



# LANG Primary



Welcome to the new school year and the October issue of **LANG Primary**.

Virtually all Primary schools are now introducing the English language from the first year and many are, through the laws regarding autonomy, giving the children more hours of lessons per week than are envisaged by the reform.

One implication of this is that teachers need more English language teaching and learning materials than are supplied by the course books adopted for classes to extend the syllabuses to cover the whole school year. This is especially important in the first three years of study.

The covers used to illustrate this page are those of some of **LANG's** supplementary materials such as songs and rhymes (**Traditional Songs and Rhymes, Sing Along!**), special materials for improving pronunciation (**Cheese, please!**) and sets of exercises for years 1 and 2 following the new National Guidelines (**Moving On 1 and 2**).

This issue not only includes an attractive **School Year Calendar** but also many articles and photocopiable worksheets for use in class.

**Enjoy!**



## Index

Calculation without complications	p. 2
Halloween worksheets	p. 6
Take an English break!	p. 8
Kids' Corner	p. 9
A Halloween song	p. 13
A Halloween monster	p. 14
Conventions 2004 – 2005	p. 15
Class surfing	p. 16
A Halloween recipe	p. 18
Class Project	p. 19



# Calculation without complication

Cecilia Perillo

## CLASSE PRIMA AND MATHS

Children of Primary school age who are in the process of developing concepts in their mother tongue are now asked, according to the *Indicazioni Nazionali per i Piani di Studio Personalizzati*, to “eseguire semplici calcoli” in English, as is clearly described in the *Obiettivi Specifici di apprendimento*.

Language learning in the ‘Primary’ curriculum can be exploited to develop other subjects, such as mathematics: numbers, quantity and counting all deal with developing the logical-mathematical intelligence, the ability to use numbers and think logically.

Furthermore, the use of attractive, colourful illustrations which support understanding and develop visual intelligence can be easily integrated and appreciated by children who love working



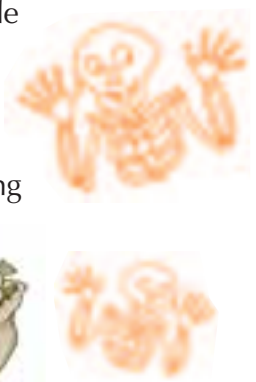
with numbers and pictures. Thus the teacher has an important role in providing examples and audio-visual aids, and other support materials which help children learn.

The new Reform takes into account the students’ personalities, culture, habits, learning profile, degree of motivation, autonomy, interests, aims, needs and abilities. Thus learners, at an early stage, are encouraged to become more responsible and active in the learning process in order to become ‘competent’ users of the English language. This emphasis on “child-centred” education is based on the work of educationalists and psychologists like Jean Piaget and Jerome Bruner who emphasised the importance of the involvement of students in the learning process, and Howard Gardner’s

work into the theory of Multiple Intelligences. For further information on student involvement and autonomy, see Lang Matters, issue 9 (September 2004); for Multiple Intelligences see Lang Matters, issue 6 (September 2003). The new Reform also highlights the word ‘competence’ which is the result of ‘knowledge’ (to know), ‘skills’ (know-how), and ‘characteristics’ (know how to be). Teachers should be aware of the teaching strategies which influence the way in which children learn. These may include brainstorming, jigsaw puzzles, pictures, clapping, role-playing, acting, categorising, games and problem-solving like sequencing, matching and classifying. Developing skills is the objective, but ‘how’ to develop them is a strategic ‘problem’.



Junior is here 1



Language practice activities

COUNTING AND SPEAKING MEMORY GAME

PART 1



**Aim:** to teach key vocabulary: numbers from 1-10, pencil, pen, rubber, pencil case, copybook, ruler, book, crayon, schoolbag. Children listen to the words, count and identify the objects.

**Skills:** listening, speaking.

**Structures:** What's your favourite number?  
What's your favourite school object?  
How many objects are there?

Place ten classroom objects on the teacher's desk.  
Count the objects with the children.  
Ask the children to name the objects.  
Give the children a minute to study the objects.  
Remove some of the objects.  
Ask the children to tell you what's missing.  
How many objects are there?  
What's your favourite number?

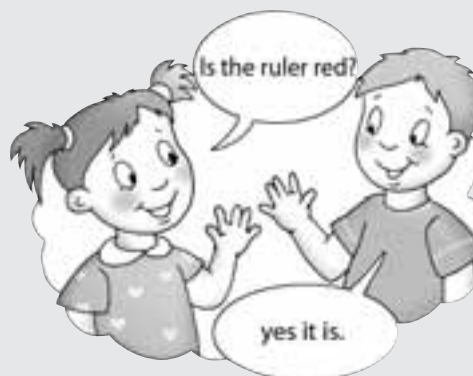


PART 2

Introducing structures and vocabulary, while monitoring for grammatical correctness and pronunciation through interaction.

**Activity:** short dialogues  
**Key vocabulary:** colours: blue, green, white, yellow, red, brown, purple,  
**Skills:** writing and speaking

The ruler is ..... (adjective)  
It is ..... (adjective)  
It's ..... (adjective)  
Is the ruler .....? (adjective)  
Yes, it is.  
No, it isn't.



**Activity:** Play Bingo for ten minutes  
**Key vocabulary:** numbers from 1 to 10  
**Skills:** listening

1	3	7	8	6	10	9	5	4	2
7	6	3	8	2	10	1	9	4	5
7	2	9	3	5	6	10	4	8	1
6	9	3	1	2	5	9	7	4	8

A square with four lines of numbers

Bingo is an excellent device for Primary teachers and is very popular and can be used as a warmer or a five-minute filler in any lesson. When children find something amusing, they are more likely to remember the activity.  
Use Bingo to practise numbers and develop the listening skill.



Prepare Bingo cards.  
 Write the numbers on the cards.  
 Photocopy the cards.  
 Distribute the cards to the children.  
 Dictate the numbers.  
 Children listen, recognise and draw a cross if they have that particular number.  
 When a child covers a straight line of numbers – he/she calls out BINGO!

**Activity type:** WORD AND PICTURE MATCHING  
**Aim:** to recognise the numbers and animal names  
**Skills:** reading and writing  
**Key vocabulary:** numbers from one to ten. Animals: cows, pigs, ducks, dogs  
**Key language:** how many?  
 Ask the children to look at the picture and identify the animals  
 Ask the children to count the animals and write the numbers

## How many can you see?

Look at the picture and answer the questions.

- How many animals can you see? .....
- How many cows can you see? .....
- How many pigs can you see? .....
- How many ducks can you see? .....
- How many dogs can you see? .....



**Activity:** WRITE THE NUMBERS IN WORDS  
**Skills:** writing

Children learn to recognise letter sequence and focus on sound/letter association.

1. ONE
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

E N O  
 W O T  
 E H R E T  
 R O U F  
 V E I F  
 X I S  
 S V E N E  
 T H G I E  
 I N E N  
 N E T

**Activity:** MAKING A NUMBER POSTER

**Skills:** reading and writing

**Organisation:** group work

**Materials:** buttons and glue (children may choose the colours they like and buttons may be substituted by paper or other).

*An excellent activity for effective kinaesthetic learning. The teacher may choose to mix and match the ability level.*

*Children love to see their work on display and posters encourage reading, listening and develop 'visual intelligence'.*

*Children can co-ordinate their work through colours. Here is an example:*

1 = one	(blue button)	6 = six	(orange buttons)
2 = two	(red buttons)	7 = seven	(pink buttons)
3 = three	(green buttons)	8 = eight	(white buttons)
4 = four	(black buttons)	9 = nine	(brown buttons)
5 = five	(yellow buttons)	10 = ten	(purple buttons)



## Self-assessment

### PORTFOLIO FUN

Check what you know.



Junior is here 1 Teacher's Resources



### PORTFOLIO DOSSIER

The beginning of 'lifelong language learning' for children starts with a 'dossier' in which the learner can record and collect materials. During this learning process the learner is 'reflecting' on what he/she 'can do' with the language which has been taught.

The teacher and the team can write about the process and the product and document through the choice of materials to be included.

### THE FORMATIVE PROCESS

I know (sapere) numbers now because my teacher has taught me lots of things through nice activities so I'm 'able' (capace) to use 'skills' (saper fare)

Do you think I'm 'competent?' I know I 'can do'.





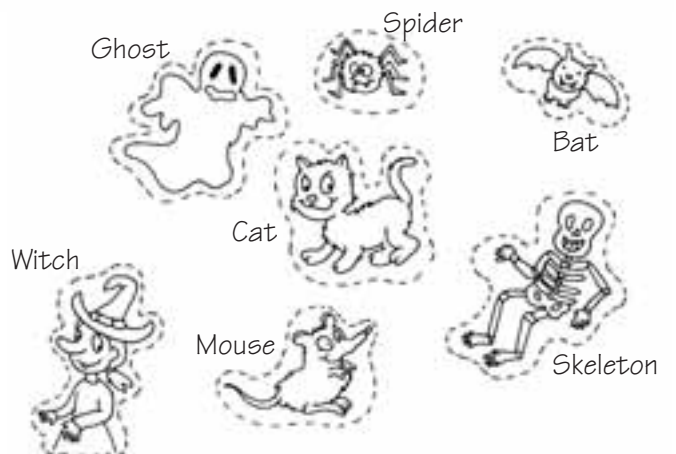
**HALLOWEEN  
WORKSHEET**

**Scary HOTEL**



Cut out the creatures and follow the instructions:

1. Put the ghost in the wardrobe.
1. Put the bat in the cage.
3. Put the cat in front of the door.
4. Put the witch behind the desk.
5. Put the spider under the bed in room 1.
6. Put the skeleton in the armchair.
7. Put the mouse on the roof.



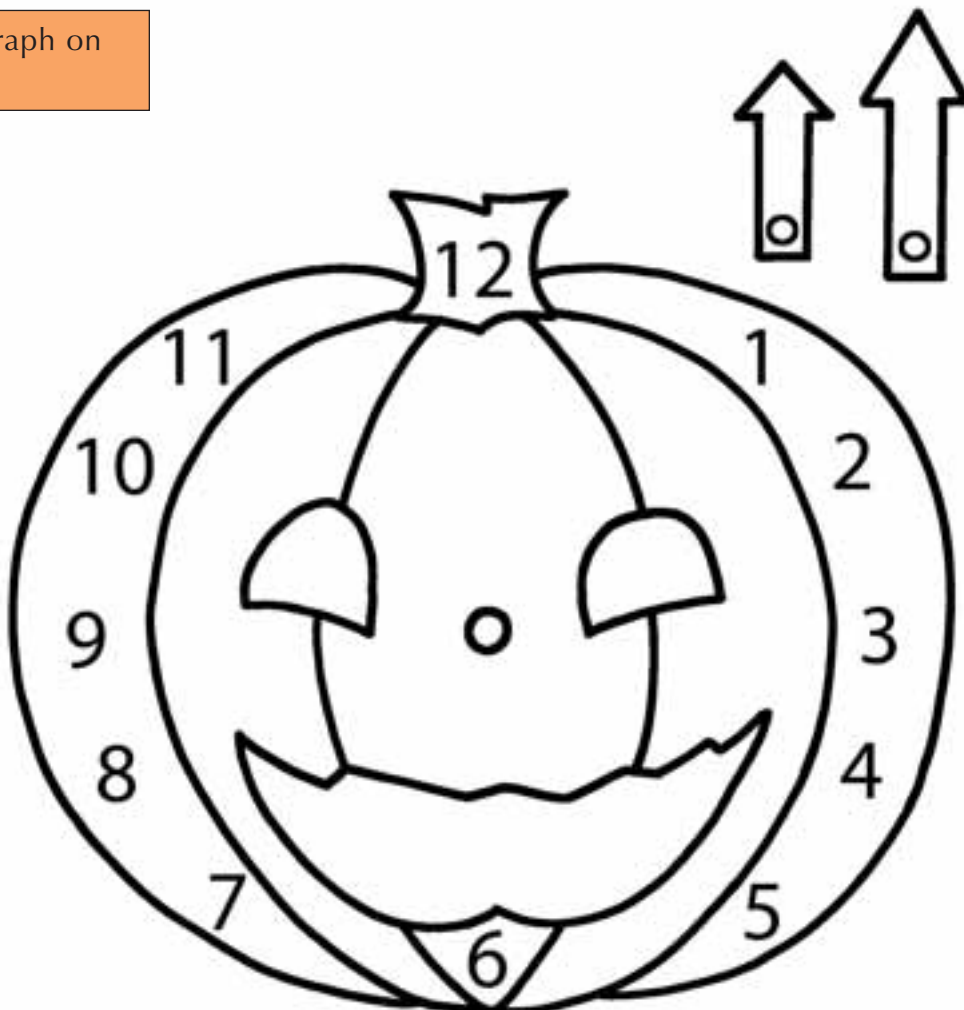
**HALLOWEEN  
WORKSHEET**

# Practise Telling the time with this Halloween Clock!

1. Photocopy the pumpkin onto orange card or paper and cut out the shape.
2. Cut out the clock hands and colour them black or copy them onto black card.
3. Use yellow paint to colour in the eyes and mouth or make mouth and eye shapes from yellow card to stick on the pumpkin.
4. Make a hole in the centre of the pumpkin and in the ends of the clock hands.
5. Attach the clock hands to the pumpkin with a butterfly pin.



See photograph on  
page 13







# Kids' Corner

## Halloween



John Batty

One of the many responsibilities of teaching is that of choosing course books for classes from the many that are offered by publishers. Thanks to government programmes there is a lot to teach and so little time to teach it in. This is one of the reasons why some teachers simply teach the course book from cover to cover in order to finish the programme. Other teachers simply “do” the present simple or the present continuous and “finish” the unit or module.

Many schools, within the framework of autonomy, have increased the number of hours dedicated to the teaching of English. One of the implications of this is that teachers have to find supplementary teaching materials from other sources. Teachers can either prepare their own original materials (but this can be difficult, time consuming and expensive), or use published supplementary materials from various sources, including LANG Primary!

Course books are an essential part of an English language course for both the teacher and the students. They establish the content and sequence of the new information which is to be taught and, hopefully, learnt. The teacher, however, should not become a slave to the course book, but be its master, choosing what is to be used and what is to be supplemented. Only the individual teacher can really know the needs and abilities of an individual class of children.

Choosing course books is difficult and it is a good idea to compile a “check list” beforehand to help in the assessment of the books being considered.

### Here are some sample questions:

#### General check list

1. Is the art work and layout not only attractive, but also useful?
2. Is the course book child-friendly?
3. Does the course book include examples of authentic language?
4. Does the course cater for a wide range of learning styles?
5. Are supplementary teaching materials provided in the teacher's guide?
6. How are new teaching points sequenced?
7. Does the course book provide sufficient practice?



#### Specific check list

1. How is new language/lexis presented? Is it topic based, activity based, etc.?
2. Is the presentation of new language flexible?
3. Is pronunciation and fluency catered for?
4. Are the different skills integrated? If so, how?
5. Are the practice activities motivating?
6. Are there opportunities for reviewing/revision at the end of each unit/module?

#### Making your own materials

As I have stated previously, it is both time consuming and difficult for teachers to create their own materials. However, giving the children the possibility to extend practice allowing them to work at their own pace or simply giving them a change from the course book can be very beneficial.

**Activity 1: Mr Bones**

**What you do**

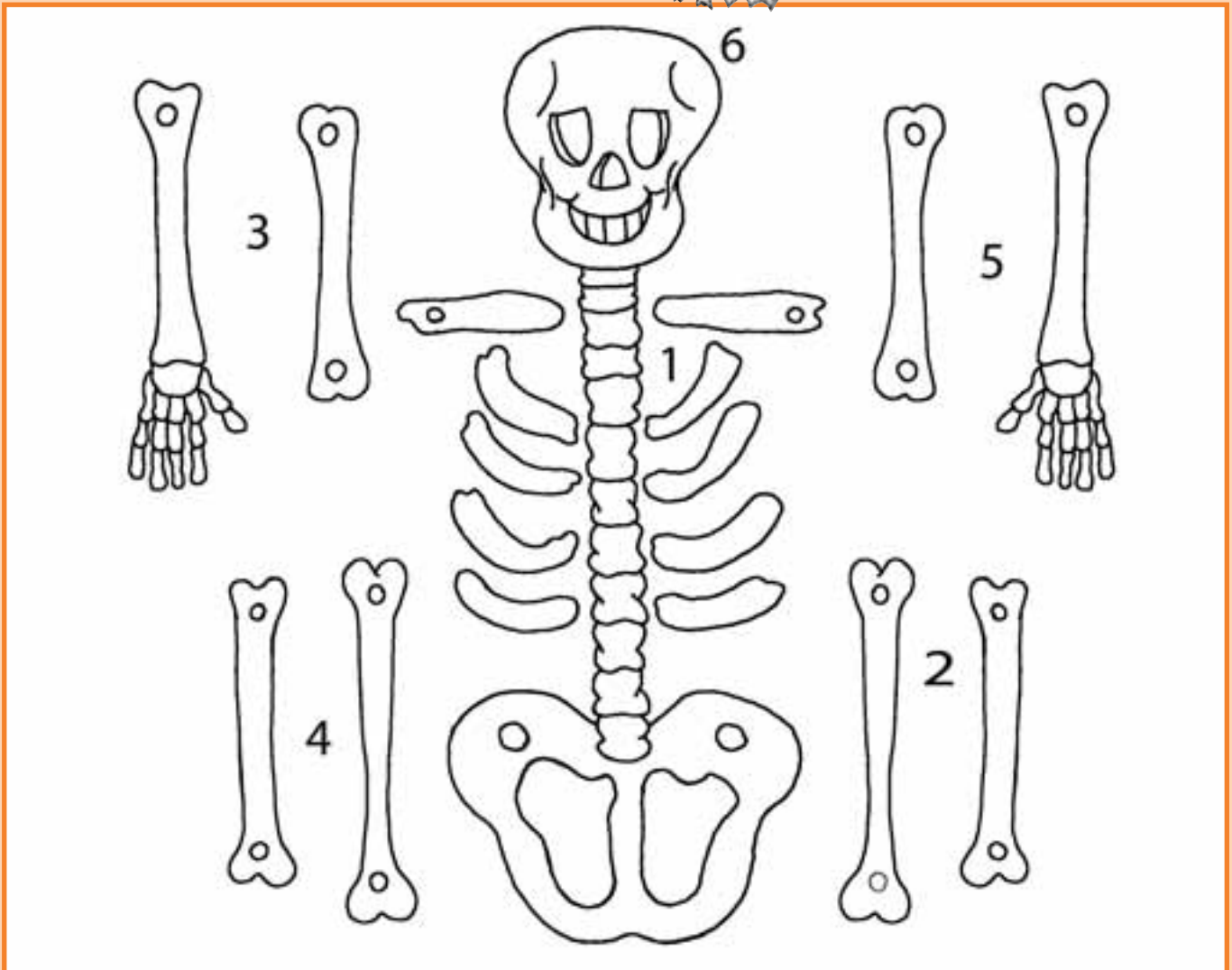
Give each student a photocopy and ask them to cut it out.  
 Make a hole with the hole punch in the places indicated on the template.  
 Tell the children that they are going to play a game.  
 Tell them to lay all the pieces of Mr Bones and the string in front of them.  
 In turn the students throw the dice.  
 When they get number one, they can begin to assemble Mr Bones tying the pieces together with the string. They must throw the dice in order (number one = body, two = left leg, three right arm, etc.). If the student throws a one but has already got that number, he/she misses a turn.  
 The first person to complete the skeleton wins the game.

Comments: Mr Bones can be used again or can be hung up as a mobile or you could photocopy Mr Bones onto large pieces of paper/card (one per team).

Hide the bones before the class starts, put the students into teams and tell them the first to find, assemble and hang Mr Bones up is the winner.

**What you need:**

- One photocopy of Mr Bones per student (photocopy or glue onto white card if possible)
- One dice for each group of children
- Scissors
- Hole punch
- String/wool



## Activity 2: Hunt the eyeball

### What you do

Give each child 3-4 balls and tell them to make some eyeballs remembering to give them a demonstration first.

To give a twist to the game you can colour code the balls so that each colour is worth different points. Hide the balls around the classroom or even in the school, headmaster permitting!

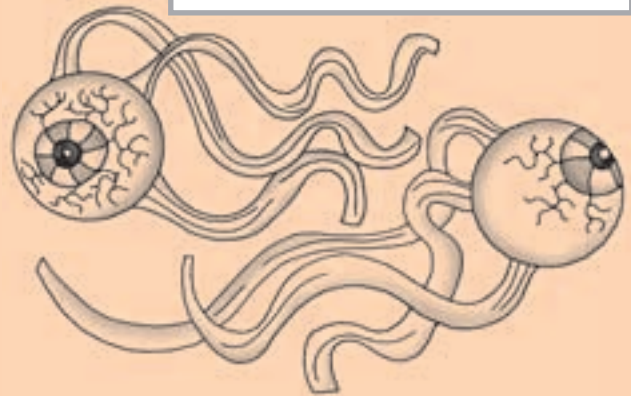
Comments: you could use large mixing bowls with lots of cold spaghetti (cold worms) with the eyeballs hidden in the pasta.

Disgusting things always make a memorable Halloween!

### What you need:

Ping-Pong balls

Water resistant makers or paint  
(must include black for the eye-pupils and red for the veins)



## Activity 3: Window watchers

### What you need:

Coloured card

Crayons

Scissors

Glue

Tissue paper



### What you do

Draw a Halloween character (bat, cat, pumpkin, ghost, etc.) on the card (make sure the eyes are at least an inch apart) and cut out, including the eyes.

Trace the cut-out onto another piece of card.

Now you have the front and the back.

Take the tissue paper and sandwich it between the two cut-outs and glue them down. Make sure that the back and the front card line up before you stick them together.

Stick on a window where there is lots of light.

## Activity 4: Paper plate masks

### What you do

Cut out holes for eyes. Glue the ice-lollipop sticks to the inside of the plate to hold up the mask or make holes with a hole punch and use string or elastic bands to tie it around the students' heads.

Decorate as desired (Frankenstein, witch, skeleton, etc.).

### What you need:

Paper plates

Ice-lollipop sticks, string, wool,  
elastic bands

Crayons, felt tip pens, paint

Glue, tape, etc.

Scrap paper, scrap material, tin foil,  
sweet wrappers, etc.



### Activity 5: Cereal box gravestones

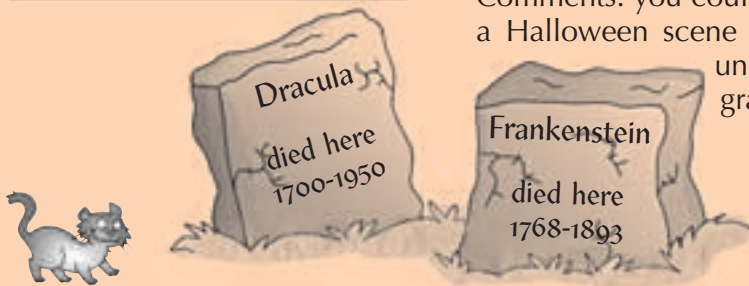
**What you need:**

- Black and white poster paint
- 3 cups for mixing paint
- Paint brush
- Different sized cereal boxes
- Two sponges
- Thick black marker

**What you do**

Mix paints to make light grey, medium grey and dark grey. Paint the boxes with two or three coats of medium grey and let them dry. Use the sponges to dab on the light and dark grey paint to give gravestones a mottled look. When they are dry, write names and dates with the marker such as: Frankenstein died here 1768-1793.

Comments: you could paint a "haunted house" backdrop and create a Halloween scene or maybe put them in the school playground under a tree with some rocks creating a school graveyard.



### Activity 6: Creepy crawly bracelets

**What you do**

Fold the black card in half. The children lay their hands (halfway across the palm) down across the folded edge. Trace the fingers with a crayon. Cut out the outline of the fingers. Unfold and you have a complete image of a spider with eight legs. Turn the spider over and roll the legs around a pencil. This makes the legs curl under and gives a more creepy crawly effect. Cut a 1" strip of black card from the remaining scraps and make a circle to form the bracelet and staple the ends together. Attach the bracelet to the underside of the spider fastening it with a paper fastener.

Glue on the wiggle eyes and the "fangs" that you design and cut from white paper to the spider's head.



**What you need:**

- Black card
- Wiggle eyes (plastic eyes that move)
- White paper for the "fangs"
- Paper fastener
- Stapler and staples
- Scissors
- White crayon
- Glue
- Pencil

### Activity 7: Bat and spider cups

**What you need:**

- Black pipe cleaners (four per spider cup)
- Scissors
- Craft glue
- Paper cups (black or purple if possible)
- Black card (for bat wings)
- Small wiggle eyes
- Black felt tips or poster paint

**What you do**

Cut four pipe cleaners in half to make eight spider legs. Fold one end of each pipe cleaner 1/4 inch. Glue the folded part of the pipe cleaner to the side of the cup, putting four legs on each side. Bend legs to give a spider effect. Glue on the eyes and let dry. Serve drinks or treats in the cups.

To make the bat cups cut two bat wings from the black card, bend the ends and stick one on each side of a cup.

## WORKSHEET

# A HALLOWEEN SONG

This song can be sung to the tune of 'Winter Wonderland'. The music can be found, and listened to, at <http://www.christmas-time.com/mdwint.htm>.  
Answers: 1 listening, 2 tonight, 3 fear them, 4 sight, 5 on, 6 treating, 7 snacks.

1. Complete the words of the song using words from the box. Remember the words should rhyme with another word.

snacks    sight    listening    on    treating    tonight    fear them

2. Match the pictures with the underlined words.

3. Sing the song!

Under the moon all is glistening,  
The old owl hoots, are you (1) \_\_\_\_\_,  
A really scary sight,  
We're happy (2) \_\_\_\_\_,  
Walking in a spirit wonderland.

Black cats yowl, can you hear them?  
The ghosts howl, don't you (3) \_\_\_\_\_?  
A really scary (4) \_\_\_\_\_,  
We're happy tonight,  
Walking in a spirit wonderland.

In the streets we're looking for candy,  
Trick or treating all night long,  
We're going to scare everybody,  
Running door to door with costumes (5) \_\_\_\_\_.

Later on, while we're eating,  
What we got trick or (6) \_\_\_\_\_,  
We'll share all our sacks,  
Of Halloween (7) \_\_\_\_\_,  
Walking in a spirit wonderland.



See on page 7.



WORKSHEET

# A HALLOWEEN MONSTER



Before you draw your Halloween monster choose and circle one of the words in each sentence.

- My monster is a boy a girl an animal a machine
- My monster has fur scales spots hair
- My monster has a tail horns fangs three ears
- My monster is tall short fat thin
- My monster is blue yellow orange green
- My monster has one head two heads three heads four heads
- My monster has two arms four arms six arms eight arms
- My monster lives in a castle in a cave under my bed in my garage
- My monster eats pumpkins snakes ice cream carrots
- My monster's name is .....

Draw your Halloween monster and illustrate where he/she lives and what he/she eats.



# CONVENTIONS



Here are details of some of the Conventions for teachers of English planned for the coming school year. We have included the email contacts, should teachers need further details (please mention that you read **LANG Primary**).

## XXIX National Convention TESOL - Italy

*Reflective Teaching*  
Rome, 22 - 23 October 2004  
Grand Hotel Parco dei Principi  
via G. Frescobaldi 5  
00198 Roma  
[www.tesol.it](http://www.tesol.it)

## National Conference of the University of Cambridge

*ESOL Examinations*  
Rimini, 11 - 12 November 2004  
[Nick.beer@cambridgeesol.it](mailto:Nick.beer@cambridgeesol.it)

## International Teacher's Club

*Integration of Europe*  
*The Key Rule of English*  
Milan, 12 - 13 November 2004  
[teachersclub@studytours.it](mailto:teachersclub@studytours.it)

## British Council - Milan

**English Language Teaching Conference**  
Milan, 22 - 23 November 2004  
[Lucia.legnazzi@britishcouncil.it](mailto:Lucia.legnazzi@britishcouncil.it)

## XXII Convegno Internazionale ANILS

*Parole, immagini e significati dell'apprendimento*  
Montegrotto Terme (PD),  
02 - 04 December 2004  
[ugo.tassoni@libero.it](mailto:ugo.tassoni@libero.it)  
[www.anils.it](http://www.anils.it)



## Sorrento - 2005 The British Council Annual Convention for Teachers

Hilton Sorrento Palace  
3 - 5 March 2005  
[Anna.manzi@britishcouncil.it](mailto:Anna.manzi@britishcouncil.it)



## SHARE THE WORLD

Although the majority of subscribers received the last issue of **LANG Primary** together with the video and teacher's pack which we distributed on behalf of **Share the World**, we are aware that a few of the video cassettes arrived damaged and that there were postal problems in some areas.

As we have no further copies of these materials, should teachers need copies of the video or teacher's pack, these can be ordered free of charge by completing the request form on the **Share the World** web site at:



[www.sharetheworld.org.uk](http://www.sharetheworld.org.uk)

**LANG Primary**  
keeping the teacher informed

# CLASS SURFING

John Batty



Teaching in the EFL classroom becomes more interesting as more fonts of learning materials become available. Schools and classes using the internet are becoming more and more common. It is an ideal way to give children the opportunity to put what they have learned into practice. Having electronic pen-pals or e-pals/key-pals is a highly motivating way for students to get valuable practice in both reading and writing. It can also have a profound impact on students' attitudes towards the target language and culture and give them their first experiences of using *real* English outside the classroom.

## Preparing your students

- Make sure that students know and respect the safety rules for children using the internet.
- Teach them the technical skills required for e-mail exchange and the language required for effective communication.
- Before your students send their first letters, have them practise by sending messages to each other.
- Give the students some useful set phrases and expressions for opening and closing letters. Avoid giving them a template of a letter otherwise the recipients will receive a set of practically identical letters.

## Internet safety rules for children

- Don't ever give out your address or phone number.
- Don't ever agree to meet someone in person.
- Don't tell people exactly what town you live in, or what school you go to.
- Don't tell people your last name. Make up a new one if you want to.
- You can stop talking to anyone at any time, if you are not comfortable.
- Have your teacher or parents check any messages you receive.

This is just some of the more essential advice. You can find more on the sites listed in the resource links provided.

## What are the other students'/class's expectations?

Be sure that you and your corresponding teacher understand the type of curricular relationship. Is it just an additional activity or is it an integral part of the course?

You will both also have to decide the general length of the correspondence and at what intervals. It might seem that the natural choice of partner would be native English speakers, but then you have to take into consideration what the other party would gain from the relationship. First of all young students would be out of their depth with native speakers and young native speakers would not be practising a second language as they don't start to learn a second language until much later.



**At this age, children with different native languages communicating in a second common language (English) to practise in a genuine communicative context would seem to be an ideal situation.**

They also learn about their partners, their culture and exchange information about their society, etc.



## ACTIVITIES

Any kind of graphing activity that compares social and/or environmental differences. Graph the results from both classes and see the differences. What's your favourite hobby? What's the food like in your country? What's your school like? What time do you finish/start school? How many days do you go to school a week?

Write a chain story and have your pen-pal/class add a sentence/paragraph.

A picture dictation. For example the students send a description of a strange animal or a famous person and the pen pal has to draw the animal/person and send it back.



## Resource links

Filamentality's idea pool

[www.kn.pacbell.com/wired/filamentality/topics.html](http://www.kn.pacbell.com/wired/filamentality/topics.html)

Visit this site and scroll down to the bottom of the page for more ideas on e-pal activities.

[www.Kidlink.org/KIDCAFE-SCHOOL/](http://www.Kidlink.org/KIDCAFE-SCHOOL/)

This is a list for school-organised key-pal exchanges. To this list you can send batches of mail between classes but also individual messages between kids participating from your school.

<http://www.epals.com/>

This site caters for teachers and students of English, French, Spanish and German. There is a searchable archive of pen-pal requests.

[www.epals.com](http://www.epals.com) classroom exchange

[www.primaryschool.com](http://www.primaryschool.com)

[www.Students.of.the.world.com](http://www.Students.of.the.world.com)

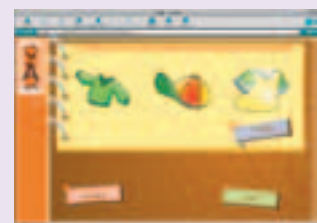
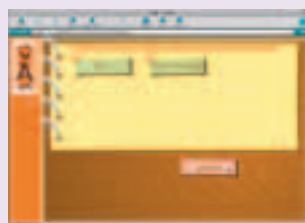
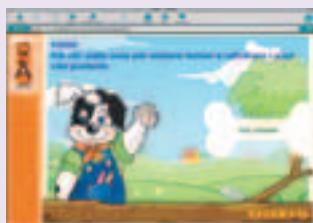
At this site you can find young people and cultural information about schools and all the countries of the world.



IECC is a free teaching.com link with partners in other countries for e-mail, classroom exchange and key-pals and other projects.

Passport kids has a safe environment for children to share views and compare cultures around the world. Created by sesame workshop.

More games on-line



[www.langedizioni.com/varie/junior](http://www.langedizioni.com/varie/junior)



# Halloween

Halloween, the eve of "All Saints Day", has become an American tradition and is celebrated on October 31<sup>st</sup>. When the Scottish and English settlers emigrated to America they took these traditions to the New Country. Children dress up in spooky costumes as witches, skeletons, ghosts and vampires, just like the characters that love to go out in the dark. Children go trick or treating from house to house wishing people a happy Halloween and receiving sweets in return. A favourite trick is to ring a doorbell and hide!

*Jack-O-Lantern – An Irish legend tells about how Jack was refused by heaven, evicted from hell and forced to wander without light. His lantern was a pumpkin. Celtic people believed that lanterns kept the evil spirits away.*



TRICK ME OR TREAT ME, BUT PLEASE BE SWEET TO ME

The pumpkin, a big, round orange fruit that grows on a vine in autumn, is an important Halloween symbol. This vegetable is used more for pleasure than for something to eat. Pumpkin has a sweetish, nutty flavour and pumpkin soup is always a winter favourite.



## PUMPKIN SOUP

Teach English while simultaneously practising many other skills and concepts: nutrition, following directions, reading a recipe, measurements and mathematics.

**TOPIC:** Food and Halloween

**SKILLS:** reading and writing

**VOCABULARY:** cup, pumpkin, onion, butter, water, milk, flour, tablespoon, salt, pepper.

Verbs of action: chop, cook, add, blend, melt, stir, season, simmer

**PRESENTATION:** teach the names of the items using pictures or by showing the objects to the children.

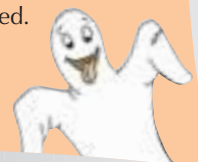


### INGREDIENTS

- 4 CUPS CHOPPED PUMPKIN
- 1 CUP CHOPPED ONION
- 90gr BUTTER
- 5 CUPS WATER
- 1 CUP MILK
- 1 TABLESPOON FLOUR
- SALT – PEPPER

### INSTRUCTIONS

- Cook the pumpkin and onion in 60gr butter for 10 minutes.
- Add water and cook until the pumpkin is tender.
- Blend with milk.
- Melt remaining butter and stir in flour. Stir constantly until well blended.
- Season with salt and pepper.
- Simmer for 20 minutes.



# CLASS PROJECTS



CLASS PROJECT - March 2004 - issue 18

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. The children should write commentaries or sentences in English to accompany the visual work.

**LANG Edizioni** will send a class set of supplementary English language learning materials to the teachers of classes that present the most interesting projects.

Once the Project is introduced to the class dedicate a little time each week to the preparation of the materials.



## The best jobs in the WORLD!



This project gives the children the opportunity to discover the daily routines of people who do interesting jobs. Teachers can also discuss the skills and personalities required in the various occupations.

The children should prepare materials illustrating the various jobs and write descriptions of the lives of people who do them. Please note that the writing should be done by the children in English and not re-copied by the teacher.



Remember to fill in the Project form which must accompany all Project work. The great majority of teachers ask for their projects to be exchanged with another school's and we have sent on these projects so that they can be read and enjoyed by other children.

When the project is finished, complete the Project form below and send to:



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

**All projects should be received by 30.06.2004**  
**We may publish extracts from some of the projects in future issues of LANG Primary.**

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18

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

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

Name of teacher \_\_\_\_\_ Code of class \_\_\_\_\_

Number of children involved in the project \_\_\_\_\_

I give permission for **LANG Edizioni** to send this class project to another school in exchange for their project. Write Yes or No \_\_\_\_\_

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



## Something extra...

Many Primary teachers teach English in more than one classroom in a school. Although the teacher can easily take the teacher's guide and audio from one room to another, there is always an issue of which room should be used to display the posters which very often accompany the guide and give a classroom an English 'feel'.

To alleviate this situation **LANG** is offering to those teachers who use **LANG** courses in more than one classroom, set of materials which can be used to decorate a second, or even third, classroom.

Teachers can collect a pack of these special materials from local **LANG** agents. The packs include a **Pronunciation Chart**, an **Alphabet Chart** and **Festive Decorative Stickers** for the classroom windows as well as photocopyable **Worksheets** linked to some of the festivities.

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

### IMPORTANT NOTICE

Receiving future issues of **LANG Primary**.

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

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

**If you wish to comment on the articles in *LANG Primary*, please do not hesitate to write to us.**



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18

New subscription

Change of address

Name

Home address

City

CAP

E-MAIL

School name and address

City

CAP

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 Editori spa - **LANG Primary** - Corso Trapani 16 - 10139 Torino - Fax 011 75021 510