
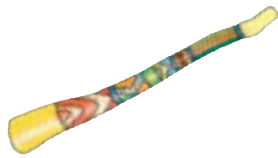


<b>ANIMALS</b>	
<p>Name three Australian animals you know. ANIMALS IN AUSTRALIA New Come Along 5, pages 66 and 67. Sing the famous Australian song on page 67.</p>	<p>koala – kangaroo – emu The koala population of Australia has been depleted by bushfires, dogs and roadworks. The Billabong Breeding Centre at Port Macquarie is one of the many institutes helping to prevent their extinction.</p> 
<b>MUSIC AND INSTRUMENTS</b>	
<p>Sing the famous Australian song on page 67, New Come Along 5. <i>Kookaburra sits in the old gum tree. Merry, merry king of the bush is he. Laugh Kookaburra! Laugh Kookaburra! How gay your life must be.</i></p>	<p>Culture Stop. Listen and complete (didgeridoo), New Come Along 5, page 73.</p> 
<b>INTERNET LINKS</b>	
<p>The words of the National Anthem and other Australian songs.</p>	<p><a href="http://www.australiaday.gov.au/subsection.asp?sbID=30">www.australiaday.gov.au/subsection.asp?sbID=30</a></p>
<b>AUSTRALIAN CHRISTMAS</b>	
<p>Christmas in the bush is a worrying time due to little rain, dry bush and bush fires. It is the home of trees and many plants and animals.</p>	
<p>Under the ‘summer skies’, extreme heat - traditional food: turkey, ham, salads, pudding - carols by candlelight, celebrated on the beach; -presents: beach balls, surf boards, sun hats, beach towels, beach cricket sets.</p>	<p>Traditions coming from Europe and elsewhere (Cartellate: a traditional sweet from Bari, Italy).</p>
<b>AUSTRALIAN CHRISTMAS DAMPER RECIPE</b>	<b>AUSTRALIAN CHRISTMAS BISCUITS</b>
<p><b>Ingredients:</b> 2 cups self raising flour; ½ teaspoon salt; 2 teaspoons sugar; 1 tablespoon butter; 1 cup milk or water, enough to make the dough soft. <b>Procedure:</b> Rub the butter into the flour. Knead. Mould into Christmassy shape, a wreath or a star. Bake in a hot oven (or ashes if you are cooking it over a fire). Cook for 20 minutes until brown. Serve with butter and jam, honey or golden syrup.</p>	<p><b>Ingredients:</b> 1 cup plain flour; 2 tablespoons butter; ½ cup brown sugar; 2 tablespoons golden syrup; 1 teaspoon ginger <b>Procedure:</b> Cardboard for trees, bells, angels, candles, Father Christmas, koalas, kangaroos.... Place cut-outs on the dough and cut around them. Put on a greased oven tray and cook at 375° for 20 minutes/until light brown.</p>
<b>PLACES TO SEE</b>	
<p>Sydney’s Opera House - Victoria The Great Barrier Reef</p>	<p>One of the wonders of the world for music and theatre. The limestone sentinels of the Twelve Apostles along the Great Ocean Road, which borders the coastline.</p>

# CHRISTMAS TREE

This is a useful activity which can be used both as an individual or whole class craft activity.

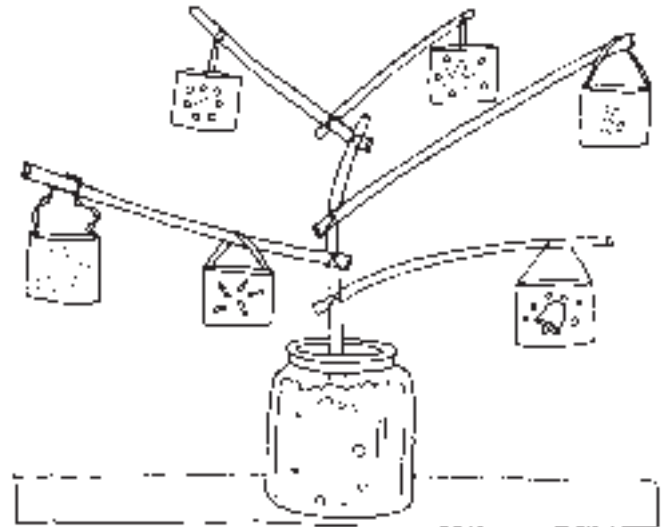
Working individually, children will be able to create an object and to give it as a present to their friends or family. As a class activity, each child will have to bring in a small present, which can be a candy or a small puppet, and wait until a friend chooses it.

**What you need:**

- some wooden sticks
- a jam jar filled with soil
- cardboard in different colours
- scissors
- stapler
- ribbon
- glue
- felt-tip pens
- glitter, beads and whatever you want to add
- a small gift from each child

**What you do:**

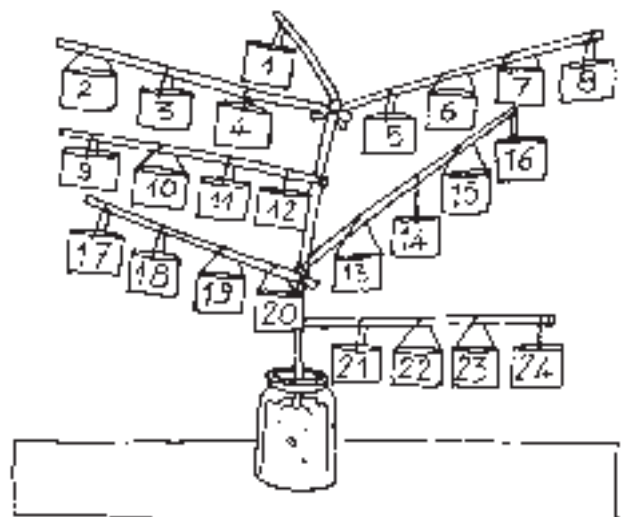
Use the ribbon to tie the wooden sticks together. Stick the tree in the jar with soil. Ask children to cut small rectangles (about 4x5 cm) from two different coloured pieces of cardboard. Children must staple together the two pieces to make a pocket and can then decorate the pocket with felt-tip pens, beads or by glueing glitter on it. Each child must bring in a small present that will be put inside the cardboard pocket. Make a small hole in each pocket and hang them all with a long coloured ribbon onto the tree you have made with the wooden sticks. On the last day of school before Christmas break, ask each child to take a pocket from the tree (not the one they have made!).



# ADVENT TREE

Make an Advent tree. Follow the instructions for the Christmas tree but write the numbers from 1 to 24 on the cardboard pockets. Prepare everything by the end of November and then every morning ask a different child to take a pocket and open it. On some days, more than one pocket should be opened so that the final pocket is opened on the last day of term.

Another possibility is to help the children prepare, on small pieces of paper or cardboard, a Christmas wish and a drawing. On the first day of December, bring in a small tree made of wooden sticks tied together and then every morning ask a different child to hang his/her wishing card on the tree.






**WORKSHEET**

# A letter for Santa




Look at the pictures and choose the words from the list to complete the letter to Father Christmas.



- bike    ● video game    ● biscuits    ● presents    ● jumper    ● book    ● ball    ● teddy bear
- car    ● doll    ● Christmas cards    ● comics    ● tree    ● dress    ● milk    ● cake    ● baby

Dear Santa Claus,



Next week the Christmas holidays start. I want to tell you about all the  ..... my family would like.

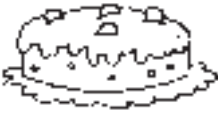


I would like a  ..... and a  .....

My brother would like a  ..... and a  ....., but it's too big to bring down the chimney, so how about a toy  .....

My sister would like a  ..... and  ..... – she loves comics!

My  ..... sister would like a  .....

My mum would like a new  ..... and my dad would like a new  .....

Next to the fireplace there is some  ..... for you and some  ..... and  ..... for Rudolph and the other reindeer.

Mum is calling me, I must go and decorate the  ..... and write my  ..... to my friends.

Thank you very much.

Lots of love and have a nice Christmas!

Tim

# Learning *through* Songs

Joanna Carter

**M**ost, if not all children love music and songs. Music forms an intrinsic part of their lives from a very early age. During their nursery years, children sing songs with their parents to help learn their mother tongue and about the world around them. Later they have exposure to music and songs in all aspects of their lives – through family, television, radio and their lessons at school. They enjoy songs because they can identify with them, even when they are in a foreign language.

## The Value of Songs

The enjoyment factor is always an extremely important reason to use something in the English language classroom but there are other invaluable motives that make **music, rhythm, rhyme** and **song** an essential part of language learning for young children.

The structure and rhythm of a song makes it much easier to follow, to imitate and to reproduce language. Vocabulary is easier to remember because there are often rhyming words at the ends of lines. There is often a simple story-line which helps put vocabulary in a relevant context. Songs help reinforce language structures because they are full of repetition, so children have the opportunity to hear words and sentences again and again in a meaningful way.

## When to Use Songs

There are many moments throughout a lesson when a song can be used as a useful learning tool. When starting a lesson a teacher can ask the pupils to sing a song to show that the subject is changing to English.

Simple songs can be used as a *warm up* at the beginning of a lesson to focus the children's attention.

Alternatively, the teacher can use a song at the end of a session to *round off* the lesson and practise what the children have learnt. A very appropriate moment to use a song is during revision of

vocabulary or even to introduce new words, as a change from using flashcards or other visual stimuli. The popular song *Head, shoulders, knees and toes* is ideal for this as the children have to point to parts of the body.

In subsequent lessons, if the children forget the vocabulary it is often enough to just hum the tune to refresh their memories.

Intonation, punctuation and pronunciation are often accentuated in a song so they can be used to help children internalise the sounds of English.

Songs can be linked to topics that are being covered – there are plenty of English songs about the weather, animals or parts of the body, for example.

Songs are a great way to introduce and illustrate festivals and customs of the English speaking world and can help practise more specialised vocabulary. Lessons about festivals and traditions often involve craft activities.

Why not play an associated song in the background while the children work? It is surprising how much children learn passively and background music has a calming, relaxing effect.

## How to Use a Song

One of the most useful types of songs are those that involve actions. The actions illustrate what is happening in the song. The children naturally make an association between the actions and the words they are singing and so vocabulary and grammatical structures become much clearer and more memorable.

This is also a very useful way of capitalising on very traditional songs that may contain slightly more obscure vocabulary. Some songs lend themselves



naturally to using actions, such as 'One finger, one thumb...' (see **Traditional Songs and Rhymes**, LANG Edizioni) but if a song doesn't have actions they can always be invented to match the words. It's important to have some kind of procedure when teaching a song or action song:

- first of all sing or play the song a couple of times and simply let the children listen and absorb the tune;
- play or sing the song again and get the children to hum the tune;
- next, get them to join in with the actions only. At this stage ask them what they think the song means from the actions;
- finally, get them to do the actions and begin to sing the words.

Sometimes children get the rhythm of the song but do not sing complete words (e.g. *he* not *head* or *to* not *toes*). To help them with this, play around with the speed of the song.

Sing it exaggeratedly slow so they have time to completely pronounce the words, then speed it up etc.

This is a lot of fun and the children love it!

It is always better that the teacher and the children begin singing songs together as this helps children build up their confidence and helps create a sense of group identity. Once they are very familiar with a song the teacher can give different parts to small groups. This is a very useful technique in big classes and also helps develop listening skills and team work.

There is ample scope for follow-up activities when a song has been taught during a lesson. Children can be asked to draw pictures to illustrate the song. Older children can even do gap fill exercises where they put in the missing words. Over time, children will probably come across a great many English songs, so why not get them to create their own personal song book to keep a record of them all.



Here is an example of an action song.

## Head and Shoulders

Head and shoulders,  
knees and toes,  
knees and toes.

*(touch your head and then your shoulders)*  
*(touch your knees and then your toes)*  
*(touch your knees and then your toes)*

Head and shoulders,  
knees and toes,  
knees and toes.

*(touch your head and then your shoulders)*  
*(touch your knees and then your toes)*  
*(touch your knees and then your toes)*

Eyes and ears and  
mouth and nose.

*(touch your eyes and then your ears)*

Head and shoulders,  
knees and toes.  
knees and toes.

*(touch your mouth and then your nose)*  
*(touch your head and then your shoulders)*  
*(touch your knees and then your toes)*  
*(touch your knees and then your toes)*



# Bambini seduti?

## No, thank you

Carmen Argondizzo \*

Children initiate the long and difficult process of second language acquisition with the aim of eventually being able to communicate with adults and peers. The need for pragmatic competence, therefore, anticipates and supports the long process of language acquisition and encourages children to create the strategies they will have to employ in order to cope with the sociolinguistic-communicative challenges in everyday life (Argondizzo 1991). To a great extent, language acquisition occurs through social interaction being in itself, as Berko-Gleason (1977) put it, the first step towards the learning of how to make conversation. Certainly, the *dialogic* nature of human life and the human mind (Little 2001) encourages children to express and develop their autonomy in interaction with parents, siblings and others in the environment in which they grow up. Vygotsky (1978, 1986) strongly supported this argument by highlighting the notion that children's higher cognitive functions are internalised from social interaction, and that their learning arises from supported *task performance*.

Classroom activities that primary school teachers daily plan for children attending their classes should draw on both research and practical experience with the aim of offering younger students a systematic approach to classroom teaching. Through enjoyable teaching activities which enhance children's *dialogic nature* and through appropriate *task performance* teachers should aim at capturing the exuberance of the children. Yet, it will be necessary to create

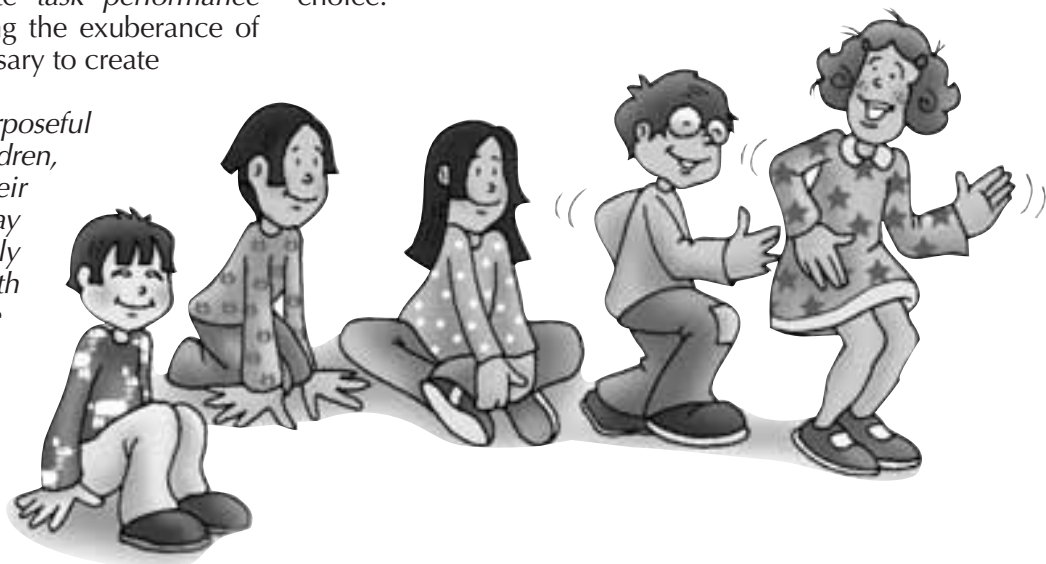
*a way of constructing a purposeful learning curriculum for children, one which develops their competence in a systematic way rather than haphazardly presenting them with excitements, however attractive* (Candlin 1992: IX).

Thus, on one side, teaching at primary school level should put great emphasis on learning by

doing, and, as many scholars have taught us, on learning with *heart, head and hand*; whereas, on the other side, a staged and planned curriculum will be extremely important for children because their primary school experiences will set the foundations for their later learning. As Candlin reminds us

*when the learners enter the mainstream of formal education they will have already established the bases for language learning and not lost that innocence, that enthusiasm, which characterises children and which, so much, formal teaching often dispels.*  
(ibid.: X)

Generally speaking, language activities should focus on major interrelated areas from which children should never be separated: socialisation (e.g.: the way of naturally interacting with others), play (e.g.: a way for enhancing fantasy, imagination, creativity), content-area language instruction (e.g.: a way for gradually achieving world knowledge), creative thinking (e.g.: the opportunity of focusing on reading and writing purposeful tasks). Activities should be structured so that they can easily be chained into a sequence for particular learning groups and, at each stage, teachers should be offered opportunities for action research to carry out with their own learners in order to explore the effects of a particular activity choice.



Bearing in mind these premises, resourceful activities should be created through a combination of theoretical principles and practice in order to allow primary school teachers to develop themselves as reflective practitioners. Such an activity should have a clear background organisational lay out of the kind shown below:

Yet, there is still a lot to be done in primary school classes, especially if we consider that with the recent ministerial reform the number of teaching hours per class has decreased and, at the same time, inexperienced teachers are asked to teach English despite their low knowledge of the language. The hope is that institutions such as Universities will offer appropriate training which, while reassuring timorous primary teachers, will give them at least that basic knowledge necessary for dignified teaching. It is not only the children who should not have 'to be seated' in primary classrooms, then, but the teachers as well.

**ACTIVITY 33**  
**1-2-3-4... FREEZE!**

**Activity type:** counting  
**Language:** numbers freeze  
**Presumed knowledge:** numbers  
**Time:** 20-25 minutes  
**Classroom setting:** children standing in a line and facing the teacher  
**Age:** 4-11  
**Level:** beginner and elementary  
**Aim:** counting, recognising the word freeze, making fun, using formulaic expressions

The different phases in which the activity unfolds should see the children active and meaningfully involved:

**Preparazione**  
 prepara i bambini che guardi al un gioco molto conosciuto dai bambini di 4-6 anni composto da 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20  
 In classe  
 Teacher: scegli un bambino o bambina che faccia da leader in Italia o... maffera con il suo solito verso  
 uno parete per contare  
 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20  
 4-10-11-12-13-14-15-16-17-18-19-20  
 Ogni volta che il leader dice FREEZE, il gioco viene gli altri bambini si fermano se qualcuno è più in avanti o se qualcuno è dietro. Se qualcuno è in avanti o dietro il leader lo indica nella posizione giusta. Gli altri bambini mentre il leader conta gli altri possono esprimere opinioni dicendo cosa di lui ma devono fermarsi non appena sentono la parola FREEZE. Il compito è quello di raggiungere la posizione del leader. Chi raggiunge per primo la posizione occupa il suo posto e ha il diritto di ricominciare. Nel suo ruolo sarà di leader il giorno successivo.  
 Durante il gioco: tutti quelle espressioni per il freeze nuove parole in LE  
 I'm freezing!  
 Don't freeze me out!  
 He is safe!  
 Next turn, sorry!  
 You also need turn!  
 Who's the leader next time!  
 Oh the teacher too!

In other words, with clear teaching objectives in mind, children should be encouraged, throughout their language instruction, to be *in action* as often as possible. This will be necessary in order to avoid lack of motivation and feelings of frustration on their side. When a sensitive *Ispettore Didattico* was asked, during a teacher training seminar, to give his opinions on the work carried out in a primary school he cleverly and sadly commented: "I bambini di quella scuola? Ma sono dei bambini seduti!" So please, young (and older) teachers, let us reflect: "*Bambini seduti* in your classrooms?" "NO, thank you!"

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\* Carmen Argondizzo teaches at the Università della Calabria. She is the author of *Children in Action*, LANG Edizioni 2002.



# Robin and the Christmas tree

Raffaella Tagliapietra, Thiene (Vicenza)

Download recording from  
[www.langedizioni.com/rob](http://www.langedizioni.com/rob)

There is no *ideal* method for using this listening comprehension exercise.

The teacher can ask the children to describe the pictures before or after the first listening. The teacher can ask the children to colour the pictures either before the first or before the second listening or before or after the children work in groups.

Some suggestions:

- Play a recording of the story or read it to the children.
- **First listening.** Tell the children to listen and to understand the sequence of the story.
- When they have listened to the story, ask them simple questions to check comprehension.
- **Second listening.** Ask the children to listen to the story again and to number the pictures in the correct sequence. Pause when a picture is mentioned to give the children time to choose and number a picture.
- Invent simple sentences to describe each picture based on the children's knowledge of English.
- Play or read the story again, until all the children have numbered the pictures.
- Ask the children to work in groups and compare the sequence of the pictures.
- Get the children to cut the pictures and clip or tie with a ribbon in sequence to create a storybook.
- Occasionally, ask the children to work in pairs and re-tell the story using the storybook.



## Picture 1

Robin woke up with a hole in his stomach. 'I'm hungry', he thought, 'it's time for breakfast'.

He got up and cleaned himself ready for the day ahead. Then he jumped onto the edge of his nest and looked out. "What's happened", he called out. All he could see was white.

The whole world was white.

## Picture 2

The trees were white, the bushes were white and the land was no longer green and full of beautiful yellow and red flowers. Everything was white.

"Where have all the colours gone?", he asked a beautiful flake of snow as it passed his nest. There was no answer.

## Picture 3

He flew out up, up into the sky but when he looked down all he could see was white. There were no red or blue berries or tiny insects for him to eat for his breakfast. "Oh, no. I'm very, very hungry", he sang to the cold air. There was not a creature to be seen, everything was perfectly still. Tired and hungry Robin thought, 'What will happen to me if I can't find anything to eat?' He flew through the snowflakes. Then he saw a tree below him and on the tree were some strange circles of colour.

## Picture 4

"What can the circles be?" he thought, as he flew lower and lower. When he landed on a branch he looked more closely and he realised that the strange circles of colour were, in fact,

biscuits of different shapes. The biscuits were hanging from the branches of the tree.

## Picture 5

"Oh, what a magic tree!", he cried and he started eating the biscuits and filling his very empty stomach. As he pecked away he realised that the biscuits were shaped like men. "The children from the school made these biscuits for me. Oh what a lucky robin I am!", he cried.

## Picture 6

When his stomach was full he flew round the tree and let a red feather from his breast fall onto the ground to thank the children for saving him.

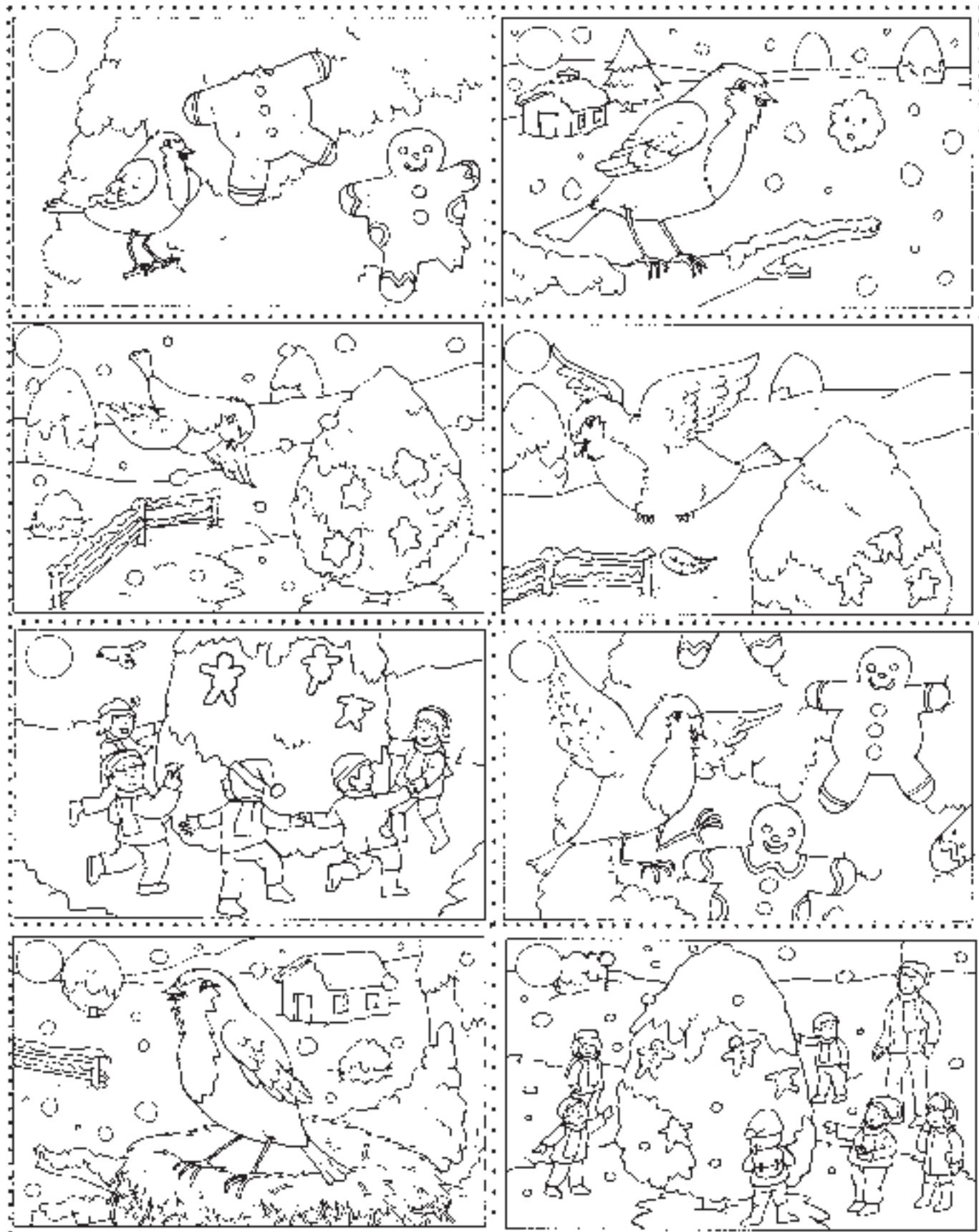
## Picture 7

In the afternoon, when the snow was falling softly on the ground, the school bell rang. The children ran out of the school gate but stopped in front of the Christmas tree. "Look at that gingerbread man. He hasn't got a leg", cried one. "And look at that one, he hasn't got a head", shouted another. "Oh, what has happened? Who did this? And why?", the children asked. One child noticed Robin's red feather on the ground. "It was Robin", said the teacher. "The gingerbread men you made in class saved his life".

## Picture 8

The children were very happy and clapped their hands and shouted "Happy Christmas" to the air, hoping that Robin would hear them.

# Robin and the Christmas tree



# Kids' Corner

Joanna Carter

In this edition of KIDS' CORNER, we are offering some fun ideas and activities to revise the lexical areas of weather and clothes. These topics can then in turn be integrated in some fun games and activities that concentrate specifically on the theme of seasons.

## What's the weather like?

### Activity 1

1. Make flashcards of the symbols shown here.

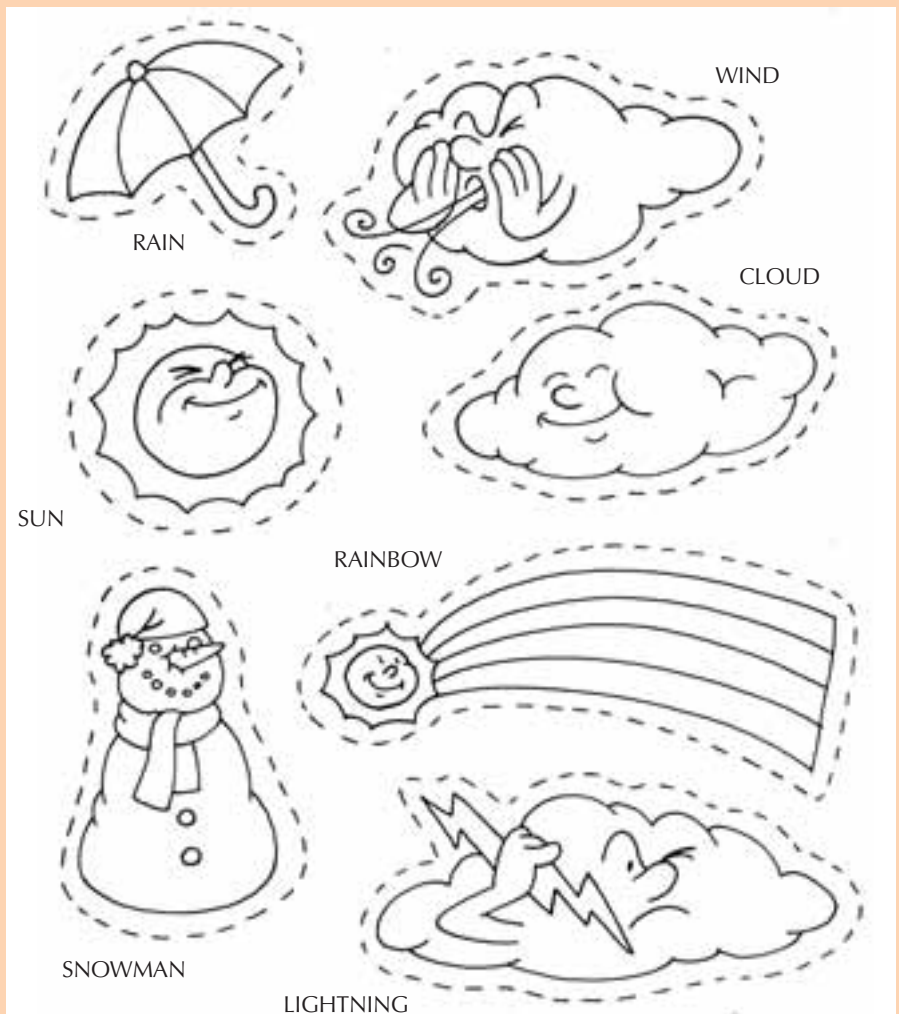
2. Hold up the picture of the snowman and ask the children what it is and what it's made of. Ask them when it is possible to make a snowman and in which season.

3. Now hold up the sun and ask similar questions: *When it's sunny, is it hot or cold? In which season do we see more sun in Italy? In summer or in winter?*

4. Introduce the other flashcards and the words rain, wind, cloud, lightning, rainbow. Stick the symbols on the board and ask the children to point to the correct symbol as you say the word.

5. Now draw two big overlapping circles on the board, one red and one blue. The red one represents summer and the blue one winter. Where they overlap represents both seasons. Ask the children to put the weather symbols with the right season circle. If they think the symbol belongs to both they put it in the overlap.

**Objective:** to revise or introduce words to describe the weather and seasons.  
See pictures of weather.



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



### Activity 2: Teach the children these action rhymes

Put the pictures of the snowman, rain, sun and lightning on the board. Point to the snowman and say 'It's snowing'. Wrap your arms around yourself and shiver. Say 'I'm cold'. Get the children to repeat. Repeat the process with the other pictures. Say the complete rhyme doing the actions. Repeat two or three more times encouraging the children to join in.  
It's snowing, it's snowing.

I'm cold, I'm cold!

*(move your hands downwards wiggling your fingers)*

It's raining, it's raining.

*(wrap your arms round your body)*

I'm wet, I'm wet!

*(tap your fingers on your head)*

It's sunny, it's sunny.

*(spread out your fingers and make a big arc over your head)*

I'm hot, I'm hot!

*(wipe your forehead)*

It's lightning, it's lightning.

How frightening, how frightening!

*(put your hands to your mouth and make a frightened face)*

Here's another action rhyme about the weather and a spider.



Incy Wincy spider climbed up  
the spout.

*(spread your hands out like spiders and make them climb upwards)*

Down came the rain and  
washed poor Incy out.

*(move your hands down, wiggling your fingers to represent rain)*

Out came the sun and dried up  
all the rain.

*(spread out your hands in an arc over your head to represent the sun, then wiggle fingers up to 'dry' the rain)*

Incy Wincy spider climbed up  
the spout again.

*(as first action)*

### Activity 3

Make copies of the weather symbols for all the children onto white card. Get the children to colour them in and cut them out. Make a small hole in the top of each symbol and attach a piece of cotton. Now hang the symbols on coat hangers or sticks crossed at right angles.



# What are we wearing today?

**Objective:** to revise and practise vocabulary for clothes. These activities can follow on from the ones before.

## Activity 4

1. Bring to the classroom or, if possible, ask the children to bring to the classroom different clothes for all seasons, such as hat, scarf, shorts, sandals etc. Try to have as much variety as possible.
2. Hold up the items for the children to see one by one and say or elicit the names. Ask the children if they wear the item in the sun, in the snow, in the rain, in the cold etc.
3. Get the children to form a circle and put all the clothes in the middle. Ask individual children to fetch the item you say. For example, 'Luca, go and find a T-shirt.'

## Activity 5

When the children have practised the vocabulary a few times, tell them they are going to play a game where they have to choose the right clothes according to the weather. You say for example, 'Sara, it's snowing'. The child must go and find something suitable for a snowy day. If it's suitable the child puts it on, if not he/she takes it back. You can make this into a competition – the child with most clothes on wins.  
If you can't get hold of real clothes then use flashcards and peg them with real pegs on a washing line (some string strung across the classroom). The children can collect the clothes pictures.



## Activity 6

With the real clothes or flashcards, discuss with the children which are more suitable for winter – coat, scarf, gloves, jumper etc. Next make copies of the figure of a child shown here and give them out to the children. Ask them to imagine it's cold, snowy weather and they are on winter holiday. Tell them to draw themselves and what they are wearing on their figure and then cut it out. When they have finished ask them to name the clothes the figure is wearing and tell you the colours. Put the children's names on the back of the figures and save them for the holiday activities.

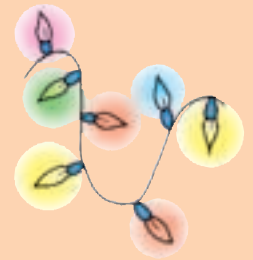
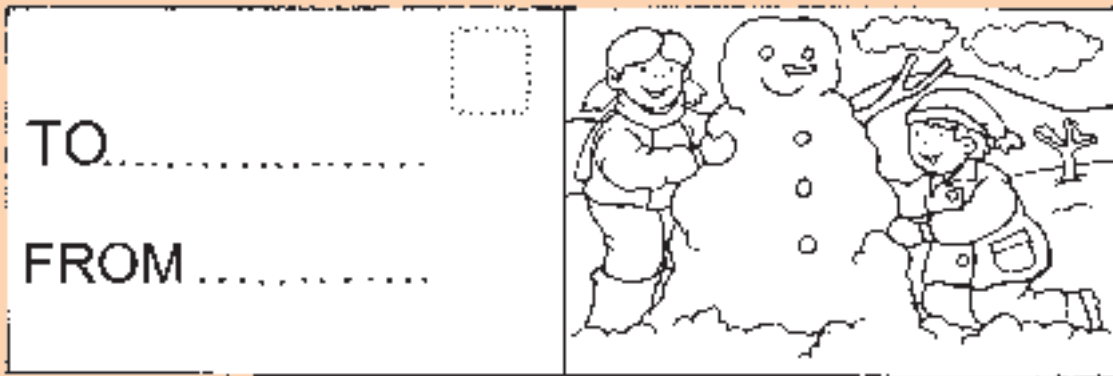
# Let's go on holiday!

These activities can follow on from the previous games and ideas. Clothes and weather vocabulary is recycled but also the theme of holidays is explored.

## Activity 7

This is a colour dictation which is a great way to practise following instructions and vocabulary recognition. Make an enlarged copy of the picture postcard you can find on the next page. Look at the picture as a class and teach the names of the objects in the picture, e.g. cloud, snowman, snowflakes, hot chocolate, coat, gloves, scarf, boots etc. Say the word and ask the children to repeat. To be sure the children have learnt or recognise the words, say a word and get individuals to point at it in the picture.





Make copies of the postcard for all the children. Tell them they are going to send the postcard, but first they must make it look pretty. Help them to write the name of a friend in class they want to send the postcard to and then write their own name. Fold it over and stick it together. Tell them you are going to tell them the colours to put on the postcard. Give them simple instructions, e.g. 'Where's the scarf? Can you see the scarf? Colour it pink.' Demonstrate the first two instructions yourself. Point to the object and then pick up the correct colour pen. When they have finished they 'send' the postcard.

### Activity 8

Each sentence should be accompanied by an action, e.g. for the first phrase, mime walking to the beach.

Let's go playing in the snow!  
Clouds are in the sky.  
It's very cold.  
I put on my hat.  
I go in the snow.  
Brrrrr! It's cold!  
I make a big snowman.  
I'm hungry!  
I eat a piece of cake.  
Mmmmmmm, yum, yum!  
Oh no, it's raining!  
Let's go home.

This activity involves total physical response from the children. They associate actions and mime with simple phrases to retell a story. Get the children to stand in a circle around you. Tell them they are going to act out a story about a day in the snow. Begin to tell the story slowly and encourage the children to join in with the actions. Then tell the children to join in with the words. Repeat each phrase several times rhythmically until the children can follow. Eventually the children should be able to do all the actions and say the story without your help.



### Activity 9

Make a winter snow collage. Put long strips of coloured backing paper on the wall. Put blue on the top, light blue in the middle and white at the bottom, to represent the sky, clouds and snow. Bring into the class old winter holiday brochures. Get the children to think about the sort of things you can see and find in the sky (clouds, birds, snowflakes, sun...) and on earth (trees, bushes, snowmen, children playing, Christmas trees, people skiing...). Divide the class into two groups to work on the two different areas of the collage. Ask them to find pictures from the brochures suitable for their area of the collage that they can cut out and stick on. If they can't find a picture of what they want, then draw the outline of this object on the backing paper. Tell the children to tear small pieces from the magazines in the appropriate colour for the object and fill in the outline. Tell the children they can use the figures of themselves dressed for winter holidays that they made for Activity 6.



# Crafty Art

Cecilia Perillo



Making things is a great way of **expressing one's unique self** and young learners just love doing and creating things! Teachers can capitalise on this and help children learn to do things using the English language. Furthermore, teachers must decide when and if such experiences are beneficial and be perceptive to the needs of individual children and flexible enough to take advantage of a natural learning situation or a teachable moment that may develop unexpectedly. A simple scribble is a personal creation and it's the teachers job to provide suitable materials (a scribble animal - children use a crayon to scribble a design on a piece of paper), and encourage the creative learning process and value the product. Teachers may adapt activities to suit their own 'personal touch'.

Through **arts** and **crafts**, children become engaged in something they enjoy doing naturally and as they are involved in completing their projects, the teacher may be walking around, making comments and asking questions in English. It is thus important to provide a variety of experiences and encourage children to proceed at their level of readiness.

Many young children may be using scissors for the first time and as they cut out pictures they will develop **eye-hand coordination** and **fine motor skills**. The purpose of the cut outs is to provide children with **manipulatives** they can use when playing games with a partner and to give them hands-on experience in learning the skill of cutting (Activity 4 – The Number Booklet, page 9, Kids' Club 1 Cut Out Booklet). Experiences that may involve typical art and crafts activities such as cutting and pasting but do not encourage the creativity of children are considered to be **skill developers**.

Children become familiar with attractive materials like powder-paint, coloured paper, Plasticine® and materials of different textures, e.g. wool, silk, etc. Teachers may keep all the different materials in the classroom and teach the children to get them from the cupboard, giving them out, cleaning and putting things away through the English language. If children are making models, e.g. of a window, it may be useful to have a finished model for them to see before they begin their work by demonstrating the entire project first and then having students complete it.

Through pictures, maps, charts, painting, designing and creating children are developing the ability to perceive the visual and retain information and furthermore, **the kinesthetic learners who prefer to learn by doing or by experience will learn better by being involved in a task, drawing or making something.** (The Mixed Ability Class - Julie Tice, Richmond Publishing)

## Give Value To The Finished Product

Through praise and encouragement teachers can help young children to **develop self-confidence** and **pride** in their work, fulfilling their **sense of achievement**.

Once the practicality of teaching English through arts and crafts has been established, teachers can adapt any project to suit an English lesson.

## PRACTICAL IDEAS

DRAWING AND MODELLING	PAINTING	CUTTING AND STICKING
<p>CRAYONS OIL PASTELS COLOURED CHALK COLOURED PENCILS</p> <p>Children can explore with crayon all over the page; encourage whole-arm movements. Teachers look at the scribbles and talk about the different shapes.</p> <p><b>MODELLING PLAYDOUGH</b> playdough is a clean and versatile modelling material that is easy to store and use. Playdough is appropriate for make-believe cooking and may stimulate various play scenarios depending on the equipment set out. Equipment could include rolling pins, biscuit cutters, patty pans, a garlic press, jar lids, combs, iceblock sticks, stones and pinecones.</p>	<p><b>ART ACTIVITY</b> finger painting <b>Cross-curricular: science</b> – mix colours to create new colours.</p> <p><b>MATERIALS</b> liquid starch, dry tempera powder, large pieces of white paper or finger painting paper.</p> <p><b>PROCEDURE</b> wetting the paper with a sponge of clear water lets the paint move easily. Place a 1- to 2-inch drop of starch on each piece of paper. Sprinkle on dry tempera powder. When well mixed, let children spread the colour over all of the paper. They are now ready to finger paint. Place yellow and blue paint on the paper, red paint in the middle and encourage children to mix their paints and tell you what new colours they make.</p>	<p>PASTE GLUE STICKY TAPE STAPLES</p> <p><b>COLLAGES</b> make collages using coloured paper, glue, scissors and crayons. Demonstration: this is the paper; cut the paper; (the teacher cuts the paper); glue the paper (teacher glues); draw pictures. Repeat the directions more than once.</p> <p><b>COMPUTER SCIENCE</b> colour, cut and glue the words: mouse, big, small. This is one of the many examples you can find in Lang Primary Resources 1-2/3, pages 165, 172.</p> <p><b>IDEAS FOR YOUR BULLETIN BOARD</b> ask children to bring in magazine pictures, photographs, labels and invite them to stick the materials on the board.</p>



DRAWING AND MODELING	PAINTING	CUTTING AND STICKING
<p><b>Uncooked Playdough</b> easy to make. Materials: 3 cups plain flour, 1 cup salt, 1 tablespoon oil, a cup of water to mix with colouring added (optional). Procedure: mix the flour and the salt, add the oil and water and knead the mixture to a soft dough.</p> <p><b>CLAY</b> people have worked clay for thousands of years. You can dig for your own clay or prepare it and store it in a plastic bag. If clay dries out, soak in water, knead and break into big pieces.</p> <p><b>TOOLS</b> hand to shape the clay, wire to cut the pieces, water to soften and smooth the clay, sponge, iceblock sticks, plastic knives or old pencils for decorating, marking and shaping.</p>	<p><b>LANGUAGE ARTS</b> The Sad Witch - Cut and glue. Kids' Club 2, page 11.</p> <p><b>SPONGE PAINTING</b> cut sponges in circular and oval shapes. Show the children how to dip the sponges in tempera and then on paper and talk about the different colours and how they look when they blend together. When the paintings dry children can draw legs, eyes, etc...</p> <p><b>SNOW SCENES IN A BOTTLE</b> a jar with a lid. Paint the bottom of the jar a bright colour. Models to stick inside: a plastic Christmas tree or people, houses, animals, pebbles, shells. Glue the models to the bottom of the jar. Fill with vinegar and 2 teaspoons coconut. Glue the top of the bottle on and shake the snow bottle!</p>	<p><b>SPECIAL DAYS CUT-OUT</b> Kids' Club 2, pages 43-45.</p> <p><b>MAKING A FLOWER</b> give each child a paper square (coloured), ask the children to fold it into two to make a triangle, fold the triangle into two, unfold the triangle and fold the two ends of the long side upwards to make the petals. The children stick the flower on a sheet of paper and draw the stem and leaves.</p> <p><b>LOADS OF ACTIVITIES</b> Curriculum Extension Series, Kids' Club Teacher's books 1, 2/3, 4/5. The Classroom Diorama: Cut out and make the Classroom Diorama, page 7, Hands on activities, Curriculum Extension Series, Kids' Club Teacher's book 2/3.</p>
<p><b>USEFUL CLASSROOM LANGUAGE</b> Are you ready? Blackboard, clean, colour, cupboard, cut out, dirty, draw, finish, give me, good, mask, pen, pencil, pick up, put away, quickly, scissors, sheet of paper, stick it, table.</p>	<p><b>DIFFERENT GROUP ACTIVITIES: DRAWING, COLOURING, CUTTING</b> Children can draw animals and recreate a zoo on a wall poster. Group one may colour, label and cut out animals. Group two may use Plasticine® or playdough to make animals and display them on a surface.</p>	



### ARTS AND CRAFTS AND PHONOLOGICAL AWARENESS

Phonological awareness of intonation, stress and timing occurs in rhymes such as 'The Three Little Pigs', in songs and so on. In 'The three Little Pigs' the refrain works very well because the focus placed on particular words and the timing for saying the refrain is very important.

THE WOLF HUFFED,  
AND HE PUFFED,  
AND HE BLEW  
THE HOUSE DOWN.

In the refrain of 'The Three Little Pigs' the individual words *huffed* and *puffed* sound the same except for the initial phonemes /h/ and /p/. Arts and Crafts can be implemented by asking the children to draw and cut out the sounds and the story. The children may go to page 45, Kids' Club 1 and prepare the stand-up puppets for a play. Teachers can concentrate on 'phonological awareness' by showing the children the story on DVD and exploiting extra materials which they can easily find in the Teacher's book on page 29.

As I have previously mentioned teachers can adapt any arts and crafts project/activity to suit an English lesson.



WORKSHEET

# Classroom dominoes

Enlarge, photocopy the template and glue it on cardboard. Cut out the cards. Give each group of 3-4 students a set of cards. Each student is given/dealt four cards and the rest are left in a pile in the middle of the table. The first student puts any card down on the table. The next student puts down a card that corresponds with the card already on the table (picture + word/phrase or vice versa). If the student hasn't got a card that corresponds, then he/she has to pick up a card and misses a turn. The game continues until all the cards from the pile have been used and/or the first student has used all his/her cards. The first to do so, wins.

As the game progresses the cards should form a snake type shape. The cards are only to be added at the extremities and not in the middle of the snake.

	PAINT		DRAW		LOOK
	LISTEN		SIT DOWN		STAND UP
	WASH YOUR HANDS		DRINK SOME WATER		JUMP
	BE QUIET		FOLD		WRITE
	POINT		CLEAN THE BLACKBOARD		GIVE
	STOP		OPEN THE DOOR		SING
	EAT		REPEAT		CUT
	CLAP YOUR HANDS		CLOSE THE DOOR		GO TO THE TOILET





**WORKSHEET**

# Spot The Difference

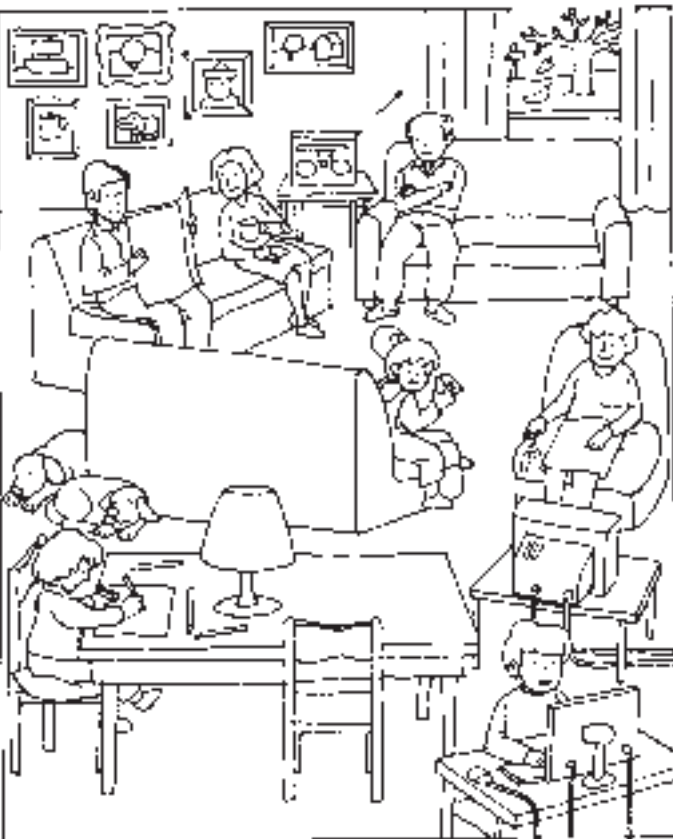
Spot the Difference pictures can be used to practise a specific language structure and revise vocabulary groups. This set of pictures is most appropriate for years four and five as in addition to 'There is/isn't' and 'There are/aren't' it also deals with the present continuous. To lead into the activity, use flashcards or mime to elicit the actions found in the pictures. To review furniture, use more flashcards or draw a picture of a living room on the board. Then, put the class into A/B pairs and hand out the pictures. Starting with the girl, elicit all family members in relation to her. Explain to the children that they mustn't look at each other's pictures and that there are **ten** differences between them. Using the language in the box below they must identify the differences and circle them.

Spot the Difference can be extended into a writing activity. Each child swaps pictures with their partner and writes about it.

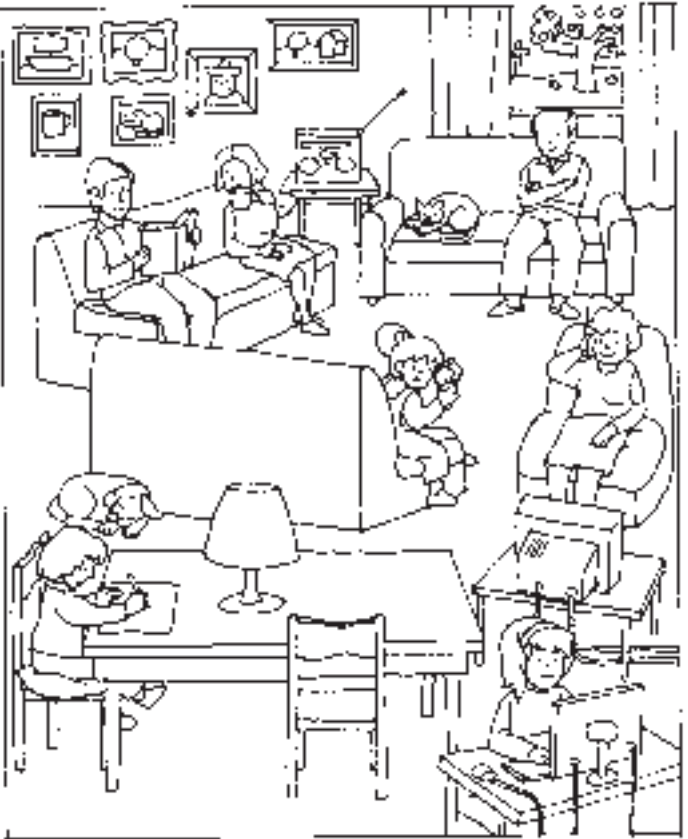
**Useful language:**  
 In my picture there is *a/an*...  
 In my picture there *isn't a/an*...  
 In my picture there are...  
 In my picture there aren't...  
 In my picture the *girl is eating*...  
 In my picture the girl *isn't eating*... , *she's eating*...  
 That's *one/another* difference! Circle it!

**TEN DIFFERENCES**  
**In picture B:** 1. father is reading a book; 2. mother is drinking; 3. cat is on the sofa; 4. grandfather is sitting on the right of the sofa; 5. season; 6. grandmother is speaking on mobile phone; 7. girl on the sofa is eating an ice cream; 8. girl, not boy, is on the computer; 9. no pencils on the table; 10. only one dog is near the sofa

Picture A



Picture B



# Management of pair and group-work exercises

Joanna Carter

Imagine this: a well equipped, spacious classroom containing maximum twelve calm, well-behaved children whose favourite subject is English. What a lovely dream! Of course this image is a far cry from reality for the vast majority of teachers who are more likely to be faced with the problem of motivating and involving large numbers of excitable children in less than adequate space with few resources other than the course book. Luckily, we do have some techniques at our disposal to make our lives a little less stressful and big classes of children a little more manageable. One of the most effective but simple techniques is to incorporate a lot more **group work** and **pair work** into the lesson and in so doing take a bit of pressure off the teacher and engage the interest of the entire class.

## Why group and pair work can be beneficial to both student and teacher

Further to the above, there are a number of other advantages to using group or pair work in the English classroom which is why many of today's course books incorporate them. Organising activities in this way greatly increases opportunities for language input. Each pupil has much more time to actually practise communication and use their English. Children are usually by nature very sociable so pair and group work exploit this natural tendency. Furthermore, this classroom organisation promotes autonomous learning. Working in groups or pairs means that students are less dependent on the teacher and more involved in their learning. More control over the learning environment can lead to greater motivation and achievement.

However, working in pairs or groups may not necessarily come naturally to children, especially if the English lesson is the only occasion in the school day when this happens. Children do need to be trained to work in groups or pairs and this training may take a little time and persistence. It's important that teachers don't give up in the first lesson if it doesn't seem to be very successful. Some experts believe (for example Berman 1998) that very young learners prefer to work on their own and are reluctant to share. Imposing group or pair work on children who are not yet ready for it could have negative repercussions. Therefore be aware of this when trying it out with children under say the age of seven.

## Troubleshooting – problems and solutions

### ***'When I try to set up pair or group work the class seems to just degenerate into chaos'***

This may happen if the teacher's instructions are not clear. Obviously verbal instructions given in English are more difficult to understand so we must make them as short and simple as possible and back them up with actual physical demonstrations involving the children. Children have limited attention spans so activities need to be short. More importantly the activities themselves need to be carefully structured with clear learning outcomes so children want to do them because they can see why they are doing them.

### ***'In pairs and groups the children seem to use a lot of Italian and often misbehave'***

Some L1 is inevitable with young learners. But to limit it the teacher can try to choose activities that ensure that at least some part of them has to be done in English. For example, a survey done in a group where the children have to report back to the class, or in pair work an information gap fill where the missing information is in English. If the teacher brings in a competition element and reward system to group activities, this could encourage use of L2 and promote better behaviour. For example, the teacher tells each group they are a team and can score points for using English and completing the task quickly and well.

### ***'In groups there is always one student who does all the work'***

To avoid stronger students dominating, the teacher can frequently change groupings and pairs and so get a better balance of abilities and gender. When the teacher really knows the class it will be easier to plan the composition of the groups more carefully and see who works well with who.

### ***'The children are not used to doing pair or group work and don't want to move'***

The teacher should introduce this way of carrying out activities as early as possible in the school year so the students don't get stuck in their ways and won't be reluctant to work with different classmates.

### ***'In my school the desks are fixed and the school doesn't like the children running around the class'***

The children don't necessarily have to move when working in groups or pairs. They can work with the students nearest their desk. To make groupings clear



different coloured markers or flags can be put on the desks. The teacher could also ask to do some activities in the playground or school hall.

### Organising and introducing children to group and pair work

Initially children may have no idea what working in pairs and groups means. There are a number of techniques that can be used for forming pairs and groups which can engage children's interest and hopefully help them develop positive associations with working in this way.

Here are some ideas:

#### Work it together

Get children who are sitting next to each other to work as a pair. Give them simple instructions that they have to carry out together so that they get used to working as a pair. For example 'Face your partner. Say hello. Shake hands. Do a high five. Swap places. Draw a letter A on his/her back'.

#### Matching Pairs

Choose a lexical set, e.g. fruit, animals, classroom objects. Make two identical pictures of things from that group. E.g. two cats, two dogs, two rabbits etc. Distribute the pictures among the children. Each child then has to find his/her matching pair. They then sit down together as this is who they will work with. To find their partner they can use simple English sentences such as *Have you got a cat? No, I haven't/Yes, I have.*

#### Fruit Salad

Point to the children and give each one a different one of the following fruit: apple, pear, banana, orange. Tell the children that if you say their fruit they have to stand up. If you say fruit salad, the whole class has to stand up. Practise this as a game for a few minutes to be sure the children know which fruit they are. Then ask them to get together with other children of the same fruit. This is the group they will work with.

#### Magic Circles

Draw a number of circles on the floor or use plastic hoops or string. Play some music and get the children to walk around the class. When the music stops the children must get in a circle. However each circle must contain six children (change number according to how many children in the class). These are then the groups the children will work in.

### Activities for group and pair work

Of course not all activities that we do in the English classroom are suitable for doing in pairs or groups. For example, a game of word bingo where each child has a separate board to complete and the teacher gives the instructions. There must be a reason for the children to cooperate and collaborate and each child must have a specific part to play.

The following activities work well:

**Mutual dictations** – the teacher gives out different pictures to each child in the class. The children then work in pairs and take it in turns to describe their picture whilst their partner draws what they say. They then compare the original to see how close they are.

**Running dictations** – the teacher displays around the classroom strips of paper each containing one sentence of a story. The children work in pairs. One child runs to a sentence, reads it, memorises it and returns to their partner, repeats the sentence to their partner who writes it down. When they have collected all the sentences they work together to put them in order to make a story.

**Surveys** – the children work in groups. Each member of the group has a different question about a related topic. For example the questions are all about likes and dislikes. Group 1 has questions about animals (*Do you like sharks? Do you like dogs? Etc.*), Group 2 has questions about food and Group 3 questions about games. Each child asks the whole class his/her question then reports the answers to his/her group. The group then make a bar chart on a poster to display their answers to the rest of the group.

Some wonderful English language classroom games, such as **Simon Says** and **Pelmanisam** (memory) are simply not feasible when it comes to large classes because children would spend far too much time waiting for their turn, doing nothing and becoming bored and restless. This is where group work and pair work become really useful. It might be an idea to start the activities off with the class as a whole thus giving a physical demonstration to everybody of how to do the activity. For example with **Simon Says** the teacher starts by giving all the instructions and has complete control. The teacher then relinquishes some control by asking a pupil to take over giving instructions. Finally the children move into groups and each group member in turn acts as the instructor. This gives the teacher a perfect opportunity to circulate and monitor everybody's English while the children run the game, get more practice and everybody is engaged, interested and involved in their learning.



# Robin and the snowman

Anna Pica, Torrecuso (Benevento)

Download recording from  
[www.langedizioni.com/rob](http://www.langedizioni.com/rob)

There is no *ideal* method for using this listening comprehension exercise. The teacher can ask the children to describe the pictures before or after the first listening. The teacher can ask the children to colour the pictures either before the first or before the second listening or before or after the children work in groups.

Some suggestions:

- Play a recording of the story or read it to the children.
- **First listening.** Tell the children to listen and to understand the sequence of the story.
- When they have listened to the story, ask them simple questions to check comprehension.
- **Second listening.** Ask the children to listen to the story again and to number the pictures in the correct sequence. Pause when a picture is mentioned to give the children time to choose and number a picture.
- Invent simple sentences to describe each picture based on the children's knowledge of English.
- Play or read the story again, until all the children have numbered the pictures.
- Ask the children to work in groups and compare the sequence of the pictures.
- Get the children to cut the pictures and clip or tie with a ribbon in sequence to create a storybook.
- Occasionally, ask the children to work in pairs and re-tell the story using the storybook.



## Picture 1

Robin woke up with a hole in his stomach. 'I'm hungry', he thought, 'it's time for breakfast'.

He got up and cleaned himself ready for the day ahead. Then he jumped onto the edge of his nest and looked out. "What's happened", he called out. All he could see was white.

The whole world was white.

## Picture 2

The trees were white, the bushes were white and the land was no longer green and full of beautiful yellow and red flowers. Everything was white.

"Where have all the colours gone?", he asked a beautiful flake of snow as it passed his nest. There was no answer.

## Picture 3

He flew out up, up into the sky but when he looked down all he could see was white. There were no red or blue berries or tiny insects for him to eat for his breakfast. "Oh, no. I'm very, very hungry", he sang to the cold air. Then he began to cry desperately. "I'm going to die", he cried.

He heard a voice from below. "Hey you, little robin redbreast, don't be desperate! Please come down here!" Robin looked but he couldn't see anybody. "Little bird, come down here!" the voice continued. Robin looked again very carefully and through the falling snow he saw a snowman shaking a little broom. The snowman was in the middle of a big garden.

## Picture 4

Quickly Robin flew down and landed near the snowman. He couldn't believe his eyes, a smiling snowman was waving at him.

"Dear robin redbreast, why are you crying?", asked the snowman.

"All the world is white and I can't find any food", Robin answered sadly.

"My little friend, this whiteness belongs to nature. For me it means life, I can't live without snow", the snowman said. "Oh, I understand, but I'm starving", replied Robin.

"I can give you some food", the snowman said.

"How can that be possible. You're just a snowman", said a very puzzled Robin.

"Look at me, very carefully" said the snowman.

Robin looked and he looked, but all he could see was a snowman with a hat, two eyes, a very long orange nose, a mouth, ten buttons on his belly and a broom.

"I can't see any food", said Robin.

## Picture 5

"Everything you can see on me is food", the snowman replied and laughed aloud.

Robin thought the snowman was funny and a little crazy.

"Look again", said the snowman. "My hat is a cake and my eyes are two olives."

## Picture 6

"Oh, and look at my long orange nose, it's a carrot!... And my mouth, it's a line of sweetcorn."

## Picture 7

"Look at my buttons again. Yes, they're ten berries. And don't forget my broom. It hides many wheat seeds."

"Oh, I see. That's wonderful. There's food for a whole flock of birds!", Robin replied happily.

## Picture 8

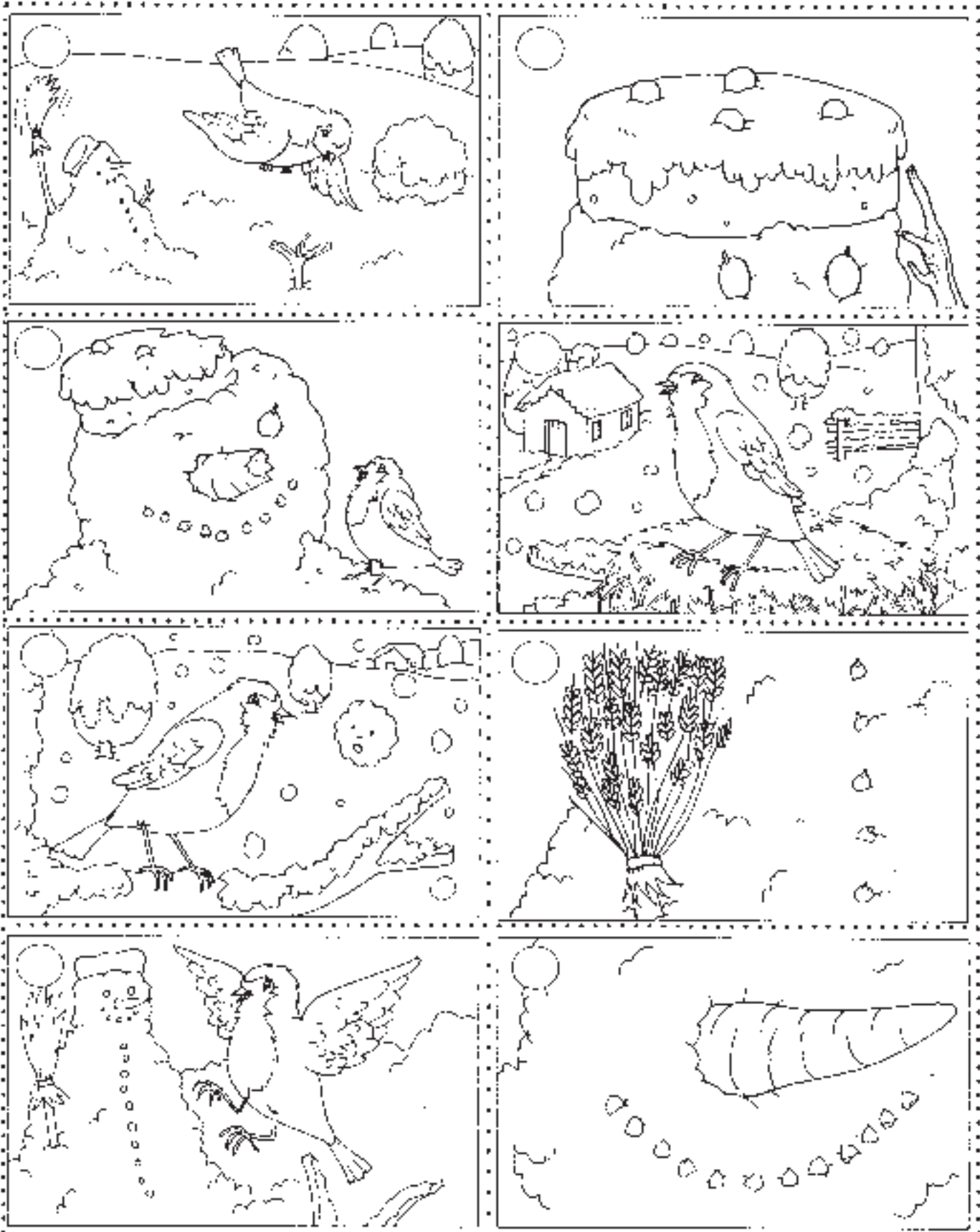
"You don't have to be hungry anymore", said the snowman.

"But what about you?", Robin asked.

"I'll be the happiest snowman in the world if I can help you", the snowman answered.

Robin was very touched by the kindness of the snowman and decided to live with him during the whole of that unforgettable winter.

# Robin and the snowman



# Christmas Stocking

WORKSHEET

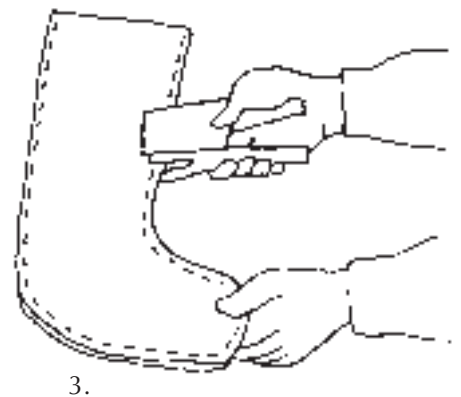
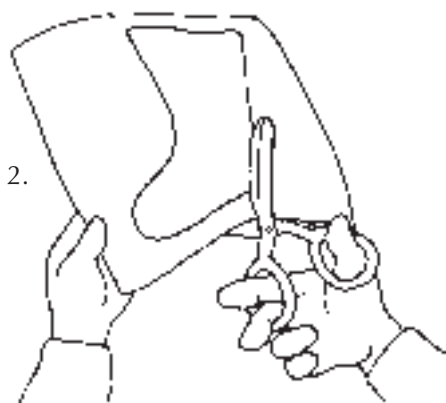
**What you need:**

two pieces of felt in contrasting colours (green and red, for example)  
pencil - scissors - stapler - cotton wool - glue

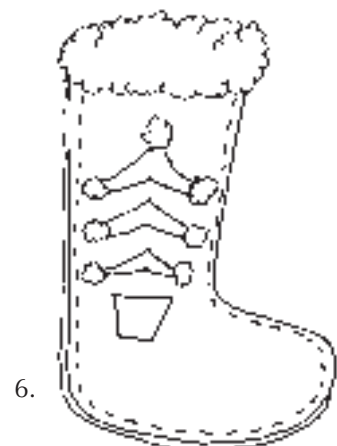
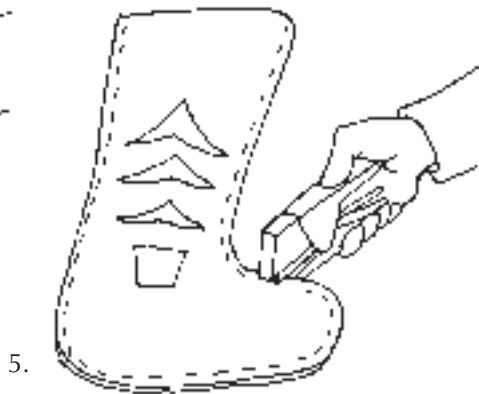
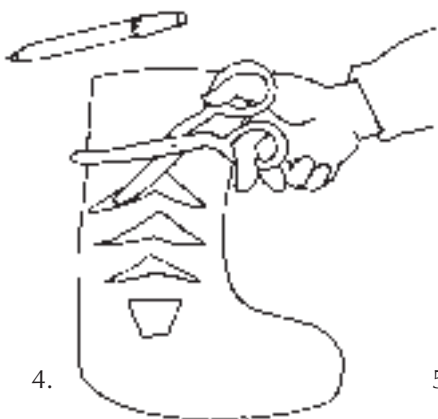


**What you do:**

1. With the pencil, draw two shapes of a stocking on each piece of cloth.
2. Cut the stocking shapes.
3. Staple together the two red stocking shapes to make a real stocking. Leave the top open.



4. On the green stocking – shaped cloth, draw and cut the shapes of a vase and of some Christmas tree branches.
5. Staple the green pieces of cloth on the red ones. Leave the top open.
6. Cut the cotton wool into small balls and glue them on the top of the tree, at the end of its branches and on the top of the stocking. Now you have a beautiful contrasting stocking!



(see photo on page 8)

# LANG Primary – Class Project

## PROJECTS FOR CLASS AND TEACHER

Of the many projects for the children and the teachers we have promoted over the past five years, some stand out as being particularly successful based on the number of classes and children who participated.

We have noticed a trend related to the theme of projects. When the theme can be linked to another curricular topic or when the theme is close to the children's own world, the more children participate and the more successful the project is.

The Class Project in this issue is a variation on one of such projects. Presented in issue number 15 in 2003, we received

many interesting drawings and texts describing a river from the children's own reality and experience.

**Project materials sent to us are no longer stored in a cupboard but are posted to another Primary school that has participated in the same project.** This exchange offers children the opportunity to appreciate and read materials prepared by other children of their own age from a different region of Italy. This has proved to be a very popular aspect of project work both with teachers and with the children.

### CLASS Project – December 2006 – Issue 25

A very popular project which first appeared in **LANG Primary** issue 13 in 2003 and gives the children the opportunity to learn about a river in their town or region.

The theme for your children to organise as a class project (maximum one project for each class) is

### Our favourite river

The class should prepare materials describing their favourite river. The river they choose can be a local river or a river in another country.

The children should illustrate the project with drawings and/or photographs of the route of the river from where it begins to where it ends and should also include notes (in English) on the various villages, towns and cities the river passes near or through.

The materials can be in poster form or on sheets of paper and can include drawings, photographs and written descriptions **in English**.

*The teacher should not re-write or type out the children's work as we would like to see what the children can produce on their own.*

The cross curricular nature of this project can also involve work during lessons other than English.

**LANG Edizioni will send a special LANG cap to the children who contribute to this project. When a teacher takes a class or group of children out of the school it is very useful for recognition purposes that the children wear something to identify them at a glance. Caps are very useful for this. (see photo on back cover)**

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

Send the materials to:

**LANG Primary, Class Project - Issue 25,  
PBM, Corso Trapani 16,  
10139 Torino**

**The materials should arrive in our offices by 16.03.2007.**

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

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

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

Address \_\_\_\_\_

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

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

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

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

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



continued from page 2

- Many new articles such as teaching English through other subjects, crossing cultural divides and information on Australia, together with ideas for activities, discussion and language tasks for the children to work in groups or pairs, to name just a few.
- Many wonderful photocopiable worksheets for use in class, some from previous issues, some new.
- Three illustrated story-worksheets. The stories are about a hungry little robin red-breast and are the winners of our project for teachers presented in the March 2006 issue of LANG Primary. Teachers were asked to continue and finish a story about Robin. A panel of experts chose the three best stories which have been illustrated. Audio recordings of the stories can be found on [www.langedizioni.com/rob](http://www.langedizioni.com/rob). A special thanks to all those teachers who contributed stories and congratulations to the three winners.

The next edition of **LANG Primary** will be published in March 2007 and will arrive well before Easter.

#### IMPORTANT NOTICE

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

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

#### Contributors to this issue:

Giulia Abbiati  
 Patrizia Amerio  
 Carmen Argondizzo  
 John Batty  
 Heather Bedell  
 Joanna Carter  
 Sarah Gudgeon  
 Maxine Jones  
 Cecilia Perillo  
 Rita Petrachi  
 Anna Pica  
 Tim Priesack  
 Raffaella Tagliapietra



Editor  
Tim Priesack

Assistant editors  
Giulia Abbiati  
Daria Santangelo

Quality controller  
Luca Federico

Illustrations  
Marco Viale

Cover photograph  
Raffaella Tagliapietra

Photographs by  
Giulia Abbiati

Photo editor  
Elisa Delfino

Layout and Graphics  
APV Vaccani, Milano

Printed  
Lalotipo, Settimo Milanese,  
Milano

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