

LANG Primary



Welcome back to school!

We hope you all had a wonderful rest during the summer holidays and that you have re-charged your batteries for the coming scholastic year.

*When you pick up this, the third issue of **LANG Primary**, you will immediately notice a difference. It's heavier! There are the same number of pages but we have included a useful **present** for you.*

Inside the magazine you will find a beautiful scholastic year calendar which you can put on the wall in your classroom. We have listed special days and all the national holidays in Great Britain and America as well as two important dates for your children to remember. There are also spaces for you to write all the closing days of your school.

Features in this issue are:

- Ideas for encouraging children to invent and tell stories in the classroom
- English World Worksheets
- A second article on using readers in the classroom
- A first article with ideas for getting the most out of the Internet.

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External certification

Tim Priesack

In section II of the *Progetto Lingua 2000*, paragraph 2.2 Risultati attesi/certificazioni, mention is made of the possibility for the teacher, at the end of the Primary school, to invite the children to take an L2 examination set by accredited organisations in Italy with the issue of an award/certificate to the children.

The examination would test the language competence of the children at level A1, the level set as the L2 objective at the end of the Primary school cycle.

The examinations are run by the same organisations that are also accredited by the MPI to issue certificates for more advanced examinations that are valid for submission for consideration for *crediti formativi* when the children reach the examination levels in later years during Secondary education.

More and more teachers in the Primary school are setting the objective of external certification as a means of motivating the children, who are attracted by the concept of a certificate from a British organisation.

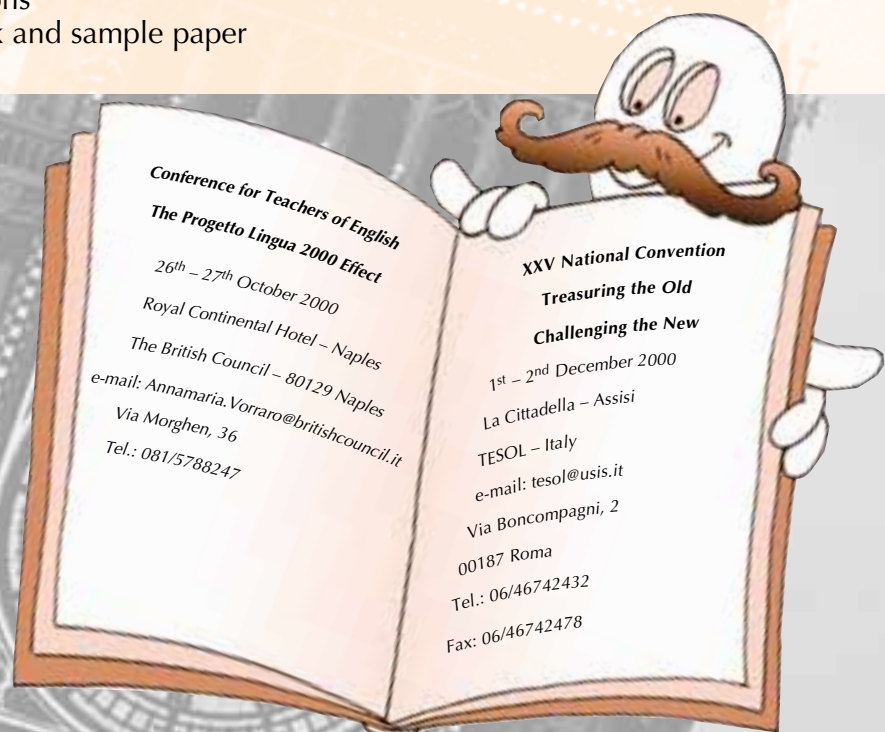
The accredited organisations for the English language are:

- City and Guilds International (Pitman)
- English Speaking Board (ESB)
- Trinity College London
- University of Cambridge Local Examinations Syndicate (UCLES)

One of the popular examinations for children at A1 is *Starters*, which is the lowest in the suite of Young Learners English tests (YLE) produced by UCLES, Starters, Movers and Flyers. These tests are ideal for children aged between 7-12.

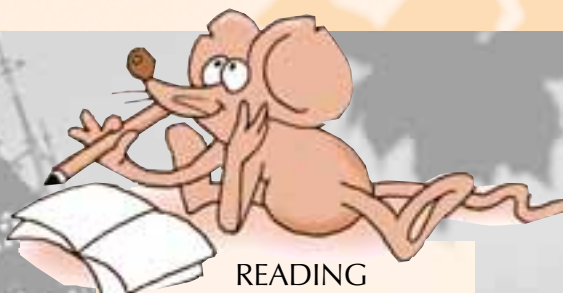
Teachers who wish to use this YLE examination can, without cost, have access to:

- Support and advice from the local representatives of UCLES in the main regions of Italy.
- A series of seminars for the teachers involved in the project on the objectives of the Cambridge examinations
- An examination handbook and sample paper



The Cambridge Young Learners English Test – *Starters* – is divided into three parts:

- Listening 20 minutes (20 items)
- Reading and Writing 20 minutes (20 items)
- Speaking 5 minutes



LISTENING

the following items are tested:

- Listening for lexical items and prepositions
- Listening for numbers and spelling of simple names
- Listening for information (present tenses only)
- Listening for lexis and relative position

READING AND WRITING

the following items are tested:

- Reading for recognition of lexis
- Reading for information (e.g. recognition of lexis, location)
- Spelling/ writing
- Reading/ writing

SPEAKING

the following items are tested:

- Greeting and name check: questions and instructions from interlocutor, relating to picture prompts
- Questions from interlocutor on: name, age, family, school class, likes, dislikes



The completed question papers are returned to Cambridge for marking, and the results are normally issued within two weeks of receipt by UCLES of the papers.

All candidates who complete their test receive an award which focuses on what they can do (rather on what they can't do) and gives the children credit for having taken part in the test.

The *Starters* Test can be taken at any time during the year subject to booking a test date six weeks in advance, and applications for this service should be sent to the local centres of Cambridge.

A complete list of centres can be found on the Cambridge internet site at:

www.cambridge-efl.org.uk/italia

or on the Ministero di Pubblica Istruzione site at:

www.istruzione.it

Further assistance and practical help is available from Ms Gaby Forgione, Progetto Lingua Coordinator for UCLES who can be contacted at:

The British Institute, Via 4 Fontane 109
00184 Rome

Telephone: 06 488 1979

Email: g.forgione@tiscalinet.it

CHILDREN AS STORYTELLERS

Jeanne Griffin

Here is a simple idea for involving young learners in the creation of a story using the **MINI CLUB Picture Board** adhesive pictures.



Divide the children into three groups.

The first group's task is to choose a protagonist such as an animal or character from the picture board cut-outs.

The second group's task is to select an object and create an event with it while the third group does the same with a different object.

As the children work in groups the teacher can supply language as needed. Let each group practise its part several times before gathering the class around the picture board. One child can be the narrator.

Narrator: "Once upon a time"...

Group 1: (recites their part.)

Narrator: "Suddenly".....

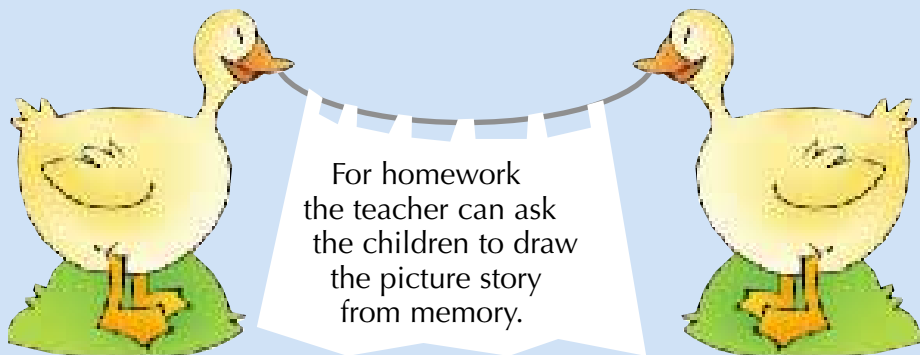
Group 2: (recites their part.)

Narrator: "What happens next?"...

Group 3: (recites their part.)

Narrator: "And that is the end of the story."

Each part of the story is a surprise to the other groups, encouraging story prediction and motivation for intensive listening. It is quite likely that at the end of the first telling, children will want to improve the story for better cohesion and sequence. Let them practise the variations keeping within a time limit, then ask the groups to re-tell the story.



THANKSGIVING

A North American Tradition

Brunel Brown

Thanksgiving is a special holiday for both Americans and Canadians. This festival is celebrated in much the same way in both countries, although in Canada Thanksgiving is always celebrated on the second Monday of October whereas in the United States it is celebrated on the fourth Thursday of November. Thanksgiving is usually a family holiday, celebrated with big dinners and joyous reunions. On this day people give thanks for blessings received during the year.

The tradition began with the colonists of Plymouth, Massachusetts, in 1621.

The first Thanksgivings were harvest festivals or days for thanking God for plentiful crops. This is why Thanksgiving is celebrated in autumn and one of the symbols is the horn of plenty (cornucopia).



After the first harvest, the pilgrims were so thankful that they had a new land and enough food to eat that they planned a special day for giving thanks to God. To celebrate they had a big feast which lasted three days. The Pilgrims and the Native American Indians, who had helped them through the hardships and the long cold winter, celebrated together. The ninety Indians who were invited brought five deer and the menu included goose, duck, turkey, fish, fruit and vegetables, such as pumpkins. Many of these foods were typical of the new world and not available to people in Europe.

Nowadays roast turkey has become the symbol of this holiday dinner, but no Thanksgiving meal would be complete without corn on the cob, cranberry sauce and pumpkin pie.

What did the Pilgrims eat during the three-day harvest celebration?

Ask your pupils to draw a cornucopia with the foods available to the Pilgrims.

Foods available to the Pilgrims for their Thanksgiving in 1621

FISH: cod, bass, herring, eel

SEAFOOD: clam, lobster, mussel

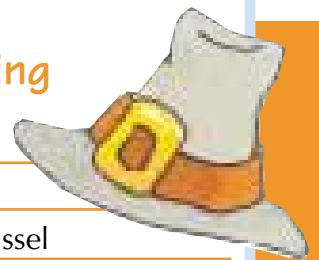
POULTRY AND FOWL: turkey, goose, duck, partridge, chicken

OTHER MEAT: deer

FRUIT: raspberries, strawberries, grapes, plums, cherries, blueberries

VEGETABLES: peas, pumpkin, beans, onions, carrots

NUTS: walnuts, chestnuts



Halloween

All Hallows' Eve

Val Wilson

The Origins of Halloween

Halloween is a night-time festivity. It is celebrated on the last night of October. It is the night when witches and evil spirits come back to earth to put their magic spells on people. The Halloween customs English people celebrate today had their origins in the lands of the Celts over 2000 years ago. These customs came from the Druid festival of Samhain which was on November 1st, the first day of their new year and the beginning of winter. Samhain was Lord of the Dead and Prince of Darkness.

According to Celtic belief, Samhain allowed the spirits of all those who had died during the year to return to their earthly homes on the evening of



October 31st. On this evening the Druids built huge bonfires and wore costumes during the celebration so that the evil spirits would think that the people belonged to the spirit's evil company. While the Druids sat around the bonfires, old women called "witches" foretold the future.



When the Romans conquered the Celts they combined the autumn festival dedicated to Pomona, the goddess of fruit and trees, with the Celtic festival of Samhain. Many of the customs of the Celts survived even after the Celts became Christians. During the 800's, the Church set aside November 1st to honour all the saints and called it All Saints' Day or All Hallows' Day. The night before became known as All Hallows' Eve which was later shortened to Halloween.

In Medieval times, people believed that witches, who could take the form of cats, flew on their brooms on All Hallows' Eve, so they lit bonfires to keep the evil spirits away. It is from all these various traditions that Halloween is associated with witches, ghosts, masks, bonfires and so on. Later on, when the Irish, the Scottish and the English emigrated to America in the 1840's, they took these traditions with them. In modern times Halloween has become a time for parties and fun. Children enjoy dressing up, not only as ghosts, witches and monsters, but also as fairies and cartoon characters.

Why are PUMPKINS associated with Halloween?

The jack-o-lantern is the most typical of Halloween symbols.

A jack-o-lantern is a hollowed out pumpkin with a candle burning inside it. How did the pumpkin become associated with Halloween? The tradition of hollowing out large turnips and placing lights inside began with the Irish. According to Irish folklore, a man named Jack was condemned to walk the earth carrying a lantern because he had played tricks on the devil.

The devil gave Jack a piece of coal to help him find his way in the dark of limbo. Jack put the piece of coal in a turnip and it became known as a jack-o-lantern.

The use of jack-o-lanterns as festival lights for Halloween is a custom that descended from the Irish, who used carved out turnips as lanterns. When the Irish emigrated to America turnips were replaced by pumpkins, which were much larger and already partially hollow.



BAT
 PUMPKIN
 GHOST
 WITCH
 SWEETS
 BROOM
 SKELETON
 TOMBSTONE
 MONSTER
 COSTUME
 SPIDER
 MUMMY
 BLACK CAT
 CANDLE
 TRICKS
 WEREWOLF
 VAMPIRE
 NIGHT
 HAUNTED HOUSE
 JACK-O-LANTERN
 TRICK OR TREAT
 HALLOWEEN

The English World WORKSHEET

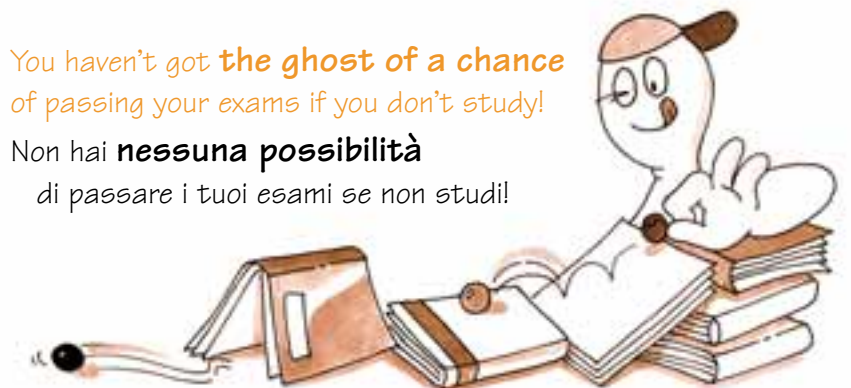
Complete
 the **HALLOWEEN**
 word search.



THE ENGLISH IDIOM CORNER

You haven't got **the ghost of a chance**
 of passing your exams if you don't study!

Non hai **nessuna possibilità**
 di passare i tuoi esami se non studi!

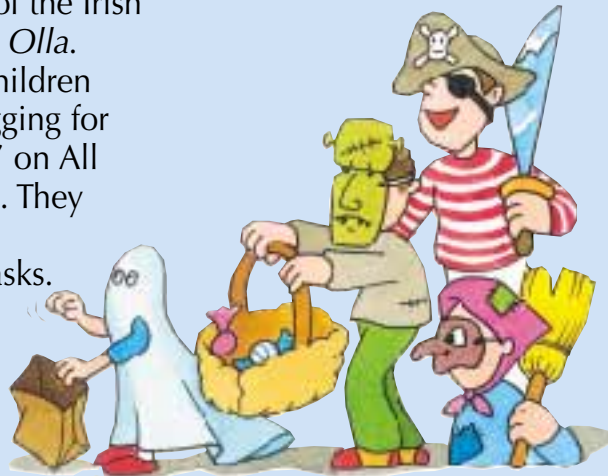


More HALLOWEEN materials

Trick or Treat had its origins in Ireland.

Children went from house to house begging for food for the Halloween festivities that honoured the ancient god of the Irish clergy, *Muck Olla*. In England children went out begging for "souls cakes" on All Hallows' Eve. They dressed up and wore masks.

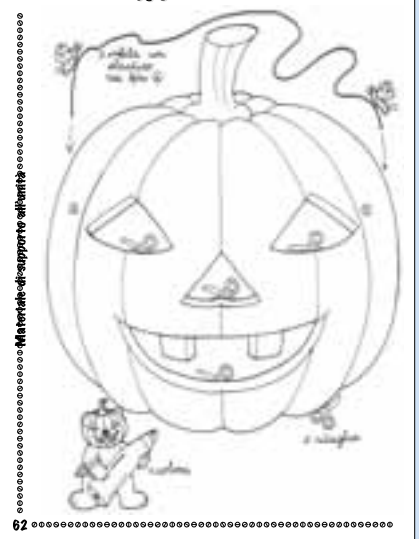
Trick or Treat
Smell my feet.
Give me something
Good to eat.



A Halloween Pumpkin Mask

Activity 12

MR JACK-O-LANTERN



ENLARGE TO USE

Teach you pupils this song. Sing it to the tune of London Bridge.

Witches, pumpkins,
bats and ghosts,
bats and ghosts, bats and ghosts,
Witches, pumpkins, bats and ghosts,
It is HALLOWEEN!



HALLOWEEN ACTIVITY Make your own paper pumpkin!



MATERIALS: elastic band, newspaper, paper bag painted orange

CLASS PROJECT – March issue

Scotland – a land of colour



In the first issue of **LANG Primary** in March 2000 we suggested that you ask your students to prepare a project about Scotland and send it to us. Our postman was not very happy when he had to carry enormous packets to our sixth floor offices when they started to arrive! Congratulations to all the children who participated in the projects.

Due to restrictions of space we have only been able to publish photographs of two of the projects we received to give you an idea of the wonderful things that children can produce.



These two projects were sent in by:

**SS 'Don Giulio Facibeni',
Montecatini Terme**

and

**SS 'Susanna Fontanarossa',
Genova**

We have sent a Prime Reader to all the children who were involved in the March project in various schools in Italy. Why not ask your children to produce this month's project? Full details are on page 11.



TEACHER PROJECT – March issue

DAI dictionaries have been sent to the many teachers who sent in the March Teacher Project. We are fascinated by all the different approaches used in classes. The information we receive is invaluable to us as we design new teaching materials to meet YOUR needs. Keep them coming!



Remember, remember the fifth of November

Frances Foster

PAST

In 1605, Guy Fawkes and a group of conspirators attempted to blow up the Houses of Parliament in order to kill King James I. The idea was to explode the gunpowder during the opening ceremony of Parliament on 5th November, when the King would be present. An anonymous letter was sent to one of the members of Parliament advising him to stay away on the day of the opening session. The letter was given to the King who ordered that the buildings be searched. Guy Fawkes was arrested in the cellar below the Palace of Westminster on 4th November 1605. When he was caught he admitted that he wanted to kill the King. Guy Fawkes and the other conspirators were tortured and executed.

*Remember, remember the fifth of November
Gunpowder, treason and plot;
We see no reason why gunpowder treason
Should ever be forgot.*

PRESENT

This event is commemorated in Great Britain on 5th November every year with fireworks and the burning of effigies of Guy Fawkes. This is the only day of the year when fireworks are used in England apart from very special celebrations. On Bonfire Night, in gardens in every town and village in the United Kingdom, people light bonfires, let off fireworks which light up the sky and celebrate the fact that the king was not killed by Guy Fawkes. Preparations include making straw dummies, called "Guys". To make the body of the "Guy", children stuff old clothes with straw and for the head they sometimes hollow out a big turnip and carve a face on it. They place firecrackers in the mouth and ears so when the flames of the bonfire reach the firecrackers they go off. Some children still keep up the old tradition of carrying the "guy" in the streets and asking people for pennies. They say "A penny for the Guy". The children use the money they collect to buy fireworks. On the night of Guy Fawkes Day, the effigies of Guy Fawkes are placed on the bonfires and people gather around to watch the "Guy" burn.

GUY FAWKES DAY ACTIVITY



COLOUR THE "GUY"

Other Traditional Rhymes for Guy Fawkes Day

*Knock at the door, ring the bell.
Have you got a penny
a half penny will do.
If you haven't got a half penny
God bless you!*

*Guy, guy, guy!
Stick him up on high;
Hang him on a lamp post
And leave him there to die.*

*Ladies and gentlemen
you'll never grow fat,
If you don't put a penny
in the old Guy's hat.*

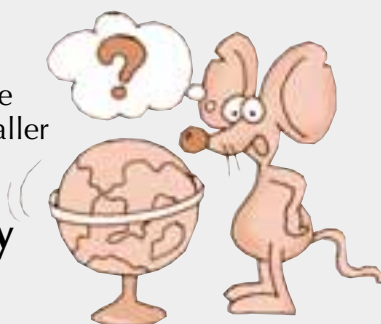
CLASS AND TEACHER PROJECTS

Have you seen the pictures of the wonderful projects about Scotland on page 8? Why not ask your children to produce one this month? LANG Edizioni will send a class set of Primary readers to the classes that present the most interesting projects.

CLASS PROJECT

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

The Discovery of America



Children should be encouraged to find out as much as they can about the life and times of Leif Erikson or Christopher Columbus, (or both of these important navigators), and their historic voyages of discovery.

The project should be in English and include drawings and maps.

Useful contacts for source materials are:

- www.newsdirectory.com/travel
- www.encyclopedia.com

When the project is complete, please sign it as work produced by your class (include the number of students who have contributed) and send to:

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

**All projects should be received by 31.01.2001
We may publish extracts from some of the
projects in future issues of LANG Primary.**

TEACHER PROJECT

Many teachers produce their own material for teaching and consolidation tasks. We would like to encourage you to put together one of the lesson plans you have prepared for your children and send it to us.

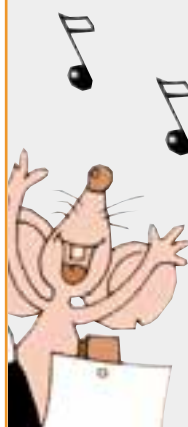
LANG Edizioni will send a copy of *DAI* (dizionario di apprendimento della lingua inglese) to all teachers who present a project following the instructions. If you have already received the dictionary for a previous project we will send you a copy of *Friendly English* → Italian.

The topic for the Teacher Project this month is

Describe a lesson when you are teaching a song to your children.

List all the steps you use to introduce the words and the music and describe how you organise the children when they sing. Then write how you follow up the song with other activities.

The project should include any visual stimulus you use and should be written in English.



When the project is complete, please sign it as work produced by yourself and send to:

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

Using Readers in the Classroom

Sue Swift*

* Sue Swift is a freelance teacher, teacher trainer and materials writer. She has been based in Italy for over twenty years, but has also worked in Japan, the Middle East and other parts of Europe.

However good your textbook is, it can be boring if it is the only thing you ever use in the classroom. The **LANG Prime Readers** series not only provides a useful resource for consolidating and extending the children's knowledge of language – as we saw in the first article in this series – but also a change of focus for your lessons. In this second article, we'll look at how you might base a lesson or series of lessons on one of the readers, and how you can construct a valid learning sequence around them.

Using the readers

When you are planning the teaching/learning sequence that you wish to use with the readers, it is helpful to think in terms of a three-stage approach:



■ **Pre-reading Activities:** At this stage you are preparing the children to cope with the text. First, you will probably need to pre-teach (or revise) the main lexical fields that the book contains. These are always clearly indicated on the back cover, and illustrated on the inside front cover. For example, the two fields focused in *Perry the Panda* are *Jobs* and *Wild Animals*. You could pre-teach Jobs using magazine pictures, or simply by asking the children how many items they can think of in the category. As they tell you the Italian word, write the English on the board. Alternatively prompt them with questions: *Who is the person who you call if there's a fire? What's Trapattoni's job?* Once they know the jobs vocabulary, write the animal names on the board and for one or two (eg *elephant* or *tiger*) point out the similarity to Italian. Then give them three minutes to look at the inside front cover and

decide who is who – eg: *The optician is a lion; the fire fighter is an elephant*. This not only teaches the vocabulary, but also demonstrates how they can “work out” the meaning of new words by recognising cognates.

The second objective of this stage is to orient the children towards the topic of the text. For example, when using *Max the Lucky Dog* (which describes the adventures of a lost dog), you might ask: who in the class has a dog; if they take him for walks; if they keep him on the lead all the time; if he ever runs off; if he's ever got lost; what happened / what they would do if he got lost etc. As we said in the previous article, this stage may well have to be done in Italian, but its aim is not language development so much as ensuring that the children's eventual response to the text will be on as deep a level as possible.

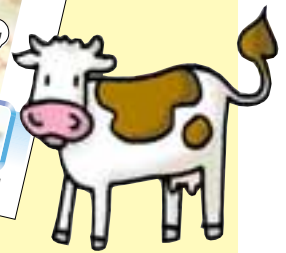
■ **The Reading Stage:** The initial reading of the text can be done with the tape playing, with you reading aloud, or with the children reading silently and independently. However, it's best not to ask the children to read the text aloud yet – let them become familiar with the story and the new vocabulary before they have to think about pronunciation as well as comprehension. How much of the text you read at once will depend on your assessment of the two objectives of this stage: understanding and enjoyment.





One way to achieve both the objectives of the stage is to set “mystery questions” for each section of text, which focus the children’s attention on the important information, and create an element of suspense. For example, near the beginning of *The Storm Dragon* you might tell the children: *Mum and Dad decide to go out for the evening. Where do you think they want to go? Mum makes a phone call to someone called Susan. Who do you think Susan is? What do you think Mum says? What do you think Susan says?* At this stage the right answers are unimportant, and the more ideas the children offer the better.

After they have read the text, their ability to confirm whether or not their ideas were correct will be your check of their comprehension. Alternatively, the illustrations in the book often lend themselves to more focused prediction tasks: for example, page 7 of *Justin’s Adventures* shows Justin the dog looking happily at the chicken salad which Dad is preparing. The children should have little problem deciding: *What do you think Justin is going to do? How will Dad react? What do you think he’ll say?*



■ **Post-reading Activities:** After you have read the complete story, there are innumerable activities which can be done to consolidate the language in the text. After *Max the Lucky Dog*, which teaches the names of various farm animals, the song *Old MacDonald had a Farm* would be an obvious follow-up activity. The children could also play a game in which they mime and make the noises of the various animals for the others to guess: *You’re a horse; You’re a sheep* etc. Or they could play a questions game, asking: *Are you a bird or an animal? Are you big or small? What colour are you?* etc until they guess the correct animal.

However, in addition to these activities, the readers themselves contain several pages of consolidation activities – both in the middle and at the end of the story – focusing on reading, writing, speaking and listening. As a final activity the readers contain suggestions for acting out various scenes from the books, which can be preceded and prepared by reading aloud activities using the tape.

Divide the children into groups and let one group work with the tape to prepare a scene from the book while the others complete the consolidation activities. One child takes the role of the narrator, and the others the characters in the story. They read their parts aloud, first listening to the tape and then repeating or shadow reading (see the first article) the text. They can then go on practising their scene, adding movement and actions, and preparing scenery or simple costumes, while another group works with the tape. By rotating activities in this way, each group has time both to complete the consolidation activities in the book, and to prepare a scene for performance to the class.

In the last, and final, article in the series, we will look at how Readers can be used to promote independent learning, and for homework and holiday activities.



Act scenes from the story



You need drawings representing: an attic, Tim’s bedroom, a bathroom, a utility room, a kitchen, a living room; you also need the characters and the objects from the scenes you choose.

BACK TO SCHOOL with email penpals

Dede Teeler



Autumn is back-to-school time for children all over the world. It's a good time to discover new subjects, start new projects and meet new friends. Both inside and outside of the classroom.

Of course, one excellent way to meet new English speaking friends is via the Internet. Your children can become penpals - or *keypals* as internet penpals are called - with children from Britain, Australia, the United States or any country that interests them. And with the Internet - fast international communication at the touch of a button - it is much easier to manage.

You can use *keypal* activities to develop writing skills in English, of course. But it is also an opportunity to exchange cultural information and compare school, family and local traditions. Your children might even take part in collaborative projects involving the other subjects they are studying: doing science experiments, exploring geography, examining history.

So, how do you begin a *keypal* exchange? The first step is to decide how you would like to set-up the project. You will need to consider questions such as:

- Will the class work together, or will each student have partners?
- Who will find the *keypals* and decide on the partners?
- Will they write in email, or through a Web discussion page?
- Will the students have direct contact with their partners or will you handle communication?
- Is this a one-off activity or a long-term project?
- How often will your class be writing? And the partners?
- Does the schedule of the partner school differ from your own: holidays, exams, start, end?
- What topics will your children be writing about each time?

The answers to these questions will determine how you will proceed. Younger children will need more support, both with the computer and with the writing itself. And you should be very cautious when giving out children's personal information to strangers. You might even want all messages to go to your school address, and pass them on to the students yourself.

You can find partners from any of the many *keypal* and class exchange lists on the Web. To start you off, here are three that provide the free service for young children.





Dave's ESL Café is one of the most famous Web sites for English teachers and students. He provides a monitored space in English for people of all ages from around the world. For several years he has also dedicated a section of the site to student email. Children can read messages from other students and reply here, or leave a short message of their own with an email address, and wait for another student to contact them.



The CyberKids Express Penpals Web site is especially designed to provide a similar writing space for children between the ages of 6 - 12. This is a nice feature, since it will save you time selecting possible partners.



You can find another type of *keypal* at the Epals Classroom Exchange Web site. Here you will find collaborative projects and a listing of entire classes who want to take part in long-term email communication activities. There are more than 26,000 classes registered from more than 100 countries around the world. And you can search for partners by age, country or even study subject.

... it's just around the corner!

The December issue of **LANG Primary** will be dedicated to the Christmas season, which is just around the corner.

The teacher will find information on Christmas traditions, poems, crafts, special recipes, cards and suggestions for using the Internet to practise language on the theme of Christmas as well as special English World Worksheets.

LANG Primary is a magazine which never gets old! Each issue contains ideas for practising language in the context of the various festivities which occur during the year.

We suggest that you keep your copies of the magazine in a safe place so that you can find them when the holidays and festivals come around again each year.

To make sure that you get your copy of the next issue we would prefer to send it direct to your home. So, please take a little time to complete and return the form at the foot of the page.

Please note that you need only send the form once to be registered to receive future copies of **LANG Primary**.

If you have already sent in your details, use this form when you need to change/amend your address. If you wish to comment on the articles in **LANG Primary**, please do not hesitate to write to us.

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The publisher would like to thank the following for their permission to reproduce images:

*CyberKids Express Penpals
Dave's ESL Cafe
Epals Classroom Exchange*

Printed

Grafiche Mek - Milano

3

Name _____ home address _____ favourite pages in this issue _____

_____ city _____ CAP _____

School name and address _____

_____ city _____ CAP _____

Topics you would like to see in future issues _____

Course book used _____

Supplementary materials used _____

I would like a LANG agent to visit me at school Yes ☐ No ☐

Ai sensi della Legge 675/96, con la presente vi autorizzo esplicitamente al trattamento dei miei dati personali unicamente ai fini amministrativi per l'invio di materiali di **Lang Edizioni** al mio indirizzo.

To ensure the next issue reaches you, complete and post or fax to:
PBM spa - **LANG Primary** – Corso Trapani 16 – 10139 Torino – Fax 011 757 383