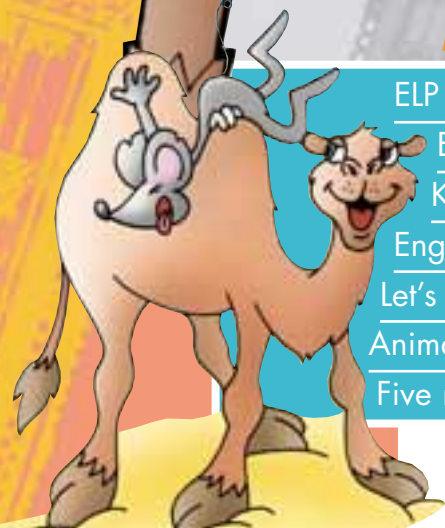


# LANG Primary



## Before a restful summer!

When you receive this issue of **LANG Primary** the school year will be coming to an end. Teachers will have chosen the course books for the next school year and will be organising end-of-year assessment for the children. The summer holidays will come and go and before you know it, the new school year will start! But before closing the classroom door behind you for the last time and heading for warm and sunny places, don't forget to give the children work to do during the holidays. Encouraging the children to continue practising the English language during the holiday break is an important step in helping them consolidate the language that they have learned. The children can be asked to buy a reader with an audio cassette and read and do the exercises. Give them projects to prepare or ask them to purchase one of the special summer exercise books that are available. We have just published **HOLIDAY FUN** for the children who have completed the third year in the Primary school. This new summer book with accompanying audio cassette follows a family visiting London. Therefore, not only language is practised but the children also learn about different aspects of the capital city. **LANG** has also published **SUMMER FUN** and **HELLO SUMMER** for children in the Primary school who want to do work during the summer.

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# The European Language Portfolio (ELP) and the young learner

Tim Priesack

Those teachers who have attended the various Conventions for English language teachers around Italy recently (TESOL – LEND – British Council Florence), will have found in the programmes numerous workshops and presentations with titles or abstracts that include the magic word of the moment – **Portfolio**.

The recent prominence given to the Portfolio is due in part to the culmination of work by groups in Turin and Chieti, amongst others, on the development of a Portfolio for young learners and the international launch of the EAQUALS/ALTE (European Association for Quality Language Services/Association of Language Testers), European Language Portfolio for learners in the scuola Superiore and adult students.

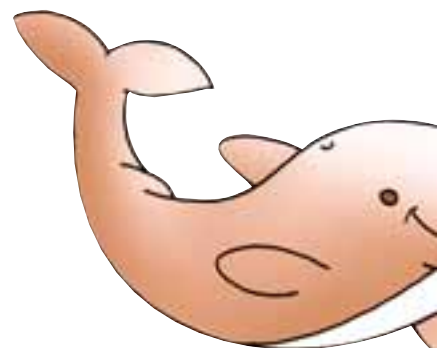
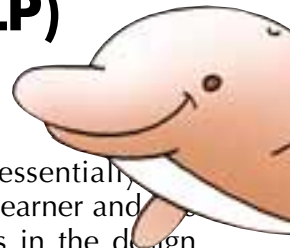
Building on the original work of the Council of Europe and carefully following their guidelines, the innovative research and development studies carried out by EAQUALS/ALTE have culminated in a Council of Europe approved ELP designed for responsible mature language learners who, with minimum guidance from teachers, will develop and personalise the ELP based on individual progress while learning foreign languages.

Conceptually, the ELP is essentially an instrument for the language learner and generates various differences in the design of ELPs for the younger learner. The younger learner, and here I refer to the Primary aged child, cannot be expected to have acquired the maturity to autonomously keep records of their learning progress or, in many cases, to be aware of language attainment and proficiency.

It is very important that ELPs for the young learner are written in child-friendly language and are student-friendly in layout and design. They must be fun to use and flexible so that the child can easily make changes as their knowledge of the language expands and as their contacts with the language multiply.

A positive start to the introduction of the concept of the ELP to young learners is to encourage the children to create Dossiers of their best work which can be proudly shown off to family and friends. A Dossier of this type needs to include pages where the children can register and list the contents so that the materials collected can be easily found. It also needs pages where the child can express the language that has been learned. The long and complex, (for the very young learner), lists of 'can do' statements included in an adult ELP should be simplified and be understandable to the child so that progress in language learning can be checked and examples given.

On the following page there are some examples taken from the Dossier given to children who are using SUNNY DAYS which illustrate how the collection of materials in a Dossier form can be both stimulating and challenging.





English and me

### LA MIA SCHEDA PERSONALE

Cognome \_\_\_\_\_ nome \_\_\_\_\_ età \_\_\_\_\_  
 Sono nato/a il \_\_\_\_\_ di \_\_\_\_\_ classe \_\_\_\_\_

**LA MIA SCUOLA**

2° anno \_\_\_\_\_ 4° anno \_\_\_\_\_ 5° anno \_\_\_\_\_  
 scuola \_\_\_\_\_ scuola \_\_\_\_\_ scuola \_\_\_\_\_  
 città \_\_\_\_\_ città \_\_\_\_\_ città \_\_\_\_\_  
 classe \_\_\_\_\_ classe \_\_\_\_\_ classe \_\_\_\_\_  
 insegnante di inglese \_\_\_\_\_ insegnante di inglese \_\_\_\_\_ insegnante di inglese \_\_\_\_\_  
 ore di inglese \_\_\_\_\_ ore di inglese \_\_\_\_\_ ore di inglese \_\_\_\_\_  
 ogni settimana \_\_\_\_\_ ogni settimana \_\_\_\_\_ ogni settimana \_\_\_\_\_

**LA MIA FAMIGLIA**

- Nella mia famiglia ci sono persone che parlano lingua inglese.
- Nella mia famiglia ci sono parenti che parlano lingua inglese.
- In famiglia consumiamo piatti tipici (pasta, pizza, dolci, ecc.).
- A casa qualche volta ho sfogliato un libro o un quotidiano inglese.
- A casa ho visto qualche cartone animato o filmato in lingua inglese.
- A casa qualche volta ascolto canzoni in lingua inglese.

Alcune attività di comprese a pagina 4 e pagina 11 dell'anno.

pag. 4

English and me

### CONTATTI CON AMICI E PAESI DI LINGUA INGLESE

- Numero di persone che conosco che abitano in un paese di lingua inglese:
- Ho visitato i seguenti paesi di lingua inglese:

| LUOGO | MASSA | ANNO  | TEMPO DI SOGGIORNO |
|-------|-------|-------|--------------------|
| _____ | _____ | _____ | _____              |
| _____ | _____ | _____ | _____              |
| _____ | _____ | _____ | _____              |
| _____ | _____ | _____ | _____              |

- Ho corrisposto in inglese con amici stranieri (individualmente o con la classe).

| MEZZO | NOME DEL PENNALE/SCUOLA | PAESE | PERIODO |
|-------|-------------------------|-------|---------|
| _____ | _____                   | _____ | _____   |
| _____ | _____                   | _____ | _____   |
| _____ | _____                   | _____ | _____   |
| _____ | _____                   | _____ | _____   |

pag. 5

About me

### ALL MY FAVOURITES

Completa lo spidergram.

**MY FAVOURITE**

- SPORTS
- COLOURS
- TOYS
- FOOD/DRINK
- CLOTHES
- ANIMALS
- SUBJECTS
- FESTIVITIES

Activity no. 32 THIRTY TWO

### L'INGLESE CHE

Questa lista è un elenco di cose che si fanno in classe. Segnalamente, per esempio una volta al mese, per poter cambiare questa voce dell'elenco di giudizi che viene fatto.

Quando questa lista è pronta, segnala con una crocetta tutte le cose elencate.

Ascoltare e capire  
 Da oggi in poi

**COSE CHE** **DEDE**

Ascoltare e capire  
 Da oggi in poi

**bene** **molto bene**

Leggere e comprendere  
 Da oggi in poi

pag. 7

### COLLEZIONE

Il Dossier può includere tutto il materiale in lingua inglese e che non viene usato.

picture books  
 stories  
 YOU

activity books  
 language texts  
 grammar  
 exercises

• Putta insieme nel tuo Dossier qual tutto ciò che hai prodotto e raccolto e che dimostra tutti i tuoi progressi in lingua inglese.

• Duci i materiali e i fascicoli in tutte le occasioni per poterli conservare meglio e più a lungo.

Ogni volta che aggiungi materiale, ricordati di registrare gli sviluppi della tua collezione annotando data, tipo di materiale e altri importanti dati, come indicati nella tabella che segue.

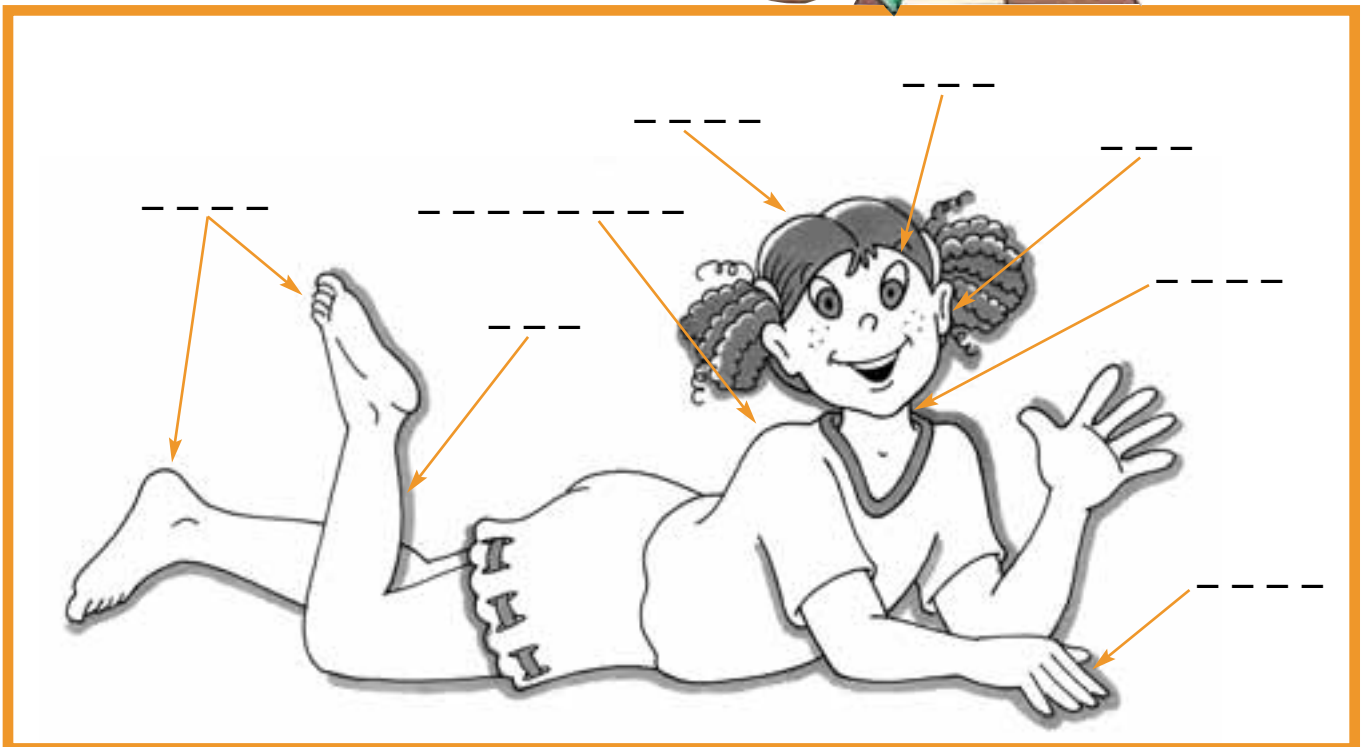
pag. 10



REVISION WORKSHEET

# Body & Clothes

Write the parts  
of the body.



Students supported by AMREF involved in the Watermill Project. 'Asante Sana' is Swahili for 'Many thanks'.

Read the sentences and complete the puzzle with words for clothes. Find the secret message!

1. I wear these to bed.
2. I put these on my feet before my shoes.
3. I wear this on my body when it's cold.
4. I put my books in this and wear it on my shoulder.
5. I wear this round my neck in the winter.
6. I wear these on my ears to look pretty.
7. I wear this outside in winter.
8. I wear this on my head in the cold.
9. I wear these on my hands in the winter.
10. I wear this to go swimming.
11. I wear these on my eyes to see.
12. I wear these on my legs.
13. I wear these on my feet when it rains.



# Kids' Corner

Joanna Carter

## Summertime in the Classroom

It will soon be summer and time for holidays in the sun. The school year and English classes will soon be drawing to a close. This is an ideal time to review and revise with our young learners some of the lexical areas vocabulary and topics looked at over the course of the year and also introduce and explore some ideas, and activities linked to the summer.

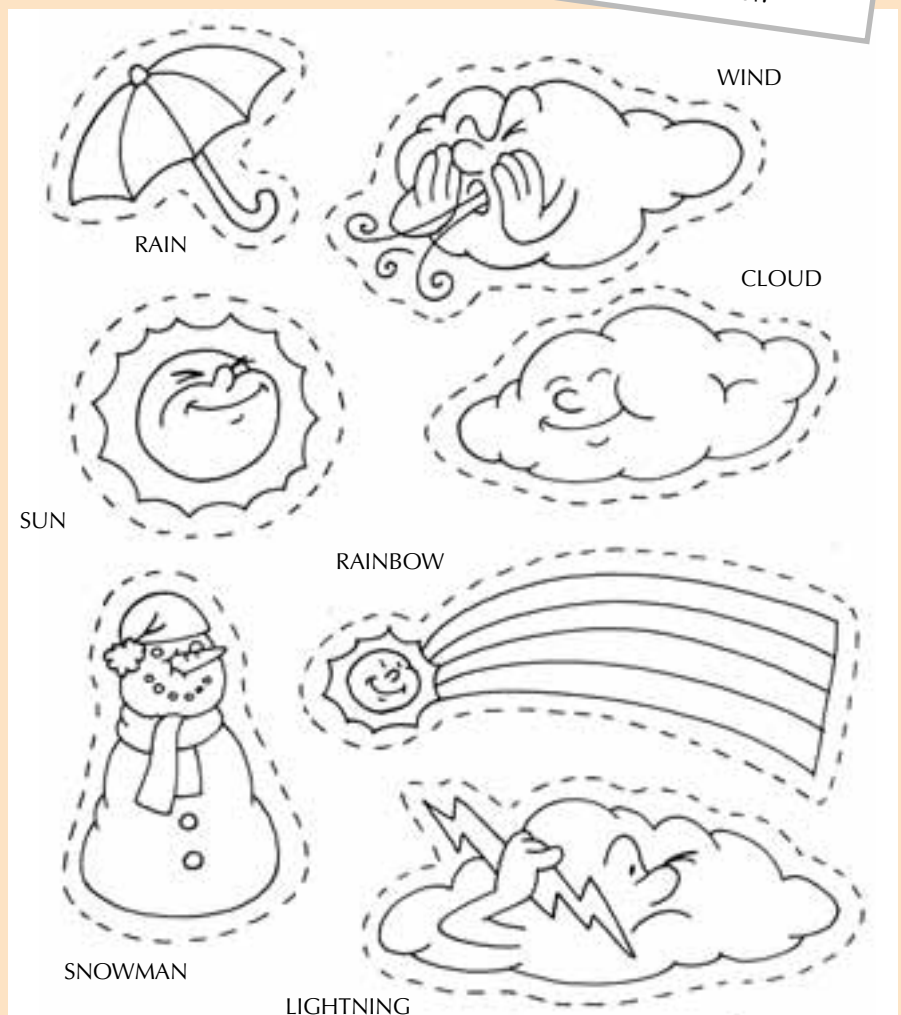
In this edition of KIDS' CORNER, we are offering some fun ideas and activities to revise the lexical areas of weather and clothes. These topics can then in turn be integrated in some fun games and activities that concentrate specifically on the theme of summer.

### What's the weather like?

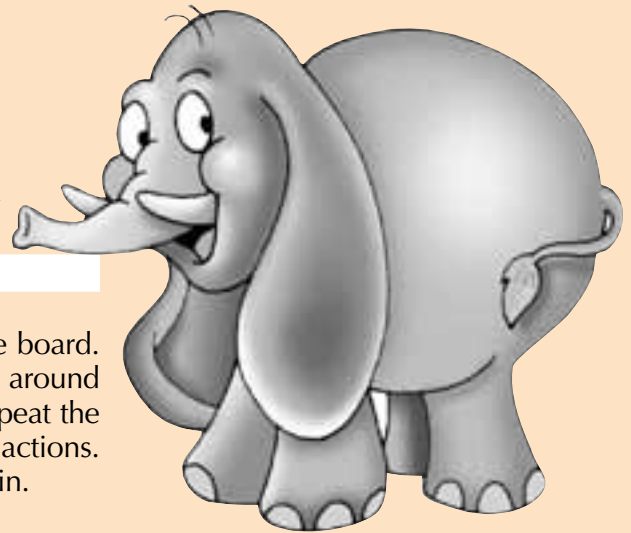
**Objective:** to revise or introduce words to describe the weather and seasons.  
See pictures of weather.

#### 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? Which season do we see more sun in Italy?*
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.



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



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

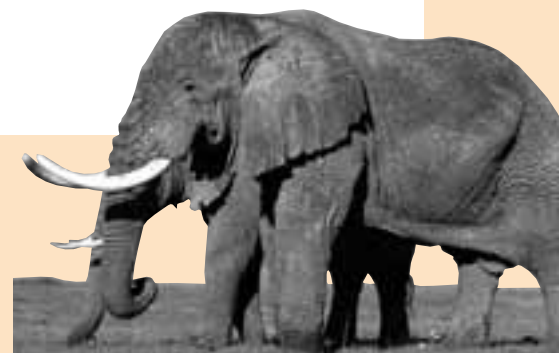
Put the pictures of the snowman, rain, sun and lightening on the board. Point to the snowman and say 'It's snowing'. Wrap your arms around yourself and shiver. Say 'I'm cold'. Get the children to repeat. Repeat the process with the other pictures. Say the complete rhyme doing the actions. Repeat two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

|                                   |  |
|-----------------------------------|--|
| It's snowing, it's snowing.       | <i>(move your hands downwards wiggling your fingers)</i>           |
| I'm cold, I'm cold!               | <i>(wrap your arms round your body)</i>                            |
| It's raining, it's raining.       | <i>(tap your fingers on your head)</i>                             |
| I'm wet, I'm wet!                 |  |
| It's sunny, it's sunny.           | <i>(spread out your fingers and make a big arc over your head)</i> |
| I'm hot, I'm hot!                 | <i>(wipe your forehead)</i>  |
| It's lightning, it's lightning.   |  |
| How frightening, how frightening! | <i>(put your hands to your mouth and make a frightened face)</i>   |



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

|   |  |
|---|--|
| Incy Wincy spider climbed up the spout.       | <i>(spread your hands out like spiders and make them climb upwards)</i>  |
| Down came the rain and washed poor Incy out.  | <i>(move your hands down, wiggling your fingers to represent rain)</i>   |
| Out came the sun and dried up all the rain.   | <i>(spread out your hands in an arc over your head to represent the sun, then wiggle fingers up to 'dry' the rain)</i> |
| Incy Wincy spider climbed up the spout again. | <i>(as first action)</i>   |



### 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 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 summer – swimming costume, shorts, T-shirt, sandals etc.

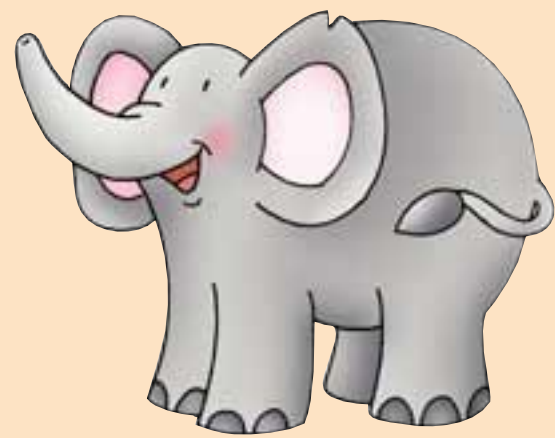
Next make copies of the figure of a child shown here and give them out to the children. Ask them to imagine it's hot sunny weather and they are on holiday. Tell them to draw themselves and what they are wearing on their figure and then cut it out. When they have finished ask them to name the clothes 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!

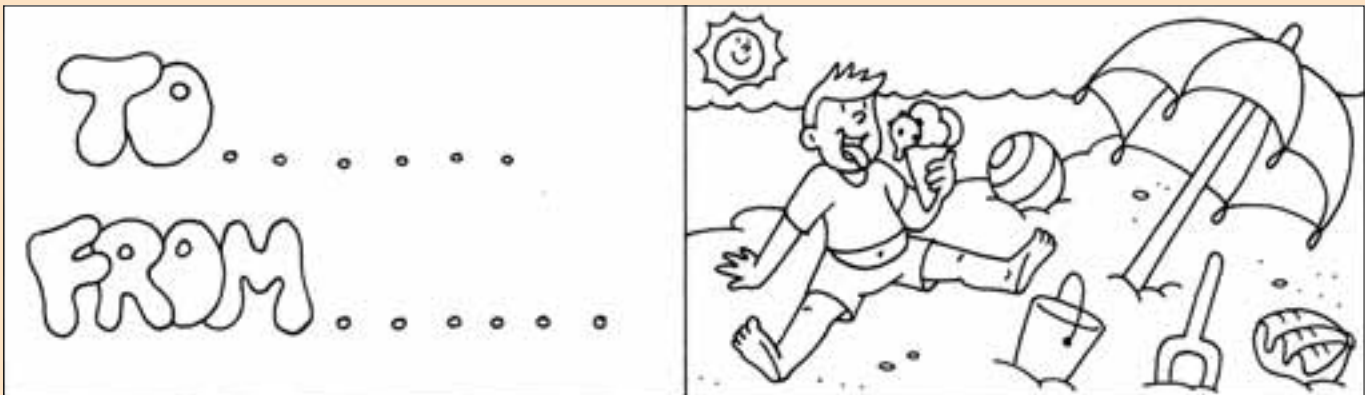
These activities can follow on from the previous games and ideas. Clothes and weather vocabulary is recycled but also the theme of holidays is explored.

## 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. sun, cloud, shorts, T-shirt, ice cream, bucket, spade, beach, shell 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.







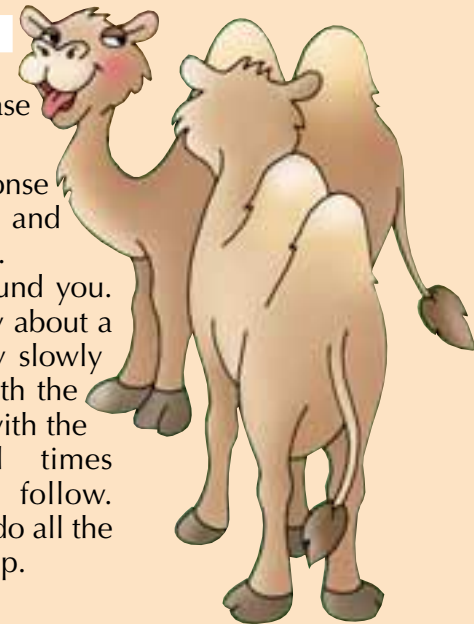
Make copies of the postcard for all the children. Tell them they are going to send the postcard but first they must make it look pretty. Help them to write the name of a friend in class they want to send the postcard to and then write their own name. Fold it over and stick it together. Tell them you are going to say the colours to put on the postcard. Give them simple instructions, e.g. 'Where's the ice cream? Can you see the ice cream? 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 to the beach!  
The sun is shining.  
It's very hot.  
I put on my swimming costume.  
I go to the sea.  
Brrrrr! It's cold!  
I play with my ball.  
I'm hungry!  
I eat an ice cream.  
Mmmmm, 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 on the beach. 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.



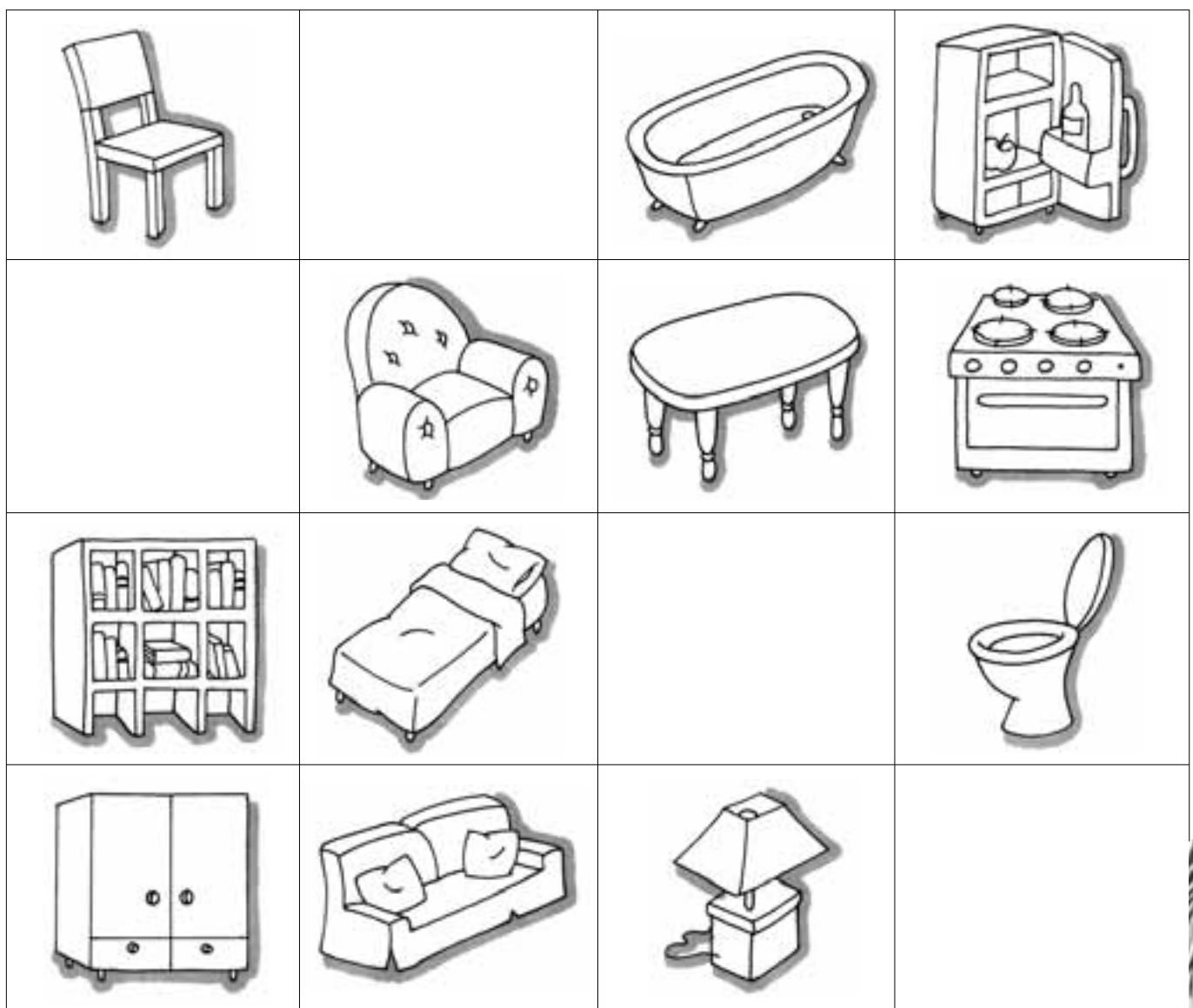
### Activity 9

Make a summer beach collage. Put long strips of coloured backing paper on the wall. Put light blue at the top, dark blue in the middle and yellow at the bottom to represent the sky, sea and sand. Bring into the class old holiday brochures. Get the children to think about the sort of things you can see and find in the sky (clouds, sun, birds), in the sea (boats, fish, people swimming) and on the beach (umbrellas, shells, buckets and spades). Divide the class into three groups to work on the 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 holidays that they made in one of the previous exercises.

REVISION  
WORKSHEET

# Let's Play Furniture Bingo!

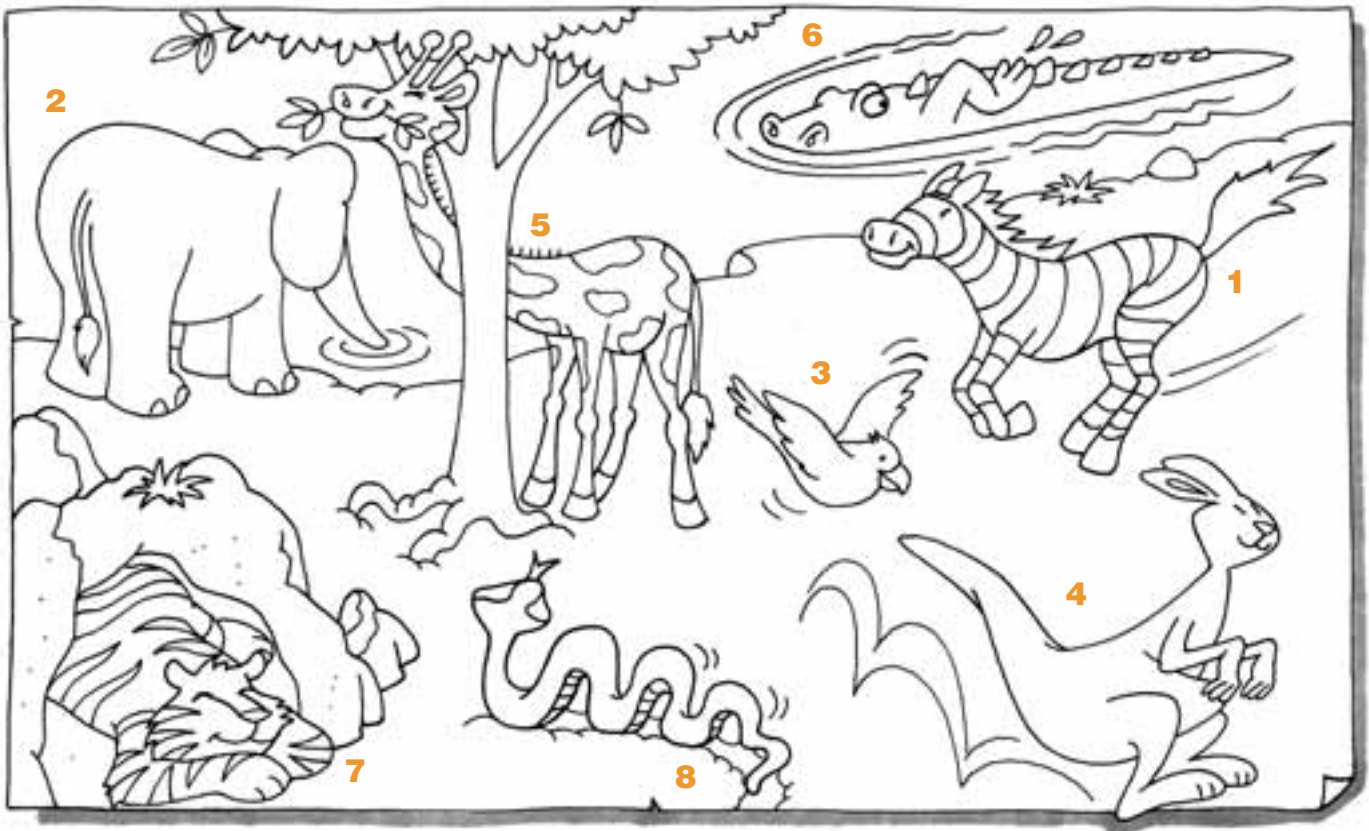
**Note to the teacher:** Make copies of the Bingo board. Get the children to colour the furniture and blank squares red, blue, yellow or green as they wish. Tell them to cut up 16 small pieces of paper. Tell them they are going to play Bingo like Tombola. Call out *colour and furniture* or simply the *colour*, e.g. 'A red chair', 'a blue table', 'the colour yellow' etc. If the children have the furniture plus the correct colour they cover it with a piece of paper. The first to cover a row horizontally or vertically shouts 'Bingo!' and wins. This game can be played many times.



|          |         |          |          |
|----------|---------|----------|----------|
| armchair | toilet  | cooker   | sofa     |
| bed      | bathtub | wardrobe | bookcase |
| table    | fridge  | chair    | lamp     |

REVISION  
WORKSHEET

# What's happening at the Zoo?



Choose an animal and an action to complete the sentences. Then colour the picture.

**Animals**  
parrot  
crocodile  
tiger  
elephant  
kangaroo  
snake  
giraffe  
zebra

**Actions**  
drinking  
flying  
running  
swimming  
crawling  
jumping  
eating  
sleeping

1. There's a black and white \_\_\_\_\_.  
It's \_\_\_\_\_.
2. There's a grey \_\_\_\_\_.  
It's \_\_\_\_\_.
3. There's a blue and red \_\_\_\_\_.  
It's \_\_\_\_\_.
4. There's a brown \_\_\_\_\_.  
It's \_\_\_\_\_.
5. There's a red and yellow \_\_\_\_\_.  
It's \_\_\_\_\_.
6. There's a green \_\_\_\_\_.  
It's \_\_\_\_\_.
7. There's a yellow and brown  
\_\_\_\_\_.  
It's \_\_\_\_\_.
8. There's a black and orange \_\_\_\_\_.  
It's \_\_\_\_\_.





# Let's play with pronunciation!

Roberta Calboli, Paola Pasini

## Why should we teach children good pronunciation at Primary School?

Most Italian children who start learning English at Primary School think they can correctly pronounce numbers from one to ten, even if they have not studied English before. In fact English is used so widely in Italian magazines, in computer and media terminology that it seems easy to repeat every English word correctly. Unfortunately, this is not true. For example, number *three* often becomes *tree* or *free* and children often confuse *thirteen* with *thirty*, *fourteen* with *forty* and so on.

How many times have your children had problems with spelling and pronunciation? Also how many times have your children tried to write their own phonetic translations?

***Cheese, please!*** is a new three-book course for Primary School children. These innovative materials help pupils understand and use the simple rules of English pronunciation.

***Cheese, please!*** is also a useful aid for teachers who wish to introduce and practise phonetic symbols following the *International Phonetic Alphabet*.

## How can we teach children good pronunciation at Primary School?

***Cheese, please!*** is a typical English expression commonly used when you take photographs of people to make them smile. The aim of the books is to encourage children to play and have fun with pronunciation. *Funny stories, rhymes, songs, colourful pictures, photos* and *various exercises* are used in an innovative way to engage children with pronunciation. When you play, you create a

motivational experience. If you create a motivational experience, you will remember it and you will learn it forever! Even a very difficult subject can be made easier if you know how to present it. A good way of doing this is to involve children in English rhythm, sounds and words through music. Drama is also a valid aid to involve children in learning English pronunciation.









# Five minute fillers

Sarah P. Murdoch

Here are some ideas for lessons when the children finish the exercises given to them a little early and the teacher needs to 'fill' the time until the end-of-lesson bell rings.

Storytelling is taking on a very important role in Primary teaching as it gives the teacher the opportunity to present a piece of real English.

I have just completed a two hour seminar on Storytelling with forty-five teachers in a little town in Tuscany. It was encouraging to learn that some teachers are already using storytelling in their teaching. One of these teachers told me that she found the experience highly motivating for the children and she herself got great satisfaction out of it as a teacher, but that on the other hand lots of

time and effort is required to look for the necessary materials. She was therefore delighted to discover that LANG now offer text books with the opportunity for storytelling and drama in the classroom.

For **five minute fillers** one and two I have chosen to use *Snow White and the Seven Dwarfs* which I took from **Sunny Days 3** and for idea three I have used some titles of stories found in **Sunny Days 4 and 5, Sunshine 1 and 2** as well as **Mini Club**. You can of course choose your own.

**1 Aim: verb to be, adjectives, listening comprehension, enjoying a quiz game in English**

**Materials required:** prepare a big piece of cardboard with GUESS WHO? written on it or just write GUESS WHO? on the blackboard.

Decide on a story e.g. *Snow White and the Seven Dwarfs*.

The teacher then says the following sentences describing a character and points to the question/card. The children must shout out who it is.

- She is young.
- She is beautiful.
- She is a princess.
- She is good.
- She is bad.
- She is beautiful.
- She is a stepmother.
- He is Snow White's father.
- He is good.
- He is married.

The teacher can also say negative sentences.

- She isn't ugly.
- She isn't bad.
- She isn't the queen. etc.

**2 Aim: revising and consolidating vocabulary already taught during storytelling**

**Materials required:** none

Select a story which:

- a. the children have already worked on in class
- b. is being recounted at the present time
- c. the children only know in Italian (this will make the activity a little more complicated as the children may not know the vocabulary in English)
- d. the children are asked to choose

Ask the children in turn to say a word which is connected to the story. The children are eliminated if they repeat a word which encourages them to listen carefully and remember. The winner is the child who says the last word.



**3 Aim: encouraging intuition, enriching vocabulary**

**Materials required:** titles of stories on pieces of paper. A small box.

- CINDERELLA
- SNOW WHITE AND THE SEVEN DWARFS
- THREE LITTLE PIGS
- THE GINGERBREAD MAN
- THE WIZARD OF OZ
- GOLDILOCKS AND THE THREE BEARS
- CHICKEN LITTLE
- THE SLEEPING BEAUTY
- BEAUTY AND THE BEAST
- TOM THUMB
- LITTLE RED RIDING HOOD
- ALICE IN WONDERLAND

Divide the class into four or five groups depending on the class number. Put the titles into the box. Pick out a title, say it, give it to the first group. Continue until each group has a title. Then ask each group to tell you the title in Italian. This can be done several times.

Alternatively, especially in the 5th class, ask the children to make notes about the story they have been given and get them to recount it to the rest of the class.



## Stop Press, latest news from LANG!

### Sunny Days

The video cassettes for those teachers who are using SUNNY DAYS will be distributed by local agents in September, well in time for the start of the school year. Contact your local **LANG** agent for your free copies.

### LANG school year diary 2002-2003

We are preparing a new school year diary for 2002 – 2003 and would appreciate any comments and suggestions from those teachers who used the **LANG** diary this year.

The diary will be distributed by our agents as from the beginning of September.

### Reward stickers

In the March issue of **LANG Primary** we included a sheet of Reward or Encouragement stickers. These have proved to be very popular with teachers.

**CHILDREN IN ACTION**, the new resource book for teachers, includes a black and white version of the stickers that can be photocopied and given to the children to colour.

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

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

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10 Name \_\_\_\_\_

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city

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School name and address \_\_\_\_\_

city

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Topics I would like to read about \_\_\_\_\_

Course book used \_\_\_\_\_

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

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

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