



# LANG Primary

**IN THIS  
 ISSUE -  
 BEAUTIFUL  
 NEW  
 SCHOOL YEAR  
 CALENDAR**

## A new year – new challenges

Welcome to the twenty-first issue of **LANG Primary**. Not so many years ago this would have automatically brought with it celebrations linked to the magic number of 21, then considered to be the official age of adulthood. A person celebrating a 21<sup>st</sup> birthday would receive special cards with silver keys to signify that he or she had reached the age of independence from family ties. Over time the official age of adulthood has been lowered to 18 but it's not really the same thing celebrating the number 18! So let's wait until we reach a quarter of a century and publish issue 25 in December 2006.

### Then we will really celebrate!

This issue of **LANG Primary** includes articles on using a clock for language tasks at various levels and ideas for working with classroom readers as well as many worksheets on the theme of Halloween. By popular request we are repeating the exchange project with Ukrainian orphanages to give classes more time to prepare the materials.

Also included with this issue is a **new school year calendar** to brighten your classroom walls.



## Index

It's time to tell the time!	p. 2
Worksheet – Halloween	p. 5
Worksheets – Revision	p. 6
Worksheet – Halloween	p. 8
Kids' Corner	p. 9
Classroom readers	p. 13
Worksheet – Halloween	p. 15
Project: Our Italy – Our Ukraine	p. 16
Worksheet – Guy Fawkes	p. 18
Conventions 2005 – 2006	p. 19

IN CASO DI MANCATO RECAPITO INVIARE AL CMP/CPO DI ROSERIO VIA C. BELGIOIOSO, 165/11 MILANO PER LA RESTITUZIONE AL MITTENTE PREVIO PAGAMENTO RESI

# It's time to tell the time

Cecilia Perillo  
LANG Educational Consultant



*Tell the time!  
Tell the time!  
What's the time?  
It's time to tell the time!*



Learning is a total experience and the choice of topics should be **relevant, familiar** and **concrete**, full of activities which maintain children's interest and enthusiasm with regular focus on recycling language aspects. After all, the learning process is a cyclical one in primary schooling.

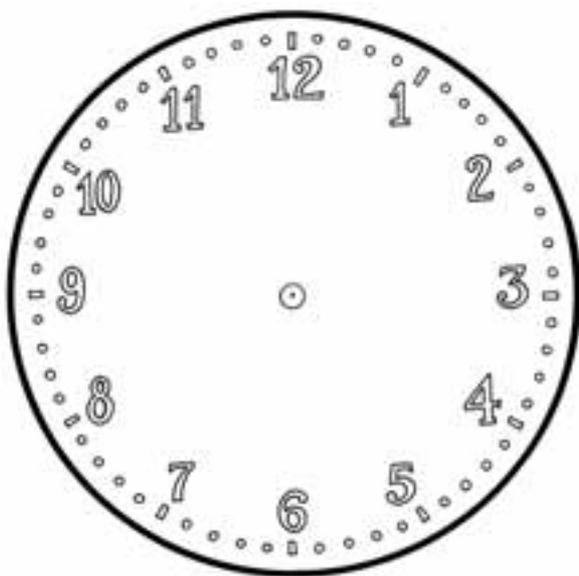
The primary curriculum develops literacy and numeracy and reinforces general concepts like colour, size and the time, and can be used to develop other subjects such as mathematics, e.g. **telling the time**.

In the following activities, the fun element of **making** things creates a desire to communicate something

personal, keeping in mind that in a class there are different learner types and therefore we should favour different sensory channels. There should be a balance between the **visual, auditory and kinaesthetic** in teaching.

We begin the process by developing curiosity and a positive attitude towards the language in a meaningful context by involving learners in constructing 'meaningful' things. Furthermore, it is useful to keep in mind **learning to learn** competences (competenze metacognitive) which will aid the learners in the process.

## IT'S TIME TO START



**OBJECTIVES** To make a clock, reinforce numbers, to practise telling the time

**MATERIALS** Paper plates for each student; crayons; black paper; brass fasteners and scissors.  
Numbers can be drawn or cut out and pasted.

**PREPARATION** Place a dot in the centre of the paper plate. - Put a pin through the centre. - Cut the long hand and the short hand of the clock out of the black paper. - Put the hands on the plate and secure them with a fastener. - The hands of the clock can be moved to show the time.

**LEVEL** Extended to all classes

To make a clock go to page 12



## LET'S START DESIGNING THE LESSON IN TIME!

*Ideas for classroom use*

### SETTING THE CONTEXT AND CREATING INTEREST

You may want to use L1 in order to increase interest. The teacher models the language around the activities chosen and shows realia or pictures.

This is a hands-on project through lots of student participation in making clocks.

We are creating a purpose in order to consolidate understanding.

### LINGUISTIC AIMS

Simple English which is familiar to children and relevant to their experience.

Lexically and structurally controlled. - Useful and applicable.

Telling the time is something all learners need to know **how** to do.



### LEVEL

From the first to the fifth class.

### ARE WE DEVELOPING INTELLIGENCES?

Children are thinking in words - **linguistic intelligence** - associating the sound of the word and singing - **musical intelligence** - , by using rhymes for improving pronunciation and numbers the **logical-mathematical intelligence** is being developed. We use drawings and flashcards to memorise words and focus on the **visual / spatial**. Through making things and TPR activities we help develop the **kinaesthetic intelligence**. The **interpersonal** is developed through self-assessment and the **intrapersonal** through role-plays.



### COGNITIVE AIMS

By using words, pictures and sounds children are learning to look for meaning.

### METACOGNITIVE COMPETENCES

The children reflect on the learning process.

### STRUCTURES

What number is this? - What's the time? It's ... o'clock.

- What is it? - This is a crayon.

These are the structures which are going to be used continually from year 1 to year 5.

### VOCABULARY

Numbers from 1 to 12.

When presenting vocabulary make sure you point and use gestures to support your lesson.



### PRONUNCIATION

Through practicing Time - Rhymes - Stories

### SKILLS

The development of receptive skills (listening) takes place before the development of productive skills (speaking). Here children are learning by what they see, hear and do.

Developing listening through 'story telling'. - Writing about my day.



### FUNCTIONS

Focus on what the learner can use the language for: expressing numbers and telling the time.

### THE CULTURAL CONTEXT

Face To Face - Big Ben - Information about the world outside their domain.

### PRACTICE

At this stage we can encourage children to repeat the language they are learning through TPR activities (working with pictures, flashcards), singing and chanting and role-plays.

### ASSESSMENT PORTFOLIO CHECK

Through role-plays children can demonstrate what they 'can do' with the language.

**I can say what time it is - I can ask what time it is.**

### FOLLOW UP

Use the clocks to practise telling the time.

THE LESSONS IN TIME

PRIMA	SECONDA	TERZA	QUARTA	QUINTA
<p>Making clocks</p> <p>Learning numbers from one to ten.</p> <p>Activity Worksheet MISTER CLOCK (source: <b>Rhymes and Fingerplays</b>* page 15)</p> <p>Children colour the picture (see page 12). Stick the picture on the plastic plate.</p> <p>RHYME</p> <p>Listen to the rhyme!</p> <p><i>One little, two little, three little watches, four little, five little, six little watches, seven little, eight little, nine little watches, ten watches in my bag.</i></p>	<p>Making clocks</p> <p>Learning numbers from one to twelve.</p> <p>TIME TO PLAY</p> <p>What's the time Mr Wolf? It's one o'clock.</p> <p>THE CLOWN CLOCK</p> <p>Make the Clown Clock.</p> <p>Practise saying the numbers and the time using the clock. (source: <b>Hands on activities</b>** page. 6).</p>	<p>Making clocks</p> <p>There are numbers around the clock and two hands.</p> <p>The little hand points to the hours and the big hand points to the minutes.</p>  <p>What's the time? It's twelve o'clock.</p> <p>Keep moving the hands in order to change the time and continue the activity using numbers from one to twelve.</p> <p>Listen to the rhyme!</p> <p><i>Hurry! Hurry! Don't be late! School starts at half past eight!</i> (source: <b>Kids' Club 3</b>)</p>	<p>Making clocks</p> <p>We divide the clock into halves and quarters.</p> <p>When the big hand is pointing to the six it has moved halfway around the clock. So it's half past twelve.</p>  <p>What's the time? It's half past twelve.</p> <p>Remember when the big hand is on the three it is a quarter of the way around the clock. So it's a quarter past one.</p> <p>Face To face Listen: <i>Big Ben is the most famous clock in the world. Big Ben is also the name of the bell inside the clock tower. It weighs almost fourteen tonnes. The clock has got four faces. The minute hands are four metres long.</i></p> <p>Visit the Big Ben website: <a href="http://www.aboutbritain.com/BigBen.htm">www.aboutbritain.com/BigBen.htm</a> (source: <b>Kids' Club 4</b>)</p>	<p>Making clocks</p> <p>What time is it now? The little hand is pointing to the two and the big hand is pointing to the nine. It's a quarter to two.</p>  <p>There are sixty minutes in an hour, so each number is worth five minutes. When the big hand is on one of the numbers before the six, we count round from twelve to see how many minutes are past the hour. Five, ten, fifteen ... It's twenty past two!</p>
<p><b>TIME TO TALK</b> What's the time? What time do you get up?</p> <p><b>TIME TO WRITE</b> Children are encouraged to talk and write about their day.</p>				

\* Rhymes and Fingerplays - Curriculum Extension Series - Kids' Club Teacher's Book 1

\*\* Hands on activities - Curriculum Extension Series - Kids' Club Teacher's Book 2/3

# HALLOWEEN

**WORKSHEET**

*Find ten differences*

**A**



**B**



Write about the differences. Use these words and complete the sentences about Picture B.

**stars, broomstick, moon, bat, spider, ghost, witch, frog, cobwebs, black cat**

**In Picture B...**

There are three .....  
 The ..... has got a big nose.  
 The ..... is next to the pot.  
 There isn't a ..... next to the tree.  
 The ..... is behind the pot.

There are two ..... on the tree.  
 The ..... is sleeping.  
 The ..... hasn't got a tongue.  
 There's a ..... in the pot.  
 The ..... is sad.

Before introducing new language to your children, it is important to revise the lexical sets covered in the previous school year. Here are two photocopiable worksheets.

COMPLETE THE WORDS AND FIND THEM IN THE WORD SEARCH BOX.

SCHOOL

PE□□IL  
 □□L□R  
 B□□K  
 □□N

NUMBERS

□□X  
 N□N□  
 □□UR  
 □E□

COLOURS

R□□  
 □ELL□□  
 B□□W□  
 □RE□□

ANIMALS

D□□  
 □□RS□  
 □□T  
 P□□

TOYS

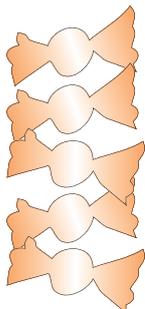
D□LL  
 □A□L  
 B□□Y□□  
 □IT□

CLOTHES

C□□  
 T-□□IR□  
 □ROU□□□S  
 S□□□T

R S T Y E L L O W B S I G T B  
 W D P S K I R T Y T B A R D I  
 P R T O Y T S H I R T N U W C  
 E L N H T F L A B A P O L S Y  
 N K U O Y A T N I N E Y E A C  
 C I T R N G F C K H A F R A L  
 I T B S C D O L L D R E L N E  
 L E H E T F T R A S G T P S F  
 B O E K W M X N D I R E A H J  
 R W N R E D S B A X E N E G K  
 N J O A L U B R C U E D O G W  
 C A T F R R X O Y I N L K M P  
 P E U C A P C W B P I G R B Y  
 V Q M E O T H N L O D D N A M  
 B O O K W S L I F O U R O L P  
 N W M A B M B W C S N G U L T  
 T R O U S E R S A F I B P E N

- 1.
- 2.
- 3.
- 4.
- 5.



**MATCH  
THE QUESTIONS  
WITH  
THE ANSWERS.**

1. What's your name?
2. How are you?
3. How old are you?
4. Have you got a skateboard?
5. What colour is it?

- a. I'm ten years old.
- b. It's red and blue.
- c. My name is Mary.
- d. I'm fine, thanks.
- e. Yes, I have.

*Enlarge to use*

**HOW MANY  
SENTENCES  
CAN YOU  
MAKE WITH  
THE WORDS  
IN THE  
WORD  
STATION?**



1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

Continue in your exercise book!

**WORD STATION**

WE YELLOW A IT PENCIL BLUE BIG YOU  
HAS I SMALL BOOK OLD AM AND GOT RULER  
HAVE YOU IS THEY YOUNG RED TALL HE AN  
SHE ARE NOT RUBBER WE BLACK DOLL NEW LONG  
SHORT CAR COMPUTER ORANGE THIN PEN KITE

# HALLOWEEN RHYME



## WORKSHEET

### To the teacher:



- Ask the children to complete the rhyme using words which rhyme.
  - Get the children to connect the pictures next to the rhyme with the same sound.
  - Then ask them to complete the big picture adding the missing drawings in the correct position.
  - Tell the children to read and memorise the rhyme.
  - Draw three columns on the blackboard and label: ANIMAL/INSECT – PLACE – OBJECT.
- Dictate the words; the children must write them in the correct column - *room, cat, bat, broom, mouse, tree, bee, spider, jack-o-lantern, house.*

*Halloween, Halloween  
 There is a cat in the bedroom  
 There is a bat in front of the .....  
 Halloween, Halloween  
 Behind the house  
 There is a .....  
 On the tree  
 There is a .....  
 A jack-o-lantern and a spider  
 Are next to me.  
 Halloween, Halloween.*

• broom • bee • mouse



# Kids' Corner

*Giulia Abbiati*

## USING CARTOONS IN THE CLASSROOM

**W**hen children seem distracted during a lesson, the teacher may want to consider using the television and let the children watch cartoons in English.

Watching cartoons is a positive way for the children to dedicate some time during the English lesson as it is an activity the children like doing outside school. Today, many different cartoons are available in both British and American English.

Cartoons can be a useful teaching support for different reasons:

- they help children become familiar with English pronunciation
- they introduce the children to many new words within the context of a story which helps comprehension
- they show the children that English is useful in real life and it also shows them that English children watch the same cartoons as they do.

Most cartoons for children usually include songs which the children can learn and sing. Before using a video in the classroom the teacher should spend time preparing the lesson. For example transcribing the words of songs and identifying the key vocabulary which can be introduced before the children are asked to watch.

Watching cartoons in class can also be used to stimulate discussion.

Before showing the video the teacher can introduce the main characters and ask the children to guess personal details such as ages, clothes, colour of eyes etc. When the children watch they can compare their answers.

**Whenever the children watch a cartoon they should always have an activity to complete, no**

**matter how simple. Activities give the children a reason to watch and concentrate.**

If characters are already well known by the class (as may happen if a famous cartoon is chosen) discussion can be stimulated by asking the children to choose and give reasons for the characters they like best.

When playing the video the teacher can either show the whole story or stop and ask questions at regular intervals. The children can also be asked to guess what will happen in the scenes that follow.

Children can be asked to watch the same cartoon many times and in different lessons extracting more complex information each time they watch. Children will be fascinated by watching TV in a different language and, time after time, will understand more and more of what they are watching.

Using cartoons is both a useful learning exercise and also an effective way of encouraging the children to concentrate on a language learning activity.

To fully integrate the use of the video into the English language classroom it is recommended that it be used on the same day and time each week (or two weeks) to create expectancy on the part of the children.

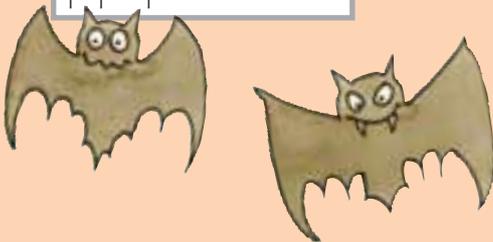
Children will get more and more used to the pronunciation of words without even noticing that they are studying. Cartoons also give the teacher the opportunity to help the children differentiate between British and American English pronunciation. They will begin to speculate on what they are going to see and will try even harder to understand the dialogues and the songs. In lessons following the viewing of a cartoon the children can be asked to recount what they remember and this will stimulate further discussion.

# Some worksheets for very young learners

## ACTIVITY 1: Candy-filled cones

**What you need:**

- coloured cardboard
- pencil
- coloured glitter
- scissors
- glue
- paper punch



**What you do**

- Cut and glue the cardboard in order to make a cone.
- Draw pumpkins, bats, swirls or whatever you like on the cardboard.
- Apply glue on the drawings.
- While the glue is wet, sprinkle on the coloured glitter.
- Let the glue dry.
- Make holes for a handle: punch two holes in the paper cup opposite each other.
- Thread a string through the holes and fix it with knots.
- Now fill your cones with candies!



## ACTIVITY 2: Mosaic jack-o-lantern tray



**What you do**

- Cut small pieces out of coloured cardboard.
- Draw a jack-o-lantern on the cardboard tray.
- Glue the pieces of coloured cardboard onto the jack-o-lantern as if you were colouring the drawing.

**What you need:**

- cardboard tray (like those used for pastries)
- black, orange and green cardboard
- pencil
- scissors
- glue

### ACTIVITY 3: Halloween bags



**What you need:**  
brown paper bags  
pencil  
coloured felt-tip pens  
scissors  
glue

**What you do**  
Draw and colour a pumpkin, spiders, ghost and bats.  
Cut and glue the drawings on the bags.  
Decorate the bags with other scary drawings.



### ACTIVITY 4: Scary Halloween wreath

**What you need:**  
black paper  
orange, yellow and purple paper  
coloured felt-tip pens (better if they glow in the dark)  
twig wreath  
white pencil

**What you do**  
Draw eyes on the coloured paper.  
Glue the eyes on the wreath.  
Draw and cut out many small spiders on black paper. Draw eyes with the white pencil.  
Glue the spiders on the wreath.  
Cut the purple cardboard irregularly and write, with a black felt-tip pen, ENTER AT RISK on it.  
Stick the card on top of the wreath and hang the wreath on the door of your bedroom or classroom.



**ACTIVITY 5: Scary window clings**

**What you need:**

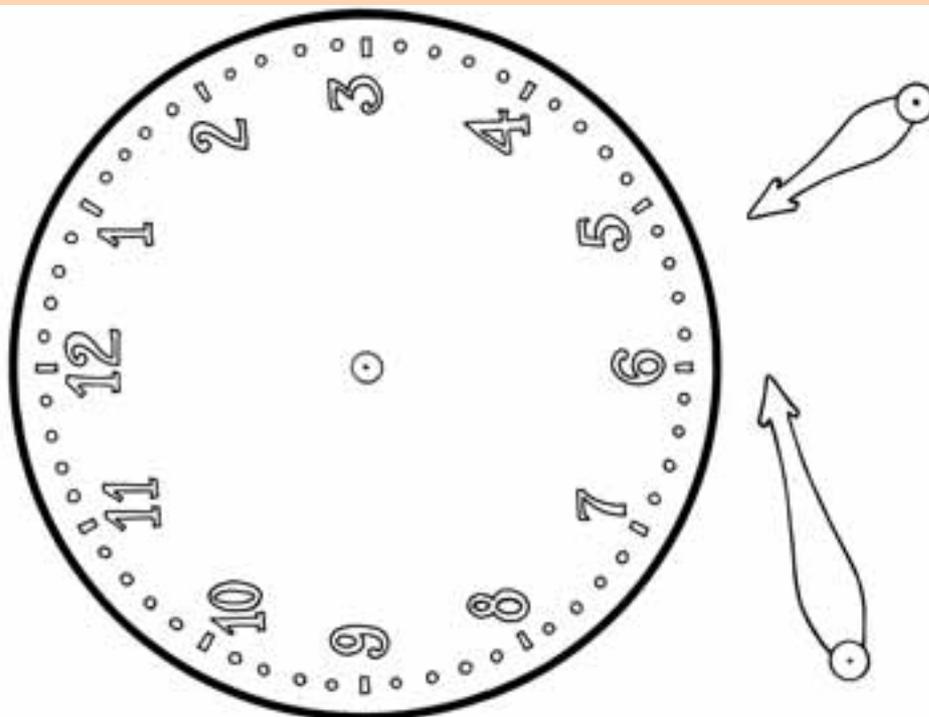
- window cling plastic  
(*plastica trasparente adesiva*)
- pencil
- tracing paper (*carta da lucido*)
- masking tape
- acrylic dimensional  
glass paint (black)
- thick white craft glue

**What you do**

Draw the patterns of spider's webs onto tracing paper.  
Tape the patterns behind the window cling plastic.  
Paint the spider on the window cling plastic.  
Let the paint dry, then apply dots of glue for the spiders' eyes.  
Stick the window cling plastic on the window.



FROM PAGE 2: MAKE A CLOCK



enlarge to use

# The 'why, what and how' of using classroom readers.

**Joanna Carter**

LANG Educational Consultant

## Why?

The educational value of using storybooks and readers in the primary English classroom cannot be disputed. Among the many important benefits that can be gained from using readers are the fact that they provide a way of helping the child make sense of the world around them. They forge a link between fantasy and imagination and the child's real world and help develop the child's thinking skills. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. Furthermore they can introduce the child to other cultures and attitudes or can be linked to other subjects at school. If read in class, they allow children to share their experiences with a group - readers and stories can provoke a collective response of laughter, sadness, excitement etc.

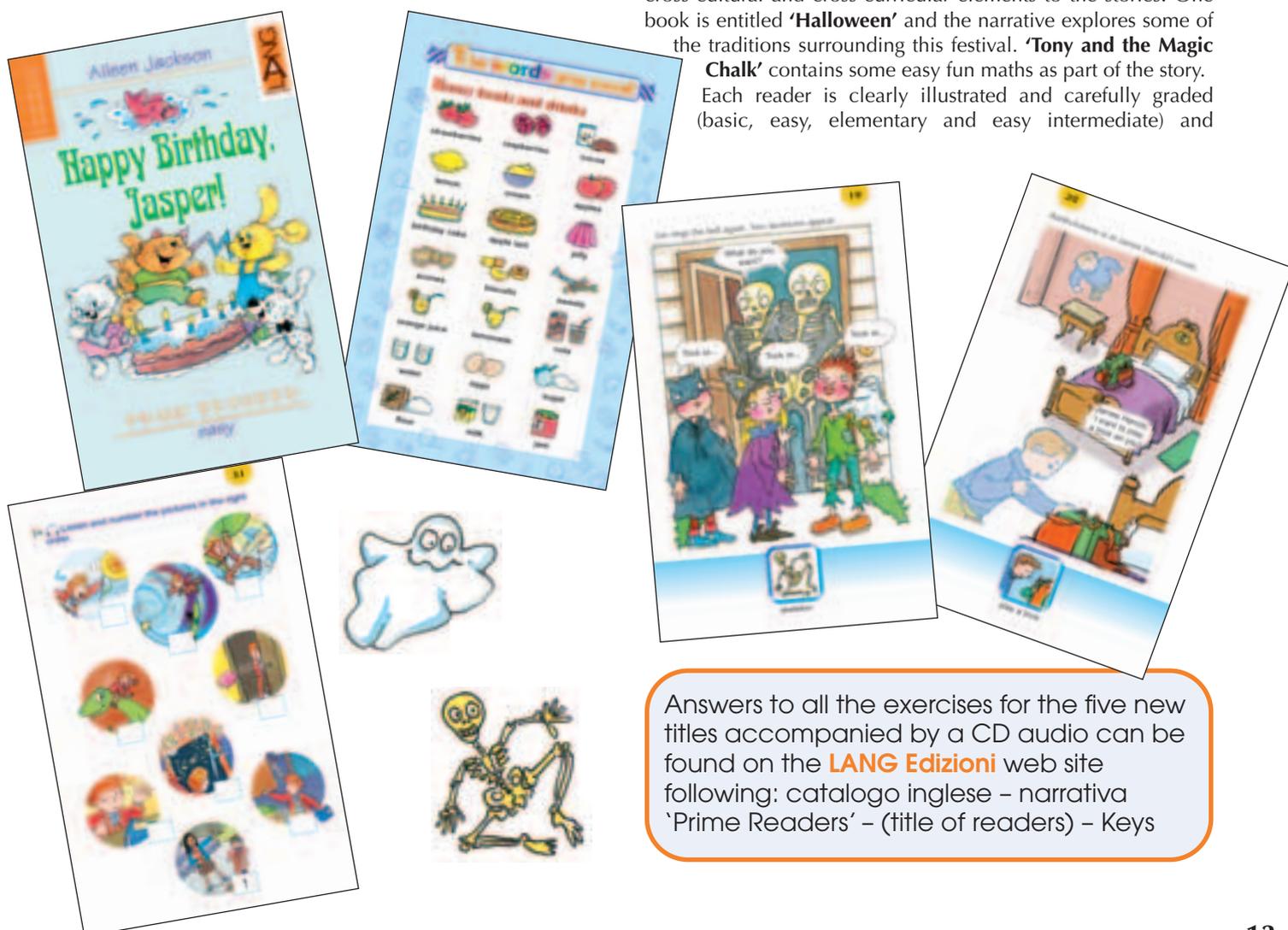
From a purely linguistic point of view, readers are beneficial in

that they can introduce new language in context or help children revise language they are familiar with. Furthermore, by listening to readers children are helped to acquire better intonation, pronunciation and awareness of sounds.

## What?

A possible choice of reader could be the new series of **LANG Prime Readers**. The series offers fantasy and adventure stories designed to captivate and stimulate the children's imagination, such as **'Miss Lambert's Umbrella'**. This is the story of two children who go in search of treasure. They are helped along their journey by a magic umbrella. There are also stories that deal with the aspects of everyday life that children will easily be able to relate to. For example **'Tony and the Magic Chalk'** is about going to school and **'Happy Birthday, Jasper!'** is about having a birthday party and playing with friends. There are also cross-cultural and cross-curricular elements to the stories. One book is entitled **'Halloween'** and the narrative explores some of the traditions surrounding this festival. **'Tony and the Magic Chalk'** contains some easy fun maths as part of the story.

Each reader is clearly illustrated and carefully graded (basic, easy, elementary and easy intermediate) and



Answers to all the exercises for the five new titles accompanied by a CD audio can be found on the **LANG Edizioni** web site following: catalogo inglese - narrativa 'Prime Readers' - (title of readers) - Keys



develops both functional language and general vocabulary through lively and entertaining texts.

## How?

There are two main ways of using readers with primary children. One way is to use them outside the classroom and help promote autonomous or independent learning. The children read the books and listen to the CDs for homework or as a holiday activity. The other way is to use the reader in the classroom as an exciting and stimulating alternative to the course book. Readers can offer an interesting change of focus to lessons as well as provide a useful resource for consolidating and extending the children's knowledge of language.

In the next part of this article we will look at ways of exploiting readers in the classroom. We will explore how we can develop activities and a lesson or a series of lessons that have readers as their focal point.

When thinking about planning and teaching lessons based around readers, it is useful to think in terms of a three-step approach as follows:

## Step One – Pre-reading tasks

It will help children's comprehension of the story and their ability to cope with the text enormously if we prepare them for it before they read. This can be done by 'activating their schemata' or in simple terms getting them to think of what they already know beforehand which will help them understand the contents of the reader. So for example if we want to use a text such as **'Happy Birthday, Jasper!'** we could do the following:

1. First of all show the cover of the book to the children (see page 13) and ask them questions about it to arouse their interest e.g. *What are the animals? What is the cake for? What do the cat and the dog have in their hands? Whose birthday is it?* This stage may well have to be done in Italian, but its aim is not language development so much as ensuring the children's response to the text is as deep as possible.

2. Next, ask the children what they do on their birthday and if they have had or have been to a birthday party. While eliciting their responses, translate them into simple English phrases and write them on the board. For example, *make a cake, give presents, friends come to play, open presents, blow out candles, play games, eat cake, drink cola* etc.

3. Prepare simple pictures that represent the above phrases and get the children to match words to pictures. Then ask them what would be the logical order of these actions at a party. By now, the children have already predicted a large part of the story.

As part of the pre-reading phase it may also be a good idea to pre-teach or revise some of the main lexical sets that the book contains. If revising the vocabulary get the children to work in teams and brainstorm all the words they know in that category

or play a quick game of hangman on the board. If pre-teaching the words use flashcards. **LANG Prime Readers** have the main lexical sets clearly illustrated on the inside cover. In **'Happy Birthday Jasper!'** the lexical set is food. Children can circle in different colours foods they like, foods that go in a birthday cake, fruit, drinks and so on.



## Step Two – While reading tasks

The first time the text is read, the CD can be used and children can follow the words or they can read silently on their own. It is best at this stage not to ask the children to read out loud as they first have to make sense of the text rather than concentrate on pronunciation. Ideally the teacher should read the text to the children as his/her facial expressions, intonation and voice changes will help guide the children in understanding. S/he can also stop at any moment and ask questions to see how much has been understood, using the illustrations to help. How much of the text is read at one time depends on the involvement, interest and comprehension of the children. However to really exploit a text it's probably best to read it in small sections stopping, for example, before scene changes or the introduction of new characters.

Activities the children can do while reading are:

1. Predicting what characters will say and do next by using the illustrations. For example on page 20 of **'The Happy Ghosts'** (see page 13), the children can be asked what trick they think Bartholomew will play.

2. Answering simple true/false statements about the events and characters. For page 19 of **'Halloween'** some statements could be:

- The children are dressed as a bat, a witch and Frankenstein (T or F)
- The children meet two ghosts (T or F)

3. Putting scenes from the story in the correct order. This is already incorporated as an exercise in **'Tony and the Magic Chalk'**, page 31.

## Step Three – Post-reading tasks

After the complete story has been read there are innumerable activities that can be done to consolidate the language in the text or that can extend or personalise the language from the story. Many suggestions are included within the **LANG Prime Readers**, such as, retelling the story using key pictures, crossword puzzles, word searches and board games that encourage children to reactivate the lexical sets learnt.

Other activities are:

1. Redrawing the characters of the story or creating maps where the story takes place. Children could even think of other possible cover illustrations. The results can be displayed as a collage in the classroom or put in the children's language portfolios.

2. Creating masks, hats or models of buildings inspired by the characters and places in the books. These type of activities create ideal opportunities for developing oral comprehension through the language used for giving instructions.

3. Using songs and rhymes that develop or exploit the themes in the story.

4. Finally, making class or individual 'picture dictionaries' based on words from the stories. The children can illustrate them themselves or use magazines and catalogues. They can organise the words alphabetically or thematically.



# Make a horrible mask!



- Tell the children to look at the picture of the mask (shown above) and to write the parts of the face associated with each object.
- Get them to cut out the various parts and to construct the mask. During the activity, ask them to say sentences such as:
  1. **there is..../there are...** *There is a spider in the mouth. There are four snakes in the hair.*
  2. **verb to be (sing.-plur.)** *The face is the pumpkin. The eyes are two wings.*
  3. **saxon genitive** *The snakes are the monster's hair. The bat's wings are the monster's eyes.*
- Ask the children to design and make another horrible Halloween mask. Let them dress up as a monster with their own mask during your Halloween party.

## WORKSHEET



snakes = .....



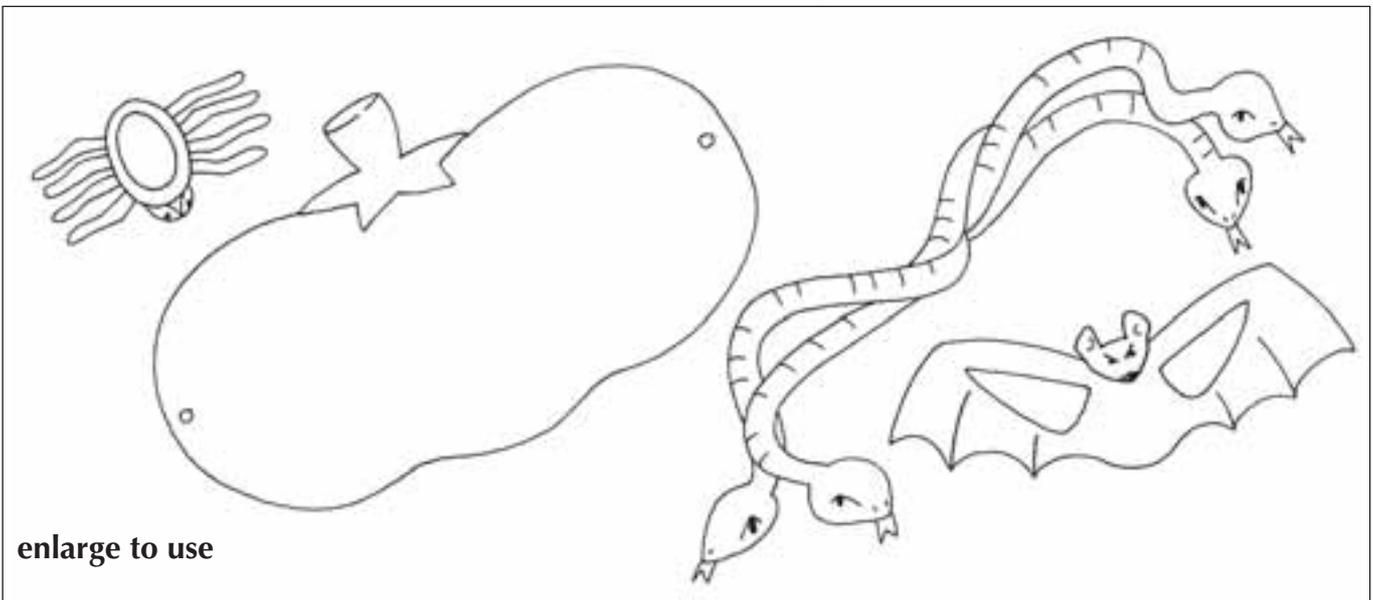
pumpkin = .....



spider = .....

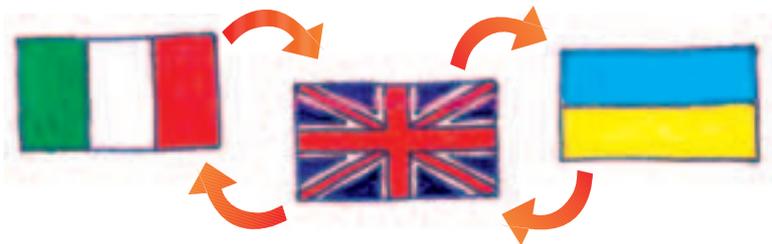
bat = .....

wings = .....



enlarge to use

PROJECTS FOR  
CLASS AND TEACHER



# Our ITALY — Our UKRAINE

Another chance to get your children to write about their lives and interests and to exchange materials with Ukrainian children.

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 October 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 31.01.06.**

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 17 and send to:

PBM spa

LANG Primary Ukrainian Exchange Project,

Corso Trapani 16,

10139 Torino

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Class Project – Issue 21 October 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**

**Our Italy - Our Ukraine**

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 \_\_\_\_\_

# WORKSHEET

# WORKSHEET

# The Story of Guy Fawkes

**TO THE TEACHER:**

1) Photocopy and enlarge the pictures to make big flashcards. Tell the story to the class using the flashcards. 2) Give out copies of the separated pictures to small groups of children. Give them these instructions to identify key words. Find the *king* – colour his *crown* yellow. Find the *fireworks* – colour them purple, red and pink. Find the *soldiers* – colour them grey and black. Find the *match* and the *gunpowder* – colour the match yellow and the gunpowder brown. Find *the guy* – colour his *hat* black. Find the *toffee apples* – colour them red. 3) Now retell the story and get the children to put the pictures in order as you tell it. Older learners can also match the words to the pictures.

PICTURES	STORY WORDS
	<p>It's November 5<sup>th</sup> 1605. This is James I. He's the king of England. He's at the Houses of Parliament. Can you see his crown?</p>
	<p>This is Guy Fawkes. He doesn't like the king. He's got a match and gunpowder. He wants to blow up the Houses of Parliament.</p>
	<p>Here are the king's soldiers. They have swords and armour. They see Guy Fawkes and say 'Stop in the name of the king! Stop!'</p>
	<p>Now it's November 5<sup>th</sup> 2005. People in England make bonfires and there are fireworks in the night sky.</p>
	<p>Children make a big puppet called a guy. They use old clothes. They put the guy on the bonfire. Can you see his old hat?</p>
	<p>People watch the fireworks and eat toffee apples and baked potatoes. They are happy Guy Fawkes didn't kill the king.</p>

# Conventions for teachers



Here are details of some of the Conventions for teachers of English planned for the coming scholastic year which may be of interest to Primary school teachers. Should you be able to attend one of them, we would be very happy to greet you at the **LANG** stand.

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

National Convention TESOL

**A Fresh Start**

23 - 24 September 2005

Rome

Contact: [www.tesol.it](http://www.tesol.it)



National Convention ANILS

**Interculturalità**

07 - 08 October 2005

Cento (Ferrara)

Contact: [www.anils.it](http://www.anils.it)



International Teacher's Club

**New approaches in English Language Teaching**

11 - 12 November 2005

Milan

Contact: [info@itcclub.info](mailto:info@itcclub.info)



British Council

21 - 22 November 2005

Milan

Contact: [lucia.legnazzi@britishcouncil.it](mailto:lucia.legnazzi@britishcouncil.it)



National Convention LEND

**Lingue e culture: una sfida per la cittadinanza**

24 - 26 November 2005

Rome

Contact: [e.minetti@virgilio.it](mailto:e.minetti@virgilio.it)



British Council 25<sup>th</sup> Annual English Teaching Conference

23 - 24 March 2006

Bologna - Palazzo dei Congressi

Contact: [anna.manzi@britishcouncil.it](mailto:anna.manzi@britishcouncil.it)

**LANGPrimary**

keeping the teacher informed

# LANG WEB RESOURCES

In answer to some enquiries from teachers, we would like to remind you that:

- to download some of the materials from the LANG web site, the teacher may be asked to register. This is a free service.
- A language portfolio with worksheets for children in the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> years of the Primary school can be downloaded from the LANG web site. Teachers can choose to print only those worksheets that are needed.
- Teachers can find the answers to the exercises for the new titles of the Prime Readers series on-line.
- The festivities page on the web site has been up-dated. Especially useful for teachers who decide to start the themes of festivities early.

The next edition of **LANG Primary** will be published in December and will be posted in time for teachers to use the special Christmas materials which will be included.

## 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](http://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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	City	CAP
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