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LANG Primary

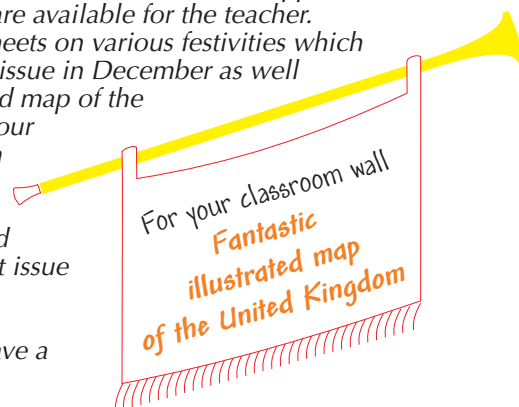


Welcome back to school!

This, the 24th issue of **LANG Primary**, is being posted to a record number of Primary school teachers who have joined our subscribers list. In fact, the data bank of subscribers has now passed the magic figure of **ten thousand**. It gives the editorial team at LANG Primary Division great satisfaction to know that our magazine continues to be a useful reference for the teaching of English in Primary schools throughout Italy.

This issue of **LANG Primary** continues the interesting mix of articles on the many aspects of teaching English in the Primary school and useful photocopiable worksheets for the teacher to use in the classroom. The articles in this issue are a collection of discussions on cross – curricular teaching and the cross cultural aspects of education. These are also revision activities for the start of the new school year as well as a focus on English in the first class and the approaches and resources which are available for the teacher. Photocopiable worksheets on various festivities which occur before the next issue in December as well as a fantastic illustrated map of the United Kingdom for your classroom wall, which will give the children hours of pleasure and discussion, all add up to yet another great issue of **LANG Primary**.

Happy reading and have a great school year!



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IN CASO DI MANCATO RECAPITO INVIARE AL CMP/CPO DI ROSERIO VIA C. BELGIOIOSO, 165/11 MILANO PER LA RESTITUZIONE AL MITTENTE PREVIO PAGAMENTO RESI

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English across the curriculum

English language learning through the subjects



Cecilia Perillo

Developing English language learning through the subjects in the Primary school curriculum presents a great challenge, not only for teachers but also for young learners, and appears to be a response to the increasing demands of *intercultural education* and the more intense contacts within a unified Europe.

It seems to be more difficult to learn school subjects in a second language than in the mother-tongue (L1), if the learner is still developing fluency in the second language (L2), but there are some *benefits* to be gained from linking English Language Teaching (ELT) to the primary curriculum, and according to Bruner any *subject* can be taught to any child at any stage of development, if it is presented in the proper manner. Bruner sustains that all children have a natural curiosity and a desire to become competent at various learning tasks. The teacher must, therefore, present schoolwork at such a level as to challenge the learner's current developmental stage.

(Source: The Process of Education, Harvard University Press, 1977)

BENEFITS

This kind of link can be used to reinforce *conceptual development* like colours, size, shape, time and can be used to promote continuity and build confidence in the children's learning process.

Young language learners are encouraged to *transfer skills* and to *reinforce* concepts between different areas of the curriculum and this aspect helps them to *learn how to learn* and to use *thinking strategies*, such as comparing, classifying, predicting, problem-solving and hypothesizing, as well as *study skills* such as making and understanding charts and graphs.

Language learning can be used to develop other subjects in the curriculum, such as: mathematics, science, *computer science*, geography and the environment, cultural studies, art and drama.

How do we teach the content areas to young learners whose English is limited?

Should computer science wait until learners are more fluent?

How important is it in today's society to understand something about electronic mail?

Nowadays, children get on the Internet and download their mail and songs almost everyday. Even though traditional mail is still reliable, times have changed and the growing use of computers and the rapid development of the Internet have transformed the way people live.

We are all becoming quite familiar with e-mails (e-mail or email, which is short for "*electronic mail*", is now the fastest way to communicate) and therefore it is important to show children that if we wish to communicate via e-mail we need to do some easy *computer science* lessons at school. Teachers are encouraged to teach 'Computer Science in English' in order to show children how important words like 'mouse' (an animal) or 'mouse' (a device that you use with a computer) or words such as *speakers, scanner, printer, monitor, cut, copy, paste, chat rooms* (interactive conferences) and so on are in today's changing world. If you look back at these words, you will realize how easy it is to teach simple vocabulary and structures to children who are not fluent speakers of the language.

The *cross-curricular* lesson may begin with numbers through *maths*, learning the basics of a computer through *computer science*, words through *language*, a touch on where they come from through *history* and so on.

A cross-curricular lesson plan will be published in the December 2006 issue of LANG Primary.

Some key learning areas in the primary curriculum are usually incorporated in published materials for primary programmes, *Indicazioni Nazionali*, and course books. According to Sheldon (1998), teachers find it extremely difficult to develop their own materials due to the limited time they have, but materials used should reflect the fact that children of primary school age are reinforcing concepts which they have already learned or are in the process of developing in their mother tongue.

The most common areas of the curriculum which can be used to develop English language learning are the following:



| ACTIVITIES | LANG SOURCES OF MATERIALS |
|---|---|
| Maths | |
| 1. Numbers 1-10 - Adjectives of size. 2. Follow the instructions; cut out and glue the robots. Glue head and legs. | 1. Willy Wiz, Laboratory 3. 2. Lang Primary Resources for Teachers, 1-2/3, Cut-out section. |
| Science | |
| Number the parts of the flower, draw lines to the parts of the tree. | Kids' Club TB 4/5 – Curriculum Extension Series, Across the curriculum, page 12. |
| Computer science | |
| 1. Colour the keyboard; read and answer: CD is the abbreviation for "Compact Disk" etc. 2. Label the parts of a computer. 3. Computer Fun – Read the e-mail from Junior and write an e-mail to Junior. | 1. Lang Primary Resources for Teachers 4/5, page 124. 2. Kids' Club TB 4/5, Curriculum Extension Series, Across the Curriculum, page 13. 3. Junior is here 3, SB page 82. |
| History | |
| 1. Prehistoric Animals – 2. Greeks/Romans/Egyptians 3. People in History 4. Discovery Time – Listen and connect 5. The Monarchy | 1/2/3. Kids' Club, TB 4/5 – Curriculum Extension Series, Across the Curriculum, pages 14, 15 and 16. 4. Super Mini Club 5, page 46. 5. English Worlds, page 18. |
| Geography and the environment | |
| 1. Label the continents and the oceans; match European countries to their capitals. 2. A picnic with Junior - Look at the picture and sing. | 1. Kids' Club TB 4/5, Curriculum Extension Series, Across the curriculum, pages 4 and 7. 2. Junior is here 2, page 25. |
| Cultural studies | |
| 1. Americans love a big breakfast: listen and complete 2. Things to see in the U.S.A./Great Britain – Listen and write 3. Halloween – The missing costume – Listen to the story | 1. New Come Along 4 SB, Culture Stop, page 43. 2. Kids' Club 5 SB, pages 32 and 33. 3. Kids' Club 3 SB, pages 20 and 21. |
| Arts and crafts | |
| 1. The colour train cut out. 2. Cut-Out section – Name Card/Bookmarks. | 1. Kids' Club 1 SB, Cut Out Booklet, page 7. 2. New Come Along Starter 1 SB, pages 41 and 43. |
| Music and drama | |
| 1. London Bridge Song, sing and colour. 2. Snow White and the Seven Dwarfs. | 1. Mini Club Starter 1 SB, page 5. 2. Sunny Days 3 SB, pages 24, 38, 50, 64, 76 and 88. |
| The reform and the themes | |
| ENVIRONMENT EDUCATION – The Big, Wide World: listen and match the words; HEALTH EDUCATION – Sports Fun – Listen and repeat/write the names of sports/say what you can do; CLIL – Physical Education – Study the sports table; FOOD EDUCATION – Fruit is good for me – Read and choose; VALUES – Spooky's family – Listen to the dialogue/draw your family; ROAD SAFETY EDUCATION – Means of transport – Copy the words next to the drawing – A very Busy Town – Listen and repeat – Help the space postman deliver the post. | Sing Along, page 7. Junior is Here 4 SB, page 70 – New Come Along 4/5 Supplementary Teaching Resources, page 84. New Come Along 3 SB, page 66. Kids' Club 4 SB, pages 64 and 67. New Come Along 4/5 Supplementary Teaching Resources, page 72. Super Mini Club 4 SB, unit 2. |

This would seem to give a clear indication that the teaching of English *should not be seen in isolation* from the rest of the 'Primary Curriculum' and when teaching the foreign language as communication, the 'cross-curricular' approach becomes a means of developing language and learning processes.

Widdowson (1978) wrote that one of the most effective ways of teaching English was through association with subjects in the school curriculum. In his view, this was the only way of teaching language as communication. He also believed that language teaching methodology should link language learning and teaching with learners' everyday experience.

These changes of pace and focus help keep the children interested and motivated and by *linking English language learning* with the children's conceptual development and the learning of subjects, we are not only offering them the opportunity to use their knowledge in a variety of ways, but are catering for wider educational needs.

A balance of skills work, grammar, and vocabulary is as necessary as a balance of types of activity and with young children, the ultimate value of an activity is the '*experience*' of doing the activity, rather than just the quality of the end – results. Young children benefit from having access to many experiences and activities so they can '*discover*' *on their own through the many subjects*.



Halloween

WORKSHEET

Unscramble the words in the shapes and then put them in the right place in the witches' hats.



7. G
O H
S T

1. ! !
2.
3.
4.
5.

4. W
T C A I
S H T H E

9. A
H L
L E O
E N W

5. J L A O
N E A K R
C T N

6. A T C

3. S
L T
K O E
E N

6. !
7.
8.
9.

2. W I
A R
D Z

1. A B
S T

8. I K P N U M P



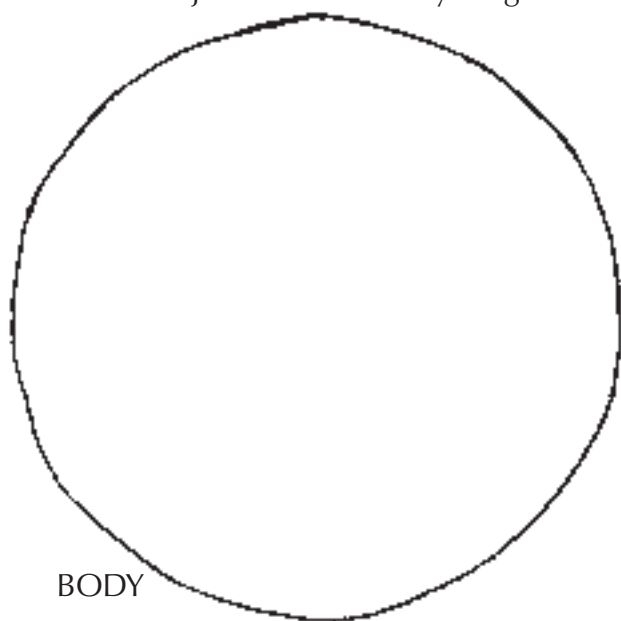
Thanksgiving Activity Sheet

WORKSHEET

Thanksgiving Day is celebrated in the United States on the last Thursday of November every year. The first Thanksgiving was celebrated in 1621. The Pilgrims found life in America very hard when they first arrived, but after the first really good harvest they were so thankful that they celebrated with a huge dinner of wild game (wild animals and birds) and vegetables and invited along 90 Native Americans. The Americans of today have TURKEY for dinner rather than game and it has become one of the symbols of Thanksgiving.

Here is an idea to celebrate Thanksgiving in the classroom.

1. Copy the body onto brown card or paper.
2. Copy the head and neck onto orange or red paper/card.
3. Copy the feet onto yellow paper/card.
4. Copy the feather 6 times – 2 on yellow, 2 on red and 2 on brown paper/card.
5. Cut everything out and assemble as shown in the picture. Add two eyes and a beak.
6. Ask the children to think of things they are thankful for and write them on the 6 feathers. This can be just one word for younger children (e.g. mummy, daddy, books, toys etc).



BODY



FEATHER



HEAD



NECK



FEET





Let's Play Around the World!

Maxine Jones



In the future, our young students will often use English as a *lingua franca* with **non native speakers** for travel, work and study. If, until now, teaching aspects of the culture of English speaking countries has been an integral part of the EFL classroom, then teaching ELF (English as a *lingua franca*) implies developing students' understanding that speaking English will involve communicating with people from many cultures! Developing an awareness, curiosity and respect for other cultures from a very young age is essential not only on a European and global level but also on a national level, considering the multi-cultural and multi-ethnic reality of Italian classrooms today.

In this case, the English classroom could become the perfect place to study aspects of other world communities, providing us with the possibility to develop children's intercultural competencies from a young age.

HOW CAN WE START?

To start off this journey around the world ask each child to create a special book, using a ring binder. In this ring binder, which could be called 'Around the world in English' create different sections, for example: 'Games around the world' 'Recipes around the world' 'Festivities around the world'. Students can include worksheets completed in class and material such as letters, emails or cassettes which they send to or receive from other schools. This becomes an extension of their portfolio.

Create a passport for each student (*use the worksheet on page 238, Lang Primary Resources 1,2,3*). You can make a little book of the passport so that every time students 'travel' to another country they can 'stamp' it (make a flag of the country as the stamp, for example). Begin with some simple cross curricular geography worksheets (*Kids' Club TB 3/4 Across the Curriculum, Curriculum Extension Series*) then you are ready to start your journey together – always reinforcing WHY you are studying this in English – **because English is used to communicate with the world!**



WORKING WITH GAMES

As games are always a fun and an exciting way to teach a language to young learners, this can be a great place to start.

You can choose to integrate the typical games played in a country in a broader, more general study of that country, or you can work on games from different countries as a project in itself and create the book of 'Games around the world'.

What are the advantages of using games in the language classroom?

First of all, if we can keep the language simple and the

instructions clear, games

provide **real motivation for understanding**. Children love playing games, and so will try very hard to understand! There is also an affective link. Knowing other children all over the world love to have fun and play together creates a sense of connection, leading to empathy and a desire to understand others (*developing intercultural competencies*).

When teaching the instructions, use a lot of gestures and examples to explain the rules (non verbal cues). **Showing by doing** instead of translating (where possible!) leads to **long term learning**- and also means students who do not yet speak Italian fluently are not penalised! Point out to students how communication is made up of verbal and non verbal content. Drawing their attention to this fundamental aspect of communication can also help develop learners' awareness of the importance of body language, gestures etc. when trying to understand someone (*developing intercultural competencies*).

Check understanding of the instructions by getting one pair or group to demonstrate to the others, or get someone to explain what they have understood in their mother-tongue.

Games help nurture inter and intra personal intelligence and, depending on the game played, also involve students' spatial/visual intelligence, musical intelligence, kinaesthetic intelligence and so on. Some of my students have asked me to teach them *how to explain* games in English, as when they met other





children from different countries when on holiday in Greece, Norway and Germany and in Italy they wanted to play together with their new found friends. (By the way, many games have similar

rules but different names. Duck Duck Goose is called Pesek in the Czech Republic for example.) Here are some examples of games we can teach and play in the English classroom.

AMPE

This game is played by children in Ghana. It's called Ampe. It's a great game to reinforce right, left, numbers and parts of the body. It gets students moving and it's great for kinaesthetic learners.

Materials needed: none, only lots of energy!

There are two players. One person is odds and one person is evens.

Together the 2 players clap their hands and count 1, 2, 3. On three, each player sticks one foot out.

If one player sticks out his right foot and the other the left foot it is a point for EVENS.

If both players stick out their right foot, or both players stick out their left foot it is a point for ODDS.

The winner is the player who gets eleven points.

Before teaching and doing this game, you could do some revision of parts of the body, sing the song and watch the video of 'The Okey-Cokey' from Sing Along (*Lang Edizioni*) and do the exercises in the workbook to revise right leg, left leg etc. You could also play a game of 'Simon Says' (e.g. "Simon says put your right leg in" etc.) While playing the game, stop at intervals, say 'freeze!' and ask students "How many points have you got?" "I've got 6 points etc." to reinforce these language 'chunks' in the context of the game.

COUNT AND COVER

This is a game called Count and Cover. It is played in Zambia, in Southern Africa.

Materials needed: 2 dice per team. Paper. Scissors. (Glue if you want to use the additional worksheet). It is played with 2 players, but you can put two students together as "one player".

The players write the numbers 2 to 12 on a piece of paper and take turns to roll 2 dice.

Each player adds the numbers shown on the dice, then they cover that number on their piece of paper. The winner is the first player to cover all their numbers.

Before students play the game, explain they will be

working with numbers. You can give them a photocopy of the Activity Sheet from Unit 4 Kids' Club TB 2/3, page 37 as a preparation activity. Ask them to first pair up the numbers and corresponding words on their desks. Then they can make two separate "game boards" to play the game, gluing the numbers on one page, the words on another. They can play using the numbers or the words, or first one and then the other. Before explaining the game you can teach some essential vocabulary, e.g. Cover, Zambia, Africa.

Reading and writing practice: after playing the game, you can ask the students to write the instructions in their 'Games around the world' personal book. You could use a worksheet like the one below to help them. You can repeat the instructions as written in the worksheet orally before asking students to fill in the gaps.

Speaking/communication skills: You can ask them to explain the game in English to another class of the same or higher level in the school.

WORKSHEET COUNT AND COVER

(Enlarge to use)

Fill in the gaps with the correct word from this list.

| | | | | |
|-------|-------|---------|--------|---------|
| dice | throw | winner | Africa | Zambia |
| cover | paper | players | add up | numbers |

1: Count and _____ is a game from _____.

2: Zambia is in Southern _____.

3: There are two _____.

4: The players write the _____ two to twelve on a sheet of _____.

5: You use two _____.

6: You take turns to _____ the two dice.

7: You _____ the numbers on the dice and cover that number with a piece of paper.

8: The player who covers all the numbers first is the _____!

David Graddol's book **English Next** is available as a downloadable Pdf file at:

<http://www.britishcouncil.org/files/documents/learning-research-english-next.pdf>



The Illustrated Map of the United Kingdom



The map included with this issue of LANG Primary will help the teacher lead the children on a voyage of discovery of the United Kingdom. The map can be referred to many times during the year. These notes will assist the teacher in interpreting the illustrations.

Great Britain includes England, Scotland and Wales. The United Kingdom includes Great Britain and Northern Ireland which is also called Ulster.

These notes explain the illustrations from the north to the south of the map. The mountainous regions are shown. The light green areas indicate national parks.

Scotland

There is a major knitwear industry on the **Shetland Islands**. There are about 400 oil rigs in the North Sea. This area also includes important fishing areas. **Inverness** with its beautiful castle is near Culloden Moor, scene of the last major battle fought on mainland Britain in 1746. The most notable member of the community, **Nessie**, lives south west of Inverness in Loch Ness!

In **Aberdeen** there is a very distinguished university. Skiing is popular on the United Kingdom's highest mountain, Ben Nevis. **Oban** is one of Scotland's most visited holiday destinations.

Dundee is another major city in Scotland and is famous for a rich fruit cake called, not surprisingly, Dundee cake!

St. Andrew's is the home of golf. **Edinburgh** is Scotland's capital city. It is dominated by Edinburgh Castle which is on a hill at the end of Princes Street, the main shopping street in the city.

Glasgow boasts world famous art collections, the best shopping in the United Kingdom outside London and the most vibrant nightlife in Scotland. **Ayr** is famous for well-known horse races which take place there. **Gretna Green** is a small town just over the border between England and Scotland. The town is famous for the fact that 16 year-olds can get married there without parental consent due to differences between Scottish and English law. Hadrian's Wall is a 75-mile wall which used to divide the two countries. It was built by the Romans and is considered to be one of the greatest monuments to both the power and limitations of the Roman Empire.

Northern Ireland

Londonderry is the longest continuously inhabited town in Ireland, dating from the 6th century AD. The original name for this port city was Derry and it was renamed in 1613 when bricklayers from London helped rebuild the city. **Belfast**, the capital city, has the largest dry dock in the world and shipbuilding is a major industry. Music plays a significant role in society in Northern Ireland.

England

When it was built in 1928, the Tyne Bridge in **Newcastle** was the largest bridge in the world made of granite and steel.

Durham is famous for its beautiful cathedral. **Blackpool** is the most popular holiday resort in England. **The Isle of Man** has its own parliament and is famous for the Manx cat.

York Minster is the largest medieval gothic cathedral north of the Alps. The city of **Leeds** played an important part in the Industrial Revolution. **Grimsby** is an important fishing seaport. The area south of Grimsby is famous for the production of cheese including the world famous Stilton cheese.

Manchester has two important football clubs, Manchester United and Manchester City.

Sheffield is famous for its steel industry. **Liverpool** and its port played an important role in the mass emigration to America between 1830 and 1930. In 1847, up to 3000 people a day left on ships for a new life. The city is also the home of the Beatles.

Nottingham is in 'Robin Hood' country. Sherwood Forest is a nature reserve. **Norwich** is the main city in East Anglia. This is a great agricultural region. Farmers grow cereals, sugarbeet, fruit and vegetables, and they raise turkeys, sheep and cattle.

Birmingham is home to so many different industries that it was nicknamed the "city of 1001 trades". Factories in **Coventry** introduced mass production of the bicycle and the city has a large car industry.

Stratford upon Avon is the birthplace of William Shakespeare.

Oxford and **Cambridge** are home to the most prestigious universities in England. There are four main airports near

London: Stanstead airport is near Cambridge; Luton airport is north-west of London; Heathrow – the main airport – is near Central London, and Gatwick is south of the capital. London offers many tourist attractions. Illustrated are the Tower of London, the London Eye and Tower Bridge.

The first Archbishop of **Canterbury** was St Augustine who arrived on the coast of Kent as a missionary to England in 597 AD. **Dover**, with its famous white cliffs, is a major ferry and hovercraft port. **Bath** is a city noted for its Roman baths.

Stonehenge is north of the cathedral city of **Salisbury**.

Brighton is the nearest holiday resort to London. **Bournemouth** is also an important seaside resort. **Torquay** is at the heart of an area known as the English Riviera. **Penzance** is the southernmost point of England. The counties of Cornwall and Devon are famous for camping holidays, vineyards and local cream.

Wales

Wrexham is an important market town. Magnificent **Carmarthen** Castle is a significant landmark in south Wales. The capital of Wales is the port city of **Cardiff**. The Millennium Stadium in Cardiff is a huge 72,500 seat stadium and is used for used for all Welsh Rugby Internationals.

21.5% of the population of Wales also speaks Welsh which is Europe's oldest surviving language.

Kids' Corner

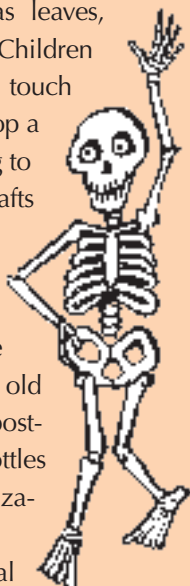
John Batty

Classroom recycling

Art & crafts experiences can help children become aware of the natural qualities of the earth such as leaves, rocks, shells, dirt, wind, rain and sunshine. Children also learn to observe, create, and remain in touch with the ever-changing world, and to develop a caring attitude towards the earth by learning to recycle and use materials for art and crafts rather than throwing them away.

The teacher or the school could create a recyclable materials bank by asking the students/parents to bring in to the school old things such as newspapers, magazines, post-cards, uncooked pasta, empty plastic bottles and buttons etc. or even ask local organizations to donate unwanted materials.

Waste prevention means using less material or reusing objects, rather than throwing them away, to get a job done. Waste prevention methods help create less waste in the first place – before recycling.



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



If organizations take a good look at their recycling collection data (www.epa.gov/wastewise/wrr/factoid.htm), they are likely to see ways to reduce waste first through waste prevention, thereby decreasing purchasing costs and the amount of material that must be managed for recycling.

Important dates to remember:

Recycle day November 15

Earth day April 22

World environment day June 5

Websites for environmental crafts and projects:

www.recycledpapercraft.com

www.earthsbirthday.org

www.kidsdomain.com/craft/earth.html

www.firstschool.ws/activities/occasions/earth1.htm

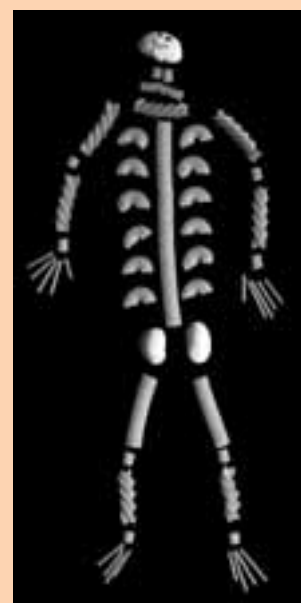
ACTIVITY 1: Macaroni skeleton

What you need:

black cardboard (approximately 15x30 cm)
glue
giant beans (head, thorax, hips)
short, small macaroni in a tube (spine)
thin twisted macaroni (arms, legs)
elbow noodles (ribs)
small macaroni (joints)
spaghetti (fingers, toes)
black permanent marker
white crayon (to write their name on the paper)

What you do

1. As preparation for this activity, study the human skeleton. Ask children to notice the symmetry between the two sides of the body, how many ribs, fingers and toes we have.
2. Draw a sample skeleton for the children to copy from. Review the key features with them.
3. Let them build their skeleton, starting with the head, working down, gluing the macaroni and beans to the paper.
4. When they have finished, they can draw a smile and eyes on the 'head'.



ACTIVITY 2: Halloween pot (cauldron)



What you do

1. Remove label, wash, rinse and dry the coffee tin.
2. Lay out the plastic bag to protect work surface.
3. Paint the container and beads with gray paint. Leave to dry. You may need to apply an additional coat. Leave to dry.
4. Turn the container upside down and glue on beads, evenly spacing around the outside bottom of the container. Leave to dry.
5. Turn the container over and fill with pens, pencils, paperclips, rubber bands, or other small items.

What you need:

metal dip container (empty coffee tin)
glue
3 large wooden beads
grey paint
paint brush
plastic bag (to protect work area)



ACTIVITY 3: Magic Potion

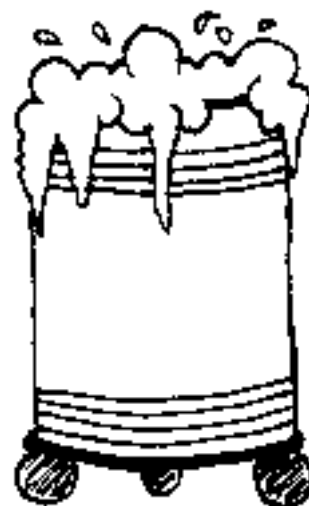
What you need:

Halloween pot (see Activity 2)
water
baking soda
vinegar
tablespoon
cup
pan or tray



What you do

1. Make a pot (see Activity 2).
2. Place the pot on a pan or tray (or you'll get potion all over the place!).
3. Fill the pot with 2 tablespoons of water and stir in a tablespoon of baking soda until it dissolves.
4. Measure 2 tablespoons of vinegar into a separate cup.
5. Pour the vinegar all at once into the water/baking soda mixture and watch your potion bubble up!



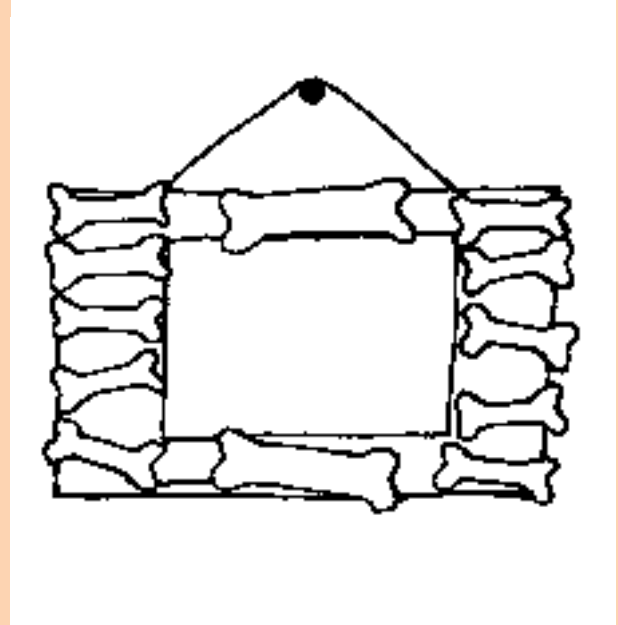
WHY DID THAT HAPPEN?

The bubbles that are created are filled with carbon dioxide, which is a gas that forms when the vinegar (an acid) reacts with the baking soda (a base). This recipe is also a cool science experiment!

ACTIVITY 4: Bone Picture Frame

What you need:

adhesive tape
13 x 17 cm mat
dog bone-biscuits (1 or 2 large, many small)
glue
black permanent marker
ribbon
scissors
craft clear spray
a photo of yourself with a friend



What you do

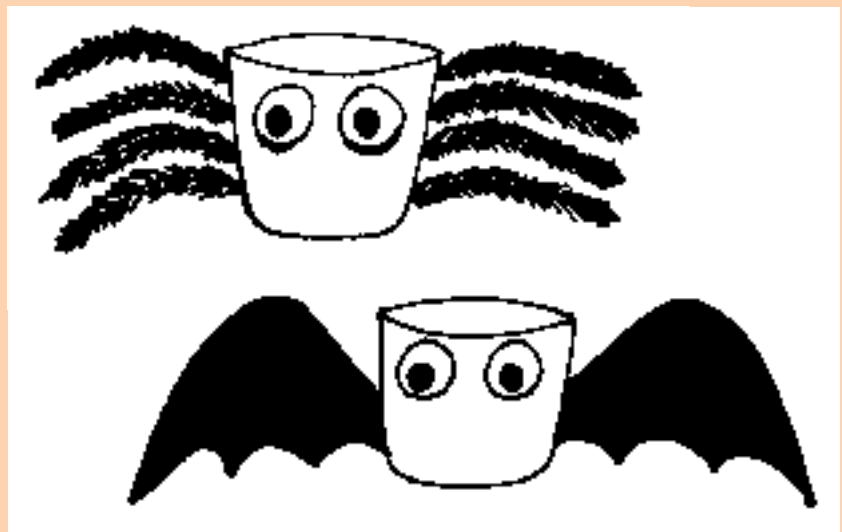
1. Arrange all bones on the mat with the big bones on the top and bottom.
2. Write your name and your friend's name on the big bones.
3. Glue the bones in place. Leave glue to dry completely.
4. Spray with craft clear spray. Leave to dry.
5. Tape picture of yourself with a friend on the back of the mat.
6. Tape the ribbon to the back of the mat to hang on the wall.



ACTIVITY 5: Bat and spider cups

What you need:

black pipe cleaners (4 for each spider cup)
scissors
glue
paper cups (purple, if possible)
black cardboard (for bat wings)
wiggle eyes



What you do

1. Cut the pipe cleaners in half to make eight spider legs. Fold one end of each pipe cleaner.
2. Glue the folded part to the side of the cup, putting four legs on each side. Bend legs into a spider pose.
3. Draw two bat wings on the black cardboard and cut them out.
4. Bend the ends and glue one on each side of a cup.
5. Glue eyes on each cup. Leave to dry.



ACTIVITY 6: Egg carton spiders

What you need:

black paint and brush
egg carton
scissors
stapler
black pipe cleaners
wiggle eyes
glue

What you do

1. Paint the egg cartons black.
2. Cut them into their sections, making the head and body for the spider.
3. Cut the pipe cleaners in half and staple each half to the inside of the egg carton so that you have four legs on each side.
4. Glue the wiggle eyes to the outside of the carton.



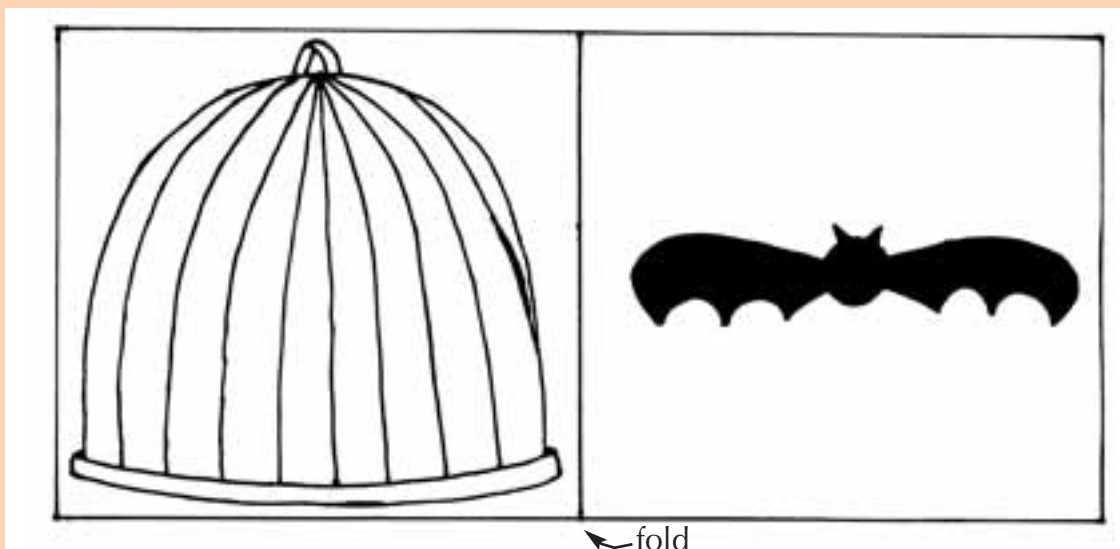
ACTIVITY 7: Magic twisters

What you need:

one or two templates for each child
scissors
long wooden toothpick
felt-tip pens
glue

What you do

1. Photocopy one template for each student.
2. Fold along the line.
3. Take a long wooden toothpick, glue it on the back of the cage image, then glue the bat image on the other side of the toothpick so that it is sandwiched between the two images.
4. When dry get the students to take the two sides of the toothpick with their hands and turn them quickly. The paper will spin creating the illusion that the two images are one.





Talking about the past in the present

Sarah Gudgeon

It is the beginning of term and you want to ease the children back into English and check how much they remember, without having to resort to traditional testing methods. A great way to do this is to get the children to talk about their summer holidays. Only one problem: they can't use the past simple!

You can still take advantage of this opportunity to review a wide range of vocabulary from food to free time activities, however, by simply setting the context in the present simple. You need to prepare a set of flashcards (hand-drawn, from magazine cuttings or resource books) and some corresponding questions/statements.

For controlled open-class practice, show the children the flashcards and elicit the responses.



Then, stick the picture and corresponding phrase on the blackboard. You can do this for a number of different scenarios, but always starting with the concept that **it's August**. When you feel that the

children are confident with the language and vocabulary that they need to use, you can move to slightly freer practice.

Ask the children to draw five pictures that relate to their own summer holiday. Then put them into A/B pairs and using the language on the blackboard as their model, they should be able to ask and answer questions about their own summer holiday.

To promote fluency, you can then put the children into small groups and ask them to talk about their holidays without the aid of the model. If you have a strong class, then you could extend practice to the third person, so that they tell each other what their partner did for their holidays. If you have the space in your classroom, then a milling activity would be ideal.

As an extension activity to focus on written accuracy and to help consolidation the children could create their own summer storybook. They could stick the pictures they had to draw for the oral pair work activity onto pieces of hole-punched paper or card, held together with two pieces of string and write their sentences underneath, using the model from the controlled practice if necessary.

| Flashcard Pictures | Questions/Statements |
|----------------------------------|--|
| Calendar for August | It's August. |
| The sea – the mountains – a city | Where are you? I'm at the seaside/in the mountains/in a city. |
| hot – sunny – cold – rainy | What's the weather like? It's hot/sunny/cold/rainy. |
| tennis – TV – swimming | What do you do every day? I play tennis/watch TV/go swimming. |
| pasta – ice cream – chips | What do you eat every day? I eat pasta/ice cream/chips. |

5-4-3-2-Year 1 - Here we come!

Joanna Carter



The times in which we teach English in the primary school are changing. Now and in the future it is possible that general primary teachers will be called upon more and more to

teach English in the classroom. Not only will this be the very first time they will have been required to teach a language, but they may also be expected to teach it from the very first level. Furthermore, it can be assumed that those teachers, both general and specialist, already involved with English will need to be prepared to teach all levels. Those teaching younger children could move upwards to years 3, 4 and 5 and those already teaching the top years will have to move downwards and include year one.

This second scenario is possibly the more challenging for the simple fact that the teacher has a smaller range of materials to choose from, i.e. children at the beginning of year 1 do not read or write. This article aims, therefore, to briefly outline an approach to teaching English to 6 and 7 year olds. The suggestions and ideas will hopefully provide guidance and support to *habitués* of the fifth year now faced with teaching the first but could also be used as a check list for those who already have experience teaching younger children.

Let's begin by taking a look at what these 'little ones' are really like. Added to the fact that they can't yet read or write well (or at all) there are a number of other characteristics that set 6 and 7 year old children apart from other school years. Some of the more important ones are:

- they have very short attention spans and cannot sit still for very long;
- they need to learn through routines and lots of repetition;
- they learn more language through doing, i.e. being active and moving around;
- they are excellent mimics and pay attention to the way words sound;
- they love to play and use their imagination;

- they are curious and keen to learn and usually less inhibited than older children.

These characteristics are significant because they have an impact on every aspect of the English teaching scenario, from organising the classroom to deciding the style and content of the lesson. Luckily this also means that a vast range of approaches and resources are suitable for teaching 6 and 7 year olds; far more than the inexperienced teacher may expect.

Let's now take a look at some of these teaching aspects and see how we can adapt them to our 6 and 7 year olds' needs and optimise their English learning experience.

ORGANISING THE CLASSROOM

As this may be the first experience of learning English for many of the children, it is a good idea to have a special way of starting the lesson. This will relax the children and prepare them mentally for what is to come. The teacher can put on something different, like a hat or badge, or use a puppet who can become the children's 'friend'. Alternatively a special song or chant can be used at the beginning and end of the lesson.

As much of what the children physically produce in the lesson will be art and craft work as opposed to writing, it is important there is space to display it. This will give the children a sense of pride, satisfaction and achievement and will encourage them to contribute to the lesson. If the teaching situation does not allow displaying things on the walls, then rope can be fixed across the classroom and the children's work attached to it with pegs.

If the teaching situation allows, it is best to have designated areas of the classroom for different activities. If possible, have or create a space where more physical activities can take place such as action songs, active games and miming. Have another space where quieter 'concentration' activities happen such as storytelling, presenting new vocabulary with flashcards. Ideally the children will sit near the teacher in a close semi-circle, on the floor or on chairs. This is



important as it makes communication between child and teacher much easier and clearer.

ORGANISING AND PLANNING THE LESSON

As we have seen from the characteristics of very young learners, they feel more secure and confident with things they are familiar with because they know what to expect. This makes the prospect of listening to someone in a foreign language and being asked to repeat strange new words much less confusing and frightening. It is a good idea to always start the lesson in the same way with a song or rhyme but also allow the lesson to follow a similar pattern throughout.

It is very difficult to hold the attention of a whole group of young children for long and it is best to change activities every five to ten minutes. If the children are really absorbed and engrossed in an exercise it can of course go on for longer.

Six and seven year old children have very short attention spans and it's unreasonable to expect them to remain seated for any length of time. Therefore, as well as regularly changing activities in the class, teachers should try to introduce variety. Lessons can be divided into lively and calm activities or activities that 'warm the children up' or 'cool them down'. Doing a lively activity gives the children a chance to move about under the teacher's supervision, always with a specific language aim in view. Whereas calmer activities or sitting down and concentrating on a task are an important part of the child's development and will be necessary preparation for studies in the future.

Younger children have very short memories and learn by listening, so it's very important to have a lot of repetition in the lesson. Teachers should look for variety of activities to sustain interest but the language content of these activities should be repetitive. A maximum of 8 to 10 new words per lesson is ideal.

ORGANISING THE CONTENT OF THE LESSON – APPROACHES AND RESOURCES

ARTS AND CRAFTS – Creative activities and crafts can be an important part of the English curriculum, especially in year 1, as they stimulate children's imagination and develop skills such as hand-eye coordination. Craft activities help provide 'comprehensive language input' if

children have to listen to instructions in English to complete the activity. The worksheet *What's in my pencil case?* on page 17 can be used in this way. The teacher can make this into a 'listen and do' activity by giving simple instructions such as "Point to the pencil. Now colour it blue. Now cut it out". The pencil case can be assembled in a similar way with the teacher demonstrating first and using instructions such as "Cut here. Fold here. Glue here".

SONGS, CHANTS AND TPR – Music and rhythm is an essential part of language learning in year 1. Songs and chants not only help children's language development but also their physical development if used in conjunction with actions and movement or Total Physical Response. On page 16 there is a worksheet for teachers with suggested chants, rhymes and actions about house and home. An important linguistic advantage of songs and chants is that children will happily repeat the same structure and words over and over without getting bored. English is a stress-timed language so teaching it through songs and rhymes is particularly useful because the rhythm forces children to put the stress in the right place and observe the strong and weak forms.

STORYTELLING – Storybooks and storytelling are another essential resource for year 1. Stories link fantasy and imagination to the children's real world or, in other words, present English in contexts that children will understand and be familiar with. Story books with clear illustrations and pictures should be used. If it is a story the children know, they should be encouraged to talk about it in Italian with the teacher providing key words in English. The teacher should point to the pictures while telling and dramatize as much as possible. The story can be told more than once, encouraging the children to act it out or say any repeated phrases or easy dialogue.

The approaches, ideas and resources that can be used with year 1 are rich and various. None of them have to be limited to year 1 but it is perhaps in this year that they can be exploited to their full potential. Teaching 6 and 7 year olds need not be a daunting and stressful experience but an extremely rewarding one, especially as the teacher has the chance to 'start from scratch' with the children and really see them grow and progress with their English education.



ACTIVITY WORKSHEET- TPR CHANTS AND RHYMES FOR HOUSE AND HOME

My House

My house is so tall
(stand on tiptoe arms above head in a triangle)
My house has a wall
(spread arms and legs wide)
My house has a door
(pretend to open a door)
My house has a floor
(stamp on the ground)
My house has a tree
(wave arms like branches)
My house has me!
(point to self)

Brenda Williams



The Pointing Rhyme

Point to the ceiling.
Point to the floor.
Point to the window.
Point to the door.
Clap your hands together.
One, two, three.
Now all sit down
and look at me!

The Goldilocks Rhyme

Go to the window. Peep in.
*(draw the a window in the air,
look from side to side)*
Knock at the door. Creep in.
(knock on an imaginary door)
Walk to the kitchen. Step in.
(Walk on the spot then step forward)
Put a spoon in the porridge. Tuck in!
(pretend to hold a spoon and eat)



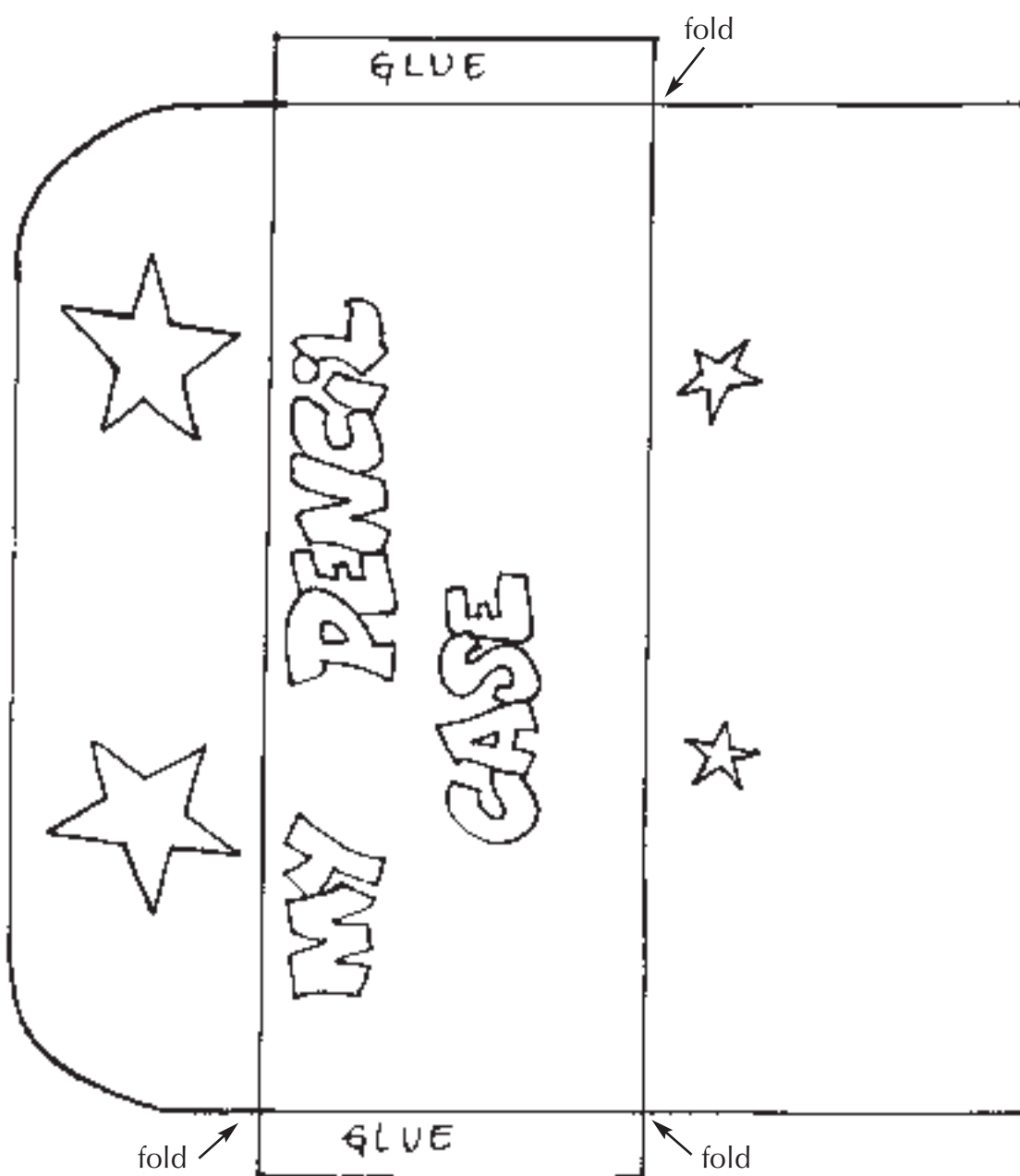


WORKSHEET

What's in my pencil case?

(See article on page 14)

Instructions: cut out the template and stick it onto some card. Do NOT stick the lid as this needs to move. Stick the rest around the edges only, so that it forms a pocket.



Practice Books* have become an essential component of English language courses in the Italian Primary school.



One of the negative aspects of the reform of the Primary school has been the inevitable reduction in the number of pages in course books for children. This has been caused by MIUR's insistence on spreading the number of pages financed for English language course books over a five-year period as compared to the previous three year period for classes 3, 4 and 5.

Fewer pages in course books mean fewer exercises for the children to practice, consolidate and recycle the language they have been taught in class. This situation has highlighted the importance of the optional Practice Book linked to each course book. A Practice Book offers the essential opportunity for exercises and language tasks which can not only be used in the class but also, and importantly, be given as homework tasks which bridge one lesson with the next. In order to be an effective help to the children, a Practice Book must include a **minimum** of at least 30 exercises for the first year and 60 exercises for the third year, for example. This quantity of exercises gives the teacher the opportunity to ask the children to complete at least one exercise as a homework task between weekly lessons in order to consolidate the language learned during active class lessons.

LANG offer structured Practice Books linked to each year of all the *ministerial* courses offered to the Primary school teacher/student. **LANG** Practice Books are full of stimulating language exercises from colouring, categorising, linking and personalisation of the language in the early years to more challenging and structured language tasks practicing reading and writing in the later years of Primary classes.

* These books are referred to as Practice Books, Activity Books or Workbooks.



Kids' Club 2 Practice Book



**PROJECTS FOR
CLASS AND TEACHER**

LANG Primary Class Project



In 2005 nearly 2000 children participated in the **LANG** class projects and produced some wonderful material which was re-distributed to other schools for the children to read and enjoy. This is apart from the projects which were sent to the orphanages in the Ukraine which were also extremely popular.

The message this sends us is that the children respond

well to project work especially if they get a little present at the end!

In this issue we are repeating a very popular project which first appeared in **LANG Primary** issue 13 in 2003 and gives the children the opportunity to learn about the town they live in.

CLASS Project – October 2006 – Issue 24

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

My town - Its history and future

The class or groups should prepare materials describing the town where they attend school. They should include drawings and a description of the history of the town as well as ideas of how they would like the town to develop in the future. The materials can be in poster form or on sheets of paper and can include drawings, photographs and 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.

New **LANG** T-shirts (see page 16) will be sent to the children who take part in this project. Identical T-shirts are very useful when the children are playing team sports or when they are taken out of the school in groups.

When the project is complete, please sign it as work produced by your class (include the number of students who have contributed).

The teacher should also indicate whether the materials submitted can be exchanged with those of another school.

Send the materials to:

**LANG Primary, Class Project - Issue 24,
PBM, Corso Trapani 16,
10139 Torino**

The materials should arrive in our offices by 20.12.2006.

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 _____

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

Signed by the teacher _____ Date _____

A BIG THANK YOU!

In our last issue we asked subscribers who joined our mailing list in the first years of publication and had not given us their email address to send us a message so that we could add it to our data bank. Hundreds of you did, so it's

a big thank you to everyone!

If you didn't see the request in the last issue it's not too late. Just send an email to primary@langedizioni.com putting **LP email** as a subject and we'll be able to keep you up – to – date with seminars taking place in your area.

In the text just write your name and address.

The next edition of **LANG Primary** will be published in December 2006. It will be a special edition to celebrate the 25th issue of the magazine.

IMPORTANT NOTICE

Receiving future issues of LANG Primary.

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

LANG Primary is published **three** times a year, in March, October and December. Teachers can register subscriptions either on-line at www.langedizioni.com 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.

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24

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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.

Signed

Date

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