



LANG Primary

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LANG Primary 17 includes details of the new publications of **LANG Edizioni** for the Primary school teacher and student, conforming to the revised national guidelines for the new Scuola Primaria.

The new MIUR guidelines decree that children must be taught the English language from the first year of the Primary school. Consequently, new programmes and materials must be available for adoptions in classes 1, 2 and 3 for the coming scholastic year.

Although in principle, the introduction of English language tuition from the first year is a very positive development, the reform has become involved in purely financial considerations.

In order to finance text books for children in the first two years, the number of pages in text books for children in years 3, 4 and 5 will probably be reduced.

On page 2 the reader can find a chart showing the distribution of text book pages for the cedola ministeriale editions.

Will text books contain enough pages for all the lessons during the school year? Based on our experience, probably not.

To give the children more opportunity to practice and consolidate the language during the first two years **LANG** has developed and published **MOVING ON**, a series of English language Course Companions. Details are on page 17.

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The new Primary school and English language classes

A section in the changes to the programmes for the Italian Primary school in 2004/5 introduces the study of the English language from the first year of compulsory schooling.

There are also some modifications to the learning objectives published by MIUR which include changes in the English language level descriptors such as the inclusion of the ability to do simple mathematical calculations.

The learning objectives are divided into those for the first year, years two and three and years four and five, representing a change in the subdivision of the classes.

In May 2004 for classes starting the following September:

- Teachers of a year one class will adopt a text book for the first year class.
- Teachers of a year two class will adopt a text book for a course taking into account the learning materials the

children used in 2003/4. The course adopted will be used in the progression of the class to year three.

- Teachers of a year three class will adopt a text book for that year only, taking into account the learning materials the children used in 2003/4.
- Teachers of years four and five will continue to use the course adopted in 2003/4.

The modifications in the structure of the Primary school will probably include a redistribution of the number of pages in text books 'a prezzo ministeriale'.

The change for English language text books is from 96 pages for the third, fourth and fifth years to the expected number of pages illustrated in the table below.

	class 1	class 2	class 3	class 4	class 5
Number of pages	32	48	64	64	80

LANG Edizioni - projects

LANG Edizioni offers Primary teachers four courses of English for children. These courses all have their own 'identity' and are diverse in their methodological approaches, catering for various teaching styles.

Teaching styles are influenced by the individual personalities and English language learning experiences of the teacher as well as the linguistic competencies of the teacher and learning abilities and social ambience of the children.

All the courses offered by **LANG** follow, within the five years of the Primary school, the indications of the specific learning objectives in the new national guidelines.

The new editions of coursebooks of success such as Sunshine, New Come Along and Mini Club also include, either in the Student's Books or Teacher's Guides, new learning materials to conform to the national guidelines.

LANG Edizioni, in the interests of teachers and learners, offers more pages in all language course

projects than the pages foreseen, taking into account the number of teaching hours and the framework of the coursebooks that both children and teachers are used to using during lessons.

The coursebooks for the English language offered by **LANG Edizioni** for the five years of the scuola Primaria have the following number of pages:

	class 1	class 2	class 3	class 4	class 5
Number of pages	48	48	96	96	96

Teacher's Resources

Particular attention has been given to make available supplementary teaching materials linked to the individual coursebooks to assist the teacher during the school year.

Apart from the audio cassette with recordings of all the listening tasks and songs in the Student's Book, each course has an individual Teacher's Guide with

suggestions for the development of the children's materials.

Supplementary materials for the teacher differ in each course and include posters, wall banners,

festive classroom decorations and video cassettes. Suggestions and material for the development of a Portfolio Dossier by each child are either included in the Teacher's Resources or are downloadable from the LANG web site at www.langedizioni.com.

LANG for the new scuola Primaria

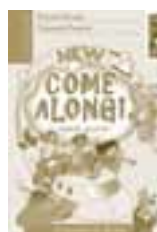
class 1
48 pages

class 2
48 pages

class 3
96 pages

class 4
96 pages

class 5
96 pages



English language classes in the first and second year, that have more hours of lessons in the school year than are indicated in the national guidelines, will need more teaching materials than are available in the new shorter coursebooks.

LANG has developed **MOVING ON 1** and **2**, a series of supplementary Course Companions which revisit all the language items listed in the new national guidelines. (see page 17)

Junior is here



A new language course for children based on the new national guidelines for the Primary school



He's cute! He's funny! He's Junior; a lovable English puppy that all children will adore! There's no better way to learn English than to spend time with Junior and his friends.

Junior is an innovative English language course which covers the five years of the Primary school. The Student's Books are divided into learning units, each covering a specific topic of language with a selected number of new words.

The syllabus of the course follows the new national guidelines for the Primary school. Each level includes different features to mirror both the increased maturity and developing linguistic abilities of the pupils.



For example, the pages dedicated to **Festivities** in the first level are replaced by exercises on **Everyday English** in the second and third levels. In both levels one and two, the section **Fun with Mister Copy Cat** helps the children develop their writing skills. The tasks involve copying the key vocabulary presented in the unit. In level three, new lexical sets are developed in the section **Fun all Year**, which introduces the main festivities and consolidates the new structures of each unit. The third level Student's Book also includes exercises dedicated to pronunciation in the section **Letters and Sounds**, as well as a first approach to getting acquainted with computers in the section **Computer Fun**. An important feature of the third book is the introduction of dialogues for the consolidation of the language presented.

Since the role of songs and music is fundamental in the course, each unit opens with a song which sets the atmosphere and introduces the main theme covered in the unit. The new vocabulary is consolidated through the use of **Picture Cards** which in levels one and two are cut-out flashcards. These flashcards are used for many motivating activities suggested in the Teacher's Resources. The units also include **Portfolio Links** to specific Worksheets in the Teacher's Resources. The completed Worksheets can be inserted into the children's **Personal Portfolio** developed throughout the Primary school years.



1. Each unit of **Junior** opens with a **song**. The complete texts of the songs are printed in the Student's Book from level 3.



2. Instructions for the exercises are printed in lower-case letters in Italian in level 1 and in English from level 2.



3. Both levels 1 and 2 include **Picture Cards** pages with cut-out flashcards for consolidation of the vocabulary presented in the units. In level 3 this feature develops into a **Picture Album**, in which students have to write the new words.



4. The pages dedicated to **Festivities** in level 1 are replaced by a special section dedicated to **Everyday English** expressions in levels 2 and 3.



5. Innovative features in level 3 include sections **Letter and Sounds** (pronunciation practice) and **Computer Fun** (familiarisation with the computer).



6. A special section, **Fun with Mister Copy Cat**, encourages the children to begin developing writing skills.



WORKSHEET



Easter egg battleships

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						



Cut out and colour the 6 egg shapes and 1 Easter rabbit shape and stick them in the squares on the grid wherever you want. Work with a partner and discover where your partner has hidden his/her eggs and rabbit. The first to get 10 points wins.

LANGUAGE TO USE

Is there an egg/a rabbit in A3/D6/B2 etc?
 Yes, there is.
 No, there isn't.
 I am the winner!

Egg = 2 points
 Rabbit = 4 points



WORKSHEET



Easter word puzzles



Colour in the same colour the two halves of the eggs that go together
 to make 8 different Easter words.
 Then match the words with the pictures.



EG



WERS



CHOCO

CH

RAB

MB



IL

ICK

LA

APR

KET



BAS



LATE

GS

FLO

BIT





WILLY WIZ PRIMARY ENGLISH – INTERACTIVE CD ROMs FOR LABORATORIES AND INDIVIDUAL USE

WILLY WIZ PRIMARY ENGLISH is now available from LANG agents and the advance orders are being sent out to schools.

The many different exercises for each lexical set or language item offer the teacher the opportunity to give different types and levels of task to children in the multi-media laboratory related to the individuals' learning strengths within the framework of multi-intelligence patterns. At the same time the children become familiar with the computer, one of the corner stones of the reform of the programme for the new **scuola Primaria**.



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** have been developed for the third, fourth and fifth years of the Primary school and include:

- Revision exercises for various lexical sets
- Songs for the children to listen to and sing in karaoke style
- 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 exercises including listen/tick/choose/colour
- Voice-recording giving children the opportunity to compare their voices with visualised intonation patterns
- Language games including puzzles, memory games and destroying incorrect groups of paired words

WILLY WIZ PRIMARY ENGLISH offers teachers the opportunity to use their multimedia laboratories with children in the Primary school for English language consolidation tasks using innovative technical features.

If you wish to try out a sample of the content of **WILLY WIZ PRIMARY ENGLISH** in your laboratory, a DEMO of the CD ROM is available from your local **LANG** agent.



Kids' Corner

John Batty

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



As we all know, we don't stop playing when we go to school: on the contrary, games are fundamental as a teaching tool. But do we really stop to think about the type of games we use? I don't mean the language content of a game but rather the *format* of the game itself. I wonder if overly competitive games are destructive to language learning? Certainly, in my experience they seem to be limiting and less effective than co-operative games, even though many of my fellow teachers might disagree. For instance, Sarah Philips (young learners OUP) wrote:

"Games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser".

It's this last point that I find difficult: most children find losing very, very hard. And it's even worse for the ones with less ability, the ones that aren't really given a chance to win. Losing can be destructive to a child's confidence and when this occurs, motivation suffers; and if there is no motivation, the child is not focused on the activity, which means the effective value of the activity is nil.

In my classes, I have noticed how my pupils shout at their team-mates, calling them names just because they got an answer wrong in a quiz. I have also seen losers get in a huff and start stamping around the classroom declaring that they are "not going to play anymore". Sometimes someone starts crying. These situations not only waste time in themselves, they also distract the other students from their learning and generally spoil the fun. I wonder if you have experienced parallel problems?

Obviously I have mentioned some of the more extreme cases; but what about the weaker students, the ones that don't say anything, who don't react so publicly, but who just feel there is no chance of winning and simply "shut down"?

I'm not saying that I think we teachers consciously use games to develop aggressive, competitive attitudes. I just think that a warm, friendly, relaxed and safe atmosphere is the best way to encourage children to acquire a language.

So what? Using games where children work *together* instead of *against* each other in order to reach a common goal maintains a sense of challenge (necessary for a game) without that challenge being based on one child beating another.

How can you use competitive games in a way that doesn't consist of an individual losing?

Instead of having a child or a group of children "oppose" another, you can create a game where the children work together in order to beat an imaginary force - such as a monster, or (why not?) even the teacher. Again, challenges *against the clock*, or *against previous group bests* are effective. Other games such as *Snakes and Ladders* or *Happy Families* can also work well: the strong element of luck gives even the weakest of students the possibility to win.



Competitive games (which can nevertheless give everybody a chance to win)

- Snakes and Ladders (Lang Primary 15)
- Happy Families (Lang Primary 12)
- Dominoes (Lang Primary 15)
- "Shark" Hangman
- Bingo

Non-competitive games

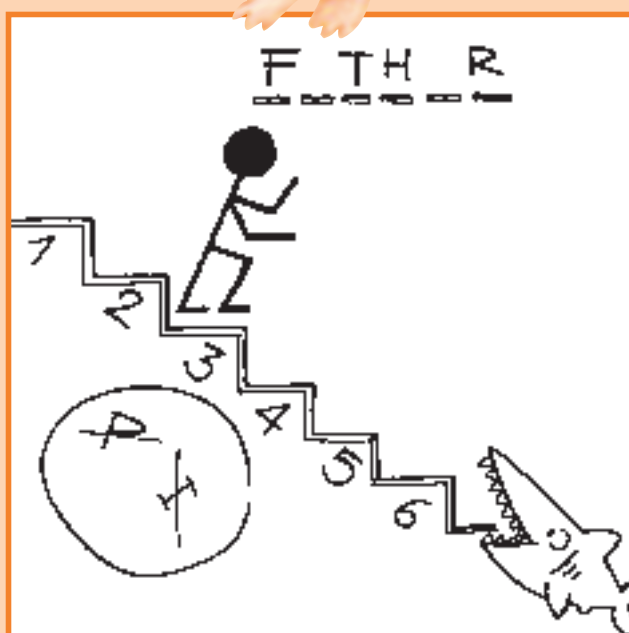
- Riddles
- Gap fills
- Role-plays
- Blindfold maze
- Word search
- Mill drills

Activity 1: Shark hangman

This game is similar to *hangman* but instead the class is represented by a man at the top of the stairs with a large shark waiting to eat him at the bottom.

What you do

1. Think of some words or phrases that you want to revise.
2. Draw some stairs on the board each step represents a letter.
3. Number the steps from the highest number at the top of the stairs to the lowest at the bottom.
4. Draw a matchstick man at the top of the stairs and a large shark with big teeth at the bottom.
5. Tell the class that they have to guess the word by telling you individual letters (putting their hands up and not shouting them out).
6. If they get a letter right the man stays where he is, but if the letter is wrong the man moves down a step.
7. The aim is to guess the word before the class (the man) is eaten by the shark.
8. Remember to write the letters that are wrong on the board so the students don't repeat themselves.



What you need:

Black/whiteboard
Chalk or marker pen

Activity 2: Bingo

What you need:

One large sheet of card for the caller's grid
Pencils and colouring pens
A4 card cut into 4
Coloured plastic counters

What you do

1. Think of a lexical group, phrases or sentences you want to practise.
2. Draw a grid on the large card and write or draw one word in each square (remember that vocabulary is better learnt in lexical sets). This will serve as the caller's grid so that the person that calls the words to the players can keep track of the vocabulary called.
3. Draw four smaller grids of six squares on each A4 card and cut them up.
4. Write or draw the vocabulary, remembering to make sure that each grid has a different combination of words.
5. Give each student one card and six counters
6. Tell the students that you are going to call out some words and that they have to listen and when they hear a word that is on their card they



have to cover it with a counter. When all the words or pictures are covered they must shout out "bingo!". The first to do so is the winner.



RABBIT	MONKEY
DONKEY	LAMB
FROG	PIG

HIPPO	DOG
MOUSE	LAMB
HORSE	COW

Activity 3: mill drill (shopping around)

What you do

1. Copy enough shopping lists - one for every student in the class.
2. Then copy the picture cards. Make sure there is a picture card for every item on the lists.
3. Give each student a shopping list and four randomly selected picture cards.
4. Tell the students that each student has to acquire the items on the list.
5. Tell the students that to do this they have to "mill" around the class asking other students for what they need: for example *Have you got any flour?*, *Yes, how many do want?*, *1 kilo*.

a jar of jam
chicken
butter
1 kilo of coffee

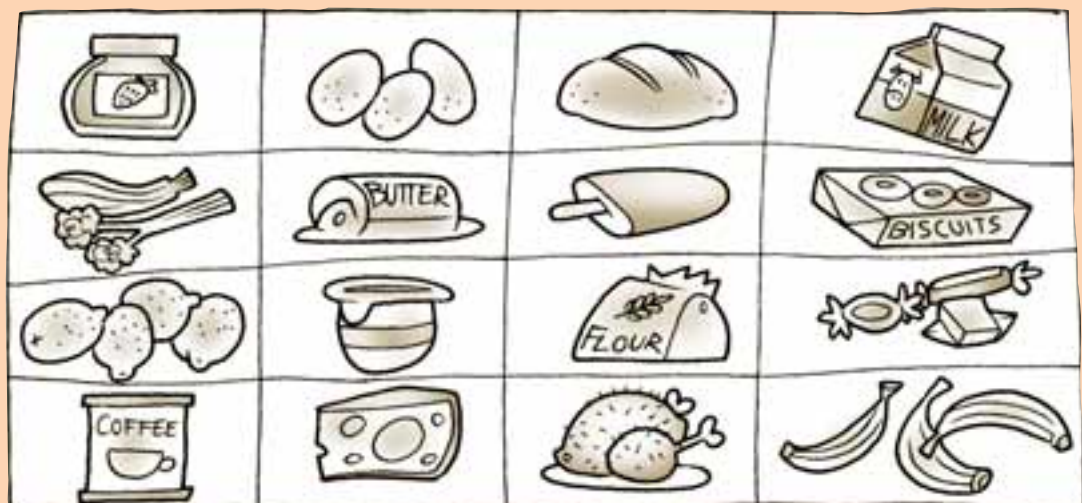
4 lemons
some vegetables
3 eggs
a loaf of bread

a packet of biscuits
milk
sweets
1 ice-cream

3 bananas
1 kilo of flour
a slice of cheese
yoghurt

What you need:

Photocopies of shopping lists.
Photocopies of picture cards.
Large space



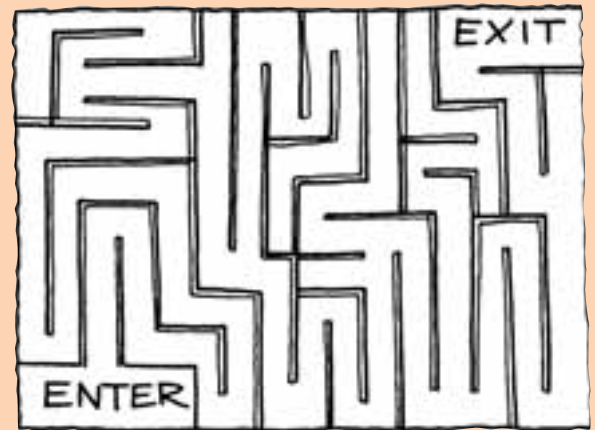
Activity 4: blindfold maze

What you do

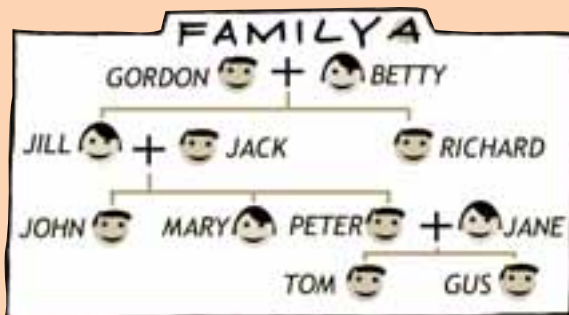
1. Tape the mazes on the desks. Have enough desks for each pair of students. If there are an odd number of students get one or three to check that the ones doing the activity don't use Italian or cheat in any other way. If they do, they have to start from the beginning.
 2. Put the students into pairs.
 3. Give each pair a blindfold and tell them that one student has to blindfold the other.
 4. Give each blindfolded student a pencil.
 5. Tell them that the student that hasn't got his/her eyes covered has to give directions to his/her partner in English so that they can get out of the maze successfully. If they don't use English or they take short cuts they have to go back to the beginning and start again.
- Comments: this activity works well against the clock.

What you need:

- Photocopies of maze
- Blindfold (a long piece of material)
- Tape
- A pencil



Activity 5: gap fill (family tree)

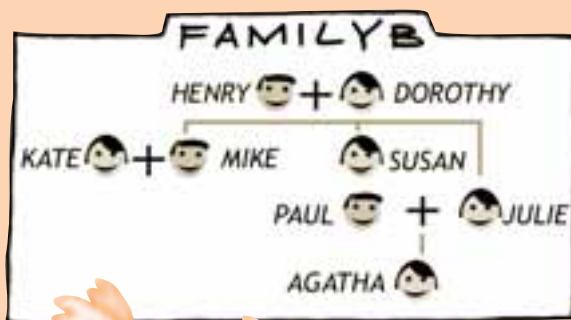


What you need:

- Photocopies of family tree
- Photocopies of description of the family tree

What you do

1. Photocopy the activity once.
2. Make one copy of the family A and family B for each student.
3. Cancel all the names on the two family trees, put the students in pairs and give one student a family description card A and the other student a family description card B.
4. Tell the students to use the information on their card to complete the family trees.
5. When the students have finished tell them to give you the family description cards.
6. The students then tell their partners about their families without showing their completed version, e.g. *John has got one sister. Her name is Mary.* or *John's sister's name is Mary* for stronger students.
7. When they have finished give them a photocopy of the original family tree so that they can check.



Family description cards

Family A

- Mary is John's sister.
- Jack is John's father and Jill is John's mother.
- John has got a brother. His name is Peter.
- Jane is Peter's wife.
- Peter and Jane have two children: Tom and Gus.
- Jill has got a brother; his name is Richard.
- John has got a grandfather: Gordon; and a grandmother: Betty.

Family B

- Susan has got a brother and a sister.
- Mike is Susan's brother and Julie is Susan's sister.
- Susan has got a father and a mother. Henry is Susan's father, Dorothy is Susan's mother.
- Mike has got a wife. His wife's name is Kate.
- Julie has got a husband, Paul, and a child: Agatha.

The editors of LANG Primary would like to thank Share the World for making available copies of the Share the World resource book and video which have been sent to all subscribers.

Share the World



Teaching Kindness and Compassion Around the World

Most children naturally feel concern and affection for animals but learn cruelty from society and often lose sight of their compassion. A lack of respect for animals can lead to insensitivity and violence towards humans, too. It is now well known that violence against animals by children is often an early-warning sign of future acts of violence towards other people. For the sake of all society, then, it is essential to teach children to respect *all* living beings.

This is the philosophy behind **Share the World**.

The pack contains a teachers' resource book full of great ideas for lessons and projects, a beautifully-designed poster and a video which is broken down into five short segments. The pages of the book can be photocopied and handed out to your pupils.

Share the World has been sent to every single Primary school in Britain – over 25,000 schools – and we send out more than 100 copies every

week right across Europe and beyond. The packs are always free to teachers and youth workers.

Share the World has proved extremely popular with teachers and their students. They love the design of the pack and the clear message of compassion that it contains. This is what a few teachers have said:

- *We viewed the video and found it to be beautifully made, stimulating and thought-provoking and very suitable for the age range of our children.*
- *It changed the minds of many about how to treat animals. Some will give more time to their pets.*
- *It made the children more aware of how intelligent and sensitive animals are and to treat animals better.*
- *It made the children appreciate that animals have feelings and need to be treated with care.*

We hope you and your pupils find it stimulating, fascinating and just as valuable!

Visit our Web site ShareTheWorld.org.uk for further information and more animal-friendly lesson plans and ideas. You can also order extra copies of the pack from there.

Editor's note:

If the reader received this issue of the magazine during a Convention for teachers or through a LANG agent, the Share the World materials were probably not included. To obtain a free copy visit ShareTheWorld.org.uk and complete the request form.

More opportunities on the Internet

A detailed analysis of the hundreds of people who visit the **LANG** web site at www.langedizioni.com each day has revealed some interesting facts.

The great majority of users who register declare that they are English language teachers. Most of this group state that they teach English in the Primary school.

The two most popular page locations on the LANG site are the English Grammar and the Primary pages. Of the pages dedicated to the teaching of

English to children, the pages most visited are those of **LANG Primary** with hundreds of downloads each week.

Therefore, it is not surprising that **LANG** gives major importance to developing the web site to make it not only as user-friendly as possible, but especially user-useful!

Here are some very recent additions to the **LANG** web site accessible through the home page:



Festivities – a comprehensive list of materials previously published in **LANG Primary** divided into the various festivities celebrated in the English speaking world. Also included are downloadable songs and rhymes associated with the festivities.

My Portfolio Dossier for English – a special version of the **LANG Portfolio Dossier** for level A1 is available on the Portfolio page on the web site. Teachers can download, print and photocopy the complete Dossier which includes the three sections of the Portfolio, **English and me**, **My progress** and **About me**. The worksheets in the **About me** section can be used with pupils from year 2 to year 5 of the Primary school.

DAI (Dizionario di apprendimento della lingua inglese) - an English/Italian dictionary with an independent word-search engine and audio to listen to the pronunciation of individual words.

Junior – a section dedicated to teachers and children who are using the new **LANG** course **JUNIOR**. The section dedicated to children includes a **Junior Fan Club** with materials for the children to practise their English and a link to DAI, the English/Italian dictionary. The pages for the children are designed to be an introduction to informatics and can be among the first pages that children visit on the internet in multi-media laboratories.

The section for the teacher includes supplementary teaching ideas and information and downloadable materials as well as a link to DAI.

Teachers and children who are not using Junior will also have access to this area for a limited period.

SOUNDS like

Cecilia Perillo

Easter fun

Rhymes play an important part in school programs and children can use them to express their emotions and focus on pronunciation. Young children benefit from having access to many experiences and activities so they can *discover* on their own. It is thus important to provide a variety of experiences and encourage children to proceed at their level of readiness. Your plans need to be flexible in implementation and perceptive to the needs of the children in order to take advantage of a natural learning situation that may develop unexpectedly.

Scuola dell'Infanzia teachers start with nursery rhymes, they introduce finger rhymes, movement rhymes, and rhymes which contain classroom topics and themes.

Three little kittens lost their mittens

Adapt activities and add your personal touch!

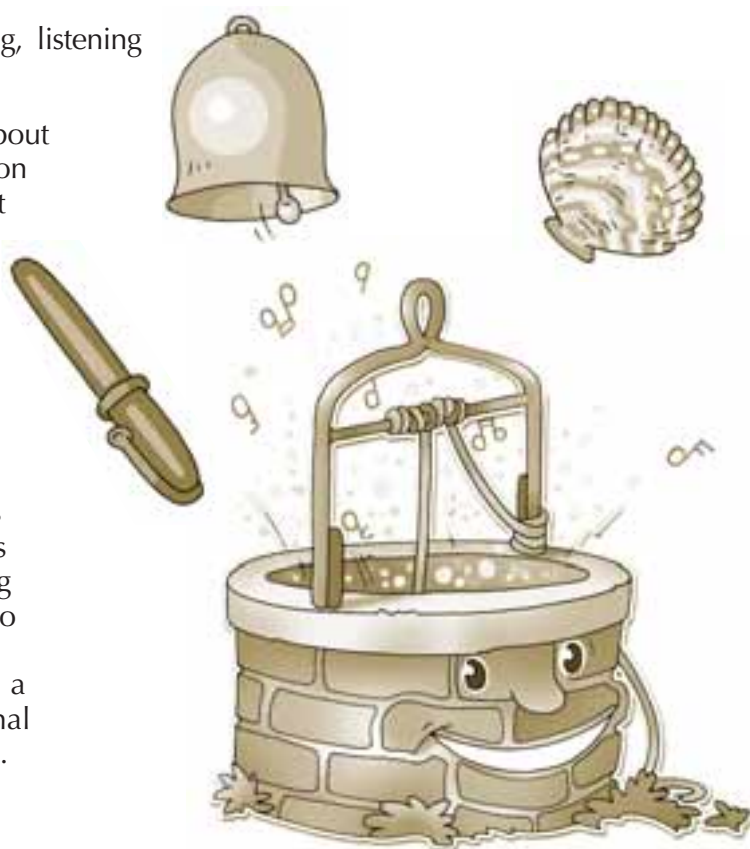
Ask the children to repeat the rhyming pairs together; *centre-enter*, *letter-better*, and let them hear how rhyming words sound. Use the words in context. *Open the letter! Do you feel better? Come to the centre!* If the rhyme is written on a poster, children can explore the connection between sounds and the visual letters. Students benefit from exposure to the written word and writing with a communicative intent speeds up the acquisition process. Furthermore, it is very useful to keep in mind **how students learn** and how they **like learning** and the strategies we use to facilitate the learning process.

In this activity children are reading, counting, listening and processing in a mathematical way.

Guide the class in making up a short rhyme about Easter keeping in mind that rhyme depends on *sound*, (love-dove) not on spelling. The right brain **lights up** when you use rhymes. Start by brainstorming words that make them think of Easter Fun; *chocolate eggs*, *red baskets*, *the Easter Bunny*, *church bells*, *hot cross buns*, *chicks*, *cards*, *Happy Easter*, *Good Friday*, *Easter Sunday*, and so on. Children can produce words that end with the same sound like *bunny-funny*.

Then move on to putting words into sentences helping students through the use of strategies like drawing pictures, writing sentences using key words, organising vocabulary according to topics, etc.

Some sentences may have the rhyme within a single line, this technique is called 'Internal Rhyme'. *The Easter bunny is always funny.*



ACTIVITY

Make as many words as you can from:

EASTER SUNDAY

1. EAST
2. DAY
3. EAT
4. DUST
5.
6.
7.

CHOCOLATE EGGS

1. LEGS
2. HOT
3. LATE
4. GHOST
5.
6.
7.



(Cheese please! Book A)

PORTFOLIO SELF-ASSESSMENT CHECKLIST LISTENING

- LEVEL A1: I CAN UNDERSTAND VERY SIMPLE RHYMES.

COMMON EUROPEAN FRAMEWORK OF REFERENCE LEVELS

With the teacher's support children can become aware of their learning process and understand what they are doing and how they can record their learning experiences. The Portfolio, at all levels, increases students' reflection on language learning and cultural experiences.



EASTER

CHURCH BELLS RINGING

CHILDREN SINGING!

EASTER IS HERE

SO WE CHEER!



A Touch of History

The word **Lent** comes from an Old English word which means spring, time for new life. **Shrove Tuesday**, more commonly known today as Pancake Tuesday, is the day before Ash Wednesday. The word shrove comes from shrive meaning 'to impose penance'.

In some countries of Europe and South America there are carnivals before Ash Wednesday. The word **carnival** comes from an old Latin word 'carni vale' meaning 'farewell meat'. The French hold a Mardi Gras which means 'Fat Tuesday'. In Germany this day is called Fastnacht (fast night) and people eat cakes called fastnachts and pretzels.



LANGPrimary

keeping the teacher informed

NOT ENOUGH MATERIALS IN YOUR SHORTER TEXT BOOKS FOR THE FIRST AND SECOND YEAR?

MOVING ON IS THE ANSWER

MOVING ON 1 and 2 Consolidation and Extension

MOVING ON 1 and 2 are specifically designed for children and teachers in the first and second year of the Italian Primary school who may discover that the shorter text book, which has been adopted, does not contain enough exercises for all the lessons in the school year.

Each book contains many different types of language exercise and task to practise and consolidate the lexical sets and language items listed in the new national guidelines which describe the changes in the organisation of the Primary school.

Attività di laboratorio, consolidation of vocabulary sets included in the national guidelines, rhymes, manipulative language tasks and challenging language games are among the types of exercise included in this series. Two pages of illustrated stickers to encourage the children to associate pictures and written words are also included.

Each level is accompanied by a **Teacher's Guide** to assist the teacher with a step-by-step description of the exercises as well as other supplementary extension activities designed for children. Each guide also includes twenty photocopyable worksheets with further language consolidation tasks.






LANGPrimary

Theatreland

10 plays for children in the Primary school

More and more teachers are asking the children to organise and take part in school plays during or at the end of the school year. School plays give the children a realistic short-term aim during a term and encourage them to show others that they can use the English language in a meaningful way.

THEATRELAND is a collection of the scripts and stage instructions for ten popular children's plays. Each play is designed so that the number of characters can be increased to cater for larger classes. The final section of the book is dedicated to photographs of children in costume or with scenery they have made to stimulate the imagination of the children to prepare all the extra props that are needed to put on a play.



Play One: Dick Whittington
Play Two: Cinderella
Play Three: The Elves and the Shoemaker
Play Four: Sleeping Beauty
Play Five: Puss in Boots
Play Six: Rumpelstiltskin
Play Seven: Beauty and the Beast
Play Eight: Goldilocks and the Three Bears
Play Nine: Snow White and the Seven Dwarfs
Play Ten: Little Red Riding Hood



A free copy of **THEATRELAND** is offered to all teachers who adopt a **LANG** English language course in the Primary school.



CLASS PROJECTS

The project materials prepared by children we receive in our offices can only be described as inspirational!

By the time this issue of **LANG Primary** arrives, classes that participated in the *My town* and *My favourite river* projects will have received sets of readers or T-shirts as requested.

The Class projects presented in **LANG Primary** give teachers the opportunity to encourage the children to prepare special materials, usually in the form of posters or mini-booklets, which are sent to the address below.

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

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



All projects should be received by 30.06.2004
We may publish extracts from some of the projects in future issues of LANG Primary.

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CLASS PROJECT - March 2004 - issue

Free time facilities in my town

Is there a small artificial lake where the children can sail boats in or near the town where they live? Is there a kite flying club in the area?

This project encourages the children to discover all the facilities that are on offer in their areas for free time activities.

Get the children to make lists of all their hobbies and the hobbies they would like to start. With the help of other children, parents and especially their local newspapers, ask them to get as much information as they can about all the possibilities for free time activities in their areas.

The children should prepare materials illustrating all the free time facilities available in their towns and describe them in English.

Remember to fill in the Project form which must accompany all Project work. The great majority of teachers ask for their projects to be exchanged with another school's and we have sent on these projects so that they can be read and enjoyed by other children.

When the project is finished, complete the Project form below and send to:

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

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 would like to receive - a class set of readers - LANG T-shirts - for the children. (please circle choice)

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 _____

A special issue for a special moment



From page 1

All the subscribers to **LANG Primary** will receive a special pack of materials from the **Share the World** organisation together with this issue.

Share the World is an organisation that encourages people to become aware of the importance of showing respect for the animals which share our world.

The materials can be referred to throughout the school year and as all the teaching notes, stories and video cassette are in English, they will add variety to the language lessons.

This issue of **LANG Primary** is unique as it includes far fewer articles on teaching methodology and worksheets than usual.

Legislation which changes the national curriculum calls for reflection and a whole new generation of teaching materials. Inevitably, therefore, many pages in this edition of **LANG Primary** have been dedicated to these issues.

The next edition of **LANG Primary** will be published in October for the start of the new school year. It will be full of teaching ideas, supplementary teaching materials and Oops! sorry, that's a secret! Wait and see!

IMPORTANT NOTICE

Receiving future issues of LANG Primary.

LANG Primary is only distributed through a free subscription service and during seminars and conventions for teachers of English.

LANG Primary is published **three** times a year, in March, 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 ☐

Name

Home address

City

CAP

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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