



formerly **LANG** Primary

For your  
classroom wall  
**New school  
year calendar**



**October 2007  
Issue 27**



## Happy New (school) Year!

When teachers open this October issue of **Primary Times** this year's summer holidays will be over. Hopefully, towns and cities are not too wet and grey!

The new school year has just started and lessons are underway. Teachers of all subjects have one important **need**, the need to discover just how much the children have forgotten or, more importantly, how much they remember from the lessons in the previous school year.

A period of revision begins with the gradual integration of new language items. This issue of **Primary Times** includes discussions on the importance of revision accompanied by specific worksheets. Teachers will also find lots of ideas for lessons on the theme of Halloween.

Inside this issue there is an imaginative 2007-2008 school year calendar for the classroom wall. We hope that the illustrations and photographs lead to interesting discussions amongst the children. There is also an article linked to the calendar on the teaching of the date from the first year of primary lessons.

As the leading L2 publisher, LANG-Pearson Longman needs to stay constantly in touch with the realities of the Italian primary school in terms of the requirements and objectives of both the children and the teachers. We have included a questionnaire card with this issue of **Primary Times** and we would be extremely grateful if you would fill in the card answering the questions. When it is complete, please pop it into a postbox (no stamp is required). Please return the card by 15<sup>th</sup> November 2007. We are very interested in knowing not only what text books our readers have chosen for 2007/8 but also the reasons teachers change from one text book to another. We will send a small token of our appreciation to all those teachers who complete and return the questionnaire card to us.

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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



# Expect the best... when the kids are back

**At the beginning of the new school year: the long walk to teacher motivation, self-esteem, and the belief in the humorous approach**

*Laura Papetti*

The school year has just started. You, the teacher, are focusing on how to welcome back your students, how to encourage them to revise what they learned the previous year and how to motivate them to participate actively in the new school year activities following the long summer break.

You have probably already seen the pain in the eyes of your children when, in September, all tanned and cheerful, they have to get used to sitting behind their desks again and concentrating for long periods of time. You have probably already tried to tackle this difficult moment with efficient lesson plans and a solid and rich revision programme. However, maybe you have not taken time to focus on yourself. Maybe you had no time to do so, as you rushed into the classroom straight after your own long summer break.

As it is the beginning of a new school year, if you have got a few spare minutes, it is worth asking yourself a few questions:

- How do I feel when I think about starting the whole thing again?
- What is the prevailing perception I get when I close my eyes and imagine a typical lesson in September/October? Stress, boredom and a sense of uselessness or happiness, curiosity and fun?

They say: *You always get what you expect.* As YOU are the teacher, your expectations, your feelings and your attitude at the start of the year can make a dramatic difference to your learners. If it is true that *you cannot make a learner learn unless he/she wants to*, it is equally true that you

are the main tool through which learning can occur. Even when you are working with the most challenging of classes, it is, most importantly, your own attitude that creates the setting for the events that follow in the school year. Although, at first glance, this last statement might sound threatening, it is in fact the acknowledgement of the great and invaluable opportunity you have in your hands.

The latest trends in psychology claim that there is no actual reality in life, but rather a multitude of points of view and ways to experiment the world.

Try to adopt a different point of view and rephrase the following sentences:

Example: Oh, no! I've got the worst group in the school!

*I'm going to make a real difference to this group.*

How slow they are! They can't remember anything!

They have forgotten so much during their holidays.

These few students lower the level of the entire class.

My students think that English is boring. They won't learn anything.

These children will never use English in real life.

If you have managed to get to this point without turning the page, try to hold on for a few more minutes before you exclaim: *Oh, but... let's go back to reality.*



The idea I would like to propose is that, although you may not be able to cover the whole revision programme you have in mind, you have the opportunity to create an atmosphere of curiosity, interest, high interaction, and to establish positive feelings between you and your classes.

The following are just a few stimuli and suggestions on how, practically speaking, you can gently introduce a positive attitude, motivation and a new way of looking at foreign language learning and to integrate these with the need for proceeding with an efficient language learning programme.

Here are some ideas to start boosting a positive atmosphere during the English language lesson:

- Tell jokes, show very simple comic strips/pictures or find humorous stories for your students to enjoy.
- Ask simple survey questions that motivate your students to interact with their classmates on topics that they covered the previous year.
- Ask your students to mime the meaning of their favourite word in English.
- Ask your students to invent a magic formula (in English) that everybody has to recite at the beginning of the English lesson in order to make the switch from Italian to English.
- Ask your class to write a recipe for the most disgusting soup in the world.
- Ask your class to divide themselves into cake eaters and pizza eaters (a good way to divide the class into two groups before beginning an activity).
- If you work with groups within the class, ask each group to choose a secret password, a secret word that identifies the members of that group.
- Divide the class into three or four groups and ask each one to prepare their ideal shopping list, as if they were allowed to do their shopping in the Ideal Shop. Remind your students that at the *Ideal Shop* they can only speak English.

- Ask your class to sing a simple song that they learned and liked the previous year. Then encourage them to change the traditional lyrics of this song with others, using vocabulary and expressions in a creative and possibly humorous way, for example *head and shoulders* could become *socks and shoes*).
- Visual impact has become more and more important these days. Children learn a lot from what they see and from what they are asked to do. No matter what their favourite learning styles are, people learn best if they have to actively elaborate what they are exposed to. Why not involve your students in the making of visual dominoes, picture cards, posters, etc? You could even organise a competition between groups. The materials should be kept in class and used as many times as possible during the year.

The idea behind these few suggestions above is a simple but crucial one: creating a positive attitude towards language learning is not difficult if YOU have a positive attitude in the first place.

Fun is a serious thing and it is you, the teacher, who can bring fun effectively to your classes if you believe and expect it to work for your purposes.

If, by any chance, a negative thought should strike you at this moment, or just accidentally cross your mind, a thought such as *But I'm not a humorous person, I don't know how to add fun to my classes*, here's a serious quote to reassure you:

*"It is not the thing itself that is fun or not – it is the way we think about it. Dare to play with your brain, and you will find that you can actually add more play and enjoyment in your teaching/learning".*

(Tim Murphey – *Language Hungry!* - Helbling Languages 2006)





# Language revision activities for the start of the year

*Donatella Santandrea and Philip Curtis*



Beginnings are important and none more so than the beginning of a new school year. The length of the summer holiday in Italy means that pupils become de-schooled during their weeks away. The challenge for teachers is to re-school the children quickly and effectively. In the teaching of primary school English the increase in the use of the **summer holiday study book** has meant that many students have at least some contact with the language during the break but, if our experience is anything to go by, this is often concentrated into the last few days of holiday before the pupils return to school!

Our experience is that the start of a new school year is also the perfect opportunity for teachers to modify their practice in order to enlarge and emphasize the use of English in everyday practice. This might be something as simple as preparing posters with classroom English phrases, such as 'I don't understand', 'How do you say "x" in English?' or 'What does "x" mean?' that can be displayed in the classroom or English lab, or it could be an undertaking to speak more English in their everyday teaching. Organising revision activities requires planning and the preparation of appropriate materials. Recycling and revising previously learned material is essential in all teaching, especially the teaching of a language, and this is particularly true after a long break. There are many advantages of starting the new school year with a well-organised revision programme. Here we identify three of the most obvious.

1. By beginning the year with familiar material, preferably something simple, the confidence of the students is immediately reinforced. They are reminded that they are already users of English and that they have already acquired many language skills. The message from the teacher is positive and the students feel positive too with their self-esteem reinforced.
2. Student familiarity with the material presented also allows the teacher to remind students of his/her expectations as to their behaviour and method of working through practical activities. The classroom rules on such things as putting your hand up, working in groups, speaking as much of the time as possible in English etc. are much more effectively re-proposed while the pupils are involved in learning activities related to familiar language.
3. Revision allows teachers to assess the level of any new students and to identify any 'gaps' in their knowledge compared with their peers. This can be invaluable as it allows the teacher to plan and start an immediate 'catch-up' programme.

Of course there is the danger of de-motivation in recycling and revising material: the students' feeling of 'not this again!' or 'but we've already done this ten times!' This is a real danger and should not be dismissed, especially at the start of the year. The challenge for the teacher is to find and/or prepare new material on familiar topics in such a way that the students feel stimulated and yet secure at the same time. In this way a productive environment is immediately created in which the students from day one - lesson one are working in English.



Based on the concept that *individually the children remember very little but collectively they remember a lot* dividing the children into groups and getting them to brainstorm lexical sets is a popular revision activity. Here follows the description of two other revision activities. The photocopiable worksheets are on the following pages.

### Back to school – Pencil case check (page 6)

- Year:** class 2 or 3
- Aim:** to revise pencil case vocabulary, to reinforce the importance of bringing a complete pencil case to school and to check this by themselves.
- Key vocabulary:** pencil, pen, scissors, glue, ruler, sharpener, coloured pencil, rubber
- Key structure:** Have you got... ? I've got... I haven't got...
- Skills:** reading, writing, speaking

1. Distribute one sheet to each child.
2. Ask them to read and circle the words.
3. Get them to colour only the objects that they have got in their pencil case.
4. Tell them to list the objects that they have and have not got in the appropriate column.



Divide the children into pairs. Write the model dialogue on the blackboard. As the activity proceeds, the teacher can gradually wipe off the words.

- *Have you got a ruler in your pencil case?*
- *Yes, I have.*
- *And you, have you got coloured pencils in your pencil case?*
- *No, I haven't.*

An alternative would be to do the colouring activity (3) as a listening with the teacher instructing the pupils to colour the articles. For example: *Colour the rubber grey. Colour the pen black.* etc.

### Holiday Scrapbook (page 7)

- Class:** class 4 or 5
- Aim:** to revise vocabulary and structures from previous year.
- Key vocabulary:** action verbs, clothes, food, toys, prepositions of place, animals, weather
- Key structures:** It's a bike, she's eating an ice cream, the book is on the chair, it's raining, there are two dogs
- Skills:** writing, speaking

Divide the children into groups of three or four and give one sheet to each child. Invite each group to choose one illustration.

The task is for the groups to invent as many complete, correct sentences in English to describe their chosen illustration. The sentences under the illustrations offer structural prompts. The teacher should revise the structures at this stage eliciting example sentences from the students that can be written on the board. When the groups have written their sentences ask them to read to the class. The group with the highest number of correct sentences wins. The teacher can award extra marks for particularly good sentences.

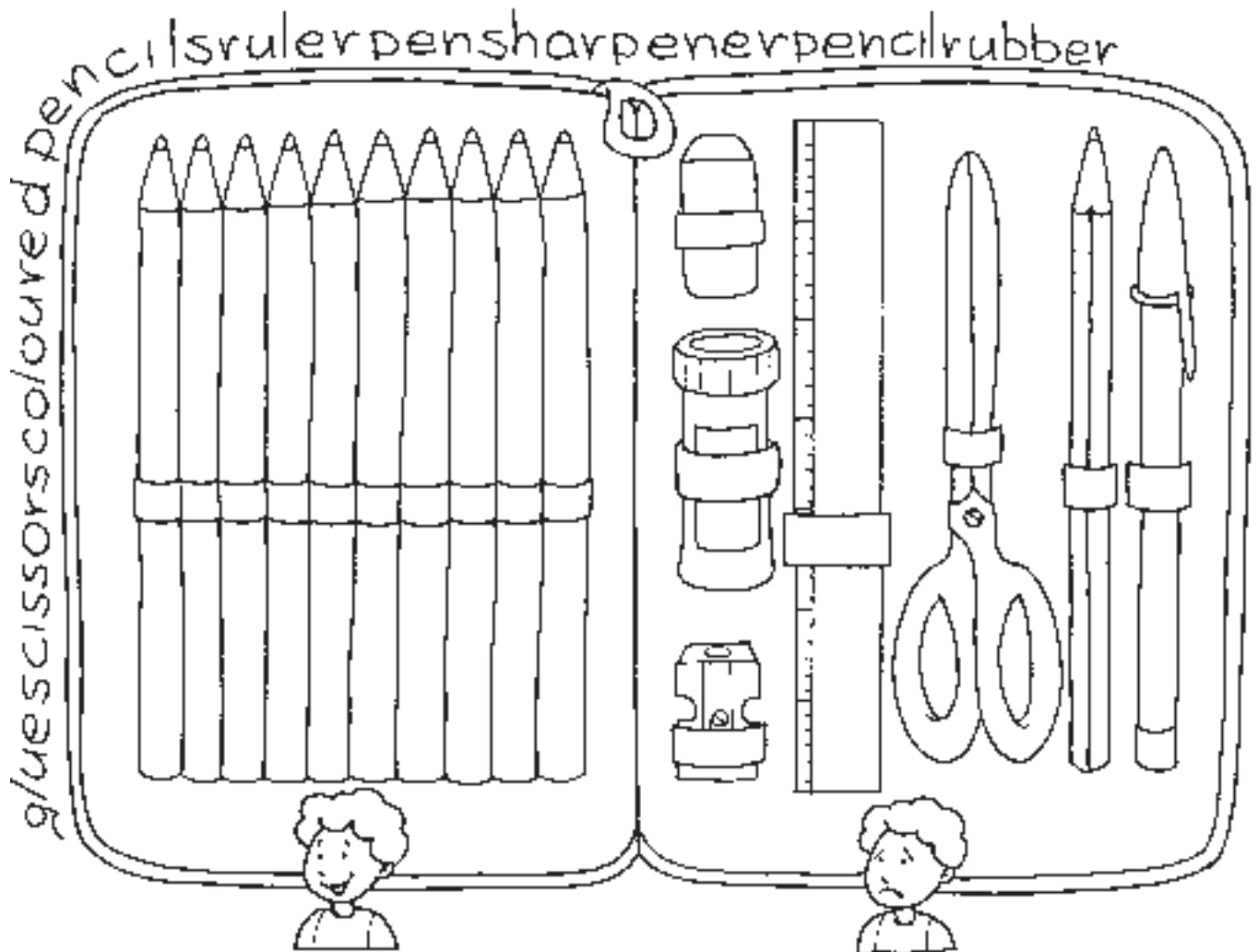
An alternative would be to do a listening activity before the group work asking the pupils to colour different objects. For example: *In illustration 1, colour the umbrella green and red. In illustration 3, colour the kite blue and yellow.* etc.



# Back to school Pencil case check

WORKSHEET

(for the teacher: see page 5)



In my pencil case I've got...

.....

.....

.....

.....

.....

.....

In my pencil case I haven't got...

.....

.....

.....

.....

.....

.....



# HOLIDAY SCRAPBOOK

## WORKSHEET

(for the teacher: see page 5)

CAN YOU REMEMBER?



- It's a bike.
- She's eating an ice cream.
- He's cooking sausages.
- The book is on the chair.
- *It's raining.*
- *There are two dogs.*





# Introducing ordinal numbers, days of the week, months and the year

Tim Priesack



In most language courses for the primary school, ordinal numbers (first, second, third etc) are introduced in text books during the third or fourth years of lessons.

Ordinal numbers are often linked to dates, results of races, the hit parade, royal family dynasties etc.

However, the introduction of ordinal numbers can take place much earlier in a child's L2 career. Once the children are asked to use their copy books either to draw a picture or to copy words or sentences from the blackboard, the teacher has the opportunity to ask the children to write the date at the top of the page.

The date of work done is a very useful reference for both internal and external observers/readers.

It should also be noted that the date falls into an important language set for the children. This set includes common questions the children ask during lessons about the weather, the date, their hobbies, certain objects such as those in their school bags, school subjects etc.

This language set includes all the language the children NEED and WANT to use during the English language lessons. The language of the world around them. The children have no opportunity to use the English language outside the classroom, therefore the teacher should spend time creating the NEED for the children to speak, to listen, to read and to write in English during lessons.

The teaching of the date goes through various phases. The length of each phase depends on the abilities of the class.

## PHASE 1

The teacher says the date (*It's the 10<sup>th</sup> of November two thousand and seven*) and writes 10/11/2007 on the blackboard for the children to copy.

## PHASE 2

The children are asked to repeat the date given.

## PHASE 3

The teacher writes the month in letters and the children copy.

## PHASE 4

The teacher should wait until a month begins and exaggerate the pronunciation of the ordinal number, explaining that there is a difference between cardinal and ordinal numbers in the Italian language too.

The teacher should insist on the correctness of the ordinal number when the children repeat the date (*It's the **second** of December two thousand and seven*).

## PHASE 5

This phase is introduced before the end of this cycle. The teacher should decide the timing.

The teacher introduces the day of the week incorporated into the date. (*It's **Wednesday** the second of December two thousand and seven*). The children repeat the complete sentence and after several weeks will be asked to copy a list of the days in sequence.

With this issue of Primary Times we are offering the teacher an attractive school year calendar which will facilitate the approach to the introduction of the date during the English language lessons.

**Primary Times**

keeping the teacher informed





# Kids' Corner

*Maxine Jones*

Autumn is here, and with it comes sadness for the end of holidays... but the beginning of a new school year should bring joy and curiosity to the children!

In this Kids' Corner the teacher can find games and activities related to animals, flowers, rainbows and, of course, Halloween topics.

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



## ACTIVITY 1: Cat Quack Quack

This is a variation of a game popular with children in many English speaking countries. First show children flashcards of different animals. To help students remember the words and to make it fun, say the word and ask them what sound the animal makes. Repeat the word, saying "This is a dog and a dog goes woof woof!" When you finish going through the animals you have chosen, go through them again, still showing the flashcards, but mixing up the sounds. E.g. "This is a cat and a cat goes cheep cheep!" Ask the students if that is the right sound. When they say "No!!", hold up each flashcard and say "Does a dog go cheep cheep?" etc. until you get to the right card. Then you can go through them again, leaving silent gaps for the children to fill in, e.g. "This is a... (show flashcard of cat and children should say the word) and a cat goes... (children make the sound)." Now they are ready to play the game!

## ACTIVITY 2: Circle Game

Have students sit in a circle; place the flashcards used for Activity 1 in a pile in the centre of the circle. Revise the words before beginning the game. Turn over the top card and explain that it is the "magic" word. One student walks around the outside of the circle saying as many words from the flashcards as he/she can remember while touching each student's head... When the "magic" word is said, the student whose head is touched at that time must stand up and chase the student who touched them around the circle. The first one to sit in the empty place turns over the next "magic" word. The student standing begins again; "hamster, cat, dog..."

You can play this game with any lexical set, e.g. animals, colours, items of clothing, food etc.



## ACTIVITY 3: Halloween Rhyme

Ask the children if they know anything about Halloween. Halloween is an American tradition, but it is now quite popular in the UK and in Italy too, so everybody should know what it is all about.

Traditionally, on Halloween night, on October 31<sup>st</sup>, children dress up as ghosts, witches, bats and other scary characters and go from home to home, knocking on the door and asking: 'Trick or treat?' If the people in the house do not give them sweets, the children play tricks on them.

Here is a traditional Halloween rhyme for the children. You can accompany each line with an action, and make this a fun and energetic Total Physical Response activity!



Trick or treat

*(one child pretends to knock on a door and act threatening while another child pretends to open the door and act scared)*

Smell my feet

*(the child knocking on the door shows his feet to the other child by waving them in the air, the other child pretends to smell)*

Give me something good to eat

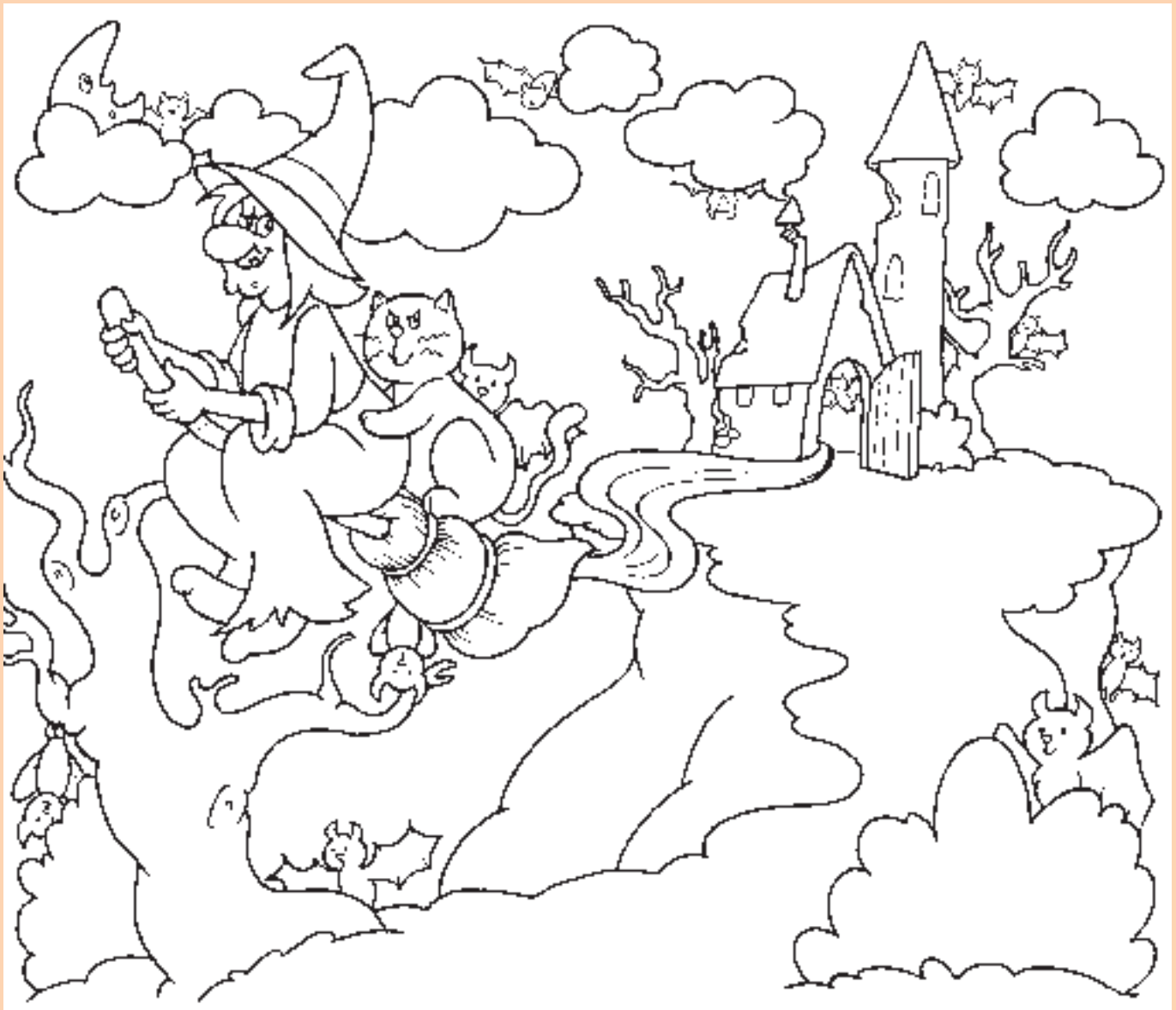
*(the child knocking on the door mimes the act of eating something delicious and the other child mimes the act of giving them something)*

(repeat everything twice)



### ACTIVITY 4: Halloween Bat Hunt

The Evil Witch has hidden 12 bats in the picture. Can you find them?



## ACTIVITY 5: Sing the Rainbow Song

The great thing about showers when it is sunny is the rainbow that appears! A rainbow helps children enjoy the rain and you can teach them the Irish legend of the golden pot at the end of the rainbow. The pot is guarded by a leprechaun, a traditional Irish sprite. (You can find more about the theme on the website [www.lang-longman.it](http://www.lang-longman.it) in the festivities section, St. Patrick's Day page).

Using flashcards, go through the colours of the rainbow with the children. Ask them to tell you all the things they can think of that are red, yellow, pink etc.

Teach children the **Rainbow Song**, holding up the colour flashcards as you sing each colour.

To hear the song go to:

[www.niehs.nih.gov/kids/lyrics/singarainbow.htm](http://www.niehs.nih.gov/kids/lyrics/singarainbow.htm)

Red and yellow  
And pink and green  
Purple and orange  
And blue  
I can sing a rainbow  
Sing a rainbow  
Sing a rainbow too!

Once the children are familiar with the song, sing some colours together with them, and only show the colour flashcard for others, asking children to sing the colour of the flashcard you show. Of course the real colours of the rainbow are: red, orange, yellow, green, blue, indigo and purple. So you can show children a picture of a rainbow, use their colouring pencils to show them the different colours and...

## ACTIVITY 6: Make the Rainbow Mobile

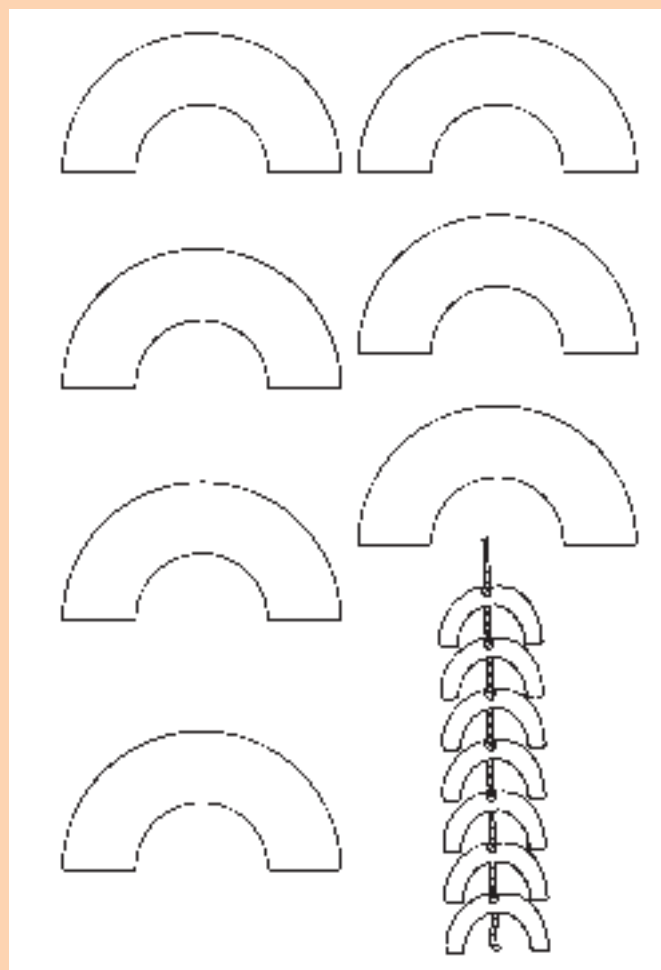
### What you need:

photocopy of rainbow template for each child  
crayons  
scissors  
coloured wool (50 cm per child)



### What you do

1. Photocopy and enlarge the rainbow mobile template to A4 size for each child.
2. Glue the page onto cardboard. Cereal boxes are perfect for this.
3. Colour in the different lines of the rainbow using crayons.
4. Cut out the lines.
5. Make a little hole in the middle of the line near the top of the purple line with a pencil.
6. Thread a long piece of wool (50 cm) through the hole and tie in a knot.
7. Make a hole in the centre of the blue line, and tie another knot, leaving a space of about 7 cm between the lines.
8. Continue like this until all the lines are connected with the wool.
9. Now the rainbow mobile is ready to hang in your classroom, in the school or at home, to brighten up the rainy days of autumn!







### ACTIVITY 7: Colourful tulips from egg cartons

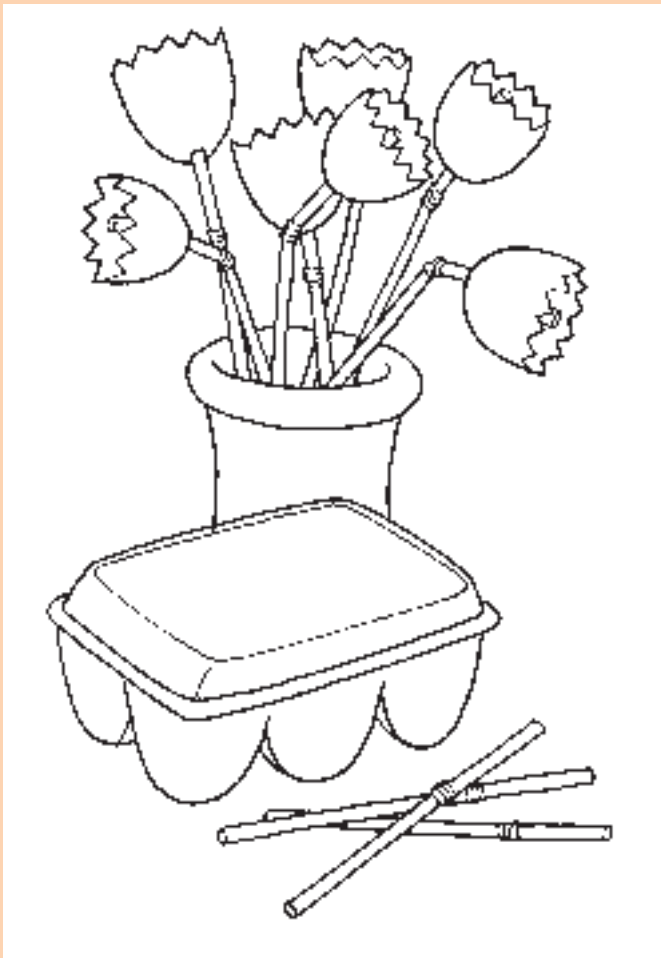
Plan this activity well in advance and get the children to bring in the cartons so that you can gradually build a collection.

#### What you need:

1 cardboard six-egg carton per child  
pencil  
scissors  
poster paints  
paintbrush  
6 green straws or 6 green pipe cleaners

#### What you do

1. Ask parents to cut a cardboard egg carton into six individual cups, as this can be difficult for very young children.
2. Draw an inverted triangle on each side of the cup, then cut these out, to make the petals of the tulips.
3. Using poster paints, paint the egg holders. If you want to practise the colours of the rainbow, remember each child will have six holders, so you need to bring one extra for everybody!
4. Punch a hole in the end of the egg holder with a pencil.
5. Push a green straw through the hole to make a stem. If you can find green pipe cleaners even better!



# Supplementary materials for the teaching of English in the primary school

A glance at extra materials the teacher can ask the children to buy during a school year to give them further practice in the English language.

The **LANG-Pearson Longman** catalogue offers the teacher many different publications aimed at specific areas of teaching/learning.

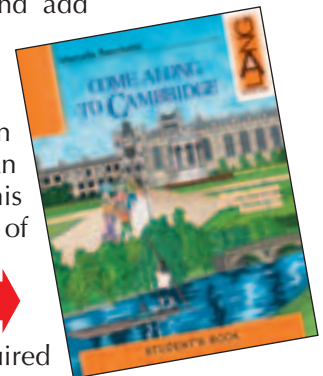
**Moving On 1 and 2** offer extra language practice for children in years 1 and 2. Useful especially with small classes dedicating more than one hour a week to English.



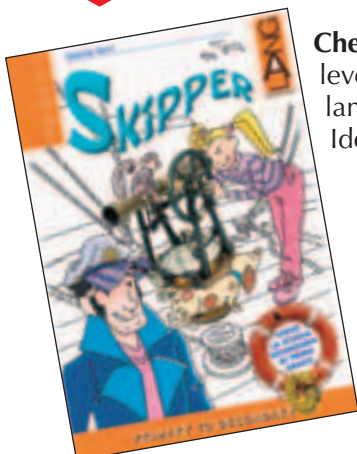
← **Sing Along!** and **Traditional Songs and Rhymes** are collections of songs on video (linked to physical actions - TPR) or on audio cassette. These materials can be used during all the years of primary education and add variety and extra fun to the lessons.



→ **Come Along to Cambridge** gives the children practice in the **Cambridge ESOL Starters** test. An essential publication for those classes aiming for this very popular external test for children at the end of year 5. Common European Framework level A1.



**Skipper** is a publication which brings together the strands of the language acquired during the primary years and prepares the children for the more formal L2 lesson format in the scuola secondaria di primo grado. Ideal for either summer holiday work or integration during year 5 of the primary school.



→ **Cheese, please!** is a series of publications at three levels which practise specific sounds in the English language through stimulating stories and exercises. Ideal for classes from year 3 upwards.



**Primary Times**  
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# Halloween Project



Sarah Gudgeon

This Halloween project is suitable for use with class three upwards and photocopies of all the worksheets should be made before starting the project. The first thing the children need to do is to complete **worksheet one** as the hat will serve as a prop.

Then, when the children are wearing their hats, get them to look at **worksheet two**. Get them to read through the rhyme once and then match each verse to the right picture (A = verse two, B = verse one, C = verse four and D = verse three). Then they should write in the missing words as follows: **verse one:** *sitting*, **verse two:** *writing*, **verse three:** *mixing* and **verse four:** *chanting*. The teacher may need to pre-teach the verb *chanting*.

Read the rhyme to the children paying special attention to the pronunciation of the words. Ask the children to repeat the rhyme in groups and then as a whole class with each group saying one verse.

The next part of the project involves all of the children pretending to be witches or wizards and writing their own spells, while still wearing their hats. **Worksheet three** contains some essential ingredients for a spell! The first thing for the children to do is match each word to the right picture. Notice that one drawing is missing (snail): ask the children to draw it themselves. Then they have to group the words phonetically. Read out the words and practise the pronunciation with the class. You could enlarge the pictures of the eye, mat and fingernail, stick them on the board and ask a child to point to the right picture when you say a word with that sound. You can introduce more words and even different sounds if you wish to do so. The groupings for the worksheet should be as follows:

eye	bat	fingernail
pie	hat	snail
fly	rat	tail

The children have to complete the spell with their name on the first line, and using any of the ingredients from the previous exercise. They should decorate it with appropriate pictures.

Remind the children of the plural rule of adding 's' and point out the exception of *fly* which becomes *flies*. If you have an enthusiastic and slightly more advanced group, you could get each child to write two new spell ingredients on a couple of pieces of card and then put all the cards into a witch's hat. Mix the cards and invite each child to randomly choose two ingredients that they then have to use in their spell! The final stage in either case would be to gather the children into small groups where each 'witch' or 'wizard' gets the chance to cast their spell. All the spells should then be displayed around the classroom.







# A HALLOWEEN HAT

## WORKSHEET 1



### What You Need:

two pieces of A3 cardboard  
pencil  
felt-tip pens  
glue

### What You Do:

1. Write Happy Halloween down the sides of the first piece of cardboard.
2. Draw and colour Halloween pictures on the cardboard.
3. Roll the cardboard into a cone.
4. Glue the cardboard down one side and your hat is ready.
5. Draw and cut-out a big cat on the second piece of cardboard.
6. Colour the cat black.
7. Stick it on the front of the hat. Now you can wear your hat.





## A HALLOWEEN RHYME

### WORKSHEET 2

#### What You Do:

1. Read the rhyme.
2. Match the pictures and the verses.
3. Complete the spell.
4. Listen and check.

• writing • chanting • mixing • sitting

1

Wilma the wicked witch  
flies on her broomstick  
with her big, black cat  
..... on her hat.



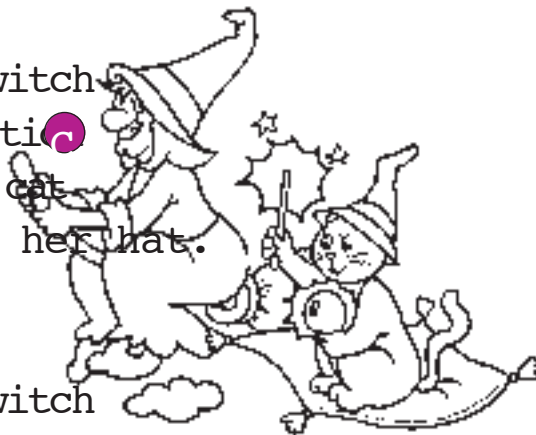
2

Wilma the wicked witch  
flies on her broomstick  
with her big, black cat  
..... spells on her hat.



3

Wilma the wicked witch  
flies on her broomstick  
with her big, black cat  
..... spells in her hat.



4

Wilma the wicked witch  
flies on her broomstick  
with her big, black cat  
..... spells on his mat.

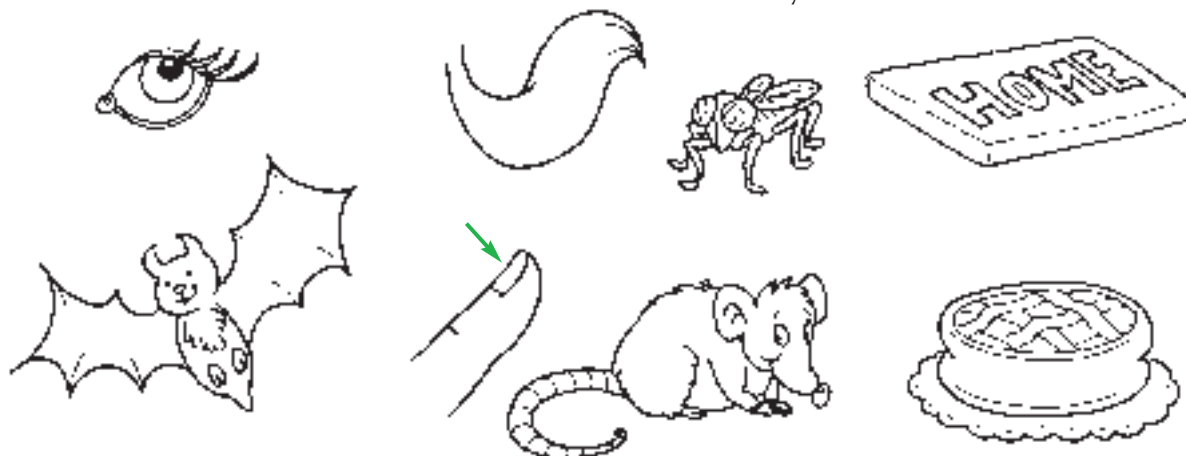




# HALLOWEEN GAMES AND SPELL

## WORKSHEET 3

1. Match each word to the right picture. One drawing is missing. Which one? Draw it yourself. Write each word in the correct column. Listen and check with your teacher.

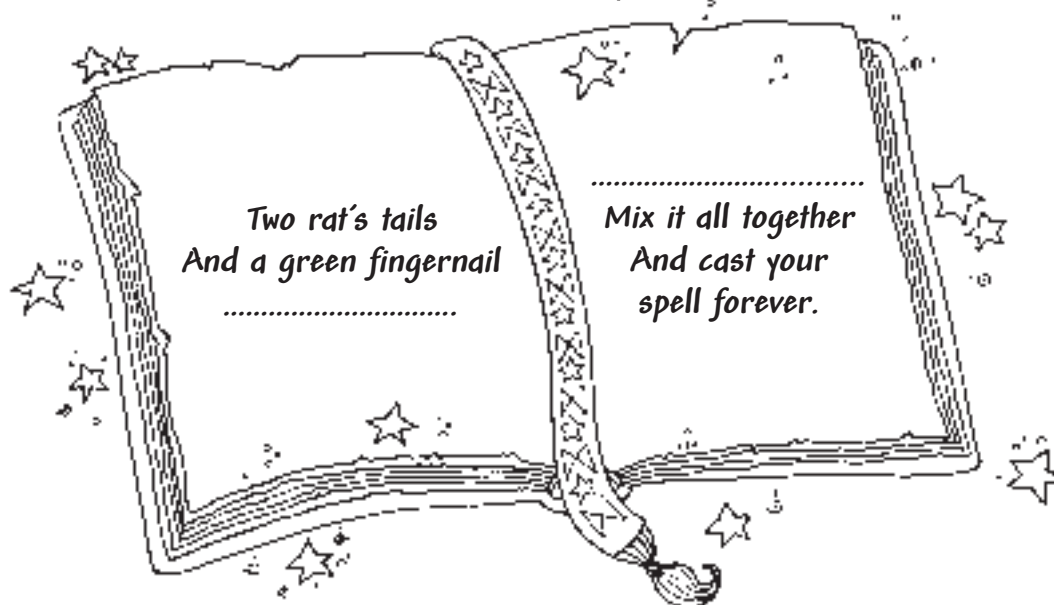


- a. bat      b. tail      c. fly      d. snail      e. pie  
 f. fingernail      g. rat      h. eye      i. mat

		
.....	.....	.....
.....	.....	.....
.....	.....	.....

2. Write your name at the top of the spell. Complete the spell. Cast your spell.

\_\_\_\_\_'s spell







## Picture prompts

### WORKSHEET

Here are four pictures which give the children the opportunity to listen and speak English.  
Useful words: swing, rabbit, hedgehog, chess, picnic, sunny, cloudy, on the left, on the right.

**Picture 1 – Colour dictation – teacher to students** Dictate sentences to the class and ask them to colour the pictures. Use expressions such as: Look at the boy sitting next to the tree. His trousers are green. Look at the girl on the swing. Her jumper is red.

**Picture 2 – Colour – silent activity**

Ask the children to colour the picture as they want, but not to show it to their partner.

**Pictures 2 and 3 – Colour dictation – student to student**

The children work in pairs and say sentences about picture 2.

The partner must colour picture 3 following the information in the sentences. Get them to compare the completed pictures.

**Picture 4 – Spot the difference – speaking (listening) to writing (reading)**

There are 10 differences between picture 4 and the other pictures (which are all the same).

Ask the children to work in groups and write sentences describing the differences.

Write a model sentence on the blackboard such as: In picture 4 ...the boy is standing next to a tree...but in the other pictures ...he is sitting next to a tree.



PROJECTS FOR  
CLASS AND TEACHER

# Primary Times

## Class Project October 2007



Entries for the **Primary Times Class Projects** continue to increase both by number of schools and number of children involved in the work produced and sent to our offices.

We will continue to offer the children who **ACTIVELY** participate in the preparation of materials a small gift as well as to exchange the project materials between schools.

The project in this issue could be linked to aspects of both geography and science and is an opportunity for the children to discuss and understand the changes in the outside world as the seasons change.

The materials the children produce can be in any visually communicative form, from drawings, photographs, illustrations cut from magazines to written text either mounted on posters or on sheets of paper. All the written language must be in English and physically written by the children.

**Teachers are asked not to correct or re-write the sentences produced by the children.**

### CLASS Project – October 2007 – Issue 27

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

### The Four Seasons

This project encourages the children to consider the changes caused by the different seasons in both nature and their own daily lives. Thanks to the cross curricular nature of the project, work can also involve teachers of other subjects in the school. Lessons of geography, science and English can be linked to cover all the aspects of the changes caused by the changing seasons.

When the project is complete, please sign it as work produced by the class and indicate the number of children who have actively been involved in creating the materials which are being submitted.

The materials submitted will be exchanged by post with those of another Primary school.

Send the project materials together with the completed project form to:

**Primary Times, Class Project – Issue 27**  
PBM spa, Corso Trapani 16  
10139 Torino

**The materials should arrive in our offices by 20.12.2007.**

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

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

This form must be completed and attached to the front page of the project materials.

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Name of school \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ CAP \_\_\_\_\_

E-mail \_\_\_\_\_ @ \_\_\_\_\_

Name of teacher \_\_\_\_\_

Number of children actively involved in the preparation of the project materials \_\_\_\_\_

Signed by the teacher \_\_\_\_\_ Date \_\_\_\_\_

## END NOTES

As was announced in the previous issue of **Primary Times**, **LANG Edizioni** is now part of the **Pearson Longman** group.

Exclusively in the primary sector the publications now carry the **LANG Pearson Longman** dual brand so that we have also created a new website specifically for the primary sector.

Our new website address is:

**www.lang-longman.it**

For the time being our other sites will continue to exist on-line although the new site mentioned above will be the first to be up-dated. Please change the address of our website on your computer.

The email address for direct contact with **Primary Times** has also been modified. The new address is:

**primary@lang-longman.it**

The next issue of **Primary Times** will be published in December 2007 and will arrive, hopefully, well before the Christmas break.

### IMPORTANT NOTICE

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

**Primary Times** is published three times a year, in March, October and December. Teachers can register subscriptions either on-line at [www.lang-longman.it](http://www.lang-longman.it) or by using the coupon below. Future issues of **Primary Times** are posted to home addresses.

If you wish to comment on the articles in **Primary Times**, 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 scolastici al mio indirizzo.

Signed

Date

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