



LANG Primary



Classroom food for all!

Many of the articles and worksheets in this issue of **LANG Primary** are dedicated to food and cooking. Included are recipes that can be prepared in the classroom and some that have to be cooked at home or in the school kitchens and then taken to the classroom and eaten. Talking about and discussing the preparation of food may not be included in the Common European Framework level A1, but children love getting involved in the preparation of delicacies which they can then eat. If the teacher can guide the children to speak in English while they are 'getting dirty' then, why not?

On page 12, readers can find the first part of an interesting article on the creation of Time Capsules by the children. The final part of the article will be included in the next issue of **LANG Primary**.

The **LANG** web site at www.langedizioni.com now includes teacher's notes on the use of the SUNNY DAYS video cassettes as well as the English version of Teacher's Resources for both SUNSHINE and SUNNY DAYS.

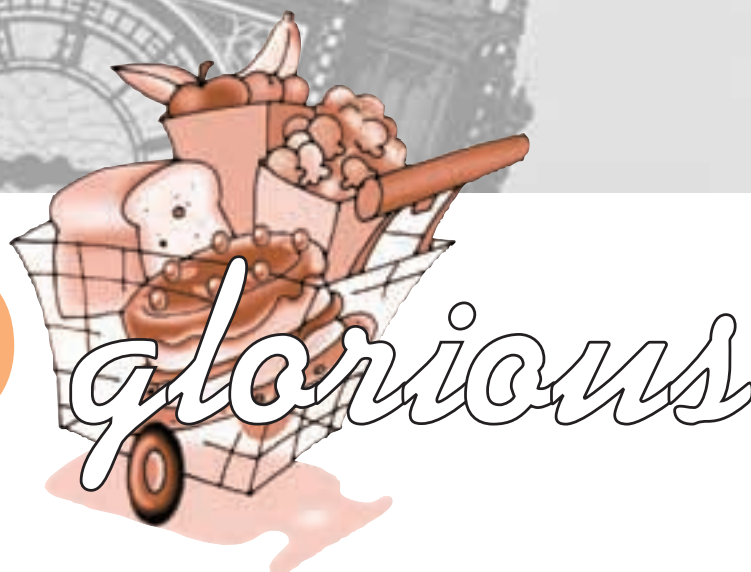
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FOOD

Cecilia Perillo



Young learners benefit from having access to many experiences and activities so they can 'discover' on their own and by watching others.

At this age children tend to be kinaesthetic learners and they learn effectively through touch and movement and improve their skills by imitation and practice.

Therefore, it is important to provide a variety of learning experiences for the children. Preparing

and sharing food with your students is an excellent way to teach English while drawing on many other skills and concepts.

When children do the actions themselves this means that they are participating with as many senses as possible. Manipulating real objects, cooking, following directions, seeing pictures and eating are all opportunities to use language with their whole beings.

Fruit Salad

Objectives

To prepare fruit salad and to learn the English needed for the activity.

Materials

Bowl, large serving spoon, paper plates, plastic spoons or forks, cutting board, vegetable knives, napkins, bananas, apples, strawberries, oranges, etc., according to season and availability.

Preparation

Set up a working area for washing, peeling, and cutting fruit.

Assign jobs to the students who will wash, peel and prepare the fruit.

Presentation

Teach the names of fruit. Demonstrate each step.

Talk about the different shapes and colours.

During the presentation encourage students to use the language:

TEACHER:

- What are we doing?
- What is Maria doing?
- What is Paolo doing?
- What is Stefano doing?
- What is the teacher doing?
- What are we doing?

STUDENTS:

We are washing our hands.
We are washing the fruit.
She is peeling the apples.
He is throwing the peel in the bin.
He is cutting the bananas.
She is putting the pieces of fruit in a big bowl.
We are mixing the fruit.
We are eating the fruit.
It is delicious!

When all the fruit has been cleaned and cut it can be served on paper plates.

Follow up

The students retell the story of preparing and eating the fruit salad.

QUICK COOKING AND QUICK LEARNING

FOOD!

Sailwiches

Ingredients

Bread slices, plastic knives, cream cheese, peanut butter and margarine.

Preparation

Help the children cut their bread into triangular shapes, like a sail on a boat. Let them spread a topping on it and enjoy their 'sailwich'.

Language focus

Structures are introduced through dialogue:

TEACHER:

- What are these?
- And these?
- What am I doing?
- What am I doing?

STUDENTS:

Bread slices.
Knives.
Cutting the bread.
Spreading
the peanut butter.

- What are we doing? Eating!

These activities are designed to provide natural language experiences, allowing the same developmental learning processes the children use when acquiring a first language.

FOOD&DRINK

From Britain to Italy

There are many exercises for the children involving food in this issue of **LANG Primary**.

Here's some information about food for the teacher!



Those teachers who have had the opportunity to stay a few months in Great Britain will have memories of the different things that they ate and drank.

From simple basic differences such as beer, usually 'red' and not lager (unless specifically asked for in a pub), to butter, which is usually salted; or the predominance of fat-free margarine to coffee, which is automatically served with milk unless asked for as black coffee.

People very often return from trips abroad wishing to have the opportunity, even occasionally, to taste the specialities of the country they have visited again.

With the expansion of the internet it is now quite easy to order food from abroad. The site above at www.fooduk.com is a typical example of a source for many different foods and drinks which can be ordered through the web.

Teachers should also keep an eye on their local supermarkets and hyper-stores for the appearance of British products. METRO Cash & Carry®, for example, now stock wonderful Scottish bacon and Euromercato® have an excellent range of British beers.

If British food appears in your local supermarket, please write and let us know. We plan to publish an up-date in a future issue of **LANG Primary**.

LANGPrimary

keeping the teacher informed

Cooking in NEW ZEALAND

Tracey Sinclair

Every child loves baking and making things to eat in New Zealand; in fact lots of primary schools have the preparation of food and cooking included in the class programme.

The recipes must be easy to follow so they do not involve the adults too much. If children are cooking, the process has to be uncomplicated and relatively 'clean' to avoid having to spend a long time clearing up the mess the children have made. The results of the food preparation have to be tasty, cheap to produce and above all plentiful so that everyone can sample the results at least once!

Popular breakfast cereals, for example, can be used as the basis for many recipes.

Here are some examples.



Caramel Rices

125 grams butter
225 grams brown sugar
3 tablespoons condensed milk

1. Boil together slowly for 2-3 minutes.
2. Remove from heat and add:

3 cups (about 725 grams) Rice Crispies®
1/2 cup (about 65 grams) coconut
1/2 cup (about 85 grams) sultanas

3. Mix all ingredients well.
4. Drop into frilled paper patty cases.
5. Chill in a refrigerator until firm. Makes 30.

Orange Weetabix® Squares

150 grams butter
3/4 cup sugar
1 cup crushed Weetabix®
1/2 cup coconut
1 1/2 cups self-raising flour
2 tablespoons orange juice

1. Mix the dry ingredients well.
2. Melt the butter together with the orange juice.
3. Add to dry ingredients.
4. Press into greased 28 cm x 19 cm tin.
5. Bake at 180° for 25-30 minutes.
6. Ice with orange or lemon icing while still warm.
7. Cut into squares.
8. When cold, EAT!!!

To make the icing, mix icing sugar (the very fine sugar put over Pandoro at Christmas time) with orange or lemon juice until it becomes thick.

Peanut Butter Logs

1 cup chunky peanut butter
1 1/4 cups icing sugar
2 tablespoons butter
chopped peanuts
3 cups Rice Crispies®

1. Mix the peanut butter and butter together.
2. Add the sugar and Rice Crispies® and mix well.
3. Roll out the mixture and make into three logs.
4. Cover the logs with nuts.
5. Wrap and chill in the refrigerator.
6. Slice into 1 cm thick slices and EAT!!!

Having fun with **HOLIDAY FUN**

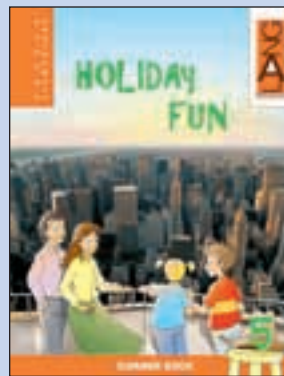
HOLIDAY FUN is a new series of summer exercise books with a big difference.

As the children work through the exercises in the books practising both the language and language skills they have learned in class during the school year, they are also exposed to different realities, the so called 'civiltà'.

In **HOLIDAY FUN 3**, ideal for children who have completed the third year, the children will listen and read about a family on holiday in London. The family visits Big Ben, Tower Bridge and the Tower of London as well as Kensington Gardens and Buckingham Palace. In this way the children learn information about these places.

The same family visits other cities in England and Scotland in **HOLIDAY FUN 4** and the children learn about the Channel Tunnel, Sherwood Forest, Blackpool Pleasure Beach, Edinburgh Castle and Loch Ness.

In the new **HOLIDAY FUN 5**, we find our family in the United States. They visit New York, Washington, St. Louis, San Francisco and Los Angeles and the children learn interesting facts about these cities. The aspects of 'civiltà' together with stimulating language games, songs and exercises will help the children keep in touch with the English language during the long summer break.



Also available for children in the Primary school for summer exercises:



For children at the end of the 1st or 2nd year

For children in the 3rd, 4th and 5th classes

Kids' Corner

John Batty

Cross-curricular food!

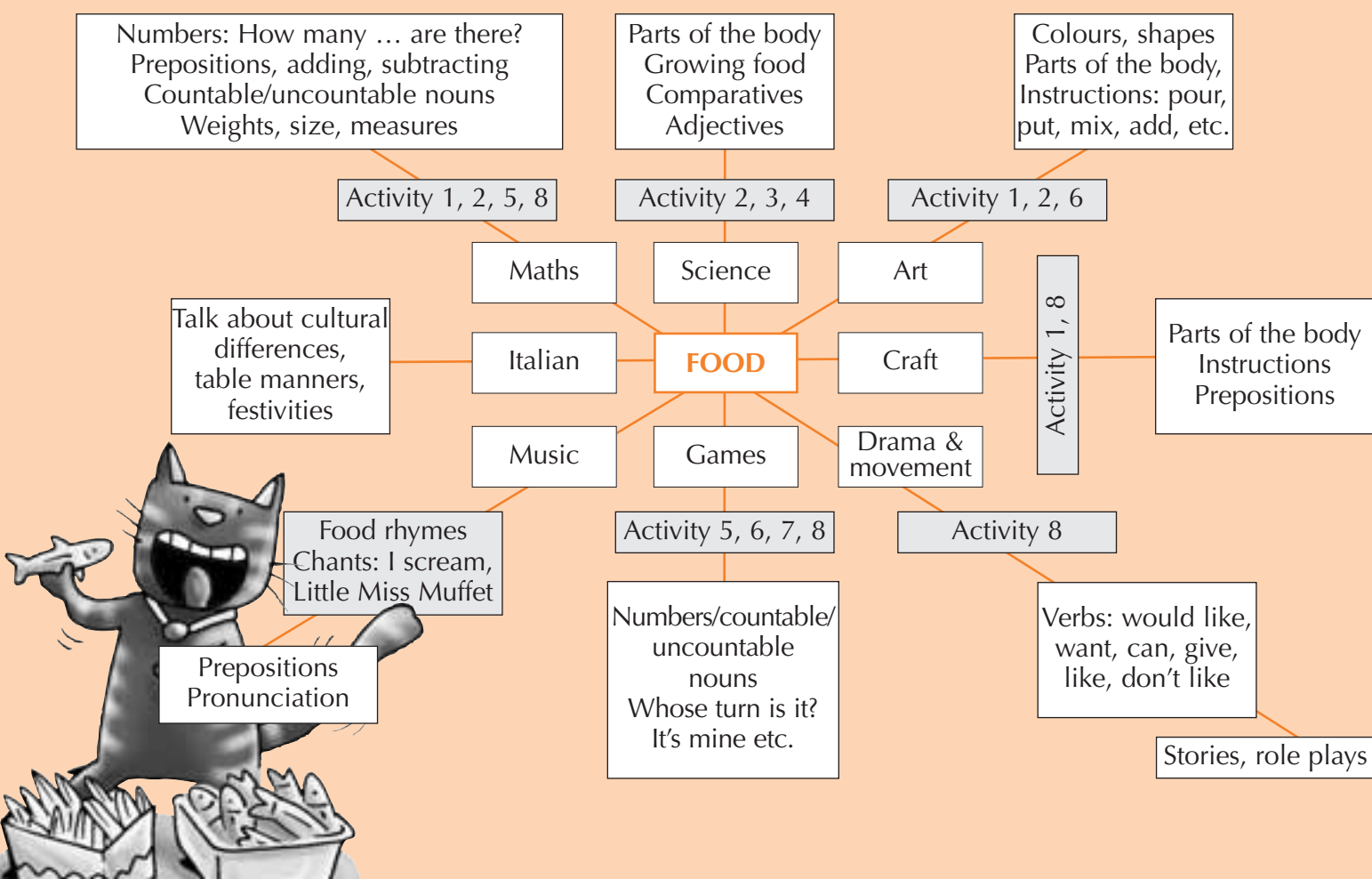
The summer holidays are just around the corner, so it's a good time to start reviewing and revising what has been learnt over the last school year. In this edition of **Kids' Corner** we have presented some fresh, fun activities that practise both structural and lexical areas of food.

These activities are ideal for perhaps leading to or from stories such as *The Three Little Pigs*, *Jack and the Beanstalk* or *Goldilocks* and integrating language work in an English lesson and other subjects of the national curriculum such as art, maths, science, drama, etc.

The use of a questionnaire on what food they like or dislike in the English lesson, for example, could introduce the topic, which could then lead on to a discussion in L1 on eating habits around the world or festivity food, table manners at home or in a

restaurant, or even to producing a bar chart in a maths class. Stories such as *The Three Little Pigs* are a rich source of material for work in other lessons, for example, it could be used to talk about, to present or revise animals and the food chain in a nature and environment lesson and in the same subject *Goldilocks* could be used to teach or revise family relationships.

One of the main advantages of cross-curricular teaching is that children learn other things in English while receiving and producing real messages about things that are relevant to them and their surroundings. Another advantage is that ways of working which are already familiar to the children and teacher will help them when they come to new teaching materials.



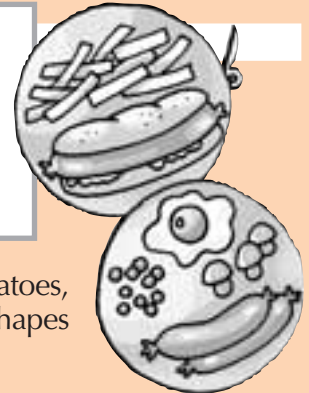
Activity 1: Felt table mats

These can be used as props for a restaurant role-play or simply as a tablemat for break time or dinner time.

1. Place the dinner plate face down onto a piece of felt and draw round it with the felt-tip pen.
2. Cut out the circle.
3. Cut out food shapes from the other scraps of fabric, for example, chips, eggs, tomatoes, etc. and glue them onto the felt plate to make a food table mat. Don't glue the food shapes if you want to use them for a restaurant role-play.

What you need:

Felt
Other fabric scraps
Fabric glue
Felt-tip pen
Large dinner plates



Activity 2: Pizza faces

This is a good activity for the imperative and revision of parts of the body.

1. The children wash their hands.
2. Sprinkle the table and rolling pin with flour.
3. Roll out the dough to a thickness of 1 cm and form it into a round shape.



4. Spread the base with tomato purée and the children add the topping of their choice.
5. Make a pizza face by using, for example, sliced eggs or peppers for the eyes, a sliced mushroom for the nose, a piece of salami for the mouth and grated cheese for the hair and beard.
6. Put the pizza on a floured or buttered baking tray and bake (in the school oven) for approx. 15 minutes.

What you need:

Ready made pizza dough (found in most bakeries)

Flour (so the dough doesn't stick to the table, rolling pin, baking tray or the children!)

For the topping: tomato purée, boiled eggs, mushrooms, onions, tomatoes, sweet corn, salami, anchovies, olives, grated cheese, red/green peppers
REMEMBER to slice, dice or grate the topping before the beginning of the class.

Equipment: rolling pins, baking trays

What you need:

(Serves 4-6)

300 g good frozen fruit (strawberries, raspberries, blueberries, etc.)

500 g yoghurt

2 tablespoons of honey

Cornets or wafers

Equipment: spoon, bowl, ice cream sticks, small plastic cups or lollipop moulds

Activity 3: Ice cream/Ice lollies

1. Before you start make sure the fruit is frozen and the yoghurt is cold.
2. Mix the ingredients in the bowl.
3. For ice cream, put the mixture in the freezer for an hour then serve in cornets or wafers. For ice-lollies, put the mixture into cups or moulds, put the sticks upright in the middle of the mixture and then put the cups in the freezer for a couple of hours.

Chant: I scream, you scream, we all scream FOR ICE CREAM!!!

Activity 4: Lemonade (ideal for a hot summer's day)

1. Cut lemons in half (do this before the beginning of the class to save time).
2. Children squeeze the juice from the lemons using a lemon squeezer.
3. Pour the juice into the jug and add the sugar.
4. Pour in enough boiling water to dissolve the sugar and stir well, topping it up with cold water.
5. Put in the fridge until chilled.

What you need:

(Makes 1 litre)

5 lemons

4 tablespoons brown sugar

Water (teacher only)

Equipment: plastic jug, lemon squeezer, knife (teacher only)

Activity 5: How many strawberries?

This game is an excellent warmer. It is also great for the presentation of countable and uncountable nouns, "There is/are..." "How many..." And then expanding to "How many did Johnny say?" It could also be used as a springboard to "Do you like peaches?" etc.

Write the names of the children or teams on the board and write the question: "How many strawberries are there?" Put the fruit in the containers on your desk and label each container with its nametag. The children/teams then guess the amount of fruit or vegetables in each container. Write the guesses next to the names/teams. The same number cannot be repeated. When everybody has guessed, the children count the contents of the containers. The winners get to keep the contents or win points if the contents are potatoes!

What you need:

Different quantities of fruit and vegetables (this can also be done with liquids)
Transparent containers (so the children can see the food)
Blackboard
Food name tags

Activity 6: Spinners

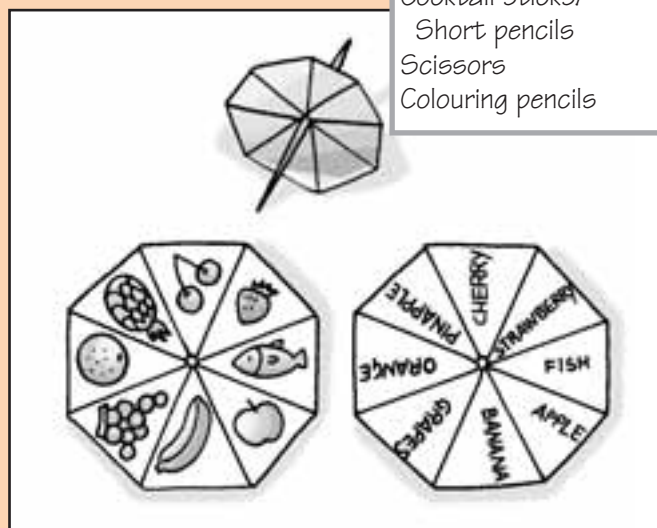
Photocopy blank octagon shapes onto thick card.

Game one: Vocabulary match

The children work in pairs. One makes a spinner with pictures and the other makes a spinner with the corresponding words. They take it in turns to spin both spinners at the same time. If the word corresponds with the picture, they win a point.

Game two: Food lotto

Children play in groups of three or four. Each child makes a spinner with pictures only. Then each child writes or draws a list of five of any of the food on the spinners. The children take turns to spin their spinners, if the spinner lands on a picture that they have on their list, they cross it off. The first person to cross off all the items on her/his list wins.



What you need:

Card
Cocktail sticks/
Short pencils
Scissors
Colouring pencils

Activity 7: What's in the fridge today?

This activity is good for asking and saying where things are.



Pin one piece of poster board on the wall; this is the base of the fridge. Cut the second piece of board into two, dividing the fridge and the freezer, and fasten them with tape to make the fridge door. Use the velcro on the inside of the fridge so the children can stick their laminated food on the fridge when they put their food away. Make a door handle so the kids can physically open the fridge. When they open the fridge, have some grocery items already fastened with velcro and give them a shopping bag with more laminated pictures of food. The children put the food in the fridge. After the food has been put away, they can talk about where the food is and what they can see.

What you need:

2 large pieces of poster board
Markers to draw the fridge
Tape to fasten the door
Velcro to fasten everything
Laminated pictures of food with velcro on the back

Comment: Material permitting, this activity can be done in face-to-face pairs or small groups telling them to find the differences by saying where the items are, or one group can dictate to another comparing their fridges afterwards to see if the items are in the same position.

What you need:

Laminated food cards

Menus

Note pad and pen

Tablecloths, felt table mats (act. 1), fancy dress (wigs, hats, etc.) is optional but makes the class more enjoyable.

Activity 8: The customer, the cook and his waiter

1. Photocopy the menu below. If the students are non-readers, make picture menus with prices.
2. Arrange four or five desks in rows at opposite ends of the classroom. One row for the "customers" and the opposite row for the "cooks".
3. Divide the class into groups of five; one chef, one waiter and three customers. The three customers sit at a table with a menu each and the cook sits at the opposite table with food cards or felt plates and food. The waiter is the "runner".
4. The waiter asks for and takes the customers'

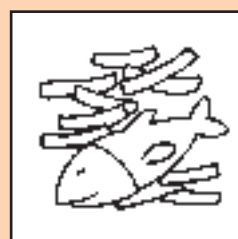
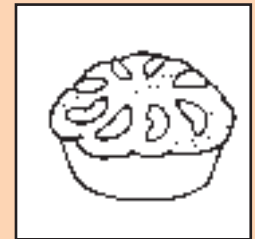
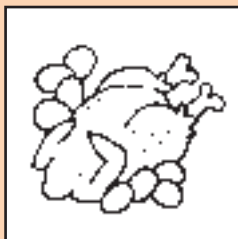
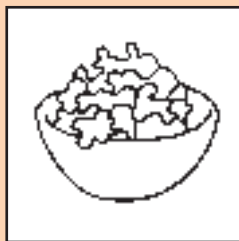
orders for the first course and runs to the cook asking for the food. The waiter takes the first course to the table and then asks about the main course and runs back to the cook and so on.

5. When all the courses have been served, the customers ask for the bill.

6. English/target language must be used. If not, the food must be taken back.

7. The first team to finish, having served the correct food and the correct bill, wins.

FLASHCARDS



_____S ENGLISH Restaurant

Starters
 Salad
 Chicken soup
 Melon & ham

Main Course
 Fish & chips
 Pizza
 Chicken, potatoes & salad
 Spaghetti
 Egg & ham

Dessert
 Ice-cream: strawberry, chocolate
 Apple pie

Drinks
 Lemonade
 Coke
 Water
 Orange juice

WORKSHEET



Choose words
from the list to match
the pictures
and complete the rhyme.

The FOOD Rhyme

apples
peas
oranges
chocolate cake
milk
pizza
lemons
ham
ice-cream
onions
cheese
carrots
jam
potatoes
tomatoes
strawberries
pears

Who likes _____?

Who likes _____?

Who likes _____?

Who likes _____?

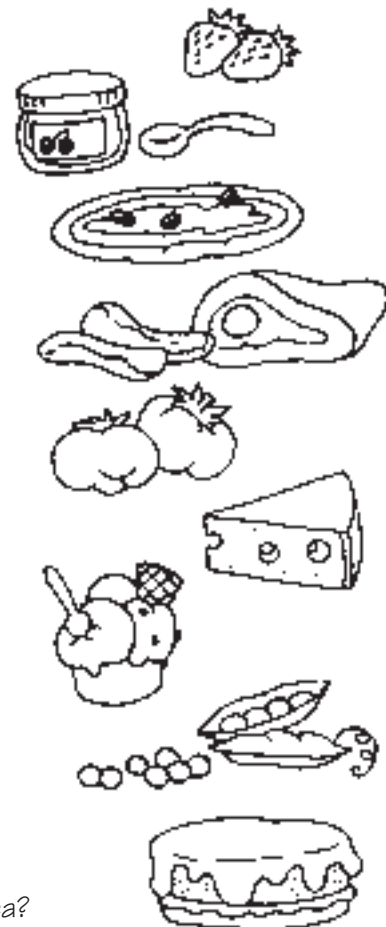
Who likes _____?

Who likes _____?

Who likes _____?

Who likes _____?

Who likes _____?



for their tea?
Mummy,
Daddy,
Baby
And me!

Now learn
the rhyme!



WORKSHEET

Surveys and questionnaires are a great way to get children to produce English in the classroom.

Procedure

Make a copy of this survey for every child in the class. Revise the vocabulary and model the questions and answers first with the whole class.

Divide the class into groups.









Tell the children they are going to ask everyone in their group questions about what food they like or don't like and they must make a note of the answers.

A tick for "Yes, I do" and a cross for "No, I don't".

At the end ask them what they discovered.

The FOOD Survey



Do you like...	Yes, I do.	No, I don't.
... ice-cream? 		
... carrots? 		
... milk? 		
... strawberries? 		
... bananas? 		
... coffee? 		
... French fries? 		
... cheese? 		

How many children like...

ice-cream? _____

carrots? _____

milk? _____

strawberries? _____

bananas? _____

coffee? _____

French fries? _____

cheese? _____



A Summer Holiday project

Make a Summer Holiday Time Capsule • *part*

Time Capsules

Time capsules have become increasingly popular in the United States and the UK since the turn of the new millennium and many classes have worked or are working at the present time on special projects preparing them.

Traditionally, a time capsule is a collection of materials that is enclosed in a container and buried in the school grounds to be dug up 25-30, 50 or even a hundred years later to show future generations what the world was like today.

From this idea a lot of simple variants have sprung up.

Here is a more short-term project that is fun and creative whilst at the same time encouraging children to use their English during the summer holidays.



A Summer Holiday Time Capsule

Children have great fun during the summer holidays; many go away and visit new places: some live near the coast and go to the beach, some to the mountains and some go and stay with grandparents and relations. Whatever they do, they all seem to have a fantastic time and do very different things. Summer holiday time capsules are a way of bringing these experiences back into the classroom and using them to keep that enthusiasm alive whilst at the same time getting children to use their English. They're cheap, they're fun to make and they're even more fun to open.

* Sarah M. Howell is author for **LANG Edizioni** and National Coordinator of the Teacher Support Network.
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Preparing the children for the Summer Time Capsule project

Talk to the children about the project by showing them one that you have prepared in advance. If possible try and involve the children's parents by holding a meeting at school or by sending them a letter home.

Tell them that during the summer holidays they have to collect things to put in their time capsule to show their companions what they did during the holidays. Then when everyone comes back to school in September, each child will show the class the contents of his/her capsule and they will be sealed up and hidden until the end of the year.

Give the children a list of all the things they can include and some worksheets to fill in while they are collecting the things.



How to make the Time Capsule

You need:

- an empty paper towel tube
- drawing paper
- plastic food wrap
- scotch tape
- crayons or markers
- child's personal contents (photos, postcards, realia, etc.)

Step 1

In May-June 2003

1 Ask the children to record things on the paper such as:

- A **"Top Ten Summer Favourites"** list including for example: books, places visited, photos, films, songs, food, sports, hobbies, friends, toys. The model shown can be photocopied or dictated to the children.

- A **"How I measure up"** chart that lists height, weight, shoe size and clothing size, clothes.

- Some summer photographs (on his/her own in a special place, with a friend, with family or relations) postcards.

- A small souvenir or plastic toy (from sweets, chocolate eggs or ice-creams).

The worksheet here is based on a template included in the **SUNNY DAYS My Personal Portfolio Dossier (LANG Edizioni)**. Many other templates can be adapted from this source.

2 Tell the children to insert the materials into the paper towel tube as they collect them and not to seal the tube (they will do this at school in September).

3 Tell the children to decorate the capsule and bring it back to school for the first day of English in September.

TOP ten SUMMER Favourites

BOOKS	PLACES VISITED	SONGS
.....
.....
.....
.....
.....

FILMS	MY FAVOURITE	HOBBIES
.....	
.....	
.....	
.....	
.....	

FRIENDS	FOOD
.....
.....
.....
.....
.....

TOYS
.....
.....
.....
.....
.....





Step 2

In September 2003

4 They can show their desk-mates what they have included and then each child can come to the front of the class and give a demonstration of the contents, read off the worksheets or just describe the contents.

Once all the children have had a chance to display their time capsule contents, cover the ends of the tubes with plastic wrap and secure with the scotch tape.

5 Ask each child to bury his/her capsule in a large cardboard box, full of old scrunched-up newspapers. After this (all children must take part – help children who perhaps were away or haven't been able to produce anything), seal the cardboard box with tape and write the name of the class, the date and OUR SUMMER 2003 TIME CAPSULE. Store the class time capsule in a safe dry place till the end of the school year.



Step 3

In June 2004

6 On the last day of school you can retrieve the capsule and have a special opening session. Your children will be surprised about how much they have changed since their last summer holiday and hopefully you will be pleasantly surprised about how much English they remember!



Read part 2
of this project
in the October 2003 issue
of **LANG Primary**, full of ideas
for creating a long term
Time Capsule project
for your school.

CLASS AND TEACHER PROJECTS



Many teachers have written to LANG asking for T-shirts for all the children in their classes. Our reply is always the same: encourage the children to take part and prepare materials for one of the **LANG Primary** Class Projects and we will send T-shirts to all the children who participate! The materials the children produce can be in any

visually communicative form, from drawings, photographs, illustrations cut from magazines to written text either mounted on posters or on sheets of paper. All the written language must be in English.

The cross curricular nature of project work can also involve teachers of other subjects in the school.

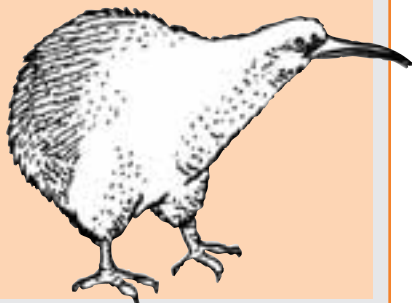
CLASS PROJECT - May 2003 - Issue 14

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

New Zealand: past – present – future.

This project encourages the children to find out about this beautiful English speaking country.

Lessons of geography, history and English can be linked to cover all the aspects of New Zealand.



Choose the prize!

LANG Edizioni will send either a class set of **Prime Readers** or **LANG T-shirts** to the classes that present this project.

When the project is complete, please sign it as work produced by your class (include the number of students who have contributed) and indicate whether you prefer to receive **Prime Readers** or **LANG T-shirts** for the children.

Send the materials to:

LANG Primary, Class Project – Issue 14
PBM spa, Corso Trapani 16, 10139 Torino

TEACHER PROJECT - May 2003 - Issue 14

The project for this issue is similar to that in Issue 13. We would like to know how teachers planned the New Zealand project as well as the reactions from the children who were involved in the preparation of materials.

The information sent to us will be of great help when selecting topics for future project work.

We would like teachers to describe how they organised the project including information on:

- the children's reaction to the project,
- difficulties that had to be overcome,
- how teachers of other subjects were involved in the project,
- general organisation of the children's work and preparation of the materials.

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

LANG Primary, Teacher Project – Issue 14
PBM spa, Corso Trapani 16, 10139 Torino

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

All projects should be received by 15.11.2003
We may publish extracts from some of the projects in future issues of LANG Primary.

More news from LANG!



The long summer break is only a few weeks away. Remember to give your children summer work to do, so that they stay in touch with English while they are on holiday. It makes an enormous difference when lessons start again if the children have had even a minimal contact with the English language during the holidays as less revision is necessary before proceeding with the programme for the new school year.

HOLIDAY FUN, a new summer exercise series, is now complete. Details are on page 5.

The next issue of **LANG Primary** will be posted towards the end of September and will include a new school year calendar illustrating the various festivities celebrated in Britain and America.

Please read the important notice regarding free subscription to **LANG Primary** below, if you are not registered to receive copies.

IMPORTANT NOTICE

Receiving future issues of LANG Primary.

As from January 2003, **LANG Primary** is only distributed through a free subscription service and during seminars and conventions for teachers of English.

LANG Primary is published four times a year, in March, May, October and December.

Teachers can register subscriptions either on-line at www.langedizioni.com or by using the coupon below.

Future issues of **LANG Primary** will be posted to home addresses.

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

Notice board

We have opened an experimental on-line Notice board for Primary teachers for messages, discussion groups and announcements of things you would like to buy, sell or exchange.

Register at <http://langprimary.omnilog.info>

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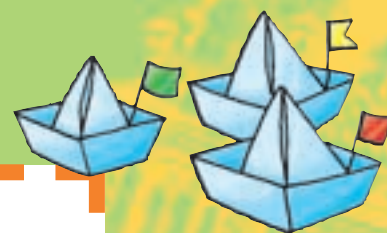
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City

CAP

EMAIL

School name and address

City

CAP

Course book used

I would like a LANG agent to visit me at school

Yes ☐

No ☐

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

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