

March 2005
Issue Twenty



EXTRA PAGES
EXTRA MATERIALS
 +
WILLY WIZ
CD ROM DEMO



From Easter to the summer break

Welcome to the March 2005 issue of **LANG Primary**, a special issue with more pages than usual and with a free **CD ROM** demo for the multi-media language laboratory.

As the next issue of **LANG Primary** will be distributed only in October 2005 with the start of the new scholastic year, we have included worksheets and articles in this issue which cover topics between March and June. Worksheets on the festivities of Easter, Mother's Day and April Fool's Day as well as information on testing children, summer holiday materials and external test practice are all included.



We consider that one of the most important functions of our editors and authors is to listen, to listen and to listen again to English language teachers in Italy talking about their daily lives in the classroom. Only in this way can we, as publishers, identify the needs of language teachers and then plan to supply the resources to meet these needs.

One result of this listening function is **LANG's** new publication **SKIPPER**. This new book is designed as a bridge between the fifth class of the Primary school and the first class of the Secondary school and prepares the children for the different way in which the English language is taught and learned in secondary education.

If we hadn't listened we wouldn't have realised that many teachers were looking for a publication like SKIPPER!

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Testing primary school students




Students should always be tested to find out what they know and can do, and not what they can't do

Heather Bedell

Working in the primary school means a wide range of ages: more than in any other stage of schooling, the different classes vary in what they can be expected to do. In the first two years of studying English in the primary school, for example, the emphasis tends to be on developing oral skills. This is inevitable as the children are still in the early stages of learning to read and write in their first language, and thus can hardly be expected to do in English what they already find hard in Italian. Testing should therefore concentrate not only on the language points covered, but also on the skills that have been the main focus of the lessons. Students should always be tested to find out what they know and can do, and not what they can't do. This is particularly true with very young learners, where motivation is the key to success, and succeeding the key to motivation.

Testing listening

So how can a teacher set about testing oral skills in a large class of young children? Listening comprehension is relatively easy to test: choosing pictures corresponding to what the students hear can test their understanding of vocabulary and simple sentences (so you really are testing listening, and weak readers are not penalised). Pictures can be photocopied from the course book, with children circling what they hear, or listening to simple sentences and deciding if they are true or false. This can be done with a cassette and the whole class, or with the teacher reading out the listening test, and is easy to administer and mark.

Testing speaking

Testing speaking, however, will inevitably involve the teacher in one-to-one conversations while the other students are doing something else, and is more time-consuming. Even at this age it is worth remembering that children should be learning to ask as well as to answer questions, so the oral test should not take the form of a one-sided interrogation with the teacher asking all the questions. If the teacher starts, the children should be used to being prompted to ask questions

too, with simple instructions like: "Ask me". Children will often tend to be monosyllabic in this type of situation, so there should always be a concrete answer about something the children can see or know (again this can be based on pictures or a real situation), e.g. "Where is the dog?" while looking at the text book.

What do we look for, when we test a child in the early stages of speaking a foreign language? As mentioned above, the principle that lies behind testing is to find out what the child can do and say, so obviously we have to concentrate on the language that has been covered in class and the ease and confidence with which the child is able to use it. A system similar to "can do" statements can be used, as illustrated.

This can obviously make marking quicker and simpler: once the scheme has been designed/adapted for the class to be tested (depending on the ages of the children, their abilities, etc.), it is sufficient to tick the necessary boxes to get a picture of each child's competence.

Testing reading and writing

It is vital to make sure that the children are familiar with the test format before asking them to complete it

With older children, testing will obviously involve reading and writing too, and here a major problem can be that of marking large numbers of scripts. Clearly, the freer the writing is, the more difficult (and time consuming) it is to evaluate, so a useful principle could be to monitor freer written work in homework and class work to have an idea of how it is progressing, but to concentrate on more objective tasks in testing. The ideal is to prepare answer sheets and have the children write their answers on those, rather than on the question papers (which also saves work and paper, as the question papers can then be re-used in other classes). For my classes I make up simple grids in which the children can put a cross to represent their multiple choice answers, but can also write the missing words, like this:

X	can	use	the language covered in class	fluently
				spontaneously
				with a little prompting
				with some prompting
				with a lot of prompting
				accurately
				accurately enough to be understood
X	can	pronounce	the language covered in class	clearly and naturally
				clearly enough to be understood
X	can	remember	the language covered in class	completely
				mostly
				in part etc.

Multiple choice:

1) My ... name is Mary.

A) sister's B) sisters C) sister D) sisters'

2) I ... play tennis.

A) can to

B) know

C) can

D) know to

	A	B	C	D
1	x			
2			x	

Missing words:

1. My hobbies ... swimming and reading

2. This is my sister. ... name is Mary.

1	are
2	her

Obviously if they have never done this type of answer transfer before the test they will get confused, so it is vital to make sure they are familiar with the test format beforehand. The same grid system works for matching activities, or any other task where the language to be produced is controlled. To further speed up the correction, I always make a master and colour in the boxes with the wrong answers (so I colour boxes 1B, C & D, 2A, B & D above), then photocopy it onto an overhead transparency (see below). This means all I have to do when I'm correcting a multiple choice exercise is put the transparency on the children's answer sheets and count the correct answers, rather than read each one individually.

	A	B	C	D
1		x	x	x
2	x	x		x

Marking exercises like fill in the blanks and multiple choice is straightforward. There is always a right answer, the others are wrong. Marking is more complicated if you decide to allow a bit more freedom of expression. How rigid should you be? Modern testing systems tend to emphasise effective task completion rather than total accuracy, after all many native speakers are unable to write perfect English and still function adequately in the language. By this, I'm not

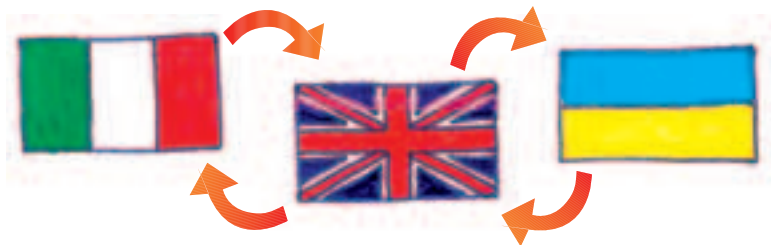
supporting those who say that grammar and spelling don't count, rather that there is a time and place for insisting on these things, and that there should be appropriate thresholds of tolerance. The primary years are when children are experimenting with language, their own as well as English, and in order to learn successfully they obviously need feedback. Far more than that, however, they need encouragement to carry on testing their hypotheses without fear of making mistakes. Bearing all this in mind, teachers need to concentrate on what counts: getting the message across clearly and appropriately (with perhaps some little suggestions for improving the language as well, but always in a positive key).

As with speaking, "can do" type descriptors can help. Below are some examples teachers might like to experiment with and adapt:

- The communication is clear and complete, with only occasional minor errors in spelling, vocabulary and grammar = 10
- The communication is relatively clear and complete, with some minor errors in spelling, vocabulary and grammar = 8
- The message makes sense with some effort from the reader, with some errors in spelling, vocabulary and grammar = 6
- The message does not make sense/there are so many errors that the message is lost = 4
- Following this type of scheme, 7 could be awarded, for example, if the teacher felt the mistakes were mostly minor, and so on.

Given that testing serves not only to decide what to write on a report, but also and above all to identify what our students can do, and what they need help with, its importance should not be underestimated. At the same time, we are in class to teach, and not just to test and mark, so testing should not take up too much of the precious (but limited) time we have available to do our jobs effectively. I hope that some of the above can save you some time too!

PROJECTS FOR CLASS AND TEACHER



Our ITALY — Our UKRAINE

The traumatic times in the Ukraine, as adults discuss and decide how they want their country governed, mean little to the young Ukrainian children who continue to grow and study at school.

LANG Edizioni is giving assistance to some orphanages in the Ukraine where the English language is taught.

One aspect of this support is to encourage the children to collect and produce materials illustrating their own lives and realities. Another aspect is to give the children the possibility of discovering and comparing their lives to other realities in different countries.

Although school exchange visits have begun between the Ukraine and Italy, these visits involve only a minute percentage of the children who are today studying English in Ukrainian orphanages.

To involve a larger number of children in both the Ukraine and Italy, LANG is dedicating the LANG Primary March Project to a materials exchange project between children in Primary schools in the two countries.

All the materials produced by children in Italy will be sent to orphanages in the Ukraine and will be exchanged with materials produced by the Ukrainian classes.

As the Italian language is not generally taught in Ukrainian schools all the materials your children produce must be written in English.

The project is an expandable one. Classes can do one or more sections. Teachers may ask different classes to do different sections of the project. **More than one class in a school cannot be involved in the same section.**

The materials the children produce can be in any visually communicative form and can include drawings, photographs and illustrations cut from magazines. Together with the written text the material can be either mounted on posters or on sheets of paper.

The cross curricular nature of project work can also involve teachers of other subjects in the school.

The materials should arrive in our offices by 30.04.2005.

We may publish extracts from some of the projects in future issues of LANG Primary.

Remember to fill in the Project form which must accompany this Project work.

When the project is complete, fill in the Project form on page 5 and send to:

PBM spa

LANG Primary Ukrainian Exchange Project,

Corso Trapani 16,

10139 Torino

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Class Project – Issue 20 March 2005

OUR ITALY – for school children in Italy
OUR UKRAINE – for school children in the Ukraine



SECTION 1
OUR SPARE TIME:
OUTSIDE SCHOOL
HOBBIES
DREAMS OF THE FUTURE



SECTION 2
OUR HOLIDAYS:
LONG – SHORT
SUMMER – WINTER

SECTION 3
OUR FAVOURITE:
TV PROGRAMMES
FOOD (include recipes)
SPORTS



SECTION 4
OUR COUNTRY:
GEOGRAPHY
MAIN INDUSTRIES
GOVERNMENT

SECTION 5
OUR SCHOOL:
ROUTINES
SUBJECTS STUDIED
TIMETABLES
EXTRA ACTIVITIES



SECTION 6
OUR TOWN IN HISTORY:
THE PAST THE PRESENT
THE FUTURE

Name of school _____

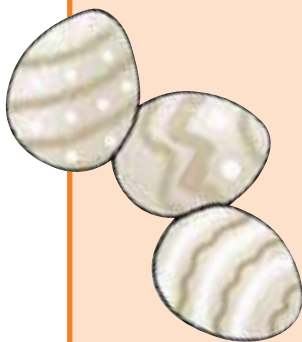
Address _____ City _____ CAP _____

Name of teacher _____

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 _____



LANG Edizioni will send a wonderful school year diary 2005 - 2006 to all the children in years 1 – 4 of Italian Primary schools who **actively** participate in the project. This diary can be used as a normal *diario scolastico* and includes drawings by both Italian and Ukrainian children. Children in year 5 will receive a copy of **SKIPPER**, a new publication which helps children in the transition from Primary to Secondary English language development classes.

The diary was produced in collaboration with:



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10043 ORBASSANO (TO)
e-mail: gramsci2@libero.it
<http://www.scuoleorbassano2.it>

Direzione Didattica Statale di Orbassano 1° Circolo
10043 ORBASSANO (TO)
e-mail: segreteriaapavese@tiscalinet.it
<http://www.scuolacesarepavese.it>

Direzione Didattica Statale di Bussoleno
10053 BUSSOLENO (TO)
e-mail: ddbusso@tin.it
<http://www.lamiascuola.net>

Istituto Comprensivo di Trana
10090 TRANA (TO)

Istituto Comprensivo di Giaveno – Gonin
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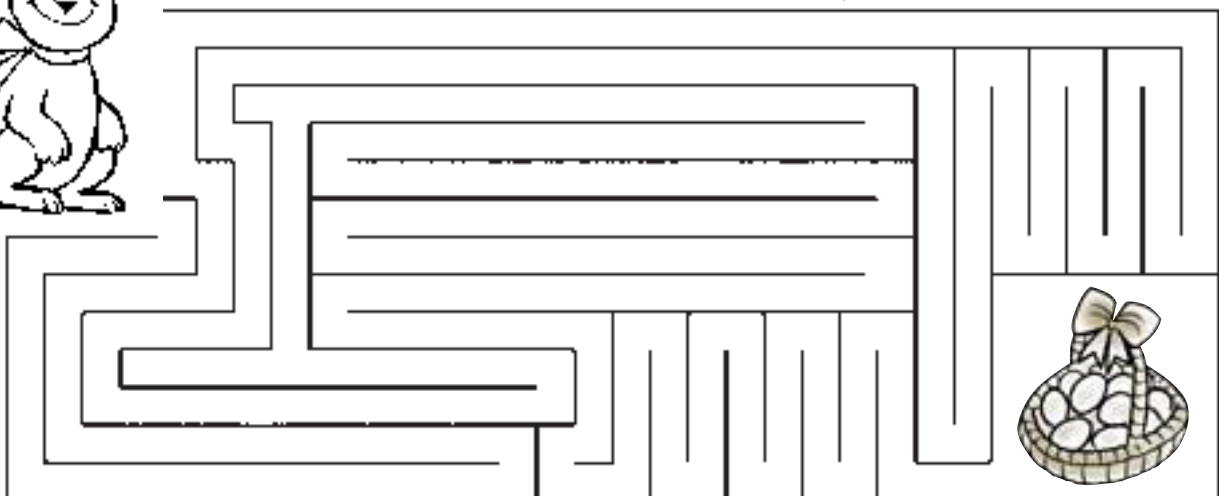
EASTER GAME

WORKSHEET

Help the Easter Bunny find the eggs

To the teacher: this fun maze can be used to develop oral communication, as the children learn to use and respond to simple commands and directions.

1. Teach the children these commands through total physical response (i.e. they act out the commands as you say them): GO UP! GO DOWN! GO LEFT! GO RIGHT! STOP! Write the commands on the board for reference later.
2. Photocopy the maze and blow it up to A3 size. Stick it on the board.
3. Invite one child in the class to come to the board. Blindfold the child, give them a board marker and place their hand on the bunny.
4. The rest of the class now have to use the previously learnt commands to help the blindfolded child to draw a line from the bunny to the eggs. (Remember: the teacher is referee – if the children use Italian, move the blindfolded child's hand back towards the bunny.)
5. When the children have got an idea for the game, give a small copy of the maze to pairs of children. Get them to sit side by side. One of the pair is blindfolded, the other is the guide. To make the game more difficult give them a time limit or draw more eggs within the maze for them to collect.

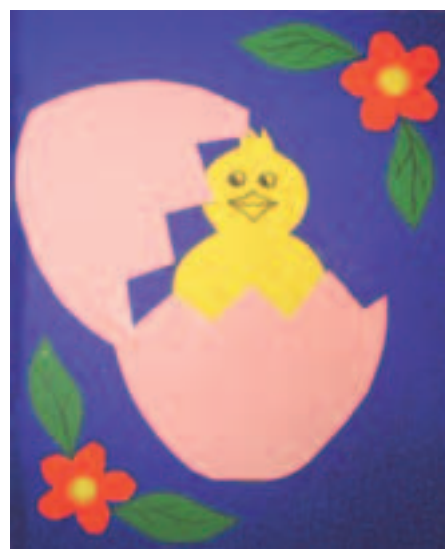
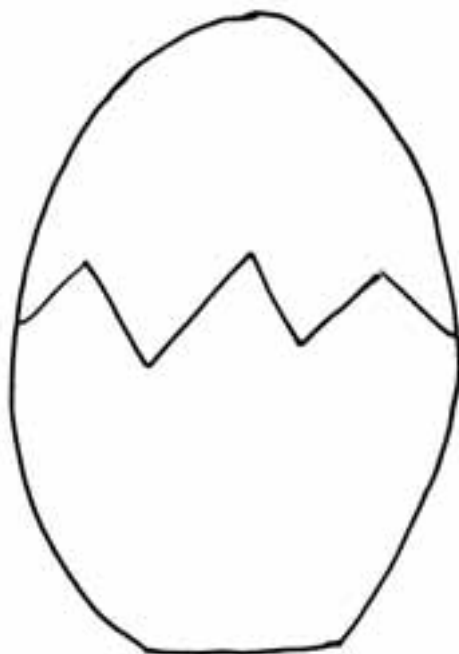


Easter EGG card

WORKSHEET

Instructions

1. Copy the egg shape onto pink card and the chick onto yellow card and cut out.
2. Cut zig-zag across the egg so that it looks like two halves of a broken shell.
3. Draw a face on the chick.
4. Fold in half an A4 piece of coloured card.
5. Stick the chick and the bottom half of the egg on the front of the card so that the chick is sitting inside the egg.
6. Make a hole in the side of the top half of the egg and in the card and attach the top half of the egg to the card with a butterfly pin so that the top half of the egg moves up and down.
7. Decorate the rest of the card and write "Happy Easter" inside.



FUN ON HOLIDAY- *in English*

Let the children have some Holiday Fun during the summer break!

The long summer break from school represents an impediment to English language acquisition especially for young children in the first two classes who have only studied for an hour a week during the school year. The great danger is that the children will forget everything that they have been taught during the year.

To help children to retain the language they have learned LANG have published two new summer English books specifically for children in the first and second class as a part of the highly successful **Holiday Fun** series. The books are full of games, puzzles and exercises which the children can complete while they are on holiday on the beach or in the mountains.

When classes of children use summer English books the number of classroom hours the teacher needs to dedicate to revision in September/October is greatly reduced.

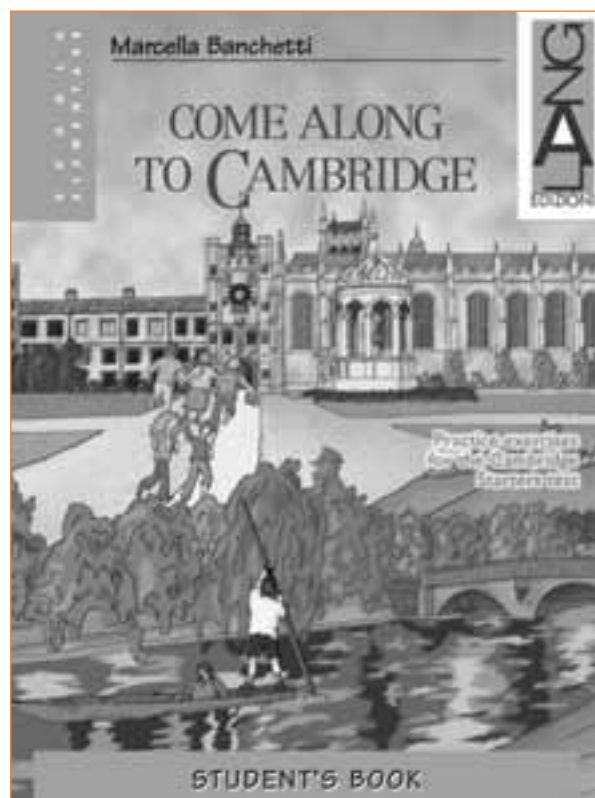


Preparing children for Cambridge ESOL Starters test



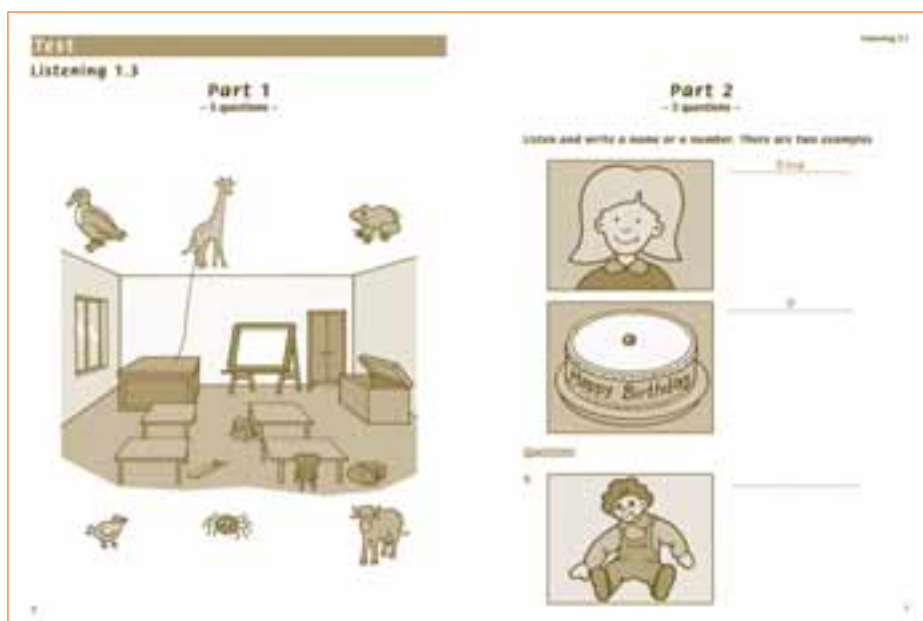
Many teachers invite the children in fifth year classes to take an external examination of the English language. External certification is an important stimulus for children giving them a short term aim and an achievable target in their final Primary year. The Cambridge ESOL **Starters** test is a very popular and appropriate test at this level. The **past tense**, which is not always included in Primary courses is not included in the **Starters** test. Importantly for both the children and teachers, all the children who take this test receive an award (a type of certificate). No extra language has to be taught to prepare children for the test as the language and vocabulary included in the test are typically found in course books on the market today.

However the children must be given the opportunity to practise the mechanics of the various exercises contained in the **Starters** test, some of which the children may not have seen before.



Come Along to Cambridge, Practice exercises for the Cambridge **Starters** test, gives children the opportunity to become familiar with all the different types of exercises they will have to perform when they take the test. All aspects of the test are practised and include listening, reading, writing and speaking tasks based on those of the test.

For the teacher, the *Teacher's Key* includes all the tapescripts, answers and teaching notes together with two audio cassettes.



Kids' Corner

Giulia Abbiati

This issue of Kids' Corner is based on the themes of Easter and includes both games and manual activities for the children.

Games

Games are not only enjoyable but they are also a very important teaching tool. A game played in class in a warm and relaxed atmosphere is one of the best ways to encourage children to learn and show their confidence with the language. Games in a learning context can be either competitive or non. An alternative to asking the children to work against each other is to structure a game so that children try to beat the teacher or an imaginary enemy.

GAME 1 – Egg rolling

Get the children to decorate hard-boiled eggs. Draw a small circle on the classroom floor and divide the class into teams. Ask the children to push the eggs into the circle, rolling them with their noses. They must not touch the eggs with their hands. The child who gets his/her egg into the circle first wins. Make a note of the time the children take so that you can add up the times of the various members of the teams.

GAME 2 – Egg and spoon race

Another amusing Easter game is the “egg and spoon race”. Ask each child to bring to class a hard-boiled egg and a teaspoon. Organise races and obstacle courses for the children. They have to move balancing the egg on the spoon. If an egg falls onto the floor the child must begin the course/race from the start.

GAME 3 - Class Easter egg hunt

The winner of this game is not an individual child but the whole class. Hide some chocolate or painted eggs around the class and then ask the children to look for them. They must put them in a basket on the teacher's desk. When they have found ALL the eggs they can share and eat them. Every child will have some chocolate to eat at the end of the lesson and nobody will lose the game.

Activities

Make sure that there are enough copies of the materials and that all the children have scissors and glue as well as the other items they will need BEFORE asking them to start an activity.

Activity 1: Easter Bunny Pencil

What you need

One enlarged photocopy of the Easter Bunny per child
One A4 sheet of cardboard

- A pencil
- Felt-tip pens
- Scissors
- Glue



What the children do:

- Cut out the Easter Bunny and glue it on the cardboard.
- Cut out the two holes previously drawn.
- Colour the Easter Bunny with bright colours.
- Stick a pencil through the bottom hole and then again through the upper hole: the Easter Bunny pencil is ready!



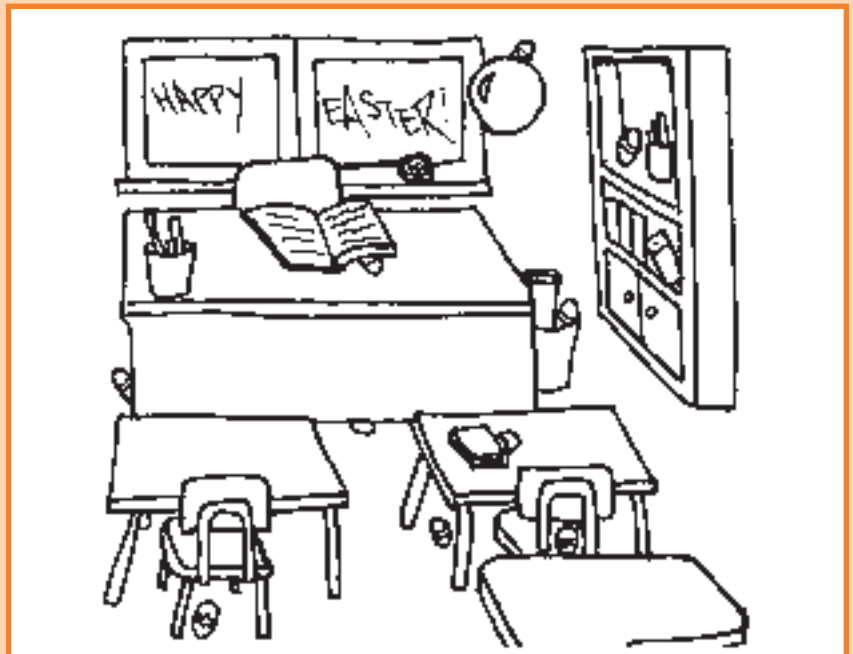
Activity 2: Easter Egg Hunt

What you need

Enlarged photocopy of the picture or one photocopy per child

What the children do:

The children must find the eggs hidden in the picture. Divide children into pairs, ask them to play individually or even ask the whole class to play together. Every time a child finds an egg, ask him/her to explain in English where the egg is. If the answer is correct, reward him/her with a small chocolate egg. This is a good way to revise prepositions and school objects and names of furniture.



Activity 3: Mother Hen

What you need

5 painted eggs



What the children do:

Ask the children to stand in a row. One child is Mother Hen and should go out of the classroom for a couple of minutes. Secretly give the five eggs to five children and ask all the children in class to stand up with their hands behind their backs, pretending they are all hiding an egg.

Call back the Mother Hen. Mother Hen has to guess who has the eggs by asking "Have you got an egg?" to five children. These children have to answer "Yes, I have." or "No, I haven't." Mother Hen can only try five times, then another child will take his/ her place.

Activity 4: Easter Memory Game



What you need

One enlarged photocopy of cards per child
Scissors
Cardboard
Glue
Felt-tip pens



What the children do:

- Glue the enlarged photocopy onto cardboard.
- Colour the Easter elements on the cards.
- Cut out the cards.
- Children should write their names with a pencil on the back of the cards to make sure they will be able to get them all back at the end of the game.
- Divide the children into pairs. Get them to mix all the cards and then put them on the desk face down. One child turns two cards: if they are the same, the child says the name of the illustrated object or animal and keeps the cards. If they are different, the child turns them face down again and the other child turns over two cards. The child who collects the most pairs and makes the fewest mistakes when pronouncing the words is the winner.



Activity 5: The Easter Bunny

What you need

Light brown cardboard
A white sheet of paper
Scissors
Pencil
Glue
Black felt-tip pen

What the children do:

- Fold the cardboard in half.
- Draw half of the Bunny's face.
- Cut it out.
- Open the cardboard again and draw two lines on the bottom (see illustration).
- Fold the bottom of the cardboard until the two lines coincide and stick with glue.
- Draw the Bunny's nose on the top of the cardboard, then draw its mouth and whiskers.
- Draw two big teeth on the white paper and cut them out.
- Glue them on the bottom of the Bunny's face.
- Now the Easter Bunny is ready!



Activity 6: Easter Rhyme

Teach your pupils this short English Rhyme which hot cross bun sellers used to shout in the streets the days before Easter.

A recording of the song can be downloaded from:

<http://www.langedizioni.com/varie/festivities/>

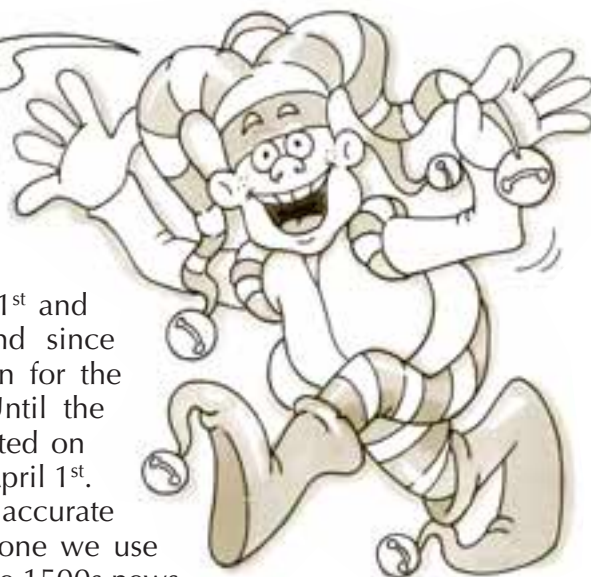
*Hot cross buns, hot cross buns
One a penny, two a penny
Hot cross buns!
If you have no daughters,
Give them to your sons.
One a penny, two a penny
Hot cross buns!*



APRIL FOOL'S DAY

Joanna Carter

Don't forget that the fun stops at midday. For anyone who plays a trick on someone else after midday is an April Fool himself!



Did you know? The tradition of playing jokes on April 1st and sending people on a 'fool's errand' has been around since medieval times. There are many ideas about the reason for the custom. One story involves the Gregorian calendar. Until the middle of the 16th century, the European New Year started on March 25th and celebrations went on for eight days until April 1st.

Then, King Charles IX of France decided to adopt a more accurate calendar. This calendar, the Gregorian calendar, is the one we use today, with New Year's Day on January 1st. However, in the 1500s news was slow to travel and many people didn't accept the change and continued celebrating New Year in April. Eventually these people became the target of practical jokes and silly gifts. As time went by, the new calendar was accepted but people continued to enjoy 'April fooling'.

April fooling became popular in England and Scotland in the 1700s. Scottish people enjoyed sending others on errands looking for silly or foolish things, such as hen's teeth or pigeon's milk!

Today in Great Britain people still enjoy April fooling, but the silly practical jokes must take place before midday on April 1st. Some years ago a very famous practical joke was played on the entire British nation! A television news programme broadcast a documentary about Spaghetti Farms, where spaghetti was reported to grow on trees!

This year April 1st is on a Friday. Here are some fun activities you could use in the English language classroom based on the theme of April Fool's Day and practical jokes.

- Before the children arrive, change around ten things in your classroom and see if the children can spot the differences. For example, move your chair to a different place or a picture or the board rubber. Get the children to find the differences and explain them to you in simple English. For example 'the chair is in front of the desk'; 'the picture is next to the window'. This is a great way to practise classroom language and prepositions.
- This is a variation on an English party game. First of all explain to the children the word 'jester' (a person who entertained people and made them laugh in the courts of Kings and Queens of the past) and then tell them they are going to play the jester game. First teach them this rhyme:
*I'm a jester, I like to jest.
 I tell my jokes for all the rest.
 Laugh like monkeys, smile like clowns.
 Laughter makes the world go round!*

When the children know the rhyme, get them to stand in a circle holding hands. One child stands in the middle blindfolded. The other children move round chanting the rhyme. When they finish, the blindfolded child points a finger in the direction of one of the other children. This 'chosen' child has to carry out a forfeit, i.e. they are given a piece of paper with an instruction on it to do something in English, such as 'miaow like a cat' or 'count to 5 in English'. When they have finished their task, they become the blindfolded child ready to nominate a new 'jester' and the whole process starts again.



Kids' Club is a new innovative English language course for children with methodology based on the teaching sequence: listening to speaking to reading to writing. The course syllabus reflects the criteria and new MIUR Indicazioni Nazionali and the European Framework of Reference descriptors. The main characters are Spooky, an amusing young ghost, and a group of children, members of the Kids' Club. The group grows visually older year after year and the club increases the number of its members.

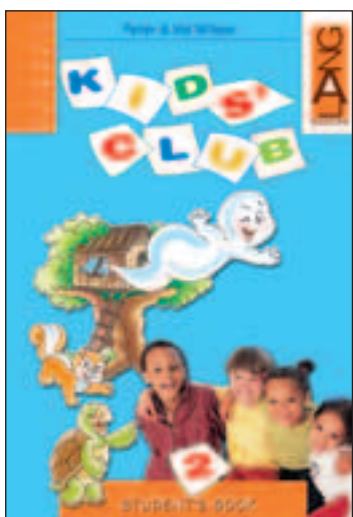


KIDS' CLUB 1

Student's Book 1 introduces the language very gradually. The prominence given to listening in this first volume is extremely important for the acquisition of correct pronunciation. The book also introduces many simple and catchy songs which help the children to memorise both language and vocabulary sets.

CUT-OUT BOOKLET

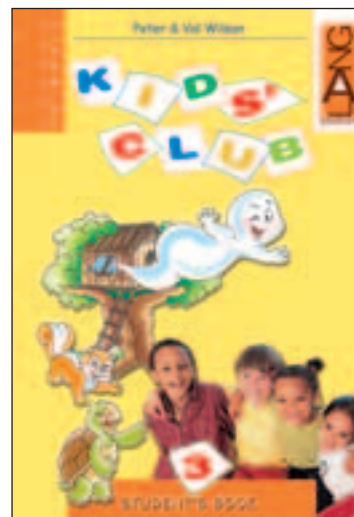
Together with Kids' Club Student's Book 1, every child receives a **Cut-Out Booklet**, 16 pages of manipulative language activities.



KIDS' CLUB 2 AND 3

The sections and exercises include:

- **Dialogues** - open each unit and introduce the new language components and lexis
- **Practice Time** - listen and repeat exercises to consolidate the language presented in a unit.
- **Special Days** - introduces the main British festivities
- **Spelling Check** - at the end of every unit
- **Portfolio Check** - helps the children check their progress.

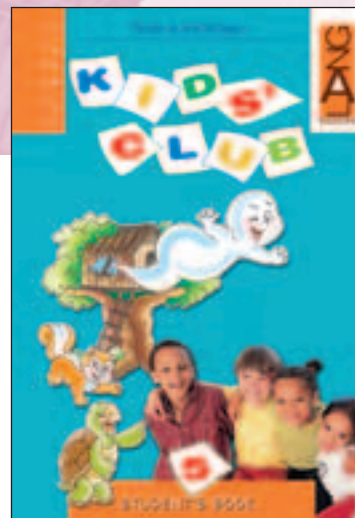




KIDS' CLUB 4 AND 5

Longer dialogues and listening texts as well as the development of the reading and writing skills are featured in Student's Books 4 and 5.

Face to face, a new section is introduced. The topics in this section compare the culture and the traditions of Great Britain and the United States.



PRACTICE BOOKS

A Practice Book for each year is available for purchase. Practice Books are designed for both classroom and self study. The Italian instructions for the exercises make them a perfect instrument for homework tasks.

TEACHERS' BOOKS

Kids' Club also offers three Teacher's Books: for the first year, for years two and three and for years four and five.

The Teacher's Books include a CD audio for each year, three posters and two volumes of the new **Curriculum Extension Series**.



CURRICULUM EXTENSION SERIES

The topics of this series of manuals include:

Teacher's Book 1:

- **Rhymes and Fingerplays:** with photocopiable materials and manual exercises
- **Festivals:** introduces the main festivities in English speaking countries with many stimulating activities for improving children's vocabulary.

Teacher's Book 2/3:

- **Letters and Sounds:** introduces the English alphabet with reading and writing exercises, consolidating the most difficult English phonemes.
- **Hands on Activities:** photocopiable worksheets with stimulating manual activities

Teacher's Book 4/5:

- **Vocabulary Build Up:** develops the lexical sets presented during the final two years of the scuola primaria.
- **Across the Curriculum:** offers basic didactic paths, in English, across the various school subjects taught in scuola primaria.



APRIL FOOL'S DAY

WORKSHEET

Someone has played an April Fool's trick in London and muddled up all the names of these famous places. Can you put them in the right order and match them with the pictures?

- A. BUCKINGHAM
- B. BIG
- C. TOWER OF
- D. PICCADILLY
- E. HOUSES OF
- F. WESTMINSTER

- CIRCUS
- LONDON
- BEN
- PALACE
- ABBEY
- PARLIAMENT



(To the teacher: do this as part of a civilisation lesson. Make big copies of the pictures and put them up around the class with the real names attached so the children can go and look. This will make it easier.)

Answers: 1B BIG BEN, 2D PICCADILLY CIRCUS, 3A BUCKINGHAM PALACE, 4E HOUSES OF PARLIAMENT, 5F WESTMINSTER ABBEY, 6C TOWER OF LONDON

WORKSHEET

Mother's Day crossword

Mothering Sunday happens on the fourth Sunday in Lent in Great Britain when, in the past, everyone visited the "mother church". Eventually the day became associated with the mother of the family as well as the mother church, and the custom of taking mother little presents and flowers grew up. Mother's Day is an American idea which has become connected in Britain with the old Mothering Sunday. In the USA it is held on the second Sunday in May.

Learn some words associated with Mother's Day with this fun crossword.

WORD LIST

- card
- kisses
- gift
- thank
- mum
- spring
- visit
- flowers
- hugs

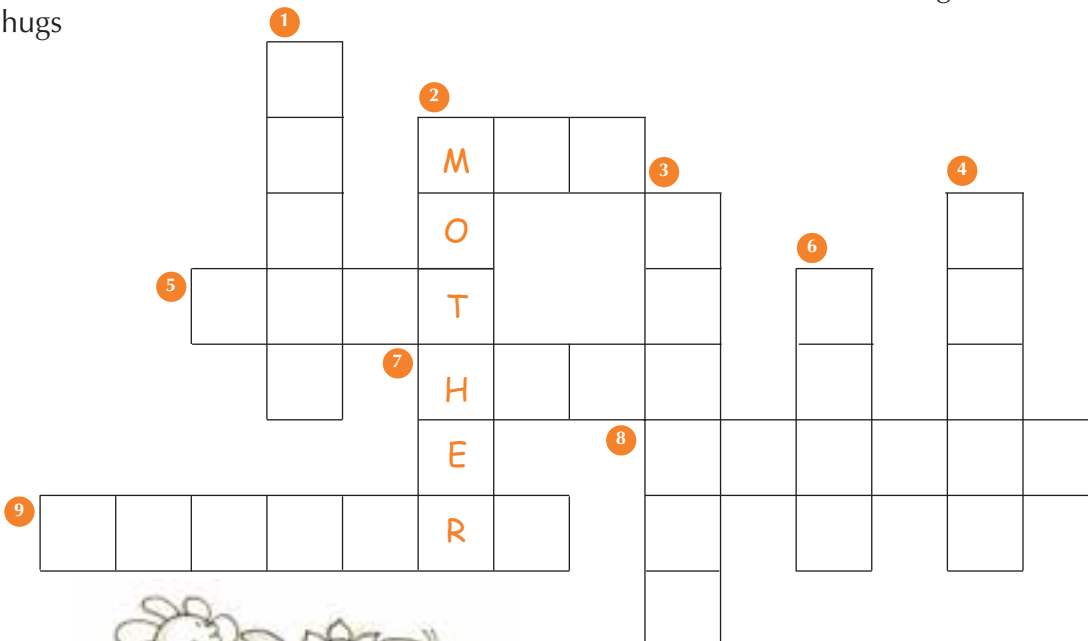


CLUES
DOWN

1. We might _____ grandma.
3. Give mum lots of hugs and _____.
4. We say _____ you for the presents.
6. Send a _____ to your mother.

ACROSS

2. A short name for 'mother'.
5. A present.
7. Give mum lots of _____ and kisses.
8. The season is _____.
9. Mum plants these in her garden.



Teacher training opportunities *in Italy*



LANG's Teacher Support Network offers seminars on aspects of teaching English to young learners in the Primary school. Teachers often ask us for information on longer training courses/workshops organised in Italy.

Many of the quality language schools operating in Italy are members of AISLi, the Italian national association of language schools.

As from January 2004 the association is included in the MIUR list of accredited organisations for the training of school staff (DM 177/2000).

The member schools of AISLi organise teacher training workshops throughout Italy. Full details of times, locations and costs can be obtained from local AISLi members.

**A complete list of member schools
can be found on the web site www.aisli.it**

Here is information on three of the seminar/workshops to be held in AISLi schools in 2005.

Young Learners Activity Workshop

A practical session with lots of ideas for grammar and vocabulary practice at all levels. Teachers will get the opportunity to try out activities that they can then use in their classrooms. There will be time set aside for questions and answers on the effectiveness and methodology behind the activities, suitable for children between 8 and 12 although they can also be adapted for teenagers.

Internet in the Language Class

Using the internet for language practice and development. Reaching beyond the course book and developing English language skills through the language of the internet, for example, the lexical and functional areas related to holidays, weather, food and drink.

Taking Students to Shakespeare

This session aims to introduce classroom activities that can be used to assist learners' comprehension of Shakespeare's English (i.e. Early Modern English). Through a variety of example worksheets, it will be illustrated how learners can familiarise themselves with some of the major differences between contemporary and Early Modern English and thus overcome some of the major obstacles to accessing Shakespeare's work for themselves.

The session will be conducted as a workshop. The presenter will ask the participants to do activities themselves, and then discuss ways in which these and similar approaches can be adopted in real classroom contexts.

Let Skipper take the children over the primary bridge to the secondary school

English language tuition in the Secondary school is more formal than in the Primary school. When children move from the fifth class of the Primary to the first class in the Secondary school although they will continue to learn and practise the English language as an instrument of communication, developing both their aural and oral language skills, they will also be asked to very quickly develop the skills of reading and writing. The young learners will be taught the structure of the language which requires the acquisition of the abilities of both logic and memory.

SKIPPER is a supplementary materials book (with accompanying CD audio) which can be used either in the fifth class during the year or recommended as a holiday English book.

The programme of SKIPPER brings together the chunks and strands of language that children have learned during Primary education and helps them cross the bridge between the Primary and Secondary school, preparing them for first class in their new schools.



Willy Wiz Primary English

CD ROM demo



An opportunity to experiment with this amazing interactive CD ROM in the multi-media language laboratory

BENVENUTI NEL MONDO DI WILLY WIZ Primary English CD ROM interattivi per il laboratorio multimediale

WILLY WIZ Primary English propone una serie di esercizi multimediali creati non solo per accrescere e consolidare la conoscenza dell'inglese di bambine e bambini, ma anche per introdurla gradualmente alle varie funzioni del computer. La conoscenza dell'informatica sarà sempre più importante per il loro futuro, nello studio e nella vita, ed è parte integrante del sillabo della **nuova scuola primaria**.

Gli esercizi proposti da **WILLY WIZ Primary English** aiutano alunne e alunni a praticare **tutte le abilità linguistiche**: lettura, scrittura, ascolto e comunicazione orale.

LETTURA

Gli esercizi del CD prevedono attività di:

- comprensione e completamento di frasi, di rime e canzoni in diversi contesti
- associazione di parole/frasi e illustrazioni
- giochi in cui i bambini devono riconoscere e distruggere parole o frasi scorrette.

SCRITTURA

Il CD propone numerose attività di:

- scrittura di vocaboli necessari al completamento di frasi o canzoni
- trascinamento delle parole corrette per il completamento di frasi.

ASCOLTO

Numerose esercitazioni per consolidare abilità di:

- ascolto di dialoghi e canzoni e di diverse altre registrazioni di speaker madrelingua presenti nei vari esercizi
- ascolto della propria voce che può essere effettuato dopo la registrazione di frasi all'interno di un dialogo al quale bambine e bambini sono chiamati a partecipare, interpretando il ruolo di uno dei protagonisti.

COMUNICAZIONE ORALE

Varie attività di:

- registrazione della propria voce all'interno di un dialogo dopo aver scelto il personaggio da interpretare
- registrazione di una frase seguendo il modello di uno speaker madrelingua e confronto della propria pronuncia attraverso l'osservazione di uno schema in forma d'onda
- canto secondo il modello karaoke di numerose canzoni.

Tutti gli esercizi di lingua inglese sono stati suddivisi in **tre CD ROM**, ognuno dei quali include, rispettivamente, il linguaggio tipico del sillabo delle classi terza, quarta e quinta della scuola primaria. Se l'insegnante lo giudica opportuno, il materiale può essere introdotto anche nel secondo anno della scuola primaria o nel primo anno della scuola secondaria di primo grado, la precedente scuola media.

Per facilitare l'utilizzo, le attività di ogni CD ROM sono state **suddivise in unità**. Per ogni unità sono stati esplicitati nell'indice sia la **struttura linguistica principale**, sotto forma di domanda, sia lo specifico **ambito lessicale** approfondito.



Sequenza degli esercizi e delle capacità linguistiche

Tutte le unità del CD ROM seguono uno schema simile di esercizi anche se può essere chiesto ad alunne e alunni di completare gli esercizi in modi differenti. Di seguito l'insegnante troverà le istruzioni per introdurre e far svolgere gli esercizi del CD ROM di classe terza.

ASCOLTO E TRASCINAMENTO O SCRITTURA DI UNA PAROLA

Questo tipo di attività è tipicamente usato per consolidare il vocabolario. È sempre presente, per esempio, nell'esercizio A di ogni unità. Nelle prime unità occorre trascinare le parole sotto il disegno corretto, mentre nelle ultime tre unità dovreste scrivere la parola. Di seguito uno schema di come procedere.

Per ascoltare la registrazione: fare clic sull'icona gialla dell'audiocassetta in alto a sinistra dello schermo.

Per trascinare una parola: posizionare la freccia del mouse sulla parola prescelta. Cliccare il pulsante sinistro del mouse e mantenere la pressione per muovere la parola. Trascinate la parola e muovete il mouse da una posizione all'altra.



DIALOGHI

Le diverse funzioni dei dialoghi sono tra le caratteristiche principali di **WILLY WIZ Primary English**.

I dialoghi rappresentano l'esercizio B delle unità 1 e 3 e l'esercizio C delle unità 2, 4, 5 e 6. Per l'esercitazione sui dialoghi sono necessarie cuffie e microfono.



Cliccare Play: guardate e ascoltate il dialogo. Si possono anche leggere le varie frasi sulla destra dello schermo.

Cliccare Character e poi Rec: scegliete un personaggio da imitare e parlate registrando la vostra voce, quando il personaggio scelto entra in scena. Una luce rossa in fondo allo schermo segnala il momento dedicato alla registrazione.

Cliccare Listen to my voice: potete ascoltare la vostra voce inserita nel contesto dialogico.

QUESTION TIME

Le funzioni degli esercizi **Question Time** rappresentano una delle caratteristiche salienti di **WILLY WIZ Primary English**.

Questa tipologia d'esercizio si ritrova nell'esercizio C delle unità 1 e 3 e nell'esercizio D delle unità 2, 4, 5 e 6.



Bambine e bambini devono registrare la propria voce e confrontare la forma d'onda della propria pronuncia, che si evidenzierà sullo schermo, con quella della registrazione originale dello speaker madrelingua.

Cliccare l'icona della prima audiocassetta: ascoltate la domanda.
Cliccare le icone della seconda, della terza e della quarta audiocassetta: ascoltate le tre possibili risposte corrette alla domanda.

Ogni volta che si sente una di queste registrazioni, la forma d'onda specifica della pronuncia della frase si visualizza sullo schermo.

Cliccare Rec: registrate la vostra voce cercando di imitare la forma d'onda dello speaker madrelingua evidenziata sullo schermo. La forma d'onda prodotta dalla vostra registrazione viene visualizzata proprio al di sotto di quella originale dello speaker madrelingua.

Cliccare Play: potete ascoltare la vostra voce e confrontare le forme d'onda.

SNOW WHITE AND THE SEVEN DWARFS

In ogni unità è stato inserito un atto di **Snow White and the Seven Dwarfs**. Questi dialoghi seguono le funzioni linguistiche presentate in tutti gli altri esercizi dell'unità. Bambine e bambini dovranno ascoltare e comprendere la registrazione a puntate della popolare favola. Questo esercizio è seguito dall'ascolto di una canzone collegata alla storia. Viene riprodotto il testo della canzone con spazi lasciati in bianco che bambini e bambine devono completare inserendo la parola mancante.

GAME

L'attività conclusiva di ogni unità è un gioco in cui alunne e alunni proveranno l'emozione di vincere o la volontà di sfidare se stessi per migliorare completando un esercizio linguistico.



FUNZIONE DELL'HELP

Cliccare Help: vedrete così tutte le istruzioni necessarie per il completamento di ogni esercizio.

DESCRIZIONE DEGLI ESERCIZI di **WILLY WIZ Primary English** classe terza

Unit 3

Ex. A

Ascolta e trascina gli aggettivi al posto giusto.

Ex. B

Dialogo.

Ex. C

Question time.

Ex. D

Ascolta e clicca il disegno giusto.

Ex. E

Ascolta e scrivi il numero giusto nello spazio appropriato.

Ex. F

Osserva, leggi e canta la canzone

Snow White and the Seven Dwarfs

Game

DEMO WILLY WIZ PRIMARY ENGLISH

Il demo presenta un'unità campione per la classe terza. Il corso completo è costituito da tre CD ROM articolati in 7 unità ciascuno. L'unità demo è esemplificativa della tipologia di esercizi e attività presenti nell'intero corso.

CONTENTS

class 3

WELCOME

- UNIT • How old are you?
- UNIT 1 • What's your name?
- UNIT 2 • What's this?
- UNIT 3 • What does it look like?
- UNIT 4 • Who's she?
- UNIT 5 • What's the matter?
- UNIT 6 • Have you got a sister?

Friendly Words
Introduction
Lexis: school
Lexis: adjectives
Lexis: jobs
Lexis: adjectives
Lexis: family

CONTENTS

class 4

WELCOME

- PLUS UNIT • Have you got... ?
- UNIT 1 • What are these?
- UNIT 2 • Is there a monkey in the zoo?
- UNIT 3 • What does she/he look like?
- UNIT 4 • What's she/he wearing?
- UNIT 5 • What is she/he doing?
- UNIT 6 • Do you like cheese?

Revision of typical year 3 syllabus
Lexis: furniture
Lexis: zoo and farm animals
Lexis: parts of the body
Lexis: clothes
Lexis: common verbs
Lexis: food and drink

CONTENTS

class 5

WELCOME

- PLUS UNIT • Do you like... (food)?
- UNIT 1 • Whose scooter is red?
- UNIT 2 • Can you ski?
- UNIT 3 • Do you have breakfast every morning?
- UNIT 4 • Does she/he play tennis?
- UNIT 5 • How much are they?
- UNIT 6 • How do you get to...?

Revision of typical year 4 syllabus
Lexis: toys and common objects
Lexis: sports, activities and seasons
Lexis: common verbs and routines
Lexis: sports and daily routines
Lexis: food, meals and money
Lexis: shops and directions

**Willy Wiz Primary English CD ROM
for 3rd, 4th and 5th year available
now from your local LANG agent.**

What's New from LANG?

From page 1

Other features in this issue include a special exchange project between children in Italian Primary schools and Ukrainian orphanages as well as the presentation of **KIDS' CLUB** an innovative new course for children which includes special support materials for the teacher.

Please encourage your children to produce materials for the Class Project in this issue. We would like to send as much material as possible to the Ukraine so that the children can have the opportunity of discovering Italy through the eyes of Italian children.

Extra materials for Valentine's Day can be found on the **LANG** Web site at <http://www.langedizioni.com/varie/festivities/> together with numerous worksheets dedicated to Easter.

FINAL THOUGHTS

The home page of **LANG Edizioni** has been redesigned to make it easier for users to find the pages they want to visit. The latest addition to the site are photocopyable tests and worksheets for those teachers who have adopted JUNIOR IS HERE in the first three classes. Children can also send emails to Junior at junior_primary@yahoo.co.uk Junior will answer all the emails he receives from his friends!

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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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.

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