

LANG Primary



Fresh ideas inside!

For **LANG Edizioni** this is a special year. **SUNNY DAYS**, the new course for the third, fourth and fifth years of the Primary school has just been published. **SUNNY DAYS** is the final part of a project for the Primary school which began in 2001 with **SUNSHINE 1** and **2**. This exciting project draws on a wealth of experience in the Italian Primary school. Some details of the materials can be found on pages 4-5. Other new publications include **CHEESE, PLEASE!**, three story books specifically designed to teach and practice aspects of English pronunciation; **SUPER MINI CLUB** for the second year of the Primary school and **CHILDREN IN ACTION** a new resource book for teachers - full of language practice activities for the Primary school student. So there are lots of new publications with a wealth of fresh ideas! In this issue we have included a sheet of **Reward** or **Encouragement stickers** which are very popular in schools in Great Britain. Some ideas for using these stickers can be found on page 8.

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The Art of Storytelling and Using Traditional Story Books in the EFL Classroom

Joanna Carter

There are many very persuasive arguments for storytelling and using traditional stories with classes of young learners.

GENERALLY SPEAKING

Stories can be used to create a positive learning environment. Through story books the teacher can enter the children's world, communicate with them on their level and teach language concepts in a context that they can understand and that is relevant and interesting to them. Reading a story to the class becomes a shared social experience. It can provoke communal responses such as laughter, sadness, wonder or expectation and therefore help to promote positive group dynamics and encourage co-operation.



PRACTICALLY SPEAKING

On a language learning level storybooks offer an occasion for well integrated skills work. Predominantly the children practice listening and reading comprehension but with extension activities based on the book they can also practice speaking and writing.

Story books also provide an ideal opportunity for the teacher to introduce or revise vocabulary and language structures in a clear visual context. For example the story of 'Snow White and the Seven Dwarfs' could be used to teach vocabulary for emotions and feelings. Firstly through the names of the dwarfs- Grumpy, Sleepy, Happy and Bashful. Then through the events in the story – the Queen becomes jealous and then angry. The dwarfs are happy then frightened and sad. The story could also be used to concentrate on descriptions of people- Snow White is beautiful with dark hair, Doc is short and fat with glasses, and so on.

The story of 'Goldilocks and the Three Bears' could be used to introduce family members, furniture, or names of the rooms in a house. It could also be used for language of extremes – too big, too small, too hot, too cold etc. Shared reading also allows children to see function words (an, that, which etc.) in a meaningful context – words that are otherwise very difficult to explain and understand.



1



2

3

- THE BRICK HOUSE**
- Completa il disegno. Colore. *Scrive e disegna*
- 
- Trova i nomi di dieci cose illustrate nel disegno.
- HFCBBSUNDC
ODDISSVFI
USWIKOPFL
SWHDKPFWQ
FOVNEPAPAW
MLCDDCIPIRE
DRSRROODSD
SPHGGDLG
DRISSDGGDLG
- 
- 43

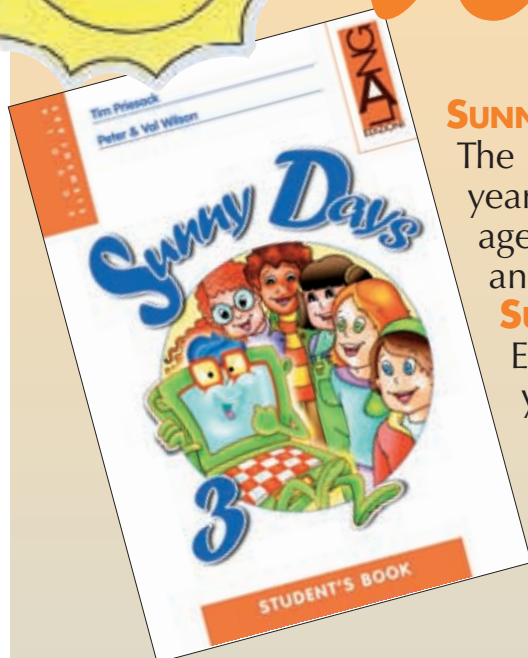


- Some ideas could be:**

- bear family
 ar, brother
 d auntie
-



Welcome



SUNNY DAYS are here!

The new English language course for the 3rd, 4th and 5th years of the Primary school is now available from LANG agents and we recommend that you take a copy home and examine it carefully.

SUNNY DAYS completes the project for the Scuola Elementare which began with **SUNSHINE** for the first two years which was published in 2001.

Full details are available in the new 2002 **LANG Edizioni** catalogue and we have listed below some of the features that make **SUNNY DAYS** a very special and complete English language course for children.

SYLLABUS

The syllabus follows level A1 of the Common European Framework of Reference Levels which are part of Progetto Lingue 2000. The units of each level are divided into Modules to give the children short term language learning objectives.

All the language skills

Each unit includes *language corners* with specific development of listening, reading and writing and oral communication skills. Dialogues, songs, games, a short exercise on pronunciation and a page dedicated to aspects of *civiltà* in Great Britain and America complete the units.



SUNNY DAYS

Dramatisation

Each unit of the Student's Books includes one act of a play as a listening/reading task. These pages give the teacher the option of organising a school play at the end of each school year. The plays; Snow White and the Seven Dwarfs, The Wizard of Oz and The Canterville Ghost have been specially adapted to practice the language introduced in each unit.

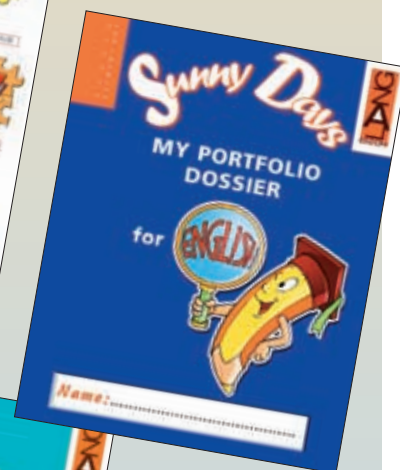


External Certification

During the three-year course the children will be asked to complete exercises based on the format of the Cambridge **Starters** Test. There is at least one exercise of this type in every unit.

My Portfolio Dossier

Each student receives a personal **Portfolio Dossier** with instructions in Italian for collecting, organising and registering their best work in a ring binder Dossier. This Dossier follows the framework of the European Language Portfolio for learners promoted by the European Commission.



Teacher's Resources

The Teacher's Resources for **SUNNY DAYS** are available in English or Italian in a ring binder so that they can be supplemented both by the teacher and the authors with extra material in the coming years.



Activity Books

Each Activity Book, generally used for extra homework activities, includes an **audio cassette** with the recordings of all the songs from the Student's Book. The children have the opportunity to listen and sing the songs outside the classroom.

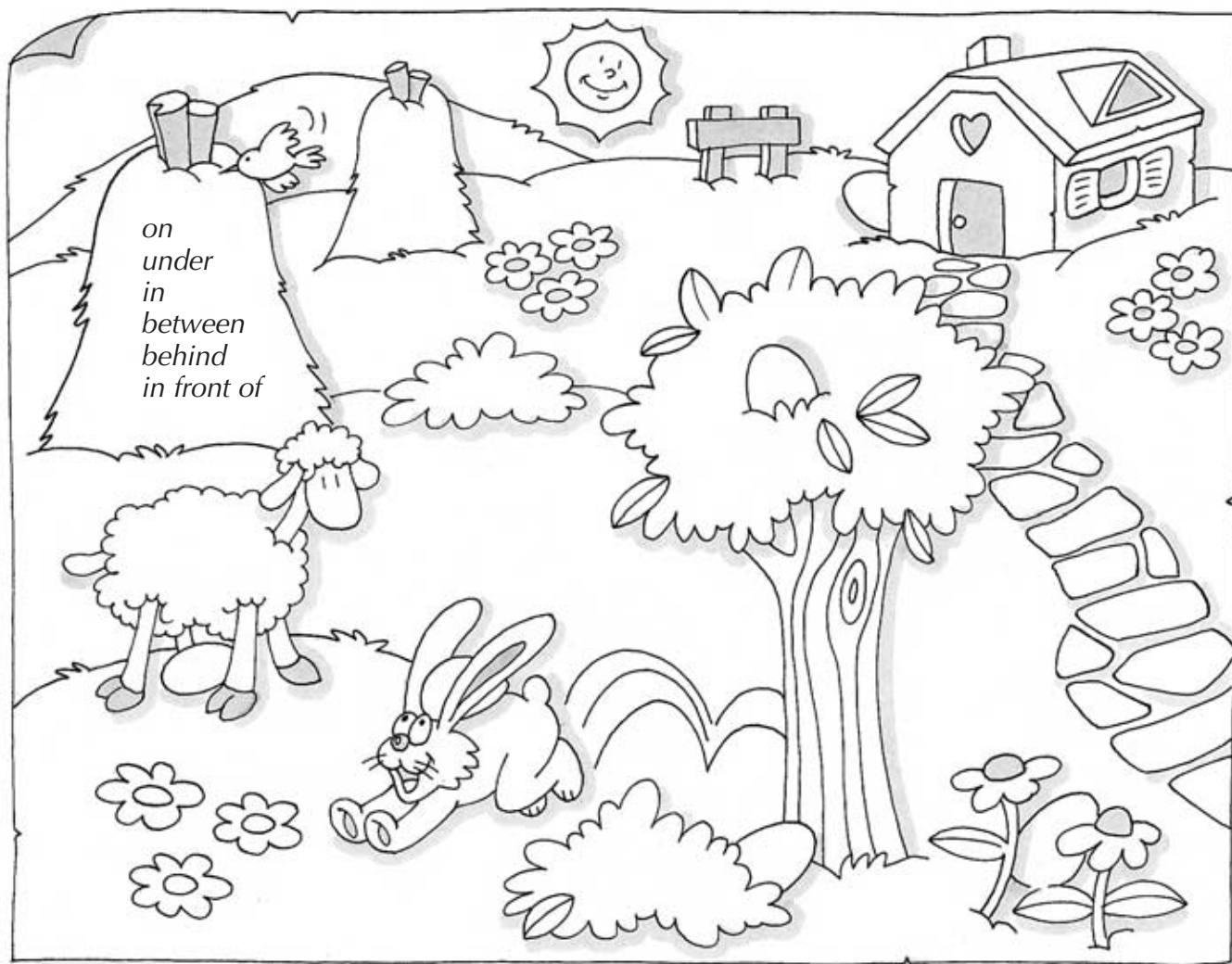


ACTIVITY SHEET

Easter Eggs **everywhere!**



Look at the picture, choose the words, then colour the eggs.



1. There's an egg _____ the tree. It's yellow.
2. There's an egg _____ the tree. It's pink.
3. There's an egg _____ the flowers. It's blue.
4. There's an egg _____ the sheep. It's green.
5. There's an egg _____ the rabbit's head. It's orange.
6. There's an egg _____ the house. It's purple.

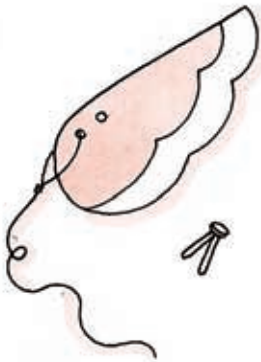


MAKE THIS FUN

Easter chick

1. Copy the four parts A, B, C and D onto yellow card and cut out. Make holes where indicated and cut out the slit near the tail.

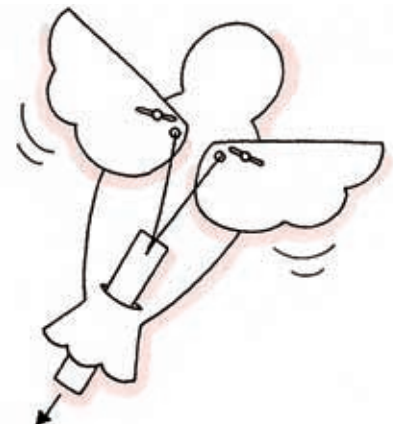
2. Put a piece of thread through one of the holes in each wing and tie it, leaving a long piece hanging down.



3. Attach the wings to the body with paper fasteners. Put the lever through the slit front to back.



4. Attach the threads on the wings to the lever with tape. When the lever is pulled the wings flap up and down.



Using ReWard Stickers

This issue of **LANG Primary** offers teachers a sheet of 34 Reward stickers, sometimes called Encouragement stickers.

Reward stickers are very popular with Primary teachers and children in the United Kingdom and are used to encourage and motivate children to take that *little extra care* when they are doing class work or homework that requires concentration and precision. The *little extra care* can be rewarded with a sticker which is put onto the written or visual work.



The Reward stickers can be used in several ways.

- The teacher can choose the best homework exercise each week and give a sticker to the *winner*.
- A sticker can be put on a particularly good exercise completed during a lesson.
- The teacher can ask the children to read exercises completed by the class and elect a winner each week.
- The teacher can use the stickers not only to reward a child who has completed a language task efficiently but also to encourage a child who has made a special effort to do well.
- The teacher should try to give at least one sticker to every child during the scholastic year.

The children will be very proud of the stickers they receive and will certainly show them to their families. Encourage the children to keep the exercises with Reward stickers in their Portfolio Dossiers or a place where they normally keep special work.

If you would like to use Reward stickers more frequently contact your local **LANG** agent. We have sent a limited supply of stickers to every agent and they will be distributed on a first come, first served basis, while stocks last.

A black and white version of the stickers can be found in **Children in Action** by Carmen Argondizzo (**LANG Edizioni**, 2002). They can be photocopied and given to the children who can then colour them.



Kids' Corner

Sarah M. Howell

Easter – A Humpty Dumpty Interactive Egg Display!!!

Interactive displays

Creating an interactive display for a young learners classroom can be a very rewarding and memorable experience both for children, teachers and parents. The children's work and contributions along with a "hands on" approach to learning new language are central to the display and provide many opportunities for interactive learning.

The Easter Egg

First of all we should pick a theme for our display and with Easter drawing near why not choose one of the main symbols for Easter – the egg! It is certainly a favourite with children.



Making an Interactive "Humpty Dumpty Egg Display"

The craft activities in this display are for 3-7 year olds and can be made with material found around the home/class like cardboard, paper, boxes, string, crayons, paint, glue, etc.

The projects for creating the display have been divided into six steps and should be adapted according to the teacher's/parents' and children's ideas, contributions and creative input – your display should be unique with the process being valued as much as the final product.

The instructions for Step 1 include a simplified version of the rhyme Humpty Dumpty. The original version can be found in SUNSHINE Pupil's book 1 page 74.

Learning objectives

To learn a traditional English Nursery Rhyme by heart, recognise key words in a rhyme and explore the rhythm. To learn about the shape and feel of eggs and how fragile they are. To observe the growing process.

Step 1
The Nursery Rhyme

Step 2
Individual cardboard Humpties /pictures

Step 3
A Class Humpty

Step 4
Egg head Humpties

Step 5
Assembling the display

Step 6
Presentation to parents/other classes/teachers

Step 1 – The Nursery Rhyme – Humpty Dumpty

You need:

An egg, a bowl,
some empty eggshells (possibly
one for each child),
some chocolate eggs,
paper and crayons,
a king's crown (in yellow card),
a plastic horse(s),
a plastic soldier(s).

Start by telling the story of Humpty Dumpty – a very unfortunate egg. Get all the children sitting around you on the floor. Show them a real egg. Bring some egg shells from home and pass them round the group. Ask the children to hold the shells in their hands and press slightly. They will feel the egg shell break. Teach the word *fragile*.

Well, one day Humpty Dumpty – our egg – sits on a wall.
Show them **storycard 1**. Can you see him? Can you draw an egg in the air with your fingers?

Humpty Dumpty has a great fall.

Show them **storycard 2** of Humpty falling and point to the broken egg and shell in the bowl. Ask the children, (they can answer in their own language), if they can remember having a great fall.
Can you tell the class what happened and who helped you?

Show them **storycard 3**. These are the King's horses and men. Can you see the king? He has a crown on his head.

Show them the crown and let them try it on. Can you see his horses?

Show them the plastic horses. Can you see his men?

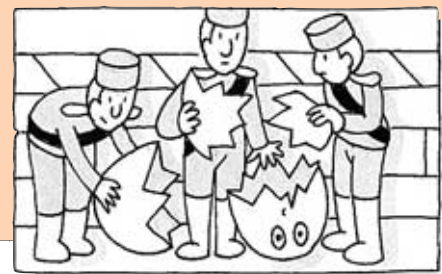
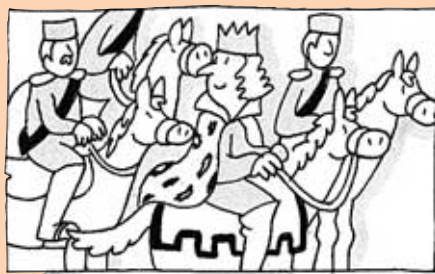
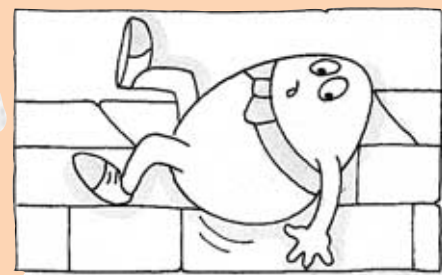
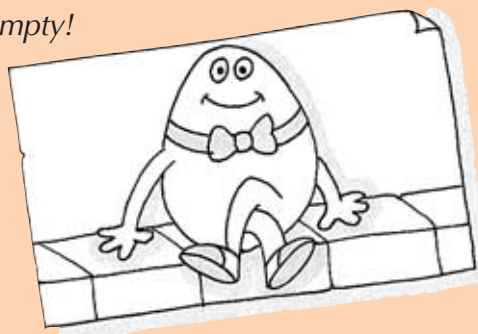
Show them the plastic soldiers. Well, all the King's horses and all the King's men cannot stick Humpty together.

Show them **storycard 4**. Poor Humpty!

Now tell the children the Nursery rhyme or play it to them on cassette, (the original version includes the past tense). Show them the **storycards** while you are telling them.

Next, tell the rhyme again and get them to listen and repeat each line. Do this a few times until they are able to remember the rhyme and repeat it by looking at the **storycards** as prompts.

In a gymnasium, or large open space, the children can also act out the rhyme with Humpty Dumpty style falling and rolling movements from sitting on the floor. They can also gallop across the room like "the King's men".



Humpty Dumpty

*Humpty Dumpty sits on a wall,
Humpty Dumpty has a great fall,
All the king's horses and all King's men,
Cannot stick Humpty together again.*

NB:
the storycards
can be enlarged
and coloured
for use in class.

Step 2 – Individual cardboard Humpty puzzles

The teacher draws a large round egg shape on each piece of card and a line across the middle. Ask the children to cut out the egg shape (they may need help depending on age).

Explain to them that they are going to paint one half of their Humpty one colour and one half another colour (give them one colour at a time). Leave them to dry. Then get the children to stick on the eyes mouth and bow tie.

Pin them up on the “wall” poster.

Get the children (in groups) to paint the large sheets of card brown. When dry, the teacher can paint on the black lines to define the bricks.

After school without the children – draw 6 simple puzzle shapes onto the back of each humpty, cut them out and put the child’s initials on each piece.

Put each “Humpty puzzle” into its own freezer bag and write their names on the front with a marker pen.

The next day at school, tell the Children that their *Humpties fell off the wall during the night!* Now they must try to *stick them back together again.*

Let the children play with their puzzle Humpties and see if they can re-assemble them (they may need help).

You can either leave them as puzzle games to take home or get them to stick him back together again on a piece of backing paper.

You need:
A4 sized pieces of card
(one for each child),
paint,
cut out eyes,
mouth and bow tie from
coloured paper,
plastic freezer bags
(one for each child),
Wall poster prepared in advance
(see below)



Step 3 – A Class Humpty

Cut out an enormous egg shape from the card.

Draw a line across horizontally to divide Humpty’s head and body.

Cut out 4 strips of card for the arms and legs and two hands and feet.

The following can be done in 4 groups (or stages in small classes):

Group 1: paint Humpty’s head an eggshell colour. When it is dry, paint on eyes, mouth and nose.

Group 2: paint the bowtie bright blue and stick the buttons on it when it is dry.

Group 3: paint Humpty’s arms and legs, hands and feet and stick them together.

Group 4: stick the pieces of coloured paper onto Humpty’s body.

Attach the arms and legs and stick the class Humpty on the “wall” poster and then finally in the centre of the display on the backing paper.

You need:
2 large poster sized sheets of card,
scissors,
paint,
pieces of colourful crepe/tissue
paper,
brightly coloured buttons,
glue, arms and legs, bow tie.



Step 4 – Egg head Humpties

Clean eggshells and dry them gently (parents could bring these in). To give the eggshell a solid base, glue a small square of card to the bottom.

Using tempera paint or markers (light colours), decorate the eggshells. Let the paint dry.

Draw on Humpty’s face with a black marker pen.

You need:
eggshells,
cotton wool,
cress seeds,
paint or felt tip
colouring pens,
white glue,
a small square of
card (or egg cup)

Put cotton wool in the eggshells (fill a little over half way). Add many cress seeds. They will sprout in a couple of days. Sprinkle lightly with water. When the seeds sprout, put the tiny plant pot in a sunny spot and enjoy watching Humpty's hair grow. Put the Egg-heads on the display table and let the children take them home at Easter.



Step 5 – Assembling the display

The final display should be as creative and original as possible. It is a good idea to make a rough sketch of how you would like the display to look.

Children and parents should be encouraged to bring things in for the display – thus creating important links between school and home for the child. A section of the classroom or assembly hall should be chosen for the display where it is possible to put some tables together and stick up some backing paper. Here are some ideas to get started!

- Sheets of bright coloured backing paper
- The “wall” poster
- The class Humpty
- Tape recorder with tape of children saying the rhyme
- A large sheet of card with the words of the nursery rhyme written or printed (for the parents to see)
- Labels for all the objects in the display with the English names in large capital letters e.g. Horse, King, Easter egg, egg heads, Humpty Dumpty, etc. (for parent participation)
- A banner with the title of the display e.g. Our Humpty Dumpty Easter Egg Display
- Plastic horses, and soldiers and King (children's own from home)
- Card crown
- Humpty Egg heads
- Chocolate eggs (one for each child for the last day of school)
- Plastic eggs, real eggs
- Children's pictures of the Nursery Rhyme (these can be done at school or home)
- A video of all the stages of preparation and the children acting out the rhyme
- Anything else the children or parents might like to contribute to the display

Step 6 – Presentation to parents/other classes-teachers

Although in the introduction I said the process of making a display is as important as the final product we shouldn't forget that this display is interactive and therefore the learning experience does not end with the final product.

There are lots of ways you can get the children to interact with the display and here are just a couple of ideas.

You could invite the parents (or other classes) for a Humpty Dumpty event and the children could act out and recite the

nursery rhyme. Then individual children could explain what there is in the display. If you have video recording facilities, you could record the children for a minute or so during each step and show the parents what they have been doing. This is very rewarding for the children to see and gives the parents more of an opportunity for discussing things with their children later on at home.

Alternatively, parents could be invited to come along individually with their child and the child can talk them through

the display and tell their parents what he/she did, learnt, etc. This is a particularly good activity for shy children where they feel much freer without an audience and it gives the child an opportunity to relate a sequence of events that are central to his/her own learning experience. The teacher also has an opportunity to explain to the parents the process involved in creating the display and suggest other activities parents could continue with their child outside school.

Easter Bunnies

*Say and act out
this rhyme
with very young
learners.*



Make copies of this sheet. Get the children to colour in the 5 rabbits in the circles and cut them out. Get them to stick the circles on their thumb and fingers with scotch tape. At the end of each verse of the rhyme they bend down thumb and fingers one at a time, until the last verse when all the fingers **stand up** again.

*Five little rabbits
On Easter Day
One finds an egg
And runs away.*

*Four little rabbits
On Easter Day
One finds an egg
And runs away.*

Three little rabbits...

Two little rabbits...

*One little rabbit
On Easter Day
Says "Come back,
rabbits!
Come and play!"*



ACTIVITY SHEET

Word puzzle

Find
these spring and Easter
words.



LAMB



CHICK



GREEN



FLOWERS



MARCH



EASTER
EGG



CHOCOLATE



SPRING



RABBIT



APRIL

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

Haunted Castles in Great Britain

Peter Wilson

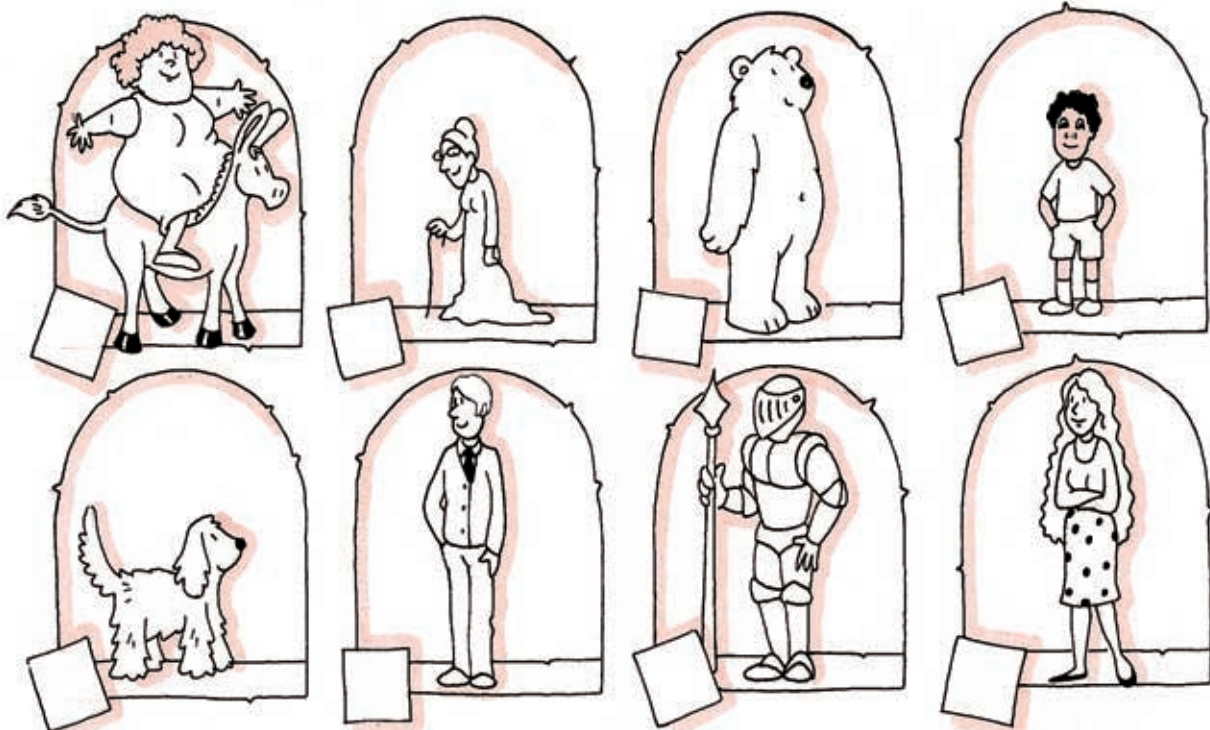
In Great Britain, churches, monuments, theatres and, above all, castles often have their own ghosts. They are usually famous ghosts who appear again and again in the same locations; like the ghost of King Henry VIII, who has been seen wandering the corridors of Windsor castle, the largest inhabited castle in the world and one of the main royal residences.

Here is an exercise for your children about haunted castles in Great Britain.

Famous British Ghosts

Read and number the ghosts. Then colour the drawings.

1. There is the ghost of an African boy at Glamis Castle.
2. There is the ghost of a black dog at Okehampton Castle.
3. There is the ghost of a brown and white bear at Verdley Castle.
4. There is the ghost of a tall thin father with short white hair at Conwy Castle.
5. There is the ghost of a tall lady with long black hair at Boverton Castle.
6. There is the ghost of a little old lady in a blue dress in Dunraven Castle.
7. There is a ghost of a man in armour at Ruthin Castle.
8. There is the ghost of a fat woman on a white donkey at Herstmonceux Castle.



Seminars for teachers

The Teacher Support Network for teachers in the Nursery and Primary schools is at your service. The Educational Consultants and Teacher Trainers have begun holding seminars for Primary school teachers on aspects of teaching English to children in many towns throughout Italy. Here are the abstracts of the seminars for 2002.

Seminar 1

Storytelling in the Primary English class

Storytelling can be one of the most effective resources we have for developing children's language and literacy competence in a foreign language.

During this seminar, storytelling will be discussed as a unique resource for English teachers at Primary level and a wide range of simple yet active techniques will be demonstrated to help teachers include storytelling in their language lessons.

Seminar 2

Using creative dramatics in the Primary English class

For many teachers "drama" implies the use of props, costumes, scenery, a stage and indeed even a script. It doesn't have to be like that. This seminar will explore a wide range of simple yet effective techniques for introducing drama into language lessons at Primary level.

Seminar 3

An introduction to the European Language Portfolio

"What is an ELP?", do I hear you cry? – Although many teachers have indeed heard of the European Language Portfolio very few have actually received enough information on how to go about producing one and the implications this might have on their teaching.

What this practical seminar aims to do is to help teachers define exactly what the ELP is and offer practical ideas and advice for getting ELP projects started with Primary pupils.

Contact your local **LANG** agent for details of seminars in your area or your Educational Consultant if you have questions or comments on **LANG Edizioni** publications.

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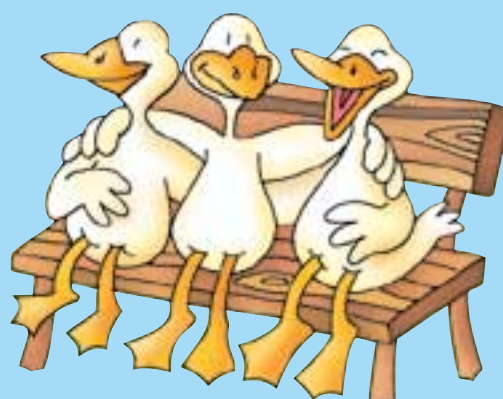
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Graphic Organizers: Teaching and Learning Tools

"Students who understand how to create a graphic organiser have a new and valuable tool for planning, understanding, remembering and assessing knowledge".

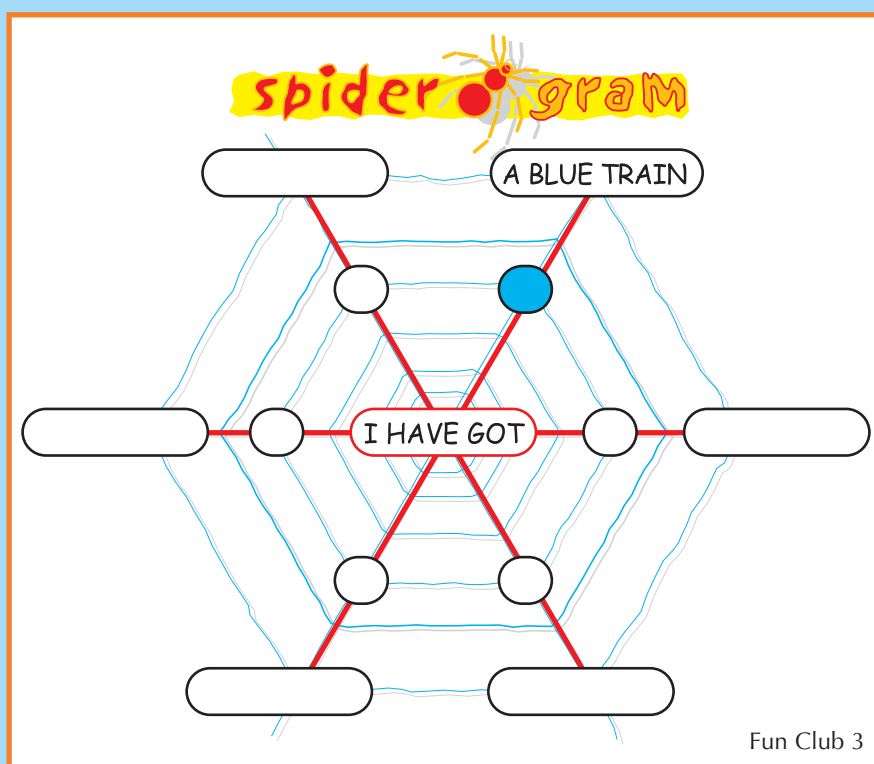
Bromley, Irwin-DeVitis, Modlo



Spidergrams (webs), semantic maps, story maps and so on are graphic organisers which help retrieve and retain information. The main function of this important teaching and learning tool is to provide a "visual picture of knowledge" and to demonstrate that knowledge is interconnected.

The benefits of using graphic organisers in the L2 classroom are infinite. Graphic organisers can be used to introduce new material, build up on previous knowledge, or merely, organise material which has already been taught. They can also be used to assess what pupils already know by activating background knowledge.

Graphic organisers keep pupils actively engaged and motivated because they are asked to focus their attention on key elements. When planning lessons the teacher should remember to encourage the students to refer back to previous graphic organisers and revise and expand them with new vocabulary and structures.



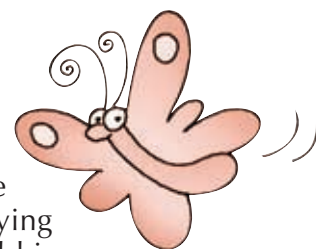
Fun Club 3

How to prepare a vocabulary web

Webbing the important vocabulary from a unit is appropriate for any grade level. When developing a webbing activity, place the key word or phrase in the centre or at the top of the web. On the spokes extending from the key word or phrase, identify vocabulary words that are in some way related to the key words.

Five minute fillers

Sarah Murdoch



Teachers often finish the materials they have planned for a lesson a few minutes before the end-of-lesson bell rings. The question the teacher has to ask at this point of time is - *What can I do of value to fill the last five minutes or so of the lesson?*

I use what I call "five minute fillers".

A five minute filler must be short, quick and something that the pupils are already familiar with. Why familiar?

I can always remember this little boy in Primary 5 -

his mother was very proud of the fact that he had been studying English since Primary 1. I asked him - *What's your name?* - which caused no problems but when I asked - *How old are you?* - he politely informed me that he had studied that quite a few years ago (in which case he could not be expected to remember!).

Here are three five minute fillers. I hope you enjoy using them as much as I do.

1 Aim: to understand instructions, to revise verbs

2 Aim: to revise HIS and HER possessive adjectives

3 Aim:- to revise numbers from 1 to 100 or from 100 to 200

Materials required: none

Read aloud the following instructions. The pupils have to do or mime what you say.

stand up • sit down • stand up • don't sit down • open your book • close your book • point to the window • point to the blackboard • listen to me • listen to the radio • wash your face • wash your hands • eat a hamburger • eat an ice-cream • drink a cola • and so on

The teacher chooses the verbs depending on the learning experience of the class. If the class have difficulty the teacher can help by miming the actions.

Materials required: none

Question and Answer chain

One pupil starts the chain by asking the person on his/her right the name of the person on his/her left: e.g. *"What's his/her name?"*

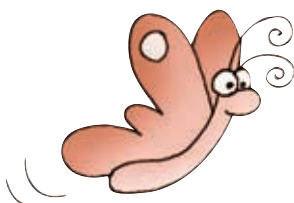
The person on his right answers *"His/her name is _____"* and then continues the chain by asking the person on his/her right and so on.

This activity is motivating as it is very quick but at the same time the child has to think whether to use *his* or *her*.

Materials required: a ball or an empty tin or box

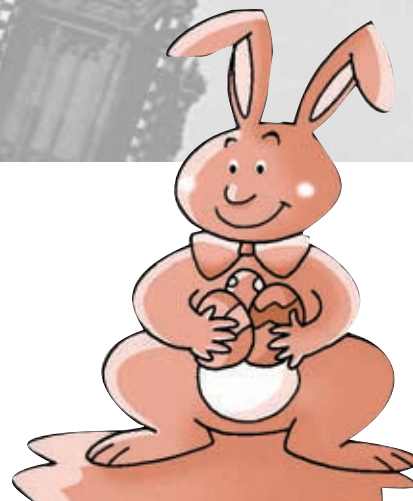
Ask everyone to stand up – in a circle, if possible.

Give the ball to one of the pupils and ask him/her to hand the ball to the next pupil and so on, very quickly, saying a number. Begin with one and finish with a hundred. You can begin with a hundred and finish with two hundred – in doing so you are reinforcing a *hundred and one*. The person who says the last number in the game is the winner. The teacher can also listen to the pronunciation of *-teen* and *-ty*. (A variation of this game is that children must leave out numbers divisible by three or seven (or be disqualified.)



It is amazing the amount of English you can do in five minutes today, followed by five minutes another day and so on – at the end of the school year these five minute fillers will really make a difference.

CLASS AND TEACHER PROJECTS



The Class projects presented in **LANG Primary** give teachers the opportunity to encourage the children to prepare special materials, usually in the form of posters or mini-booklets, which are sent to the address below. **LANG Edizioni** will send a class set of *Prime Readers* to the classes that present the most interesting projects. Once you have introduced the Project to the class dedicate a little time each week to the preparation of the materials.

CLASS PROJECT - March 2002 issue

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

From Carnival to Easter

The class should prepare materials describing the Easter season in their towns. The materials can include descriptions of Carnival celebrations as well as the religious aspects of the season.

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:

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

LANG Edizioni will send a class set of *Prime Readers* to the classes that present the most interesting projects.

TEACHER PROJECT - March 2002 issue

We would like to encourage you to put together a complete lesson plan you have prepared for your children. You should describe the lesson in detail and include the various steps in the lesson.

The topic for the Teacher Project this month is:

Introducing adjectives describing objects

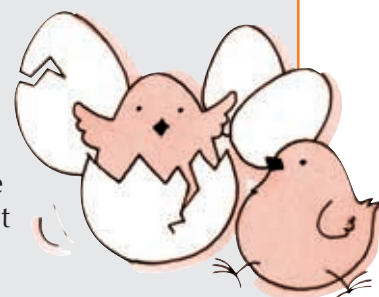
The lesson plan should be divided into three phases:

- Presentation
- Initial practice exercises
- Consolidation tasks

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

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

LANG Edizioni will send a copy of **DAI** (dizionario di apprendimento della lingua inglese) or **FRIENDLY** Italiano-inglese to all teachers who present the project following the instructions described.



All projects should be received by 31.05.2002
We may publish extracts from some of the projects in future issues of LANG Primary.

Stop Press, latest news from LANG!

The Watermill Project – progress report

Forty Primary schools are taking part in the Watermill Project preparing materials in English on the topic of *water*. The materials sent to us will be taken to Kenya and exchanged with similar materials the children have prepared in Primary schools there. Thank you very much for your support.

Sunshine 1 and 2

The video cassettes for those teachers who are using either **SUNSHINE 1** or **2** are now available. Animated dialogues, both with and without the words in bubbles, filmed Circle Time activities and special film from England are a few of the features included in the videos. Contact your local **LANG** agent for your free copies.

www.langedizioni.com

We continually receive many requests for back issues of **LANG Primary** but unfortunately we do not keep large stocks of previous editions.

To give new readers the opportunity to consult previous issues, we have put **LANG Primary** onto the new **LANG** web site. Some issues are now on site and the teaching materials can be downloaded for use in class!

LANG school year diary 2002-2003

We are preparing a diary for the next school year and would appreciate any comments and suggestions from those teachers who received the diary this year. The diary will be sent to those teachers who have subscriptions to **LANG Primary**.

If you would like to register to receive future editions of **LANG Primary**, please use the form below.

If you have already sent in your details, only use this form when you need to change/amend your address.

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9 Name _____

home address _____

_____ city _____ CAP _____

School name and address _____

_____ city _____ CAP _____

Topics I would like to read about _____

Course book 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.

Post or fax to: PBM spa - **LANG Primary** – Corso Trapani 16 – 10139 Torino – Fax 011 75021 510