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Issue
Twenty-three



LANG Primary



Easter comes but once a year

Ready or not, it will soon be here. The time of chocolate eggs and bunny rabbits, apple blossom and spring showers as the land begins to wake up from its winter lethargy. Children begin dreaming about the summer holidays and teachers start planning the completion of the English language courses and the selection of course books for the next school year.

*This issue of **LANG Primary** is being posted to subscribers together with the new **LANG** catalogue for the Primary school. This will give teachers the opportunity, outside the hustle and bustle of the school, to become familiar with the various publications offered by **LANG** for both the children and Primary teachers.*

*This spring sees the publication of several **innovative resources** for the teacher which include videos, DVDs and publications to assist the teacher in introducing aspects of British and American traditions in the classroom as well as other resources for teachers linked to specific courses. **LANG Edizioni's** summer book publications have also been increased to include **NEW SUMMER FUN**, a series covering all five years of the Primary school.*

And that's not all!

Worksheets dedicated to Easter, articles on teaching children, a look at the various publications available for children to work on during the summer break and a new Project for the Primary teacher.

Happy reading and, of course, HAPPY EASTER!!

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VIDEO: An Invaluable Visual/Audio Learning Adventure

Joanna Carter

Why use video as classroom tool?

There are numerous arguments that support the use of video cassettes in the English classroom. One obvious reason is the children themselves. Today's young learners are practically born being able to operate DVD, CD and MP3 players. So having a simple dash of technology in the form of video in the classroom will be totally familiar to the children but can still create a motivational and fun factor for learning. Video can add variety to the usual classroom tools of pens, paper, blackboard and audio cassettes.

Perhaps a more important argument in favour of video is this didactic one. Because video combines the spoken language and visual images it reflects more closely listening and speaking situations in the real world. There are very few occasions in life in which we do not see the person we are listening or speaking to and there are many non-verbal clues that can help us understand each other. Video shows ALL factors of communication and so creates awareness in children of both audio clues (intonation, voice pitch and quality) and visual clues (gestures, facial expressions, surroundings) that are aids to meaning. Furthermore, hearing and seeing language in this complete context makes it more accessible and memorable.

Last but not least, video as a classroom resource appeals to a variety of learning styles. As well as catering for visual and spatial learners it can act as a stimulus for kinaesthetic learners if they are asked to copy or act out what they have seen on screen, for example scenes from a story or simple dialogues or role plays. As watching a video is usually a shared class experience it will also appeal to interpersonal and social learners.

Which video?

There are a number of videos that have been specifically made for the EFL classroom available on the market today. They can be videos that accompany and support course

books such as **LANG's Kids' Club**, **Sunshine/Sunny Days** or videos that stand alone with their own activity books that practice and develop a specific aspect of English, for example songs (**LANG's Sing Along!**).

There are also a number of authentic sources of suitable videos available, made for the UK children's market. Although it is important to take into account copyright rules in this case. These could be animated stories such as the *Spot the Dog* series, *The Very Hungry Caterpillar* and other Eric Carle stories, *The Snowman* and *Maisy Mouse* (the Italian version of this is Pina). They are usually available in the original language from major book shops or from internet sites such as www.amazon.com. If using an authentic video it is important to bear in mind some specific criteria. First of all, make sure that they have a high visual content that will support and make more accessible any complicated and colloquial language. Secondly, use very short sequences at a time (5 to 10 minutes maximum) and exploit them to the full, rather than spend a whole lesson passively watching a long video.

What can we use video for?

Video is not only an invaluable tool for practising the listening skill but can be used to develop other skills such as speaking and writing. Just by using the pause button on the video recorder or turning the sound down, children can be encouraged to talk about what they can see. This could be as simple as describing colours or as complex as describing characters and actions. After watching a short story or scene, children can be asked to recreate it through the written word. Some videos especially designed for EFL such as those that accompany the course books *Sunny Days 3, 4, 5* and *Kids' Club* show stories with dialogue written in speech bubbles so that watching video also becomes a shared class reading experience.

Videos can provide excellent ready-made contexts for introducing and presenting new vocabulary, structures and functions. For example, again the *Sunny Day's* and *Kids' Club* videos contain stories divided into episodes



where children can not only hear new vocabulary and structures in connected speech, but see visual images of the words within the context of the story. This could be a dynamic alternative to using flashcards or dialogues on audio cassette.

Video can generate opportunities for cross-curricular and cross-cultural work.

Children can be shown short clips of film set in English speaking countries and showing aspects of everyday life such as cities, buildings, shopping, eating, sports, school and so on. Providing background cultural information is important in making children's English language learning experience more relevant. Presenting this information through video makes it immediately more accessible and the credibility gap is easily bridged - children can really see what life is like in an English speaking country.

How can we use video effectively?

There is always the danger that children will have the same attitude to videos used in the classroom as they have to watching films and programmes on video, DVD and TV at home. In other words they will see it as a moment of complete relaxation. Although it is perfectly valid to show videos to the children in class as a reward for hard work or as a way to calm them down after a more physical activity, a specific methodology should still be applied. This will transform them from passive viewers into active learners.

The methodology is basically the same as one that can be applied to general listening and reading activities and is made up of three stages: pre - while - post - viewing.

Pre-viewing phase

The purpose of activities in this phase can be to contextualise the video, set the scene and focus the children's attention on a specific topic or language. It can also be used to activate children's prior knowledge of language and a topic and help them to predict the content

of the video so that when they eventually watch, understanding of the video will be easier. Activities could be:

- Brainstorming what they might know about the topic or characters already. Eg. with *Maisy Mouse*, what does she look like? Who are her friends? etc.
- Pre-teaching key vocabulary and then asking children to

predict what the video is about.

- Playing pelmanism (memory) to introduce or review key vocabulary.

While-viewing phase

Children should be allowed to see a whole video sequence first so that they can get the 'gist' or global meaning. They should be given a very general activity or one question to answer before beginning the task, such as:

how many characters are there?
Where are they?

Then the teacher can play the sequence again and in parts to concentrate on details and particular aspects of language and content. Activities to do in the second viewing could be:

Freeze framing – Can you name the things in the clip?
What has just happened? What will happen next?

Sequencing events in a storyline.

Playing 'watchers and listeners' where half the students watch and the other half listen and ask questions about what they heard.

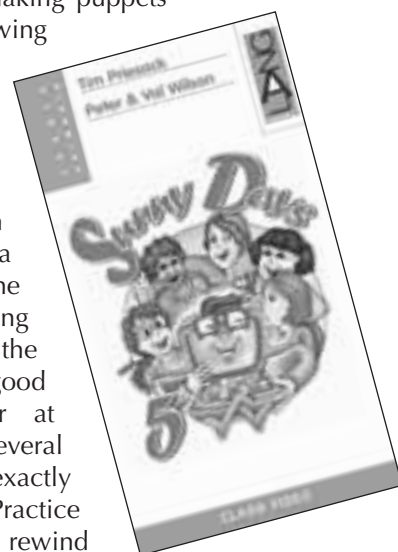
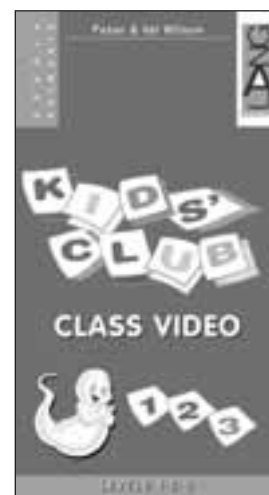
Post-viewing phase

Activities in the post-viewing phase should allow children to consolidate, extend or personalise language. They could be:

role playing or acting out scenes;
completing questionnaires or quizzes;
craft activities such as making puppets of characters or drawing scenes from the video.

Final Word

Children of today have no problems with technology but it can be a different story for us, the teachers! So before using video or even DVDs in the classroom have a good practice beforehand or at home. Watch the video several times so you know exactly when to stop or pause. Practice using the pause button, rewind etc on the machine at your school. This may sound completely obvious but can make all the difference to an interactive, invaluable video adventure!





Internet resources

Teachers and children are spending more and more of their free time on the internet. Here are some useful web sites for the teacher.

www.rhymes.org.uk

This very interesting site is full of traditional English rhymes together with the story of the origin of each rhyme.

www.teachingenglish.org.uk

This British Council/BBC World Service web site is dedicated to the English language teacher. A treasure chest of ideas!

www.britishcouncil.it/bookmark/index.asp

This page is the gateway to British newspapers, magazines, television and government as well as hundreds of other useful links.

www.woodlands-junior.kent.sch.uk/customs/easter.html

This site is full of information about the traditions and story of Easter. This site is written by the children in an English Junior school.

www.kididdles.com/mouseum/index.html

This American site contains hundreds of songs for children. The songs are divided into groups such as songs linked to suggested physical movements or games, lullabies, learning songs as well as songs about food, animals and nature.

www.countryschool.com/about/lsig.htm

This is the official site of the IATEFL Young Learners Special Interest Group which brings together teachers of children from throughout the world. The site is a gateway to all the information an English language teacher may need, from lesson plans to sources for keypals (pen friends using email for communication).

www.langedizioni.com/varie/festivities/

The page on the LANG site dedicated to information and photocopiable worksheets linked to most of the festivities celebrated in Great Britain and the United States.

www.teaching-english-in-japan.net/conversion/

The instruments on this site will help the teacher convert everything from Celsius to Fahrenheit to gallons to litres.

www.information-britain.co.uk/

A useful site for teachers looking for general information on Great Britain from geography to links to all the football clubs.

www.usinfo.state.gov/usa/infousa/

This site offers a great resource for teachers seeking information about American society, political processes, official U.S. policies and culture.

LANGPrimary
keeping the teacher informed



New Summer Fun

Lovable characters guide the children through five different holiday locations: on the farm – at Playland – at the seaside – in the mountains – in the town.

Five absolutely new and enjoyable summer books to take on holiday

The volumes for years one and two include many enjoyable language games which encourage children to complete the activities during the summer break and consequently consolidate the language they have learned during the scholastic year.

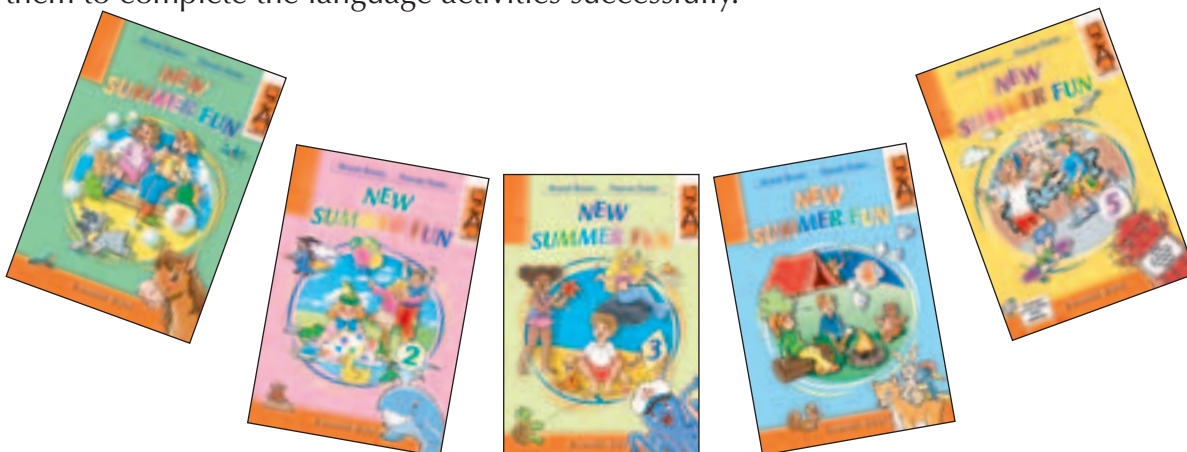


The volumes for years three, four and five also include a CD audio with the recordings of all the listening exercises and songs. There is also a karaoke version of all the songs to give the children the opportunity to sing and enjoy the songs with their friends.

The volume for the fifth class is specifically designed to prepare the children for the move from the Primary to the Secondary school and includes a complete revision of the grammar and vocabulary listed in the national syllabus and taught in the five years of Primary education.

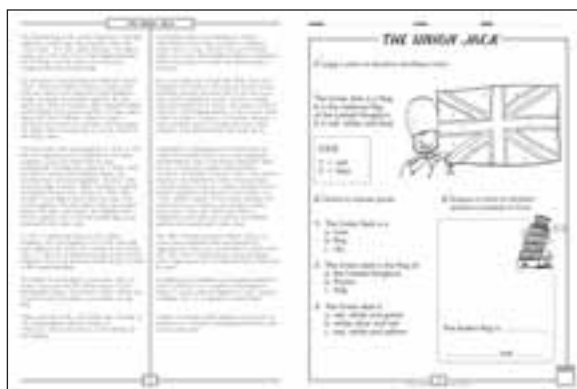
The answers to all the exercises in **New Summer Fun 1, 2, 3 and 4** are available, should they be required, on our internet site at www.langedizioni.com. As the Primary teacher will probably not see the children in the fifth class after the summer break, the answers to the exercises in book 5 have been inserted in a cut-out section at the back of the book. Parents should be advised to remove these pages before the children begin the various exercises!

A feature of **New Summer Fun** is the integration of photographs into many of the drawings to stimulate the imagination of the children. The readers are encouraged to look for elements hidden in the illustrations and this encourages them to closely observe the drawings which in turn helps them to complete the language activities successfully.

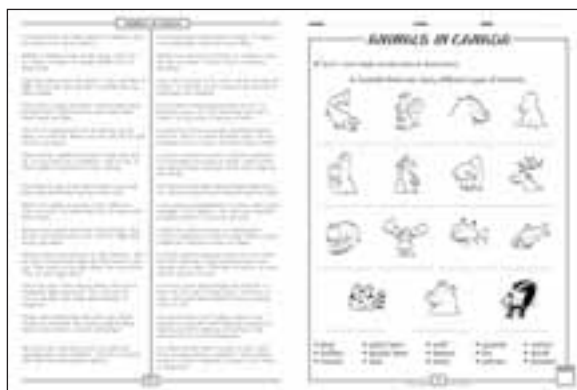
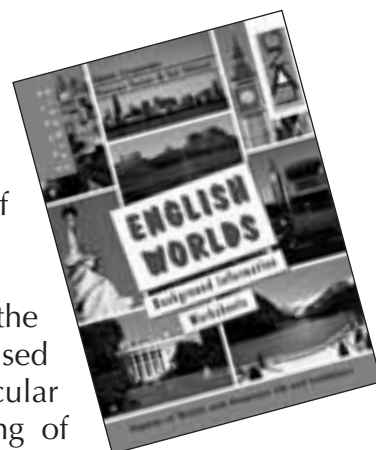


Language leads to culture - culture leads to Language

Many English language teachers in the Primary school are reticent to encourage the children they teach to discuss the different styles of life and traditions between their own realities and those of their peers in the United Kingdom, the United States of America and Canada.



This reticence is often due to the Primary teacher having specialised in studies of a different curricular subject and not in the teaching of the English language which is inevitably linked to aspects of British and American life and traditions. Putting aside nationality, language is culture - language leads to culture in the same way that culture leads to language.



It is generally accepted that with communicative skills a person can teach any subject or skill providing the teacher has a little more knowledge than the learner.

LANG have recently published **ENGLISH WORLDS**, a manual for teachers of the English language in the Primary school which contains photocopyable worksheets on aspects of British and American life and traditions together with background notes on the lexical sets and topics mentioned in the worksheets. The background notes, in both English and

Italian, give extra information on a topic which the teacher can use as he/she thinks necessary in the classroom. **ENGLISH WORLDS** gives the teacher the opportunity to face the topic of *civiltà* with increased confidence, especially those teachers who have had little or no contact with the culture or the traditions of Great Britain and America.



ENGLISH WORLDS will be offered exclusively to English language teachers in the Primary school who have adopted a LANG course for the school year 2006-2007.



An Easter Chick Action Rhyme

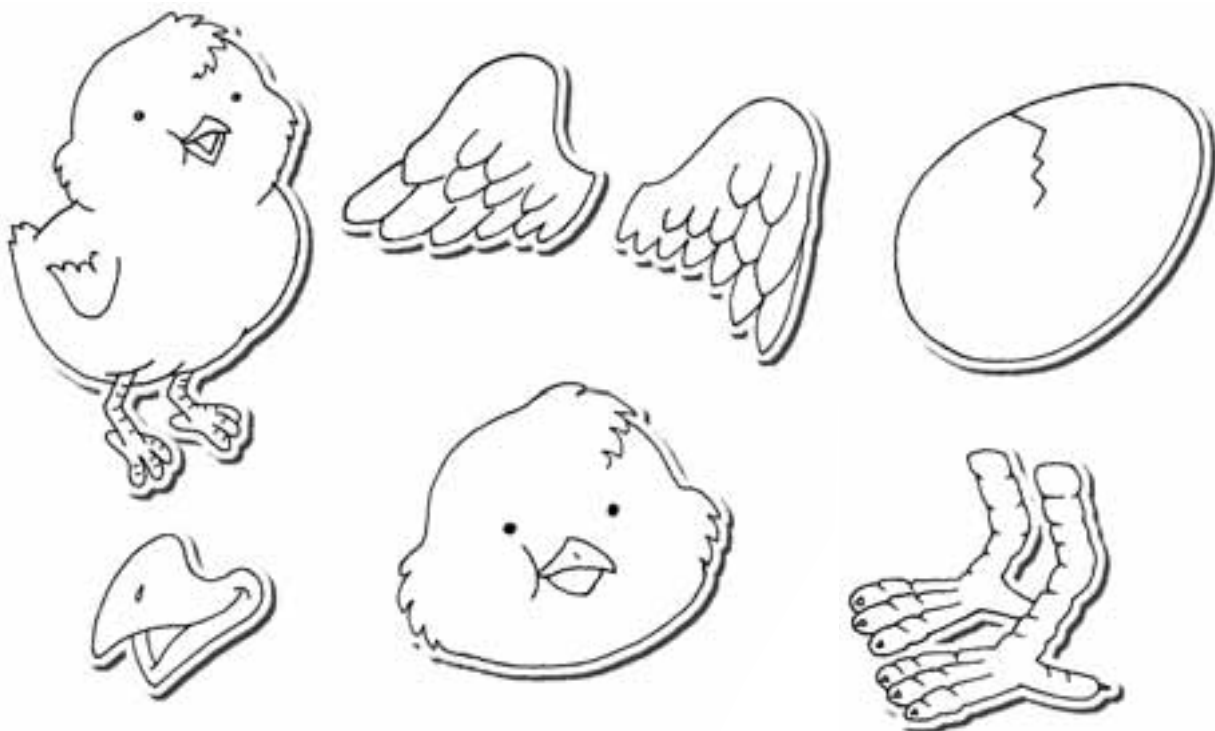
WORKSHEET



Chicks have become associated with Easter because they come from the egg – another symbol of new life. Here is a simple action rhyme that also teaches vocabulary about chicks.

- | | | |
|--|---|--|
| Inside the egg | → | <i>(arch arms over head, hands joined to represent the egg)</i> |
| peck, peck with a beak. | → | <i>(make one hand into a beak shape and pretend to tap the side of the egg)</i> |
| Out pops a head to take a little peek. | → | <i>(put hands horizontally, fingertips joined in front of your face and look over the top)</i> |
| Out step two legs, | → | <i>(pretend to step out of the egg)</i> |
| out flap two wings. | → | <i>(flap both arms as if trying to fly)</i> |
| Here's little fluffy chick that Easter always brings! | → | <i>(crouch down on the ground like a baby chicken)</i> |

- Match the word and the picture.



beak
 head
 chick
 egg
 legs
 wings

Enlarge to use.

Intercultural competence



Maxine Jones

English is the first language for about 400 million people in the world. As every language reflects the beliefs, values and assumptions of the culture it came from, learning English also involves learning the culture it expresses.

In fact, one of the many positive aspects of learning a foreign language is that it helps to develop awareness of other realities, traditions, ways of life and thinking about the world. By comparing and contrasting the culture of the target language with their own, students develop cultural awareness. They learn to reflect on their own culture, respect the cultures of others, and relate comfortably to others by comparing those cultures. This is why the *civiltà* component of all language courses is so important. Developing this intercultural competence from a very young age is considered essential not only on a European and global level but also on a national level considering the multi-cultural and multi-ethnic reality of Italian classrooms today. The **Circolare ministeriale n. 73, 2 marzo 1994, Proposte e iniziative per l'educazione interculturale** states:

Nella ricerca sull'intercultura, si richiama la consapevolezza della propria identità e delle proprie radici come base essenziale per il confronto; d'altra parte si sottolinea, di questa identità, la struttura composita, il carattere dinamico e l'articolazione secondo livelli diversi di appartenenza: locale, regionale, nazionale, europeo, mondiale. Risalendo alle radici, il rapporto interculturale risulta uno sviluppo della relazione tra il "sé" e "l'altro", ne esalta la funzione costruttiva e implica la capacità di concepire la propria identità come potenziale "alterità", nell'ottica dell'interlocutore.

However, English is an official language in many other countries too, including South Africa, Uganda and India. It is a second language for 450 million people in the world! And there are about 1,000 million students of English worldwide. As adults, students will often use English as a common language with non native speakers for travel, work and study. There now exists a truly global community using English for cross-cultural communication.

Highlighting the increasing importance of English as an international language which is often used as the *lingua franca* in multilingual situations can give students increased motivation to learn the language.

When asked why they are studying English, primary school children will often reply "Because we do it in school", "Because my Mum and Dad say it's important", "So I can understand pop songs and MTV". The more meaning and relevance a subject has for students the greater their interest. If they understand that English can help them communicate with the world it could make it a more exciting subject to study! This is best done from late in year three upwards, so students have the necessary background knowledge to understand the concept.

Of course preparing students to use English as a *lingua franca* in a multicultural context requires us to broaden

our perspective in relation to the cultural aspects taught in the course. Underlining the use of English as the language of communication between many diverse cultures also implies developing students' intercultural sensitivity. We can extend the *civiltà* programme to include world communities and people, for example.

English is a subject which lends itself particularly well to a cross curricular approach - it can easily be linked to subjects such as art, science, geography and maths. Considering it as a global language of cross-cultural communication we can include a study of different countries and cultures, using the following categories as guidelines. They recycle vocabulary studied in the first 3 years of the English Curriculum, or use words to be introduced in years 4 and 5, allowing them to be contextualised and repeated to aid memory.

Festivities (This could include major festivities such as Chinese New Year or the Hindu festival Divali.)

Food

Fairytales/folktales

Clothes

School/family living: timetable, school subjects, class size, daily routine

Geography: countries, ocean names, country flags, continent names, first and second languages spoken, climate/weather, animals

Games played around the world: directions, the body, prepositions,

Which countries to include in this new possible extension to the curriculum? The wealth of cultural heritage that students of various cultural and ethnic backgrounds bring to the classroom can become a rich resource. The focus on English as a language which crosses borders to include all world cultures can represent a meaningful inclusion of aspects of the variety of cultures present in the classroom. You can choose a theme such as games and explore the different popular games of the children in the class.

Alternatively a school twinning project could be arranged - for example the Lang Primary Our Italy - Our Ukraine project. Different classes can create materials relating to different areas such as those outlined above, using photos, video, cassettes and so on. The material can then be exchanged and discussed. If time and resources allow, organizing penpals or e-mail exchanges can be very stimulating. When the schools involved are from non-English speaking countries, the project can emphasise in a concrete way how English serves to cross borders and breakdown language barriers.

Games, worksheets and bibliography on world festivities are available at www.langedizioni.com. In this case I suppose it would go in the festivities thread, but I'll have to leave that part up to you.

Kids' Corner

John Batty

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



Spring is in the air

It will soon be spring and the cold months of winter will be finally behind us. Nature will show its head with its wonderful shapes and colours making us all feel a lot happier. In this edition of **Kids' Corner**, we are offering some fun and bright ideas and activities that can be integrated into lessons that concentrate on the **theme** of spring while teaching a wide range of lexis and grammatical structures.

Teaching English as a foreign language to children can be enriched when the teacher uses **thematic** modules that focus on content-area information, engaging the students in activities that provide them with the opportunity to use the target language in meaningful contexts and in new and complex ways.

When teachers plan lessons they should focus on the five Cs of Communication, Culture, Cross-curricular teaching, Comparisons with the students' native languages and Cultures and the use of foreign languages outside the classroom. A **Theme-based** (Scarcella & Oxford, 1992) curriculum reinforces or extends the content of the regular classroom curriculum to give coherence to the language lessons. A module on spring, for example, might include vocabulary that describes plants, animals or even weather that the children are learning about in Italian. Students might also listen to a song or a poem about the weather and compare it to the observations of other cultures or even with other students in other parts of the world through class email exchanges in the target language.

The teacher's role in a communicative language lesson includes introducing vocabulary and phrases and providing comprehensible language input for the students. Students need opportunities to be active in the tasks that require them to negotiate meaning and practice language communication with their teachers, their peers and others.

Although each class is different from the other in content and specific activities, all teachers should plan interesting thematic modules that include a daily review of language; rich, comprehensible input in an immersion setting. Although creating thematic modules/lessons takes time and effort on the part of the teacher, this way of teaching provides the students with a meaningful and exciting context in which to learn a language.

ACTIVITY 1: Bumble bee paper fold kite

What you need:

1 sheet of copier paper
sewing thread
a stapler
a hole punch

What you do

1. Fold the sheet of paper in half.

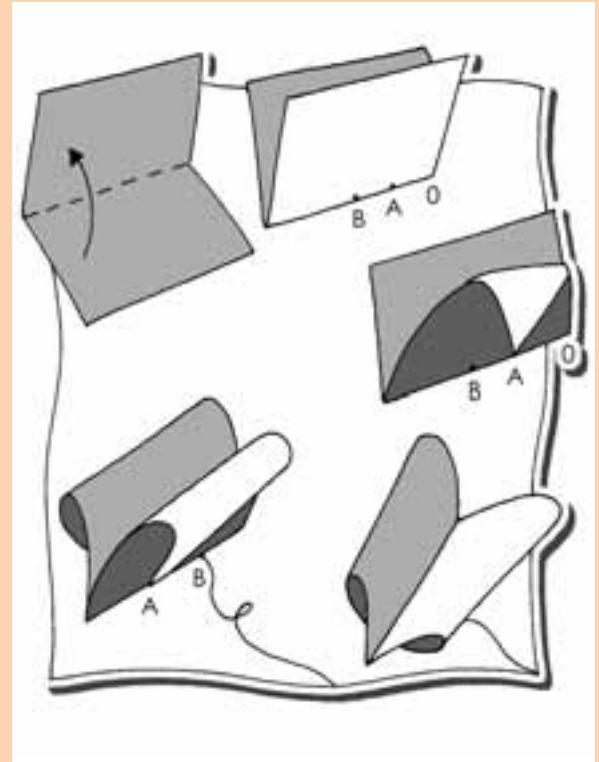
2. Mark two points, A and B, on the folded edge of the paper. Point A should be 6,5 cm from the end. Point B

should be 9 cm from the end.

3. Fold the top corners of the paper to point A and staple them into place. Do not crease the paper, just bend it back.

4. Punch a hole at point B and attach the flying thread.

5. Now you are ready to fly!



ACTIVITY 2: A helicopter

What you need:

colouring pens
scissors
A4 card
large paper clips

What you do

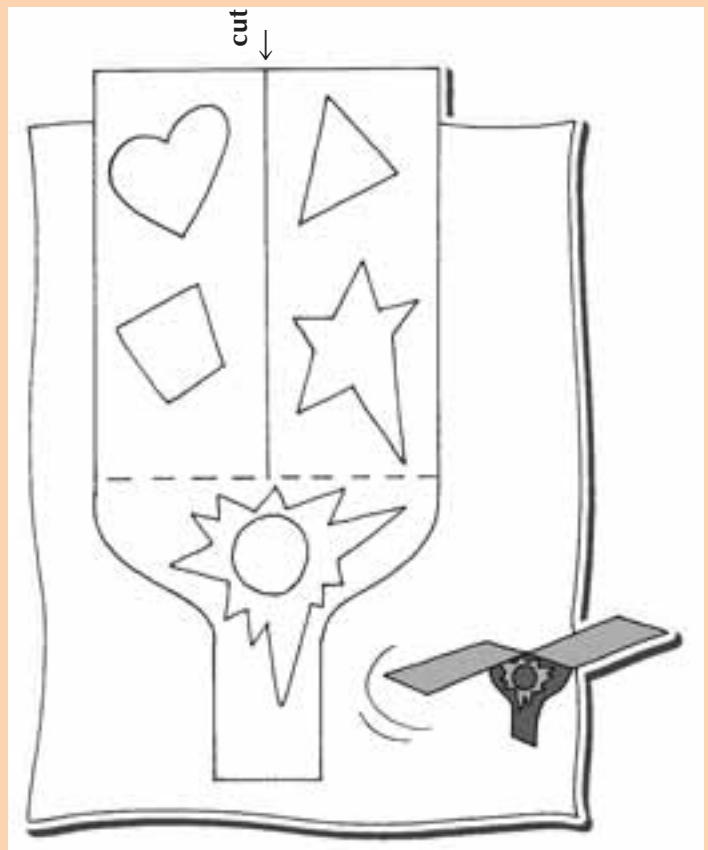
1. Enlarge and photocopy the template onto the A4 card.

2. Colour the shapes and cut out the template.

3. Fold the card along the dotted line in opposite directions.

4. Add the paper clip to the stem of the helicopter (this will serve as a weight).

5. Throw the helicopter from a high place and watch the colours blend together.



ACTIVITY 3: Flowers

What you do

1. Draw a large flower shape on the green cardboard and cut it out.
2. Staple the cardboard around the edge of the flower, leaving a small part unstapled, big enough to fit in a child's hand.
3. Fill the flower with strips of newspaper, starting with the petals. When the flower is full (don't put too much paper or it will burst) staple the hole that was left open.
4. Paint the flower, possibly with a happy face.
5. Take a green straw (for the stem) and staple it to the bottom of the flower.
9. Put the flowers up around the classroom.

What you need:

green cardboard
newspaper
a straw (for the stem)
poster paint
scissors
stapler



ACTIVITY 4: Butterflies



What you need:

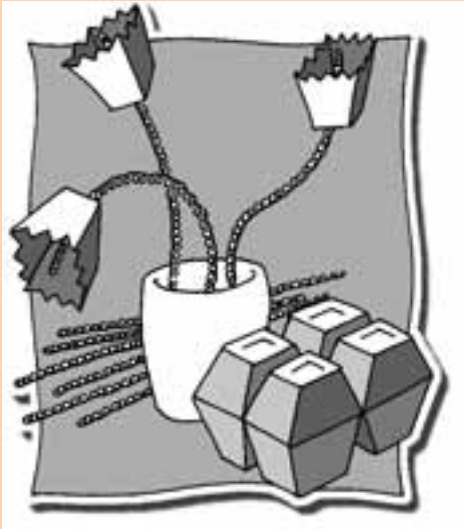
transparency paper
one sheet of paper
crayon shavings
(previously prepared with a sharpener)
hole punch
felt-tip pen for smooth surfaces
glue
scissors
string

What you do

1. Fold the transparency paper in two.
2. Draw half a butterfly with the body at the fold.
3. Turn the paper over and draw the other half of the butterfly using the original as a template.
4. Open the transparency paper and lay it flat on a surface. Cut out the butterfly.
5. On the white sheet of paper, draw a smaller butterfly.
6. Put some crayon shavings on the white paper and inside the butterfly and spread it with a finger. Cut out the second butterfly.
7. Put the smaller butterfly over the bigger one and staple them together on the fold.
8. Punch a hole in the middle of the bodies, thread the string through it and hang the butterflies up near a window.



ACTIVITY 5: Egg box tulips



What you need:

egg boxes
green pipe cleaners
white glue

poster paint
felt-tip pens

What you do

1. Use cardboard egg box sections. Cut the boxes to look like tulips.
2. Using the poster paint, decorate the shells to look like tulips, let the paint dry overnight. When the paint is completely dry add details to the tulips using felt-tip pens.
3. Make the end of the pipe cleaners into spiral shapes so it can be glued onto the base of the tulip.
4. Glue the spiral stem onto the tulip letting it dry for a couple of hours.

ACTIVITY 6: Hand print rainbow

What you need:

red, orange, yellow, green, blue, indigo and purple cardboard
a large piece of neutral - coloured paper (about 6,5 cm by 4 cm long)
scissors
a pencil and a marker pen
glue

What you do

1. Using the coloured cardboard, have the children trace their hands, make about 10 hand prints of each of the colours of the rainbow.
2. Cut out the hand prints with the child's name on his or her print.
3. Glue the hand prints onto the paper in a rainbow shape.



ACTIVITY 7: Indoor green house

What you need:

2 clear 2 litre water bottles per student
sand
earth
seeds
water

What you do

1. Cut one bottle so that the bottom is approximately 8 cm high. This is the bottom half of the green house.
2. Then cut the other bottle so that it is about 22 cm high. This will be the lid or the top of the green house.
3. Place a small amount of sand at the bottom of the 8 cm base.
4. Add soil and seeds. Water them and then close the green house by putting the 22 cm bottle top on the base.
5. Put the bottle in a sunny place and water every two or three days.



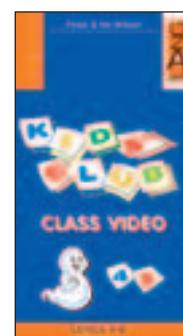
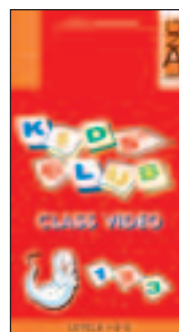
KIDS' CLUB comes alive!

Special video and DVD resources are now offered to teachers who have adopted this fantastic English language course

The promised video resources for KIDS' CLUB are now available from local LANG agents.

The video can be used in many ways:

- When the children have completed a listening exercise in their KIDS' CLUB course book they can watch and check their answers. In many instances the answers are animated and the art work differs from the course book to add extra interest to the *watching* phase.
- The dialogues can be watched by the children either **before** or **after** the children have listened to the audio recordings. The dialogues appear twice on the video. First without words and the children can listen to and understand the general gist of the dialogue. In the second segment the dialogue words are inserted as a reading exercise.
In both recordings of the dialogue the video can also be used as a listen and repeat exercise.
- In levels 4 and 5 the film inserts are based on the topics in the *civiltà* pages of the course book. These filmed extracts offer the children a more active way to assimilate aspects of British and American life and traditions. Complete transcripts of the commentary to the films can be downloaded from www.langedizioni.com by clicking on the **KIDS' CLUB** page.



To those teachers who have adopted **KIDS' CLUB**, **LANG Edizioni** not only offer the video cassettes but also a **DVD** version so that teachers can prepare their lessons at home, where they are more likely to have a DVD player and not video cassette facilities.

It is recommended that teachers who have easy access to a video recorder use the recordings regularly to get the most out of the video.

The children will get great pleasure out of seeing the pages of **KIDS' CLUB** animated and this will motivate them to look forward to using the course materials.

New Come Along

Supplementary Teaching Resources

New Come Along is one of the most popular course books for Primary school English language classes in Italy. To assist the teacher in the preparation of extra materials to recycle and reinforce the language that it introduced during the five years of the course, **LANG Edizioni** have published a two-volume complimentary set of

NEW COME ALONG SUPPLEMENTARY TEACHING RESOURCES

These resources, which can be photocopied and distributed in the classroom, are divided into two volumes: one for years 1, 2 and 3 and the other for years 4 and 5.

The sections of the volume for years 1, 2 and 3 include:



Storytime

simple stories with tasks practising a variety of language skills

Action rhymes

rhymes in English for the children to learn, mime and act out

Developing writing skills

offers the opportunity for children to practise the writing skill through creative activities

Developing reading skills

reading exercises with various tasks from reordering text to linking text to illustrations

Talking pictures

imaginative illustrations which encourage the children to practise extended speaking tasks

Wordsearches

captivating exercises to practise spelling.



The sections of the volume for years 4 and 5 include more complex language activities divided into these sections:

Reading comprehension

activities to consolidate the various reading skills

Talking pictures

imaginative illustrations which encourage the children to practise extended writing skills

English grammar

exercises to reinforce the forms of the English language introduced during lessons

Crossword and wordsearches

captivating exercises to practise the spelling and definition of words

Storytelling

stories with language activities to consolidate the writing skill

Vocabulary build-up

exercises to reinforce and recycle the lexical sets included in the course

CLIL

ideas and activities for practising English through different curricular subjects.





Make an Easter Chick

WORKSHEET



You will need:

Cardboard eggshell section	Orange card or paper
Yellow wool	Scissors
A piece of thin card	Glue
White paper	

What you do...

1. Cut two circles with a diameter of 6 cm from the thin card.
2. Cut a hole in the centre of each one with a diameter of 3 cm. This will make two rings.

3. Put the two rings together and start winding the yellow wool around both as shown. Keep winding until the hole in the middle is almost completely filled.

4. Cut the wool around the circumference and then tie a length of wool tightly around the middle between the two card circles.



5. Gently pull off the card circles and fluff out the wool to make a pom pom.

6. Make two small circle eyes from the white paper and a small triangle orange beak from the card. Stick on with glue to make the chick's face.

7. Sit the pom pom chick inside the cardboard eggshell section.



To the Teacher

To make this into a listen and do activity, make the chick with the children using these simple English instructions:

Draw circles.	Take off the card.
Cut out the circles.	Make a fluffy ball.
Wind the wool around.	Make eyes and a beak.
Cut the wool here.	Stick on the eyes and beak.
Tie the wool like this.	Put the chick in the egg.



More SUMMER ENGLISH LESS autumn revision!



Summer holidays are now approaching and children, (as well as teachers!), are starting to think about all the things they plan to do during the break.



Teachers should use the summer break as an opportunity to encourage the children to spend a short time each day to revise the various aspects of the English language they have studied during the year. Classes that adopt a summer book will have to do less revision work at the beginning of the next school year.

The LANG publications suitable for English language summer work are varied.



Prime Readers for children at different levels – these include not only a story to be read and understood but also language games and activities – each reader has either a CD audio or audio cassette attached.

Summer book series – one book for each Primary year.

LANG offer two series, **New Summer Fun** (see presentation on page 5) and **Holiday Fun**.



Holiday Fun offers five summer books which include not only stimulating, colourful language exercises but also a look at aspects of British life and traditions. Children will learn and revise the vocabulary associated with the many different locations and ways of spending a summer holiday. Levels 3, 4 and 5 are accompanied by audio cassettes. The various levels of Holiday Fun are not linked to any specific course book although the syllabus follows the guidelines of the *Indicazioni Nazionali*.





Skipper is another extremely useful summer book. It is designed for children in the fifth year of school who will be attending the *scuola secondaria di primo grado* the following school year. This summer book brings together the various strands of language the children have learned during the five years of Primary education into the language framework that the children will meet in their new schools.

It is designed as a bridge for the children between the Primary and Secondary school when the teaching of the English language is a little more formal.

The book is accompanied by a CD audio which includes the various listening exercises. As

the language teacher will not teach the children again

after the end of the Primary school, we have included the answers to all the exercises in a text file on the CD audio which will open when the CD is inserted into a computer.

However, the student is not informed of this feature, giving the teacher the option of telling the children or not depending on the individual situation.



Testing children: why - what - how

Sarah Gudgeon

Testing young learners of English can be a tricky business and to make it a little easier one needs to think about **why**, **what** and **how** we test.

COMMON ERRORS

The main aim of testing a class should be to highlight common errors that many of the children commit as this is an indicator of a gap in the topic taught, whether it be a particular grammar point or lexical set. The teacher should consider the results of a language test not as a measure of the linguistic weaknesses of the children, but as a helpful signpost that they need to take a step back and review an area, before moving forward with the syllabus.

ALL THE CHILDREN SHOULD PASS

Testing should be a positive experience for young learners and the tasks set should give them the opportunity to demonstrate what they do know in English, rather than make them feel under pressure to perform. All the pupils should *pass* a test quite simply because they have participated and hopefully because, regardless of their capabilities, they have tried to do their best.

TEST ONE SKILL AT A TIME

When devising a test, the teacher needs to be absolutely clear on what is to be assessed and to focus on a particular skill. When testing reading comprehension, for example, the teacher wants to see how much of the language/vocabulary the child remembers and therefore marks should be awarded for correct answers, regardless of spelling and punctuation, which are both writing skills. These areas should be tested on another occasion within the confines of a writing test.

The same framework can also be applied to the

speaking skills; when children are involved in a communication activity it is not their accuracy that is under the microscope but their fluency and their enthusiasm to try to make themselves understood.

Enthusiasm is a key word in the testing arena. It is great that children now start to learn English at such a young age and that on the whole they are very keen to do so, but this also means that we must be extra careful not to bury this enthusiasm with excessive testing. We want children to regard learning English as a fun activity and, with time, they will come to realise that it is also a gateway to further opportunities.

ALTERNATIVE WAYS OF TESTING

Therefore, apart from the traditional methods of testing which usually involve giving each child a test sheet that they must complete individually in a fixed time, teachers may also like to consider the option of project based assessments. Children can work in groups to complete a task such as, for example, a class survey on favourite sports or a poster that depicts traditional English foods. These kinds of activities give the teacher the chance to assess the children in a more natural environment and also allow the children to produce something concrete that can then be displayed in the classroom. By involving the whole class in such a way, even the weaker students will feel that they have really achieved something that they can be proud of.

Naturally, testing methods must be adapted to meet the changing needs of the students, which means that children in the fifth Primary year should be tested in a more structured way, at regular intervals, to help prepare them for the transition to the *scuola secondaria di primo grado*.



PROJECTS FOR
CLASS AND TEACHER

Special project for the English language teacher

The project for this issue of LANG Primary is a special project for the teacher.

One of the skills that teachers of children have in common is that of imagination. Teachers who are not born with a vivid imagination as a natural gift develop this skill with experience in the classroom as they have not only to answer questions and explain sometimes complicated concepts in language that children need to understand, but also have to encourage the children to develop their own imaginations through example, especially when telling stories to the children.

We invite teachers to use their imaginations and to complete the story below.

Teachers should write a **maximum of 300 words**. Please write in English but do not worry if you have doubts about the correctness of the language as the stories will be edited at LANG.

A special panel will choose the **THREE** most imaginative stories. These stories will be illustrated and then published in the special 25th anniversary issue in December 2006. The stories will also be recorded and the recordings put on the web site www.langedizioni.com so that they can be downloaded and played in class as a listening task. The illustrations will be arranged as worksheets so that the children can listen and follow the pictures.

Robin's empty stomach

Robin woke up with a hole in his stomach. 'I'm hungry', he thought, 'it's time for breakfast'. He got up and cleaned himself ready for the day ahead. Then he jumped onto the edge of his nest and looked out. 'What's happened', he called out. All he could see was white. The whole world was white. The trees were white, the bushes were white and the land was no longer green and full of beautiful yellow and red flowers. Everything was white. 'Where have all the colours gone?', he asked a beautiful flake of snow as it passed his nest. There was no answer. He flew out, up into the sky but when he looked down all he could see was white. There were no red or blue berries or tiny insects for him to eat for his breakfast. 'Oh, no. I'm very, very hungry', he sang to the cold air

.....

When the story is complete, print it and send it together with the completed Project form below to:

PBM spa
LANG Primary Teacher Project 23,
Corso Trapani 16,
10139 Torino

If you use email also send a copy to: primary@langedizioni.com

All projects should be received by 15.06.2006

All the materials submitted become the property of Paravia Bruno Mondadori Editori and reproduction rights are reserved.

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Name of teacher _____

Email address _____ @ _____

Name of school _____

Address _____

City _____ CAP _____

I confirm that the story I am submitting is original material produced by myself. I agree to the conditions explained above.

Signed _____ Date _____

A very special request



We would like to bring our data bank of teachers who receive **LANG Primary** up-to-date to include email address for the thousands of subscribers who became subscribers in the first years of publication of our magazine. More than 9000 teachers have subscribed to **LANG Primary** and most of the more recent subscribers have given us their email addresses as this information is now included on the form at the bottom of the page. These teachers will probably have received via email announcements of seminars in their areas as well as other information. We are, however, unable to send emails to those subscribers who joined our list earlier.

Therefore, a **big please**, if you have not already sent us your email address (or have recently changed), send an email to primary@langedizioni.com with subject **LP email**. In the text just write your name and address. This will help us complete our mission statement you will have seen in all issues of our magazine:

LANG Primary

keeping the teacher informed

The next issue of **LANG Primary** will be published in October for the start of the new school year and a special edition is planned for our 25th anniversary in December 2006.

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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