



**More of the very best!**

*This spring 2008 issue of **Primary Times** marks an important moment in our publishing history. Your magazine is permanently increasing the number of its pages from twenty to twenty-four so that we have more space to dedicate to TEFL methodology, teaching ideas and photocopiable materials for the classroom.*

Articles in this issue include considerations on producing plays in the classroom, ideas for using role play and rhymes, as well as worksheets dedicated to Easter, Mother's Day and April Fool's Day. Readers are reminded that there are many other worksheets and recordings of songs dedicated to these festivities on the very recently up-dated festivities page on [www.lang-longman.it](http://www.lang-longman.it) website.

*This issue of **Primary Times** is being posted to subscribers together with a pamphlet presenting*

***SUPER SUNNY DAYS***

*the fantastic new revised edition of a very successful English language course for children.*

Extra materials for teachers who choose to adopt this course in either the first, second or fourth classes in 2008 include a **Theatre Book** with ten short plays which can be performed by the children, **Passport to England** and **Passport to English Speaking Countries**, two manuals of photocopiable resources for the teacher on the theme of Life and Traditions, classroom **posters**, **DVDs**, **audio CDs** as well as a complete **Teacher's Guide** to the course.



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# Putting on a play



Joanna Carter

The vast majority of primary school children only have exposure to the English language in the classroom. Often this is through a text book where they are presented with vocabulary, simple grammar items, games, songs and craft activities and so on. However, does learning in this way, enjoyable as it may be, really help young students make the connection between what they do in the classroom and what they can do with language in the real world?

One possible way to bridge this gap could be to introduce dramatic techniques and drama performances as part of the English language programme. Plays and dramatic performances encourage children to speak and give them the chance to communicate in contexts that they are familiar with and that reflect real life. They not only have the opportunity to use the limited language they know but also have to use non-verbal communication such as body movements and facial expressions. This is much closer to how we speak to each other in our daily lives.

There are also many other immeasurable benefits that drama can bring to language learning. Dramatisation can be highly motivating and help build confidence. If children know there is an end product, i.e. a performance, they will have a goal to work towards. If they take on a role, they take on a new identity. This can help lose inhibitions and encourage shy or easily embarrassed students.

Drama is also a useful way to address different learning styles and mixed abilities and can improve group dynamics. When dramatizing, children use their sight, their hearing and their physical bodies both to understand and to get their message across. In a drama activity, children may be required to work in pairs or small groups or as one large group. In each case they will have to listen to each other, cooperate with each other and value each person's contribution.

## WHAT SORT OF DRAMA IS SUITABLE?

If a teacher decides that s/he would like to use a play as part of the English programme, it's best to use a story that the children are already familiar with. The obvious choice is fairytales as these are often the same in different cultures and are universally appealing. Many fairytales already exist in play form. In fact traditional Christmas pantomimes in Britain are based on fairytales. For EFL purposes, many simplified

versions exist. For example LANG-Longman's **Theatre Book**, a companion to the Teacher's Guide of the new course **SUPER SUNNY DAYS**, consists of 10 easy versions of fairytales where the language has been especially adapted for the primary sector. Levels 3, 4 and 5 of the same course each contains a play. They are 'Snow White and the Seven Dwarfs', 'The Wizard of Oz' and 'The Canterville Ghost'. Naturally, any dialogue or story from the text book the children are using can also be dramatized.

Teachers may also wish to go cross-curricular and dramatize an historical event that the children have studied or are studying. For example I know of a primary 5<sup>th</sup> year where the students had studied Christmas traditions in different countries. Each class then devised a 5 minute mini-play representing and demonstrating these traditions. The plays were performed to the parents at the end of term. Each play took place simultaneously in a different classroom and the parents circulated in small groups from classroom to classroom. This had the added advantage that the students had to repeatedly perform the play, so taking the pressure off one perfect reproduction.

## THE PROCESS

Using drama or using a play doesn't have to take up the teacher's time more than normal lesson planning. It also doesn't have to take up more time than the normal lessons themselves. In other words, it is not an extra to the English programme but can be part of it and can be integrated into it. This can be done by dividing the play into small manageable parts that can be considered each lesson for a whole term or even a whole school year. In **Super Sunny Days**, this has already been done for the teacher. The plays have been divided into acts and each act is part of every unit of the book. Furthermore, the language used in the play does not have to be divorced from that of the curriculum. Many plays reflect the language of the class lessons. For example, the story of Goldilocks contains vocabulary about the house, adjectives, question forms and language of emotions.

## Story and characters

If the teacher decides to use a fairytale or story in play form, it's a good idea to make sure the students are thoroughly familiar with the plot and characters before moving on to the actual dialogue. The teacher can ask





the students what they know about the story in their own language and culture first and point out any variations in the version they are going to perform. Alternatively the teacher can tell the story as a listening activity using puppets to represent the characters. A picture or series of pictures could be used to represent different scenes. This is especially useful in stories where a journey is involved such as Snow White or Little Red Riding Hood. The teacher can then use the pictures or different prompts to re-elicite the story from the students.

### Dialogue

To make sure the play involves everybody it's a good idea if the class as a whole is familiar with all the dialogue and all the parts before individuals are selected for roles. If possible, have a recorded version of the play (**Super Sunny Days** has the plays both on CD and DVD). The teacher then plays the recording to the class and gives them a task to do to help them get to know the dialogue. This could be something like putting pictures in order or listening out for particular phrases. Next the teacher could write dialogue lines on the board or on card speech bubbles and get the students to guess which character said them.

### Learning lines

It is much better if the children are going to perform a play that they don't read the lines as so much spontaneity and action will be lost. A simple strong story will help children remember lines of dialogue as there will be a close connection between context and language. It is not necessary to assign individual roles at this stage but get all the children involved in learning lines. This can be done by dividing the class into groups. Each group is a different character. Take one scene or act from the play and get each group to read the lines of the character chorally. Then ask them to cover the text and again in chorus see what they can say from memory. Lastly, put the children into different groups with one of each character and ask them to go through the scene again. On an individual level, the students can learn lines by practising with a friend, saying the lines in their heads, or trying to visualise the words as images. They could also try covering the last word of the line but saying the whole sentence and then gradually cover more and more words until they can say it all without the text.

## THE PERFORMANCE

### Casting

It is important when the teacher is assigning individual roles for an eventual performance that s/he takes into consideration the language, ability and confidence level of each child. Very shy children may only want a very small part or non-speaking role. At the same time

it is essential that the whole class participates in some way. How can this be done if there are 10 parts and 25 children? In real life theatre each actor has an 'understudy', a second person who knows the role and will take their place if they are ill. So, in the classroom, at least two children can be assigned to each role. The teacher can then organise to do more than one performance so everyone can have a go if they want to. Furthermore, many non speaking roles can be created. The play may require animals, trees, flowers or even props that the children can mime. For fairness, again, it's a good idea to assign a speaking role and non speaking role to each child so that they can swap round in different performances. Teachers can also involve students as 'prompters' (someone who follows the play off stage and prompts the actors if they forget their lines), 'narrators' (someone who helps tell the story or set the scene) and 'stage hands' (people responsible for moving scenery, props and other objects on and off stage).

### Costumes and scenery

Costumes should be kept as simple as possible and as far as possible involve the children in their creation. They could be a single item of clothing, such as a hat, gloves, jewellery. They could be masks or sandwich boards, i.e. two big pieces of card strapped over the child front and back with the costume drawn or painted on them.

Scenery could be made from painting big old sheets and hanging them at the back or sides of the stage. Alternatively, as I said before, the children can become scenery and props themselves either through mime or by holding up big pieces of appropriately painted card.

### Dress rehearsals

If the play is going to be performed to the public, then there should be a rehearsal of the play from beginning to end at least twice or more. One of these should be a full dress rehearsal where the children wear their costumes and use real props so that they have a chance to feel what it's like to act with these things. The public could be another class, the whole school or parents and relatives. It would be nice, if possible, to video a performance as it is very satisfying for the children to see themselves in action.

## AND FINALLY...

Let the curtain rise, the scene be set and the performance begin. Sit back and enjoy a wonderful, memorable and gratifying learning experience that will remain with both children and teacher for ever and ever.

## THE END



## EASTER AROUND THE WORLD

### WORKSHEET

- Follow the Busy Bunny around the world! Number the pictures and write the names of the cities and countries.

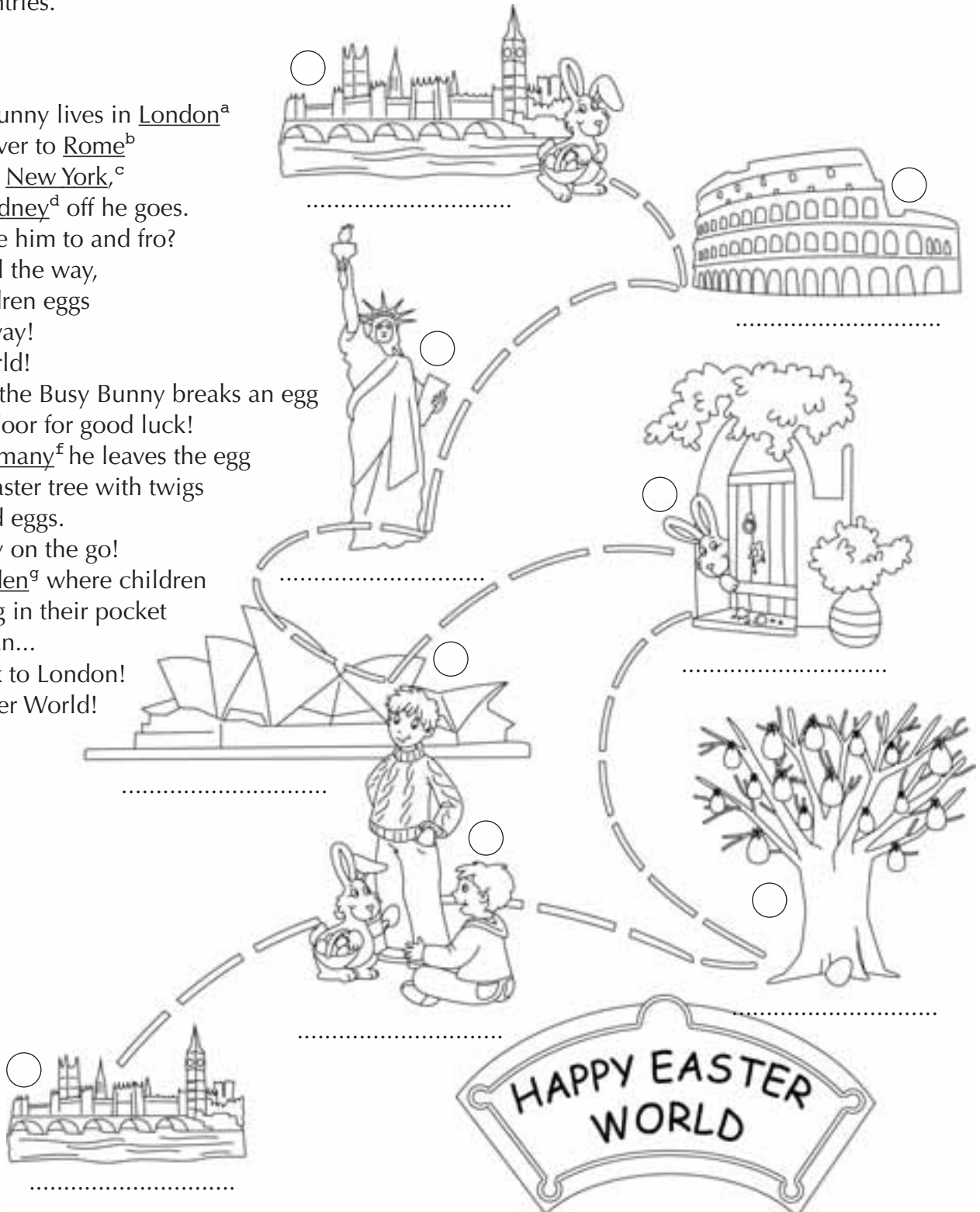
The Busy Bunny lives in London<sup>a</sup> and hops over to Rome<sup>b</sup> and then to New York,<sup>c</sup> down to Sydney<sup>d</sup> off he goes.

Can you see him to and fro?  
Hopping all the way,  
giving children eggs  
along the way!  
What a world!

In Greece<sup>e</sup> the Busy Bunny breaks an egg  
on a front door for good luck!  
And in Germany<sup>f</sup> he leaves the egg  
under an Easter tree with twigs  
and painted eggs.

Busy Bunny on the go!  
Up to Sweden<sup>g</sup> where children  
keep an egg in their pocket  
as a talisman...

... and back to London!  
Happy Easter World!





# EASTER EGG MOSAICS

## WORKSHEET

- You need: tissue paper, cardboard, scissors, glue, brushes.
- Draw different size egg shapes on the cardboard. Cut paper eggs.
- Thin the glue with water. Allow children to tear the tissue paper in small pieces and brush the glue on the egg.
- Stick the pieces of tissue paper on the eggs.

Teacher's note: make children talk about how eggs are different in sizes and colours. Vocabulary: eggs, colours, sizes, shapes.



# EASTER RAINBOW

Teacher's note: introduce vocabulary related to Easter and peace: joy, peace, dreams, happiness, Easter, red, green, pink, yellow and orange.

- **Colour the Easter Rainbow.**

### Colour code:

**Joy:** red

**Peace:** green

**Dreams:** pink

**Happiness:** yellow

**Easter:** orange



- **Complete and learn.**

Joy is ....., Easter is ..... and peace is .....  
..... is happiness and ..... are dreams.

HAPPY EASTER!





## Using role play and drama: shopping



Stefania Scardigli

When we are in the final years of primary school, nowadays referred to as the *secondo biennio*, we need to present our students with language they can use if they get the opportunity to visit an English speaking country. The problem we face is to provide our students with an environment as close as possible to reality so that they can practise, for example, ordering and paying for an ice cream.

Drama and role play language tasks come to the teacher's aid by providing a controlled environment, where students can face a real life experience knowing in advance what is going to happen. In this way anxiety is eliminated and the children can concentrate on the fun of the activity: they can get satisfaction by being involved in a successful communicative activity in a second language.

Here is an example of my own experience of a project for students to consolidate the language of *shopping* in primary year four.

The project, culminating with the dramatization of a shopping day, was organised over a period of several lessons and included:

- revision of known vocabulary and structures (especially useful for weaker students),
- introduction of new words and phrases,
- arts and crafts activities to prepare the necessary "props", in order to stimulate all abilities and multiple intelligences.

The following steps are only indicative. Two of them could be put together or one could be divided according to the level of the class, the teacher's needs or the time available. One step could take more than one lesson, also depending on the number of students in the class.

### Step one – vocabulary revision and structure reinforcement

Remind the children of topics and lexis previously taught. This can be done as a start up at the beginning of the year or as a revision activity whenever needed. It can be done very simply, writing on the board all the words prompted by the

children on a given topic, for instance answering the questions

- Which animals do you know?
- Which of these are pets?

or by creating word games such as *Odd one out* or topic centred *Wordsearch*.

The teacher can also use the opportunity to revise language structures:

- Do you like...? I like... I don't like...
- Have you got...? I have got... I haven't got ....
- What are you wearing?, etc.

This can be an appropriate time to introduce *Can I have...? Here you are.* and the polite forms, if not already encountered.

### Step two – the shops

The teacher groups the words that have been listed by topic and at the same time presents the name of the shop that sells each group of items, as well as the language *Where can I buy...?* This is also an appropriate time to point out the cultural differences regarding shops and what they sell. For example, at a newsagent's in the UK you can find chocolates and fruit juice while this is unthinkable in an Italian *edicola*.

Be aware that some children, especially in larger cities, may tell you that everything can be found at a supermarket, so have an answer ready, such as: *We are talking about a small village in Cornwall where I went last summer and there were no supermarkets in the village.*

Depending on the level of the class, the teacher can decide whether to explain about specific shops (*You can buy meat and sausages at the butcher's, bread and cakes at the baker's*) or refer to a more generic food shop.

### Step three – money matters

This step will probably have to be spread over more than one lesson.

The teacher can begin by revising numbers as well as introducing the monetary systems used in the UK or the USA. It can be useful to bring into the class some realia such as coins or banknotes as well as encouraging mathematical operations converting euro into sterling or dollars.



Include reading prices as an exercise. Point out that, for instance, £9.55 can be read as *nine pounds and fifty-five pence* or more commonly *nine fifty-five*. The question forms should also be included in the practice exercises: *How much does it cost? How much is it?*

#### Step four – arts and crafts

The teacher needs to organise the creation of the props to be used in the final role play exercise. These arts and crafts activities can be spread as short sessions over more than one lesson. The props needed for the shopping role play should include:

- the names and categories of the shops; from shop signs (*The Florist's*) to the name (*Flora's Flowers*);
- posters which can act as window displays;
- pictures (flashcards) of products on sale;
- realia where appropriate, such as stuffed animals for the pet shop;
- toy money, both coins and notes, for the shopkeepers and the customers.

Before starting the role play activity ensure that all the products on sale have labels showing the prices.

#### Step five – the role-play activity

Every child has to invent a shopping list either as a class or homework activity.

The teacher should tell the students the maximum and minimum number of items they have to buy in each shop.

The shops can simply be a desk with the flashcards on display and the shop assistant sitting or standing behind it. The sophistication of the shop will depend on how much time has been dedicated to the arts and crafts activities.

The teacher can let the children volunteer to be shopkeepers or customers and later get them to change roles.

##### *The shopkeepers*

Although the teacher will be moving around the class monitoring the language used by the children, the shopkeepers should be told that they must close their shops if the customers use any language other than English!

The shopkeepers will have to be familiar with the language used in various expressions such as:

- formal greetings
- being able to say the price of different items by reading the price labels
- selling and accepting payment for items

- calculating and giving of change (the latter in more advanced classes)

##### *The customers*

The children must queue in front of the shop if the shopkeeper is busy with another customer (civiltà!). The customers will have to be familiar with the language used in various expressions such as:

- formal greetings
- asking for availability of item
- asking for price of item
- offering money as payment
- accepting change when appropriate

By limiting the number of items the children must buy in each shop, the teacher can control the length of time dedicated to the activity.

If one of the shopkeepers runs out of merchandise, he/she can close the shop and become a customer; if a customer buys all the items on the shopping list, (or the minimum set by the teacher), he/she can switch roles and become the shop assistant of one of the shops.

The children will be proud that they are able to perform in the role play proving that they can use expressions to buy and sell in the English language.

In order to avoid broken conversations, the teacher can write a typical language exchange on the board. The children who have doubts or do not remember the sequence of expressions can refer to these prompts. The model I used was the following, but, of course, many variations are possible.

Customer: *Good morning (or good afternoon)!*

Shopkeeper: *Good morning.*

C: *Have you got a pencil sharpener? / Can I have a blue pencil sharpener?*

S: *Yes. / Certainly. Here you are.*

C: *Thank you. How much is it?*

S: *It's 69p.*

C: *Here you are.*

(*They exchange money*)

S: *Here you are. / Here is your change.*

C: *Thank you.*

S: *Good bye.*

C: *Good bye.*

Before starting the role play, ask at least one pair to come to the front of the class and act out the dialogue so that the other children can appreciate what is expected of them. The children may also make suggestions which can be incorporated into the language task.



# PICTURE PROMPTS

## WORKSHEET

Here are four pictures which give the children the opportunity to listen to and speak about holidays at the seaside.

Use and ask the children to use the *present continuous* when they are describing a picture e.g. The woman **is reading** a newspaper. Some verbs illustrated: sunbathing, reading, making a sandcastle, talking on the phone, playing beach volley, swimming, sailing, digging a hole, eating, jumping, running after, wearing swimsuit/bathing trunks, wearing sunglasses.

### Picture 1 – Colour dictation – teacher to students

Dictate sentences to the class and ask them to colour the pictures.

Use expressions such as:

The trunks of the boy on the left are yellow.

The sandals of the girl near the sandcastle are red.

### Picture 2 – Colour – silent activity

Ask the children to colour the picture as they want but not to show it to their partner.

### Pictures 2 and 3 – Colour dictation – student to student

The children work in pairs and say sentences about picture 2.

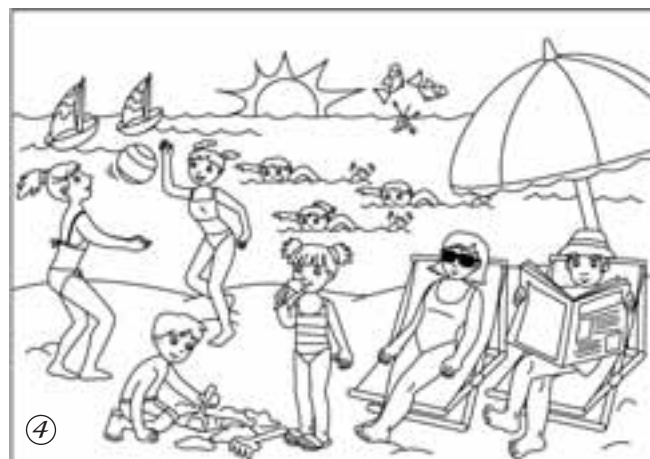
The partner must colour picture 3 following the information in the sentences. Get them to compare the completed pictures.

### Picture 4 – Spot the difference – speaking (listening) to writing (reading)

There are 10 differences between picture 4 and the other pictures (which are all the same).

Ask the children to work in groups and write sentences describing the differences.

Write a model sentence on the blackboard such as: In picture 4 (the man under the umbrella is wearing a hat but in the other pictures he's not).







# Kids' Corner

Giulia Abbiati

Children tend to learn a new language more easily when they are personally involved in the learning process. This involvement often includes the children taking part in role play or acting. Children generally appreciate the fact that, when acting, they do not have to worry about selecting words and expressions as they are following a script that has been previously prepared. Young children do not, generally, have difficulty in memorising short sentences.

Using role playing and dramatisation in class will encourage the children to become more self-confident and to improve their language skills.

Cutting out and craft work tasks which involve construction of objects are always popular activities with children, especially when the objects are things that they will wear or use during a role play such as a mask, a costume, rabbit's ears...

When the children are working on these activities they can be encouraged to speak in English, using simple classroom language such as *pass me ..., please; give me ..., please; have you got ...?* etc.

When children are having fun, they will be unaware of how hard they are working. This is especially true when they are producing things that will be of use later on in the lesson.

Role playing and theatre games can help the children learn how to cooperate with their peers, to solve problems and to think critically about a project.

In this Kids' Corner we have included some tips and instructions for simple role play activities for young children. The activities are linked to

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



Easter and the British traditional Easter Egg Hunt, which will help the teacher introduce a little information on life and civilisation too. On Easter morning, parents hide coloured hard-boiled eggs in the house or in the garden. The children have great fun searching for all the eggs that have been hidden.

If your school has a garden or a courtyard/playground, why not organise a real Easter Egg Hunt for your pupils?! Alternatively, you can always use your classroom or, if other teachers agree, classrooms on the same floor. A good start for an Easter Egg Hunt can be to ask children to bring in and decorate their own hard-boiled eggs.

Then you can teach a short Easter rhyme and ask children to memorise it. You can also ask children to become Easter Bunnies following the simple instructions for the making of the ears.

## Activity 1: Make Your Easter Egg

### What you need:

- one hard-boiled egg per child
- coloured paint
- one paint brush per child
- glue
- glitter or other similar decorations
- one black felt-tip pen
- a basket for the class



### What you do

1. Ask the children to decorate their egg with their favourite colours.
2. Ask the children to put some glue here and there on the egg, where they want to stick other decorations.
3. Stick glitter or other decorations onto the egg. Wait until the glue has dried.
4. Ask each child to write their name on their egg.
5. Put all the eggs into the basket.



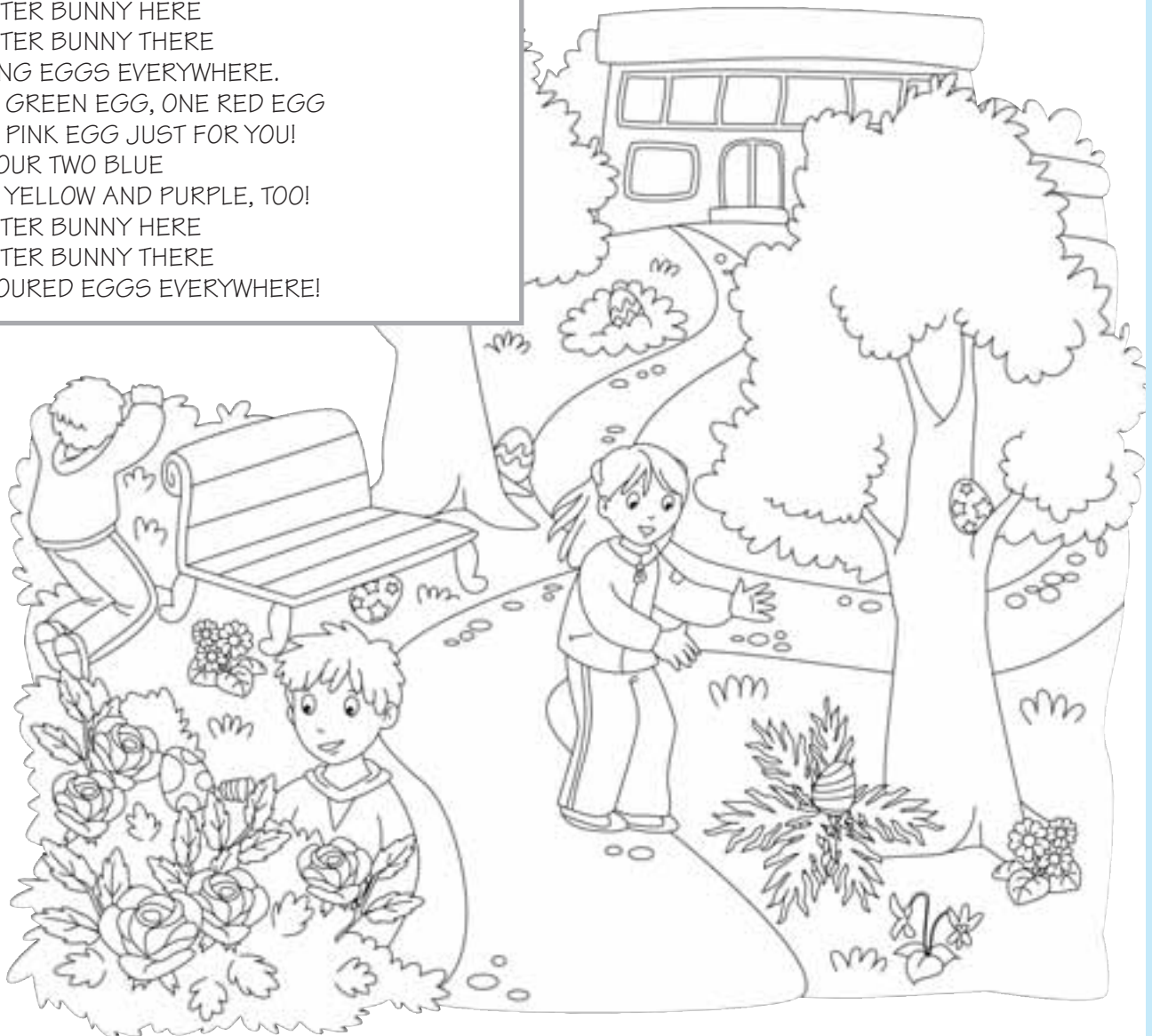
Store the eggs in a safe place, ready to be hidden on the day you have chosen for the Easter Egg Hunt.

### Activity 2: Easter Egg Hunt

Teach the Easter Bunny Rhyme to the class. Photocopy the drawing and ask the children to find the eggs hidden in the picture and to colour them as in the rhyme.

#### Easter Bunny Rhyme

EASTER BUNNY HERE  
EASTER BUNNY THERE  
HIDING EGGS EVERYWHERE.  
ONE GREEN EGG, ONE RED EGG  
ONE PINK EGG JUST FOR YOU!  
COLOUR TWO BLUE  
ONE YELLOW AND PURPLE, TOO!  
EASTER BUNNY HERE  
EASTER BUNNY THERE  
COLOURED EGGS EVERYWHERE!





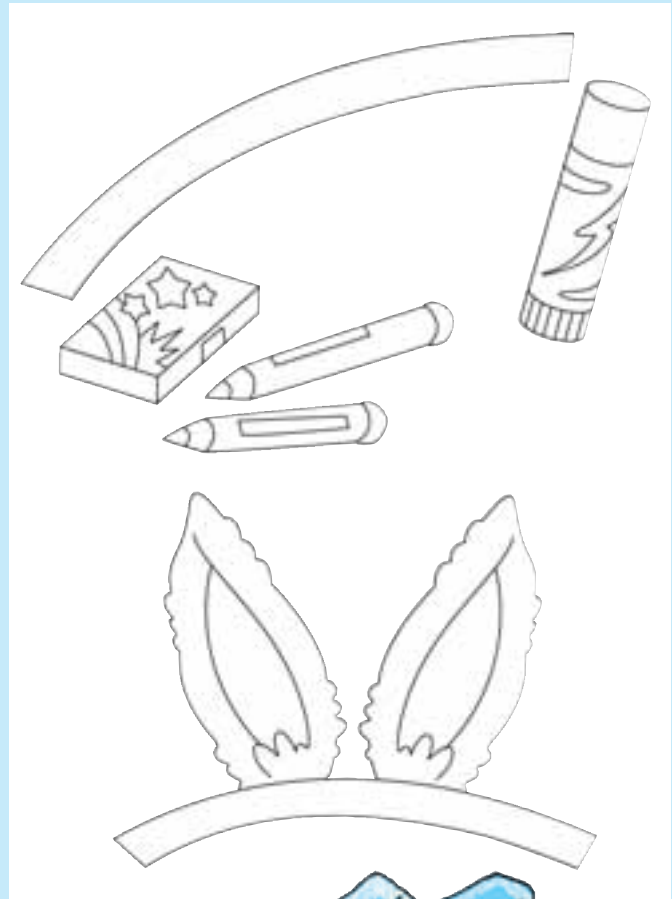
Now all the children are ready for their Easter Egg Hunt and to be Easter Bunnies themselves! Use the cut out activity illustrated below to make Easter Bunny ears for everybody, then divide the class into small groups of three children and ask them to learn the short dialogue on next page.

### Activity 3: Easter Bunny Ears

#### What you need:

a piece of white fur or synthetic fur for each child  
(if no fur is available, you can use white cardboard: the effect will be less realistic, but the ears will work!)

a headband or a piece of white cardboard  
white cardboard  
glue or stapler  
carnival make-up to draw whiskers



#### What you do

1. Draw and cut out the ears outline from the white fur or cardboard.
2. Cut two small strips of white cardboard and glue them onto the back of the ears, making sure that the cardboard is a little longer than the length of the ears.
3. Fold the extra length of the white cardboard onto the back of the ears and glue or staple onto the headband. If headbands are not available, ask the children to cut a long strip of white cardboard and staple its ends together to make a headband that fits their heads.
4. Help the children draw whiskers on their faces.
5. Teach the dialogue on next page, divide the class into small groups and ask the children to role play. Once the children feel confident with what they have to say, you can ask the groups to role play in front of the class.





## Activity 4: Role Play

A: Hello, Mr Easter Bunny. How are you?  
B: Good morning, Mr Easter Bunny. I am very well, and you?  
A: I am fine. Where are your eggs?  
B: My eggs are in the garden. And where are your eggs?  
A: My eggs are in the garden, too.  
B: Let's find all the eggs!



## Activity 5: Find Your Egg

Ask the children to find the eggs that have been hidden. Once all the eggs have been found you can ask children to speak some more by calling them in turn to the blackboard.

Teacher: *Have you got your egg, Anna?*

Anna: *Yes, I have.* (if the egg she's holding is the one with her name on it) / *No, I haven't.*

Ask Anna to talk to the child whose egg she's holding and to continue as follows:

Anna: *This is your egg, Matteo. Have you got my egg?*

If he has, they will exchange eggs and sit down and the teacher can start again. If he hasn't got her egg, he can call the child whose egg he is holding and so on until all the children have their own eggs.





# Mother's Day

## WORKSHEET

- All over the world boys and girls send their mothers cards with special messages for Mother's Day.  
This message is very special because it's in Morse code! Can you work out what it says? Use the Morse code box to help you.



### Special Message

.... \_ . \_ . \_ . \_ . \_ /  
\_ \_ \_ \_ . \_ . \_ . \_ . \_ /  
\_ \_ \_ / \_ \_ . \_ / \_ \_ . \_ !  
.. / . \_ . \_ \_ \_ . \_ . / \_ \_ \_ \_ \_ . \_ !

### Morse Code

A . _	J . _ _ _	S . . .
B _ . . .	K _ . _	T _
C _ . . .	L . . . .	U . . _
D _ . .	M _ _	V . . . _
E .	N _ .	W . _ _
F . . _ .	O _ _ _	X _ . . _
G _ _ .	P . _ . .	Y _ . . _
H . . . .	Q _ . . _	Z _ . . .
I . .	R _ . _	
. = DOT		
_ = DASH		
/ = SLASH		



- Now try writing other messages in English to your friends in Morse code.



# The world around them

## Summer Fun Activity Projects

Cecilia Perillo

During the summer holidays children need care, support and developmentally appropriate activities to help them grow, have fun and learn. It is a well known fact that children learn by doing, thus the *hands-on* experience is extremely beneficial.

Here are a series of easy home-made activities which encourage children to enhance their creativity, increase their knowledge of the world around them, develop coordination and provide lots of fun during the summer break! During the holidays children may like activities which include playing with water, cooking, making things and dancing.

Some activities may need parent participation, but it is essential to switch **off** the TV and spend time on activities which will develop their imagination.

**Kites** have been used by many cultures for over two thousand years and China is credited with the invention. Marco Polo, the great explorer, introduced the kite to Europe in the 13<sup>th</sup> century. Benjamin Franklin used it to show that electricity was present during a storm and it was also used to record temperatures.

A special celebration that involves flying kites is the *Cherry Blossom* festival in Japan, which is celebrated in April to welcome the spring time. People have picnics sitting under the blossoming cherry trees and children fly kites.

A fantastic sensation is to sit in the sun, to feel the pull of a kite and to watch its movements as it goes this way and that. As much fun as it is to fly a kite, it is even better when you are flying one that you have made yourself!

An idea is to **recycle** some domestic materials and make a summer kite at home. Teachers may like to make one at school before the summer break so it becomes easier for children to copy the model at home.

Recycling is beneficial to both us and the environment and it can save money and cut waste.

### Materials:

**Frame:** bendable sticks or poles which keep the kite stiff

**Kite covering:** recycled plastic bags (different colours)

**Tail:** coloured plastic bags to keep kite stable and oriented in the wind

**Line:** string which holds the kite in the wind. Scissors and strong tape.

### Procedure:

Fold the plastic bag in half.

Draw the shape of the kite on the plastic bag.

Cut the bottom of the bag.

Cut the bag in the middle.

Cut from the base to the centre of the plastic bag.

Open the bag.

You should have 2 irregular pentagons.

Cut a stick which is the length of the kite and glue it vertically to the centre of the kite. Tape the top end first.

Tape another stick to the left, in a slanting position. Bend the stick to make a bow.

Cut the extra plastic in strips and tie together. Make it 1.5 metres in length.

Tape the tail to the bottom.

... and it will be whipped into the air and keep spinning and spinning round and round up in the blue, blue sky!

### Recycle jars and cans

Children may like to make *water wave jars* (simple science experiment) by filling the jar with one part water with food colouring to two parts oil. Tightly screw the lid and hold the jar sideways. Rock the jar back and forth to make waves.







### Shoe box guitar

Music is always fun and children can make *shakers* with recycled cans and plastic lids. Fill the cans with buttons and beads and glue on the lids. Decorate the cans. To make a *shoe box guitar*, cut a hole in a shoe box lid. Tape the lid on the box. Stretch three or four rubber bands across the hole on the lid. Children can pluck the rubber bands of their musical instrument. What a band!

### Reading

Children acquire skills throughout the school year, but they can lose ground if learning does not continue during the summer break. Children who read throughout the summer gain skills and a better understanding of language and the world around them. They can be encouraged to read the cereal box at breakfast, a menu at a restaurant, bits and pieces of the newspaper and discuss what is happening in the world. They can cut out English words or pictures and contribute to a realia corner at school.

### Out and about

Visiting parks, zoos and nature centres may stimulate children to use the dictionary and find out the names of favourite animals in English. Collecting shells, leaves, twigs, bark, flowers, grass and seeds at the beach and writing a short story or a description about the sea can stimulate the 'nature lover'. The nature lover loves the outdoors and is very curious about things around him/her. They are *naturalistic learners* according to **Howard Gardner's** theory of multiple intelligences. The naturalistic learner has the ability to recognise, identify, and classify flora and fauna or other classes of objects. Furthermore, they enjoy camping activities and playing outside. After having collected shells, children can wash their shells and leave them to dry in the sun for a couple of days, this helps reduce odours.



### A sea scene in a box

#### Materials:

Cardboard, a shoe box, crayons, tape, thread, scissors and glue.

Decorate the inside of a shoe box: draw the water, sand, rocks, coral, seaweed, fish, octopus, bubbles and a submarine. On a piece of cardboard draw plants and animals and cut them out. Hang the fish in the box using tape or thread. Tape the seaweed and coral onto the bottom of the box. Enjoy the scene!

### Holiday photos

Ask the children to bring their photographs back to school after the holidays and write short descriptive presentations: *Here I am climbing a cliff with my friends; in this photo I'm on the beach swimming with my sister; this is my mother and I. We are in the countryside and it's sunny.*

Children get in touch with the world through experience and observation and through producing new situations, drawings, songs, musical instruments, creating things, etc.

As a result children consolidate their experiences and impressions of the world around them.

**Have a lovely holiday!**

#### References:

Gardner, H. (1993). Multiple Intelligences: the Theory in Practice. New York, Basic Books

[www.kidsplanet.org](http://www.kidsplanet.org)





# Primary Teaching Files

## Two archives of photocopiable teaching materials

Easy to reference - Easy to use - Easy to enjoy!

In the past most English language teachers in Italian primary schools had several classes at the same level each week and could therefore repeat the same or very similar lessons. With the changes in the organisation of second language teaching the majority of language teachers will soon be the main class teacher (if this is not already the case). The implication of this change is that the teacher of English will have fewer classes at the same level and will not, therefore, be able to repeat lessons. The language teacher will have to spend more time planning the week's lessons at all the different levels of the classes.

In order to assist the teacher we have designed two archives of **all-new** teaching materials.

### PRIMARY TEACHING FILES

#### classes 1, 2 and 3 and classes 4 and 5

The seven files in each archive contain photocopiable worksheets for specific areas of teaching.

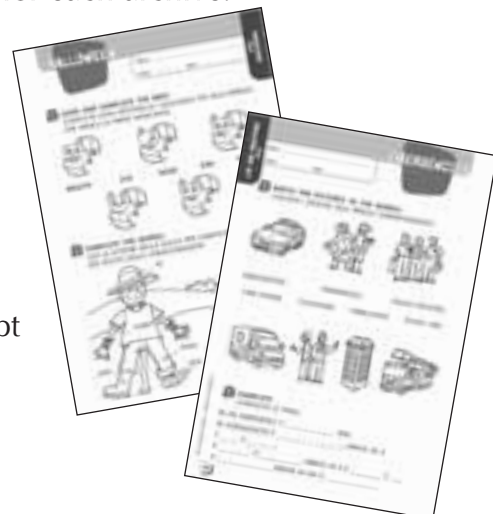
- LESSON FILE
- CUT-OUT FILE
- COMPUTER SCIENCE FILE
- LIFE AND TRADITIONS FILE
  - SONG FILE
- FESTIVITIES FILE
- FOTOCARD FILE

+ **Fotocards** (*photographic flashcards*)

**PRIMARY TEACHING FILES** also include **160 fotocards** (levels 1, 2 and 3) and **128 fotocards** (levels 4 and 5) plus a **CD audio** for each archive.



**Primary Teaching Files** are offered exclusively to teachers who adopt a **LANG-Longman** Primary English course in levels 1, 2 or 4 for scholastic year 2008-2009.



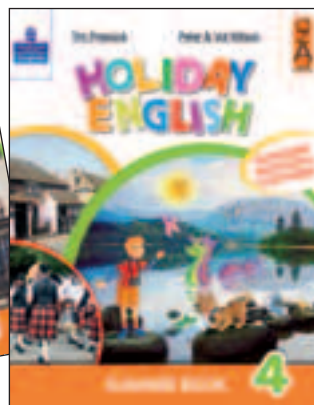
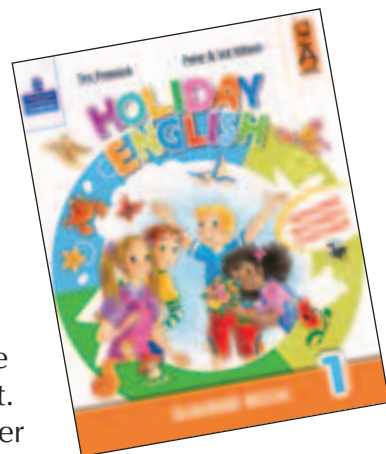
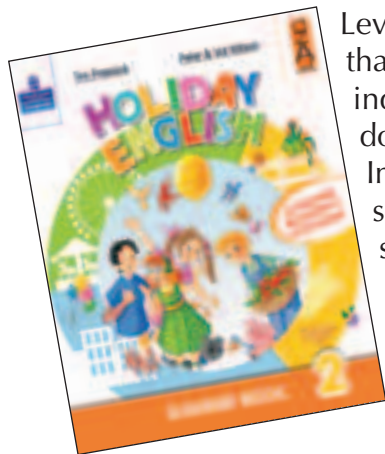


# On Holiday with Holiday English

Holiday English is a new and completely revised edition of Holiday Fun, with new drawings, new recordings and new CDs for the first and second classes.

Motivating exercises that encourage the children to **enjoy** keeping in touch with the English language during the summer break.

Levels 1 to 4 also include a **tear-out illustrated glossary** that will be useful for the children as they work independently in quiet moments. Model answers can be downloaded from our web site at [www.lang-longman.it](http://www.lang-longman.it). In level 5 this glossary becomes a tear-out model answer sheet as the children will not be returning to the primary school the following year. The linguistic and methodological content of level five prepares the children for the move to a more formal approach to the language in the scuola secondaria di primo grado.



**Primary Times**  
keeping the teacher informed







# Rhymes in the primary classroom

Sarah Gudgeon

Using rhymes in the primary classroom can be a great way to extend or consolidate vocabulary, focus on phonetics or quite simply just to engage the children in a fun activity. The important thing to remember when using rhymes is that the children must be given a task to complete. Straightforward repetition is extremely dull and serves no purpose. Children can be asked to listen and put pictures in the right order, circle the odd one out, fill in the gaps or even colour the appropriate pictures for example. There are a wide range of rhymes to choose from and a variety of things that can be done with them. Let's have a look at a few.

A traditional action rhyme is **Itsy Bitsy Spider**. As a warm-up to this rhyme, take a toy spider on a string into the class. Elicit what it is from the children and some of its key characteristics; its small, it's black, it's furry, it's got eight legs, it crawls etc. If you have time you could get each child to make their own spider using a segment from an egg carton as the body and pipe cleaners as the legs.

Give each child a copy of the Itsy Bitsy Spider worksheet on page 20 and read the rhyme out to them. The children have to number the pictures and put them in the right order.

Before listening for the second time, get all the children to stand up and form a circle.

Say the rhyme and do the actions as shown in italics.

Stop after each action and give the children the chance to copy you.

## Itsy Bitsy Spider

The itsy bitsy spider

Crawls up the water spout

*(Move your toy spider up your arm or alternatively use your hand to 'climb' up your arm)*

Down comes the rain

*(Wiggle your fingers down over your head to your waist)*

And washes the spider out

*(Throw your spider on the floor or alternatively fling your arms out to your sides)*

Out comes the sun and dries up all the rain

*(Raise your hands above your head and move them in a circular motion for the sun)*

And the itsy bitsy spider

Crawls up the spout again.

*(Move your toy spider up your arm or alternatively use your hand to 'climb' up your arm)*

Finally, get the children to repeat the rhyme again, doing the actions at the same time.

A traditional rhyme that has its roots in phonetics rather than actions is **Rain, Rain, Go Away** (worksheet on page 21). The repetition of the /e/ sound at the end of each line makes for easy chanting and increases awareness of pronunciation. When they listen to the rhyme for the first time, the children should tick the following words: PLAY, AWAY, DAY. These three words should then be used to complete the rhyme in exercise 2.

## Rain, Rain, Go Away

Rain, rain go away

Come back another day

We want to go outside and play

Come back another day.





Of course, most rhymes contain an element of phonetic repetition, otherwise they wouldn't be rhymes, but this varies in strength from rhyme to rhyme. When you present a rhyme you have to decide what to focus on. For example, with *Itsy Bitsy Spider* you could ask the children to underline all the words that rhyme as a secondary activity (spout/out, rain/again).

Don't limit yourself to original, traditional rhymes if there's something in particular that you want to practise with your class. You can either modify the rhyme, whether it be lexical or grammatically, as has been done here with *Itsy Bitsy Spider* by replacing the past simple with the present simple, or you can even write your own. With a few simple changes, the rhyme **Pat-A-Cake** can be used to review the lexis of food. For example:

#### Original First Verse

Pat-a-cake, pat-a-cake,  
Baker's man!  
Bake us a cake  
As fast as you can.

#### Alternative First and Subsequent Verses

Pat-a-cake, pat-a-cake,  
Baker's man!  
Make us a cake  
As fast as you can.

Pat-a-cake, pat-a-cake,  
Baker's man!  
Make us a sandwich  
As fast as you can.

Pat-a-cake, pat-a-cake,  
Baker's man!  
Make us a pizza  
As fast as you can...

You should use food flashcards at the beginning of the third line of each verse. The children have to shout out the name of the food in the rhyme.

If you want to write your own rhyme, jot down a list of words that end in the same sound, think of something they have in common and put them all together. Use phrases of approximately the same length, in the present simple. For example here we can use the words *chair here bear where* and the link is prepositions of place.

#### **The cat is on the chair**

The cat is on the chair  
No, the cat is over there  
The cat is on the bear  
No, the cat is over there  
Over there, where?



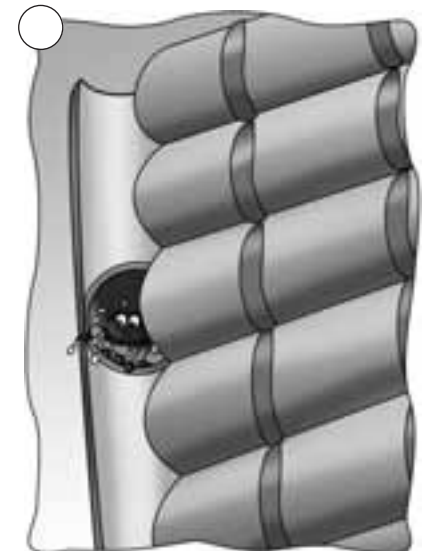
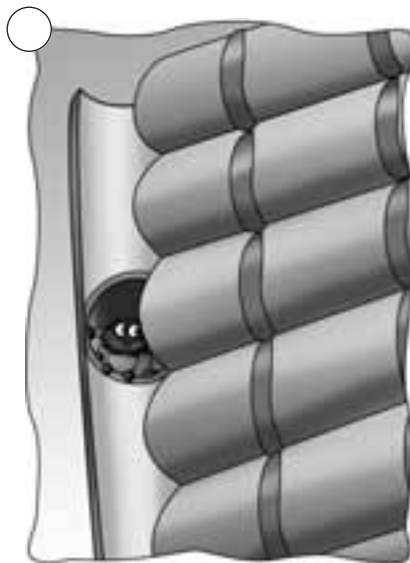
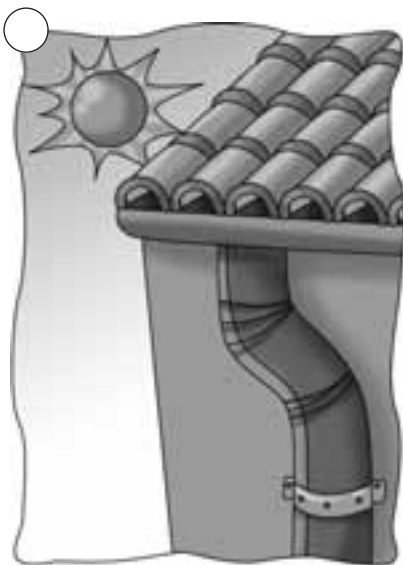


# ITSY BITSY SPIDER

## WORKSHEET

1. Listen to the rhyme and number the pictures.

ITSY BITSY SPIDER  
CRAWLS UP THE WATER SPOUT  
DOWN COMES THE RAIN  
AND WASHES THE SPIDER OUT  
OUT COMES THE SUN  
AND DRIES UP ALL THE RAIN  
AND THE ITSY BITSY SPIDER  
CRAWLS UP THE SPOUT AGAIN.



2. Repeat the rhyme. Mime the actions.





WORKSHEET

# Rain, Rain, Go Away

1. Listen and tick only the words you hear in the rhyme.

*play* ☐

☐ *stay*

*away* ☐

☐ *day*

*pay* ☐

☐ *way*



2. Complete the rhyme with the words from exercise 1.

RAIN, RAIN, GO \_\_\_\_\_  
COME AGAIN SOME OTHER \_\_\_\_\_  
WE WANT TO GO OUTSIDE AND \_\_\_\_\_  
COME AGAIN SOME OTHER \_\_\_\_\_.



## April Fool's Day

### WORKSHEET

On April 1<sup>st</sup>, in Great Britain it is traditional to play silly tricks to make someone an April Fool. But to be a true April Fool the trick must be done before 12 o' clock midday.

- Look at the pictures and write the times you see on the clocks.



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....

- Now match each picture with a sentence.

Is the person a true April Fool?

	yes	no
Sally has got sugar in her pasta.		
Bob has got black toothpaste.		
Ben has got a note on his back.		
Mary has got a spider in her bag.		
John has got wet hair.		
Maria has got salt in her tea.		



PROJECTS FOR  
CLASS AND TEACHER

## Class project A holiday postcard

The class project in this issue is an individual project. Each child must write a postcard imagining that they are on holiday. This project will give the children the opportunity to recycle the vocabulary that they will learn when the

teacher presents the lexical set of words linked to summer holidays, (see also page 14). The teacher should then collect the completed postcards and send them to **Primary Times**. Each child will receive a special present from LANG-Longman.

### CLASS Project – March 2008 – Issue 29

Explain to the children:

They are on holiday at the sea or in the mountains. They must each design and write a postcard to their families in Italy.

They must say where they are, who they are on holiday with, what the weather is like and describe what they are doing. On one side of the card get the children to draw a picture of where they will be spending their holidays or a beach/mountain scene.

On the reverse side they must write their message.

They should then address their card (they can invent an address in Italy) and draw the postage stamp.

Send the project materials together with the completed project form to:

**Primary Times, Class Project – Issue 29**  
**Pearson Paravia Bruno Mondadori spa, Corso Trapani 16**  
**10139 Torino**

**The materials should arrive in our offices by 15.05.2008.**

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

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*Dear Family,  
I am at the seaside.  
The weather is hot and sunny*



This form must be completed and attached to the front page of the project materials.

29

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

Address \_\_\_\_\_

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

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

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

Number of children presenting their postcards \_\_\_\_\_

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



**Pearson Paravia Bruno Mondadori spa**  
corso Trapani, 16 - 10139 Torino  
Fax 011 75021510  
per informazioni:  
uffici di Milano, Tel. 02 74823477  
E-mail: [primary@lang-longman.it](mailto:primary@lang-longman.it)  
<http://www.lang-longman.it>

## END NOTES

### Share your experience!

We would very much like to receive short articles from primary teachers describing aspects of their teaching. The articles could describe a favourite lesson, how you organised a project, plans for celebrating a festivity or, indeed, any aspect of your teaching and time you spend in the classroom.

Why not put your ideas down on paper, either in Italian or English, and send them to Primary Times?

Share your ideas with others and pool your experience. Everybody gains something!

#### Festivities page

The Festivities page on our web site at

**[www.lang-longman.it](http://www.lang-longman.it)**

has been up-dated and new material added. Certainly worth a visit!

*The next issue of **Primary Times** will be published in October 2008. We would like to take this opportunity to wish all our readers a rewarding end to this school year and happy and peaceful holidays.*

#### IMPORTANT NOTICE

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

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

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

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29

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Signed

Date