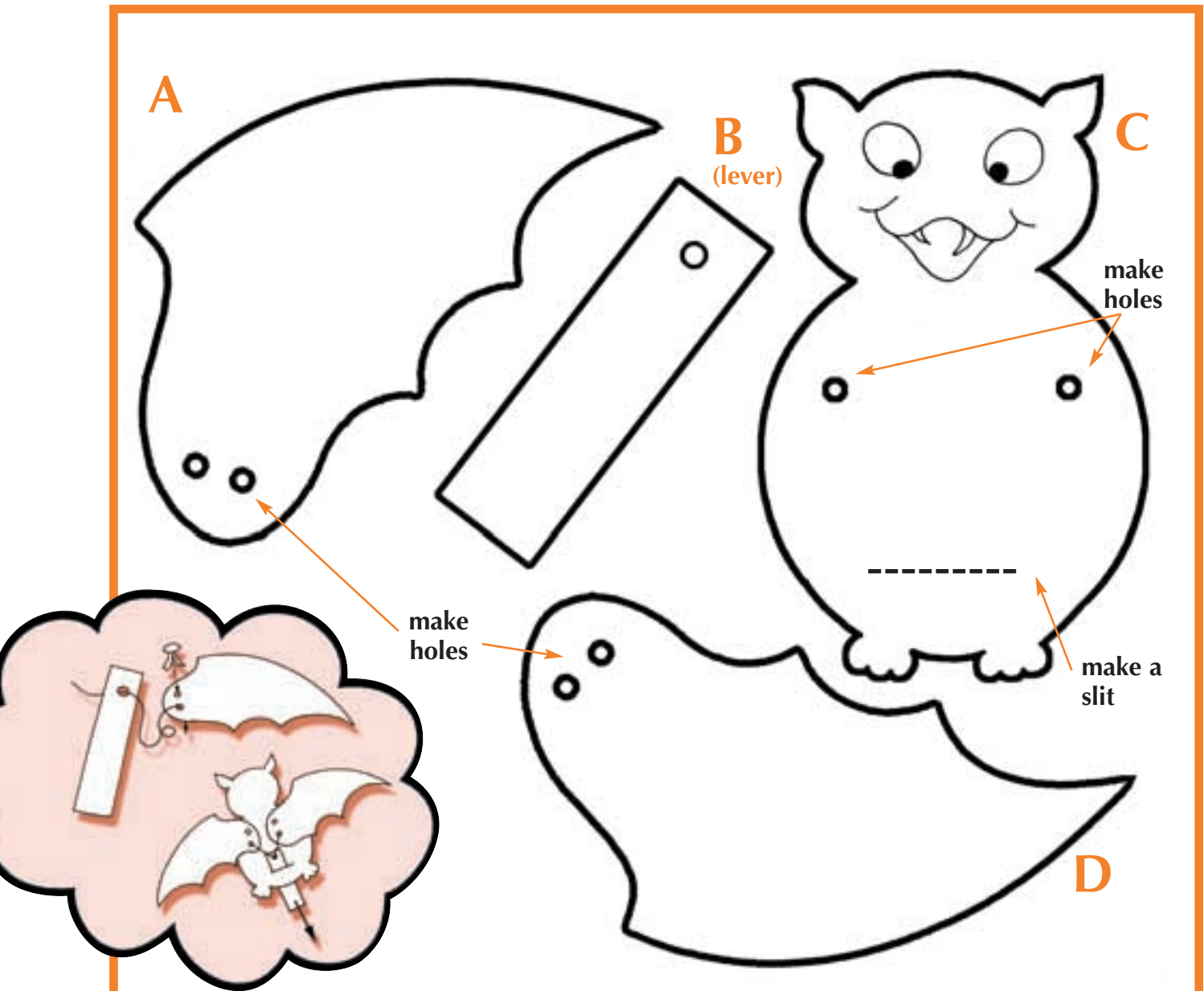
- opportunities for the children to record their own voices and compare their pronunciation after choosing which character in a dialogue they wish to take;
- listening and writing exercises including tick/choose/colour/drag;
- voice recording comparing with a visualised intonation pattern;
- songs for the children to listen to and sing in karaoke style;
- language games consolidating the learning of both grammar and vocabulary.



ENGLISH WITH WILLY WIZ will give schools the opportunity to use the interactive laboratories for English language consolidation tasks using innovative technical features with children in the Primary school.

WORKSHEET

Make this HALLOWEEN Bat



1 Copy the four parts A, B, C, D onto black card and cut out.

2 Put a piece of thread through the lower holes on the wings and tie it, leaving a long piece hanging down

3 Attach the wings loosely to the body with paper fasteners. Put the lever through the slit front to back

4 Attach the threads on the wings to the lever with tape. When the lever is pulled the wings flap.

WORKSHEET

Make this special

HALLOWEEN Card

1 Take a piece of blue A4 card. Fold in each side by about 6 cm so the card stands up.

2 Draw round the templates of the witch and rooftops onto black card and the moon onto yellow card. Cut out the shapes.

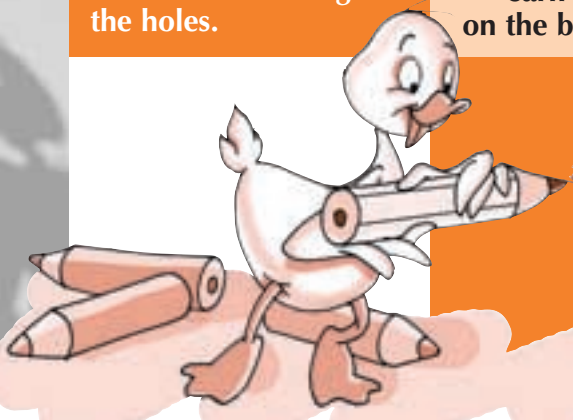
3 Stick the rooftop silhouette and the moon onto the back of the blue card and add little stars with white paper or white correction fluid.

4 Glue the witch onto a long cocktail stick. Make two holes in the sides of the blue card, high on the right and low on the left. Put the stick through the holes.



Learn and write this rhyme on the back of the card.

*It's a cold and starry Halloween night,
The yellow moon is big and bright,
Above the rooftops in the sky,
See the witch go flying by.*



The **STOLEN SCHOOL PROJECT**

A cultural exchange project to and from Africa

In this issue of **LANG Primary** we are pleased to announce a new project which will link Italian Primary schools with schools in Kenya. In 2002, a record number of 235 schools were involved in the **LANG Primary TALKING WATER PROJECT** and we hope that even more schools will participate this year.

THE STOLEN SCHOOL 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 school plays a vital role in the lives of young children, giving them the information and skills they will need when they become independent and have to go out and face the world on their own.

THE STOLEN SCHOOL PROJECT begins with a story for children published both in 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.

In the story the children will meet *The Lord of Silence* who is a very bad man because he likes only silence and kidnaps all the teachers. *Without teachers there can be no schools for pupils to attend.* The children create the *Friends of the Word* and have to find and defeat *The Lord of Silence* so that they can rescue the teachers. Once the teachers have been rescued, the schools can be re-opened and the children's world can return to normal.

The story has been especially written for **THE STOLEN SCHOOL PROJECT** and is full of adventure and excitement. The characters are introduced and the story developed helping children appreciate the importance of school in their lives.

The story is absorbing but... incomplete

THE STOLEN SCHOOL 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 the completion of the story that they create to **LANG Primary**.

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 *Stolen School Project* materials will be sent to Primary schools in Kenya and all the Italian schools that participate will receive materials produced by the Kenyan schools.

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

- instructions for working on the Stolen School Project
- the story in Italian and English which the children have to complete
- a guide to developing project work with children

The complete project must arrive in our offices by 30th March 2004. When the project is complete, please sign it as work produced by your class (include the number of children) and send to:

LANG Primary *STOLEN SCHOOL PROJECT*, PBM spa, Corso Trapani 16, 10139 Torino

SCHOOLS RE-OPEN – EXCHANGE PROJECTS BETWEEN ITALY AND AFRICA RE-START

The collaboration between **LANG Primary** and **AMREF** continues to expand. The numbers of schools involved in the projects has increased from 10 schools in the first year to 235 schools last year, with 525 classes involved in creating materials for *The Talking Water Project*.

All the schools that participated in this project have now received materials developed by schools in Kenya.

This school year **LANG Primary / AMREF** are offering **two** projects to schools. *The Talking Water Project* for those teachers who either did not participate last year or who wish to repeat the same project with a different class and an exciting new project *The Stolen School Project* designed to encourage children to appreciate the importance of schools and education for both their own development as individuals and for their future lives.

AMREF NEWS

AMREF – Fondazione Africana per la Medicina e la Ricerca – is the largest humanitarian health organisation which has its Headquarters in Africa. AMREF Italia works together with the Nairobi head office assisting in both the initial planning and operational strategies ensuring the necessary economic support for the successful completion of the projects.

Giobbe Covatta, Fabio Fazio, Sveva Sagamola, Luca Zingaretti and the author Kuki Gallmann have all offered their personal contributions to assist the growth of AMREF.

For further information contact:
AMREF Italia

Via Sito della Guastalla, 3 - 20122 Milano
tel./fax. +39 02.54107566
e-mail: scuole@amref.it
www.amref.it

Teachers who did not participate in the **TALKING WATER PROJECT** in 2002 or teachers who wish to repeat the project with a different class in 2003 are welcome to do so. Full details of the project and the application form can be downloaded from our web site www.langedizioni.com - click on **LANG Primary** and then on the cover of the October 2002 – Issue 11.

THE STOLEN SCHOOL PROJECT – Registration Form
Complete and return by post or fax to:
PBM spa, Corso Trapani 16, 10139 Torino – to arrive by 30.11.2003

Name of school _____

School Code _____

Address _____

City _____ CAP _____

Name of teacher _____

Contact details: Tel. _____ Fax _____

Email _____

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

Signed _____ Date _____

Sounds *like* Fun

Cecilia Perillo

Chucky likes Chicken, Cheese, Cherries and Chocolate.



After having introduced the *tongue twister*, the teacher can ask questions which help learners become aware of letters, words and sounds and how these are all interwoven into the meanings and functions of written language.

- Ask questions, create interaction

Teacher: What does Chucky like?

Child: Chicken, cheese, cherries and chocolate.

Teacher: What's your favourite food?

The children are then encouraged to ask each other questions, and therefore use problem-solving strategies, they develop memory skills and focus on pronunciation practice. Furthermore, learners are answering and classifying according to likes and dislikes and developing other subjects such as *civiltà* - food in Great Britain.

- Follow up activity: further analysis of sounds and letters can take place as children make a list of CH words.

In traditional stories such as *The Three Little Pigs*, the phonological aspects of the language including intonation, stress and timing create enjoyment when the children are asked to learn and repeat.

*The wolf huffed,
And he puffed,
And he blew
The house down.*

A fun way to start the new school year is to play with sounds and focus on pronunciation activities.

The *word* is our most effective communication symbol, it is a combination of sounds made by our speech organs and it becomes a written symbol when letters are used to represent the sounds.

Thus a *word* may be either an oral or a visual symbol. In other words, we can **speak** it, **write** it or **repeat** it as, for example, in the pronunciation activity above.

If young learners are exposed to the language of *their experience* (the language of *everyday life*) the learning process becomes *meaningful* and the teacher can easily include sound-letter relationships in everyday, functional literacy activities.

Furthermore, pronunciation activities in **LANG** course books are an integral part of the teaching/learning experience and are an essential aspect of lesson planning and language presentation and practice within the lesson.

When using activities such as the *tongue twister* at the beginning of this article learners are encouraged to focus on particular pronunciation features within the text.



Teachers can help children understand that the words *huffed* and *puffed* sound the same except for the phonemes /h/ and /p/. In this case the refrain works because the emphasis placed on the words and the timing is very important.

Creating phonological awareness through fun activities can be a very stimulating and a useful way of helping learners improve pronunciation.

LANG PRIMARY PROJECTS



The response to the **LANG Primary** Class Project in March 2003 was amazing. A record number of schools participated and we received very beautiful materials on the topic of

My town, its history and future.

The classes that took part in the project will have received a letter asking for permission to exchange their materials with another class. In this way the children will be able to read information about another town.

For all future projects teachers are asked to complete the form below and send it to **LANG** together with the materials. This will make it easier for us to distribute the books quickly to the children who are involved in the projects.

TEACHER PROJECT - October 2003 - issue 15

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

Our favourite river

The class or groups should prepare materials describing their favourite river. The children should illustrate with drawings and/or photographs of the route of the river from where it begins to where it ends and should also include notes on the various villages, towns and cities the river passes near or through.

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.

LANG Edizioni will send a class set of Prime Readers to the classes that present this project.

When the project is complete, please sign it as work produced by your class and send the materials together with the form below to:

**LANG Primary, Class Project – Issue 15,
PBM spa., Corso Trapani 16, 10139 Torino**

All projects should be received by 31.12.2003
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.

THIS FORM MUST ACCOMPANY ALL PROJECTS

Name of school _____

Address _____ City _____ CAP _____

Name of teacher _____ Code of class _____

Number of children involved in the project _____

I give permission for **LANG Edizioni** to send this class project to another school in exchange for their project.

Write Yes or No. _____

Signed by the teacher _____ Date _____

More news from LANG!



A series of interactive CD ROMs – **ENGLISH WITH WILLY WIZ** – is being launched in November.

If you are looking for stimulating materials for your children, ask your **LANG** agent for a DEMO CD so that you can experience a unit in the interactive laboratory before asking your school director to buy a set for the school.

Remember that the **Primary Notice Board** at <http://langprimary.omnilog.info> can be visited at any time to leave messages for other teachers or to communicate with the editors at LANG.

The next issue of **LANG Primary**, the Christmas issue, will be posted at the beginning of November and will include, by popular request, a further sheet of **Reward Stickers** to give to the children.

Teachers wishing to start Christmas activities earlier can download the issues from the past three years from www.langedizioni.com and photocopy the many worksheets and articles that have already been published.

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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CERTIFICAZIONE DI QUALITÀ



08/2021-00

15

New subscription ☐

Change of address ☐

Name

Home address

City

CAP

E-MAIL

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 Editori spa - **LANG Primary** – Corso Trapani 16 – 10139 Torino – Fax 011 75021 510