

# Primary Times



Exclusive  
stand-up story-strip  
poster + worksheets

## New year – New challenges

A warm welcome to our readers to this the 33<sup>rd</sup> issue of **Primary Times**.

A new school year often means new faces waiting for something surprising to happen in the English language classroom, especially if the children are in the first year. Children in the first year are taught how to learn and how to behave when they are at school. Then they start learning English and many of the things they have been told not to do when learning other subjects are permitted in the EFL classroom!

They are asked to talk to each other in controlled exercises, to move from behind their desks and play (language) games as well as encouraged to repeat words and sentences in exactly the same way as they hear them recorded on a CD.

Very different learning/teaching methodologies!

An important function of the L2 teacher, and not only that of the teacher of the first year class, is to teach the children how to learn and what behaviour is expected in the classroom when they are asked to do very L2 type exercises such as working in pairs or groups or moving from behind their desks. Good behaviour plays an important role in a successful EFL class. An article on classroom discipline discusses this aspect.

The beginning of the school year also heralds a period of revision of language taught in the previous year/s. Children tend to store much of what they are taught in

continued on page 24

This issue also includes a new *spot the difference* exercise and, by request, a reprint of a previous set of pictures.

## Index

Classroom discipline	p. 2
Worksheets – Classroom discipline	p. 4
From pictures to stories	p. 6
Kids' Corner	p. 8
Elephants can remember...	p. 12
Stand-up story-strip posters	p. 18
Worksheet – Halloween	p. 19
Find the differences	p. 20
What exactly is out there?	p. 22
Class Project	p. 23

## Classroom Discipline



Sarah Gudgeon

A standard dictionary entry of the word *discipline* defines it as the practice of *training people to obey rules or a code of behaviour* and more specifically, in relation to school classrooms, it has been defined as *the business of enforcing simple classroom rules that facilitate learning and minimize disruption*, Jones (1979).

The key question that many primary school teachers ask themselves at the beginning of the year is how they can achieve a high level of discipline whilst still maintaining a positive and interactive environment. Whatever approach you decide on, it is essential that you are consistent and that you get it right at the beginning of term. Research by Emmer 1982; Emmer and Evertson 1980 and Evertson, et al. 1983 shows that teachers who they define as *ineffective managers*, a term first coined by J.S. Kounin in 1970, will find it very difficult to establish and maintain control in their classrooms later on if they start out like this.

### Code of conduct

It is well known that young children respond well to fixed boundaries and therefore it is a good idea to draw up a code of conduct during the first lesson back after the summer holidays. The code of conduct should be the result of discussions between you and your young students though, not just something imposed by you, the teacher. Over the years a number of researchers, including Emmer and Evertson (1981), have corroborated the findings of Kounin who claimed that sharing the responsibility of classroom management with students increased its effectiveness and promoted self-discipline and a sense of belonging.

After having decided on a code of conduct, the next step is to identify the kinds of behaviour that are acceptable and those that are not. Be realistic in your expectations, as young children are never going to behave perfectly 100% of the time. It is important that they know how they should act and that they generally stay within the boundaries of tolerable behaviour. Explain the reason behind certain rules to your students. For example, if you tell the class that they cannot run inside the classroom then point out that this is because they could trip and fall and consequently hurt themselves.

Divide the children into groups and ask each group to copy *Worksheet 1* from the blackboard (an example of

this worksheet is at the end of the article). Ask each group to come up with what they think are some good classroom rules and then vote on them as a class, with you explaining their importance where necessary. Once you have agreed upon some basic rules, get the children to help you make a classroom code of conduct poster. Allocate each group a rule that they have to illustrate. A list of some basic classroom rules that you could consider putting on your poster are as follows:

- We must put our hands up if we want to ask a question.
- We must listen to our teacher.
- We must be kind to each other.
- We must not run in the classroom.

Note the use of we. This will make the children feel as though these really are their rules and feed the sense of belonging advocated by Kounin. You could also give each child a copy of *Worksheet 2* at the beginning of term and ask them to fill it in at the end of each lesson/week so that they can evaluate their own behaviour and become more aware of self-discipline. They have to colour in the appropriate number of smiley faces depending on how they feel they have behaved.

When agreeing class rules, make sure that they are not so rigid that your lessons are bereft of any spontaneity. A good teacher must be firm but flexible and be able to address the needs of all their students and, as with anything, prevention is better than cure. What then are the main reasons behind bad behaviour and how can we stop it?

Disruptive behaviour can often be caused by lack of self-esteem. If a child feels uncomfortable because they are not particularly good at English, then they are likely to feel embarrassed in front of their peers and bad behaviour will shift the focus from their *inadequate* language skills to the fact that they are *daring* to challenge the teacher. In this case, there are two important factors:

1. The teacher's reaction;
2. The monitoring and praising system in the class.

If the teacher responds negatively to bad behaviour then the situation is likely to get worse because neither the teacher nor the student wants to lose face in front of the class. If, however, the teacher talks to the student to find





out what is wrong and to explain why certain behaviour is necessary, then it should be possible to resolve the situation before it progresses.

Monitoring the class when they are doing pair or group work should also give you the opportunity to keep an eye on things and remember that you should let children show you what they can do and praise them for their efforts rather than drawing attention to their weaker areas.

When children are bored or tired they also tend to play up. Make sure you explain to them what they are doing and why, and try to keep the lesson quick-paced. Introduce some short physical activity, such as a quick game of 'Simon Says' or a song where they have to mime the actions, to raise energy levels and keep your students focused.

### Using L1 disrupts a class

Children also seem to become more disruptive when the use of L1 is widely diffused. If children are allowed to chatter in their mother tongue during their English lesson then, of course, they become distracted and noise levels inevitably rise. How, then, can we reduce the use of L1 during class? Well, the first thing would be to provide the children with the right tools to be able to communicate in L2. This means eliciting or offering specific functional language that you would like to see them use and understand during the lessons. It is essential to create a poster of *classroom language* at the beginning of term that is visible to the children at all times. If a child asks *Posso andare in bagno?* then you quite simply point to the poster until you elicit the phrase 'Can I go to the toilet, please?' The children will quickly learn these key phrases and after only a short time it will become second nature for them to make and understand simple requests in L2. Use *Worksheet 3* to enable the children to become familiar with the sentences, they have to colour in the pictures in part A and match each sentence to the right picture in part B, and then together make a poster-sized version.

To be realistic, apart from this basic functional language, we can't really expect young children to use L2 for a complete lesson period as they are bound to slip back into L1. It is important, however, to insist on the use of L2 in controlled speaking exercises. Work with the children before the start of the task to agree on the phrases that you would like them to use in English during that particular activity and make sure that they do not switch to L1.

### Stand still and in silence, raise your hand

If, despite your best efforts, the use of L1 is diffused and the children are a little rowdy, then you'll have to rein them in quite quickly. Although it's often tempting to shout and stamp your feet so that you can be heard above the racket, this isn't really an effective way of regaining control of the class. In fact, it just adds to the mayhem. Children learn by example and so the best

thing is just to stand still, in silence, and raise your hand. After a while, the children will wonder where you are, and indeed why you aren't shouting at them to be quiet, and turn around to look for you. As soon as you catch their eye, indicate that they should raise their hand, like you, and sit in silence. Gradually, the rest of the class will catch on and once you have achieved total silence and gained their full attention, you can then explain what they were doing wrong and give them new instructions. After you have done this a few times, the children will see it as standard practice and will automatically turn around to look for you when they realise that noise levels have risen above an unacceptable level. As soon as they see you standing in silence with your hand raised, they will do the same. This will further perpetuate the cycle of self-discipline.

Sometimes, however, the problem is not general class disruption and can be down to individual students. If you spot a child at the beginning of the lesson who could be potentially disruptive, then give them extra *jobs* to keep them occupied. You could nominate them as your helper that day and get them to hand out photocopies or coloured pencils etc. to the rest of the class. By singling them out for special attention and keeping them busy, you should be able to limit the chances of them misbehaving.

Unfortunately, however, whether you are dealing with the whole class or an individual, there are some occasions when you will be unable to nip a discipline issue in the bud. When you find yourself in a situation where some kind of punishment is necessary, make sure that it fits the *crime*. As researchers Cotton and Savard (1982) and Docking (1982) said, the punishment must be *commensurate with the offence* if it is to be effective. Unfair or excessive punishment can often backfire and create further problems.

To conclude, the presence of fixed, clear rules in a classroom, along with the friendly but firm approach of the teacher together with the cooperation of the students should result in a happy, well-disciplined class.

























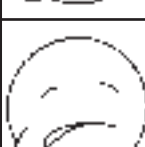
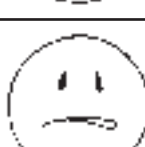

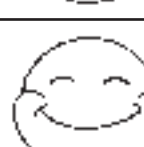

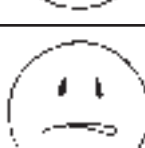


### WORKSHEET 1

#### OUR CLASSROOM RULES

WE MUST .....  
.....  
WE MUST NOT .....  
.....



## WORKSHEET 2

Date	My behaviour today
	   
	   
	   
	   
	   
	   
	   
	   

 = not good    
  = OK    
  = good    
  = very good



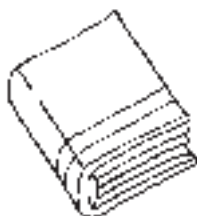
## WORKSHEET 3

A.

Listen



Read



Write



Speak



B.

- Can I go to the toilet, please?



- How do you spell ... in English?



- Can I borrow a pen, please?



- What is the homework?

- Work alone.



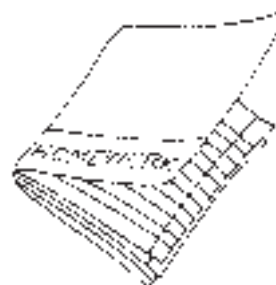
- Work in pairs.



- Work in groups.



- Do exercise 5.





This article is of special interest to teachers who have chosen ENGLISH ON THE ROAD as their course book for years 1, 2 and 3. These teachers will have received, together with the Teacher's Guide, 8 stand-up story-strip posters. Here are some ideas of getting the most out of these posters. (Also read the article on page 18)

## From Pictures To Stories Make stories come alive!

Cecilia Perillo

Storytelling is not only the ancient art of conveying events in words, pictures and sounds, but also supports the development of literacy and communication. You can speak a language if you have listened to it! As Bruner (1996) notes, *we live our lives and shape our identities through stories*. Listening to stories **activates visualisation** as children make pictures in their minds, **stimulates imagination** and ultimately, we hope, **motivates** children to read them.

### Storytelling strongly attracts children to books

Listening comprehension is invaluable to a child and reading to children is beneficial in the development of language and other skills. Using stories in the language classroom improves many language skills, such as speech, grammar, pronunciation, vocabulary, comprehension, sequencing. Subconsciously children acquire familiarity with narrative patterns such as character recognition (who is in the story), setting (where does it take place), action (events within the story) problems and resolutions, useful elements which will be used at different stages in the language learning experience.

Traditional stories and fairytales are an excellent source as they usually include a simple plot with a storyline and a clear message (for example *Hansel and Gretel: clash between good and evil and an ultimate victory for justice*), dynamic and active characters together with simple, rhythmic and repetitive language. Young children are not conscious language learners, therefore it is necessary to give them ample opportunities to experience the language and take part in activities in which communication takes place naturally and learning styles are taken into consideration. Stories appeal to children with different learning styles, whether visual, auditory, or kinaesthetic, or a combination of these.

### Some storytelling methodology options for using the ENGLISH ON THE ROAD stand-up story-strip posters

Start the process by getting the children to listen to a familiar children's story such as the story of *Hansel and Gretel* (English On The Road CD 4, track 59) and notice the conventions of storytelling: the beginning, the repetitions, the voice of the storyteller, the tension and interest which are maintained, the use of visual aids (the story-strip poster).

1. Classroom set up & materials: put up the story-strip poster. Prepare a photocopy of the story for you to follow. Make sure the children can see the pictures as they listen to the story. In developing and learning a story, encourage children to concentrate on its visual and audio aspects.
2. This is a moment for global listening. Play the recording more than once. Read/re-tell the story several times, first for pleasure and then for concentration. Children enjoy listening to stories over and over again and psychological research has shown that children are comforted by hearing the same stories repeatedly. This element of repetition allows language items to be acquired and reinforced.
3. Exploiting pictures: *What can you see? What about the colours? Is she happy/angry? Do you like... ?*
4. Mime the story to convey meaning. Use key phrases to invent actions and reinforce the words you are using. *Hansel and Gretel are hungry! The food is very good.* This combination of drama and story facilitates retention of information.



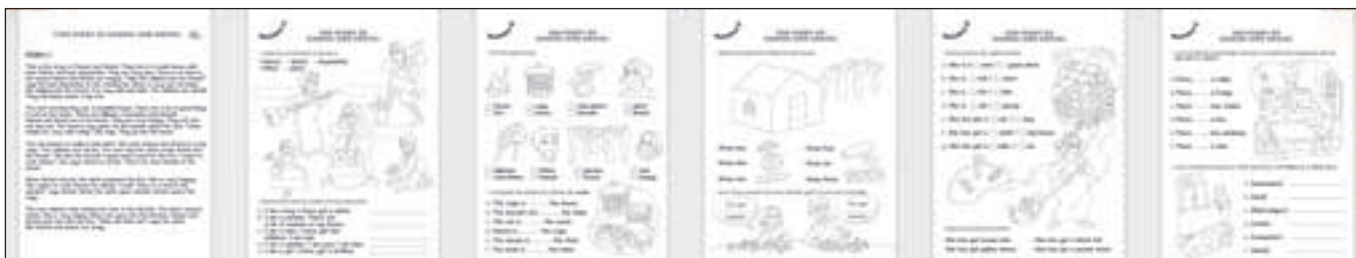
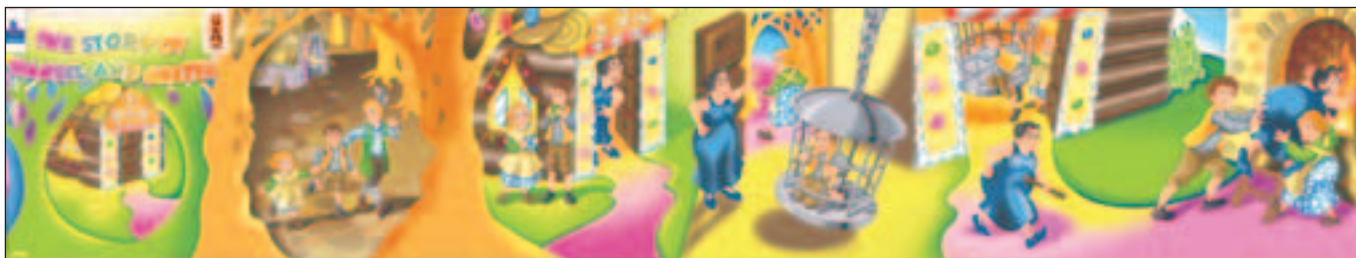


5. Stop the story and ask the children to draw what they have been listening to. Focus on a key word or sentence: *There are lollipops, chocolates and biscuits! Sad, angry.*
6. Storytelling techniques: the teacher can re-tell the story using different facial expressions which add to the visualisation of the story and by changing the voice and pace. Your voice is an important element of storytelling as it creates the atmosphere and animates the characters. Introduce the characters through the story-strip poster pictures. Create distinctive voices for each character. Changing voice, including pitch, tone and intonation with each character is fun and exciting. You'll make the story come alive! This fantasy element makes learning memorable in the short and long term. (See also **Primary Times** Issue 30 - *Linking words to physical movement in order to facilitate memorisation*)
7. Teach the vocabulary through pictures and refer to the worksheets A, B, D & E on the reverse side of the poster for further expansion and consolidation.
8. Follow up: draw an empty six-framed storyboard on the blackboard and ask the children to copy.
9. Ask the children to draw the scenes of the story in the six-framed storyboard. This activity can be done after the children have listened to the story and learnt the vocabulary. Worksheet C: the children can extend through a read-and-draw activity.
10. Assessment: children re-tell the story.

Storytelling is an excellent way to engage children in listening, speaking, reading and writing throughout the primary school!

#### References

Bruner J.S. (1996) *The Culture of Education* Cambridge Massachusetts: Harvard University Press



**Primary Times**  
keeping the teacher informed



# Kids' Corner

Giulia Abbiati

When it comes to the October issue of Primary Times, readers rightly take for granted that they will find Halloween and back-to-school materials, not only because of the time of year, but also because we all know that children love these kind of activities.

The back-to-school craft tasks are very useful to get children back into the learning mode after their wild summer break and they can also be used as revision of all those lexical sets of school objects, colours, shapes etc. Craft activities are also a fun way of introducing language in a context that will help memorisation.

Whenever children DO something, they learn more than by just listening to the teacher. So why not use craft tasks as well as inventing new ones with the help of the children?

Remember too to visit the **LANG-Longman** website [www.lang-longman.it](http://www.lang-longman.it) where many worksheets both for easy out-of-time crafts, and for festivities crafts and activities can be found.

As to Halloween, we all know how much children like scary things and have fun with ghosts, skeletons, bats and so forth. The linguistic aspects of these activities are often limited to the lexis although, if the children have never played with Halloween ideas before, they will learn new words such as bat, ghost etc. What we must bear in mind is that children will be exposed to listening to and to responding to instructions in English, which is one of the aims of this section of the magazine.

Children in the first, or even second year of primary school, might find it difficult to learn rhymes, to write cards or to read short stories, but they will learn all the words used to give instructions. Encourage the children to ask you to repeat instructions should they have difficulty with comprehension

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



and discourage the use of Italian during these activities. If they ask you to repeat instructions they should get further explanations in English. If they need to borrow glue from a classmate, they must ask for it in English.

They don't remember how to ask the question? No problem, that is what the teacher is there for!

If children know how to read and write, the teacher can write the most basic expressions on the blackboard and have the pupils copy them (i.e. Can I borrow your..., please? Can you repeat that, please? Sorry, I don't understand.).

If the kids do not know how to read and write yet, then you can repeat these expressions every time they are needed. One thing you can be sure of is that children will never forget the verb *to borrow*, while they would probably have problems memorising it if they had to learn it by heart from a book.

That's why in **Primary Times** there are always lots of worksheets, apart from Kids' Corner, and that's why **LANG-Longman** courses always include many suggestions for artwork and craft activities!

Have a scary Halloween! Boooooooo!

## Activity 1: Make a Welcome Back Poster

### What you do

1. Ask the children to glue their picture on top of the short side of the A4 sheet of paper.
2. Get the children to write three things they like and three things they don't like under their picture (i.e. I like pizza. I like swimming. I like Maths. I don't like winter. I don't like spiders. I don't like fish.) using a different colour for each sentence. You can also tell them the lexical sets they must choose from.
3. Ask the children to illustrate the things they like and don't like. If these things are too difficult to draw, they can decorate their sheet of paper with whatever else they like (flowers, stars...)
4. Help the children to tape together all their artwork: the poster is ready! It can be hung on a wall in the classroom and referred to during the year: as opinions change, the children will have the chance to revise words and structures and to explain why they have changed their minds on the things they like or don't like.

### What you need:

- 1 A4 sheet of paper per child
- 1 photo of each child (better if taken during holidays)
- glue
- coloured felt tip pens
- adhesive tape





## Activity 2: School Subject Stickers

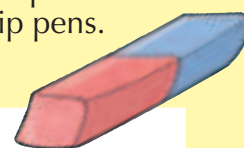
One of the most appreciated aspects at the beginning of the school year for children is the possibility to personalise their belongings. Is there anything better than drawing their own subject stickers for their brand new exercise books?

### What you need:

- adhesive white labels
- coloured felt tip pens
- pencils
- new exercise books

### What you do

1. Ask the children to count their new exercise books: they will need one sticker for each of them.
2. Get the children to draw a small symbol for each subject on each sticker. Tell them to use a pencil, so that they can correct their drawings.
3. Once they are happy with their symbols, have them colour the stickers with the felt-tip pens.
4. If the children know the names of the subject in English, get them to write the names next to the symbols they have drawn. If they do not know the words, write them on the blackboard and get the children to copy them with their pencils.
5. Check the spelling, then get the children to trace the words with the coloured felt-tip pens.



## Activity 3: Make a table chest of drawers

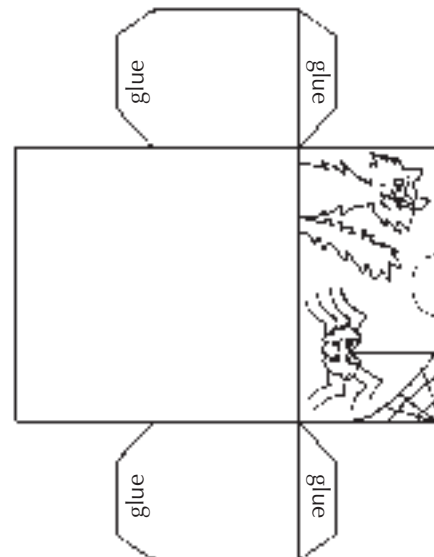
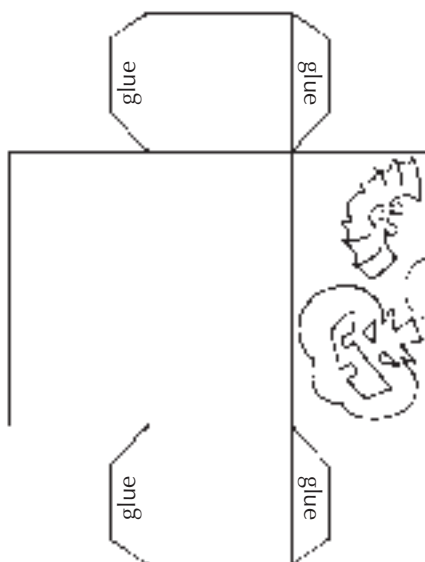
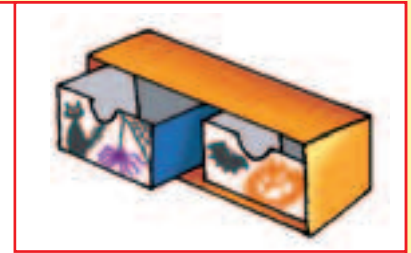
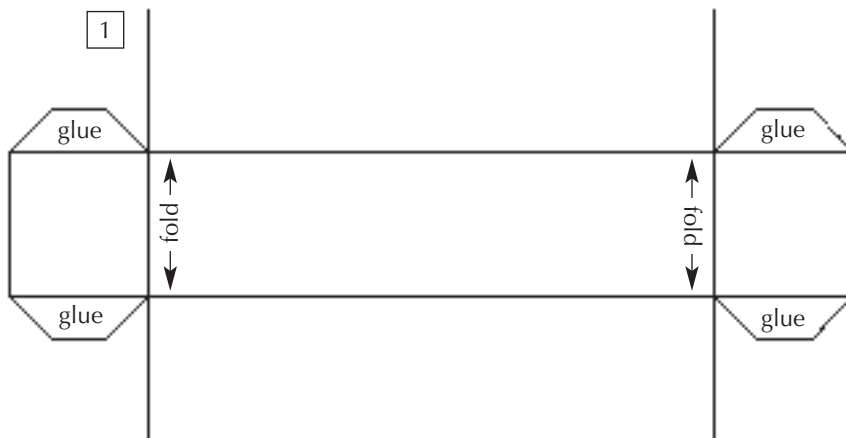
This activity can be used either as a welcome back craft task or as a Halloween craft activity: it depends on the kind of decorations the children glue onto the drawers. A CD can be used to measure the drawers so that children can also use their drawers as a CD container. In this case the photocopyable templates cannot be used.

### What you need:

- 1 enlarged photocopy of templates for each kid
- 1 very big sheet of coloured cardboard
- smaller sheets of coloured cardboard (many different colours)
- pencils
- rulers
- scissors
- glue

### What you do

1. Give the enlarged photocopies of the templates to the children and ask them to cut out the shapes following the drawing.
2. Ask the children to glue the big shape (number 1) on the big sheet of coloured cardboard.
3. Ask the children to cut out the cardboard following the shape of the template.
4. Get them to fold and glue the sides following the instructions written on the template. Be careful that the template ends up on the inside of the container!
5. Have the children glue the smaller shapes onto the other coloured sheets of cardboard.
6. Ask them to cut out the cardboard following the shapes of the drawers, then to fold and glue the sides following the instructions written on the template. Be careful that the templates end up on the inside of the drawers!
7. Now ask the children to draw and cut out the decorations they like from the other cardboard sheets (if they want a Halloween container they can draw bats, spiders, ghosts. If they want an everyday container, they can draw flowers, stars, cats...).
8. Get them to glue their decorations onto the container and the drawers.
9. Slip the drawers into the container!



## Activity 4: Make a Halloween window

### What you need:

- 1 A3 sheet of black cardboard
- coloured cardboard (purple, brown, orange, white...)
- pencils
- scissors
- glue
- black felt-tip pens
- a piece of cloth

### What you do

1. Using the white cardboard, draw and cut out two long strips (they will be used to divide the window into four rectangles).
2. On the brown cardboard, draw and cut out a fence as long as the long side of the A3 black cardboard.
3. Glue the fence onto the lower part of the long side of the black cardboard.
4. Glue the two white strips onto the black cardboard to make the window.
5. On the orange cardboard, draw and cut out the shape of a pumpkin, then use the black felt-tip pen to turn the pumpkin into a Jack-o-lantern. Glue the Jack-o-lantern onto the black cardboard.





6. From the yellow cardboard, cut out the shapes of the moon and of some stars and glue them onto the black cardboard to make the sky. With the black felt-tip pen, you can draw the shadow of a witch crossing the moon.
7. Free your imagination and use the cardboard to draw any scary decorations you want, then glue them all onto the window.
8. Use the cloth as a curtain. All the windows can be hung on the classroom walls while the children wait for Halloween! They can also be used to revise festivities vocabulary and colours.

### Activity 5: Make a Halloween Mobile

#### What you need:

- enlarged photocopy of templates
- 2 wooden sticks
- 1 long piece of black ribbon
- 5 short pieces of black
- ribbon (better if in different lengths)
- cardboard
- scissors
- pencils
- felt-tip pens

#### What you do

1. Give one enlarged copy of templates to each child.
2. Have the children glue the photocopy onto a sheet of cardboard. Get them to cut out the shapes on the template.
3. Ask the children to colour the drawings and to punch a hole on top of the shapes using a pencil.
4. Get the children to thread the 5 short pieces of ribbon into the holes on top of the shapes and tie a knot.
5. Get the children to tie the two wooden sticks together in order to form a cross using the long black ribbon.
6. Tell the children to tie the loose end of four of the five ribbons onto the four ends of the cross, the last one should be tied into the middle of it. Your mobile is ready!



### Activity 6: Make a scary frame

#### What you need:

- 1 wooden photograph frame for each child
- cardboard in different colours
- pencil • scissors • glue

#### What you do

1. Get the children to draw scary Halloween shapes onto the coloured sheets of cardboard (black cats, ghosts, bats, witches...)
2. Have the kids cut out the shapes and glue them onto the frame.

### Activity 7: Scary place mats

#### What you need:

- 2 cloth place mats per child
- cloth paint (black, orange, yellow)
- paintbrush

#### What you do

1. Get the children to draw scary Halloween characters onto the place mats and to colour them (they can draw spider webs, witches flying in the sky, Jack-o-lanterns...).
2. Wait until the cloth paint is dry, then organise a Halloween classroom snack so that children will have the chance to use their place mats!





# Elephants can remember, children can't, most of the time!

*Matilde Gagliano*

So, here we are again, a new school year has begun and we are faced with the usual problem of revising what we have taught in the preceding years before starting new language input.

September can be a good time to do this for many reasons. First of all, there is the problem of ascertaining exactly how much second language the children have forgotten during the summer holidays. Secondly, the beginning of a new school year is a perfect time to do almost any activity for the very good reason that both the teachers and the children, after the long break, are full of fresh energy and enthusiasm! Optimism and hope that we are going to succeed in teaching our students to speak English have not been replaced by that end-of-school year tiredness and resignation yet.

Furthermore, there is sometimes a lapse of time before the textbooks for the new school year are available so that the teacher can fill in the time doing revision activities.

Unfortunately every year the impression we often get in the first lessons is that during the summer the children – with the very few exceptions of those who bought and have actually completed the summer book activities and listened to the CD in between a bike race and a splash in the sea – have had any language data they had painfully acquired in the previous years erased.

However, we must not lose heart and must continue our work, confident that a little revision work will bring back some recollection of the language that we know is there, somewhere.

Revision can be done with oral and written tasks or disguised as game-like activities. Following are some suggestions for revision activities, including pen-to-paper tasks and games.

## Primary Year 2

- Unscramble the words. Colour the pets.

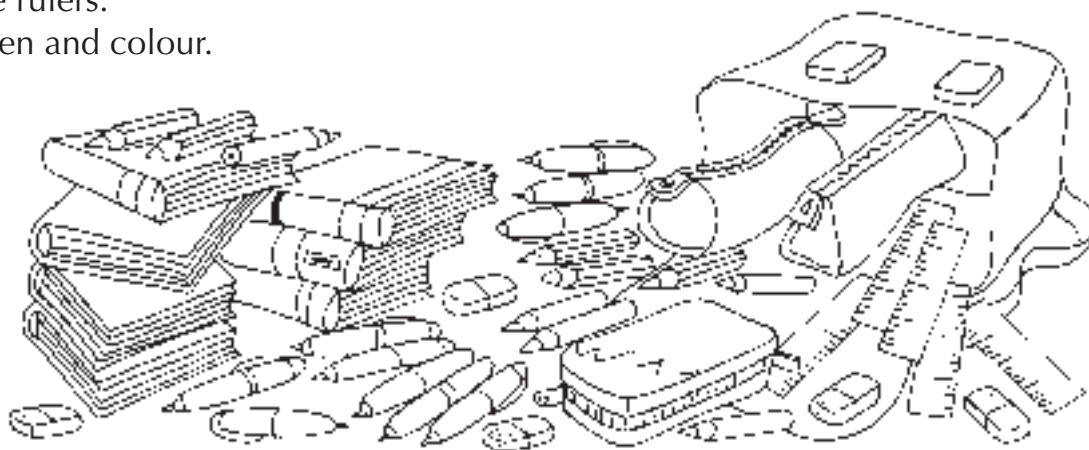


Hello! I'm Mark. I've got a yellow and green \_ \_ \_ \_ \_ . (r p o a r t)  
 Hello! I'm Susan. I've got a black and white \_ \_ \_ . (t c a)  
 Hello! I'm Simon. I've got an orange and brown \_ \_ \_ . (o g d)  
 Hello! I'm John. I've got a red \_ \_ \_ \_ . (s i h f)



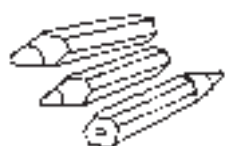
My schoolbag: I've got a red and blue schoolbag, two green pencil-cases, five yellow books, three pink and white rubbers, six black pens, eight orange pencils and four purple rulers.

- Listen and colour.



- Match, count and colour.

FOUR = BROWN  
SIX = PINK  
SEVEN = BLUE  
NINE = RED  
THREE = YELLOW  
TEN = ORANGE  
EIGHT = GREEN  
TWO = PURPLE  
ONE = BLACK  
FIVE = WHITE



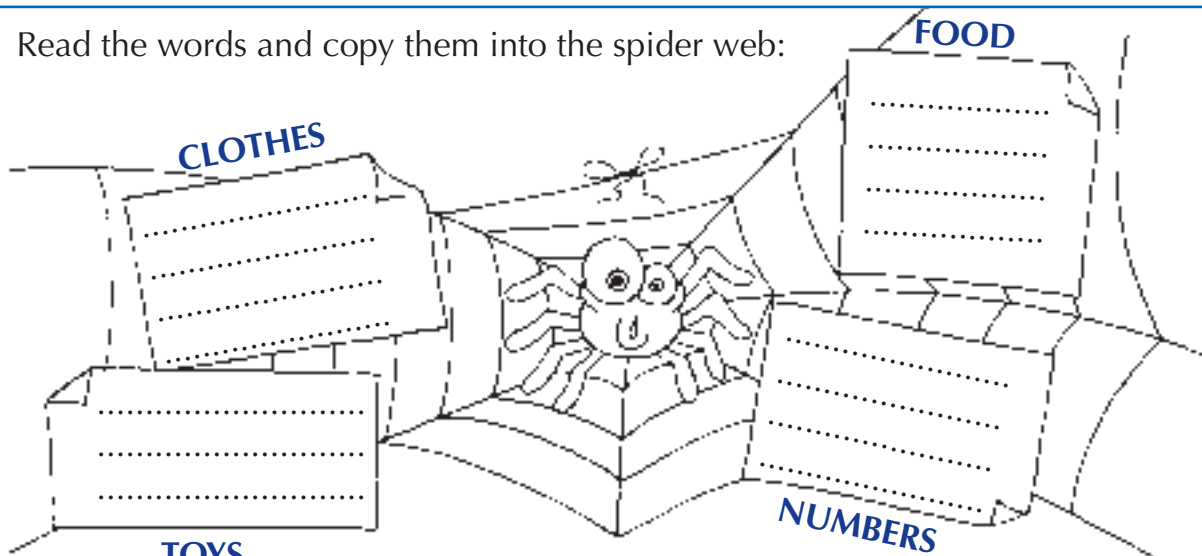
### Flashcard game: elimination snap

Groups of 4/6 children are given a set of 6/8 flashcards (each group a different set: colours, numbers 1-10, pets, school objects or other word families they have studied in year 1). They look at the cards to revise and memorize the words. Then they shuffle their pack of cards and then put it face down in the centre of the table. The children take it in turn to say one of the words in the pack, for example 'pen', turn over the card on top and put it down on the table face up. If the card is not that of a pen, nothing happens and the game goes on with another child saying another word. If the card shows the object mentioned, in this case a pen, then all the children put out one of their hands on the desk one on top of the other to form a pile. The last child to do so, the one whose hand is at the top of the pile, is out of the game. Let the children play for a while then tell the groups to swap the cards so that they can revise all the word families.



## Primary Year 3

- Read the words and copy them into the spider web:



chicken – car – twelve – dress – shoes – chocolate – eleven – train – carrots – doll – pears – T-shirt – fourteen – fifteen – shorts – salad – ball – eighteen – ice cream – thirteen – plane – skirt – bike – jumper

- Scary monsters: read and draw, then write.

Hello! I'm big and happy. I've got three brown eyes, four green ears and two yellow mouths. I haven't got a nose. I've got six purple arms and five blue legs.

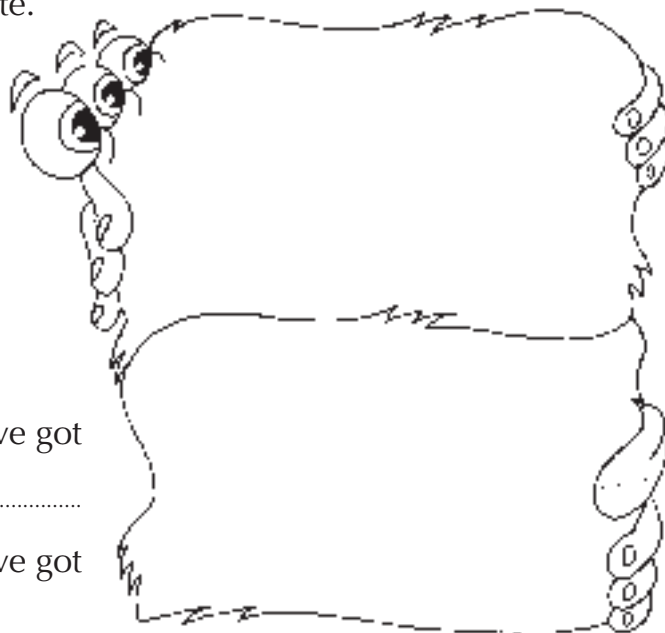
- Draw your own monster and describe it.

Hello! I'm ..... I've got

.....

I haven't got ..... I've got

.....



### Flashcard game: Chinese Whispers

Arrange the children to form two rows that make up two different teams. Hand two different flashcards from a selected theme (numbers 11-20, alphabet letters, animals, food, clothes or whatever they have studied the previous year) to the first children in each row without the others seeing it. Then place the cards back on the teacher's desk face up together with the rest of the flashcards of the same theme. The children whisper the flashcard item to the next child in their row and so on. The last child in each row calls out the item and runs to the teacher's desk to find the corresponding flashcard and gives it to the teacher for verification. Give one point for each correct word. Start with a different child each time.

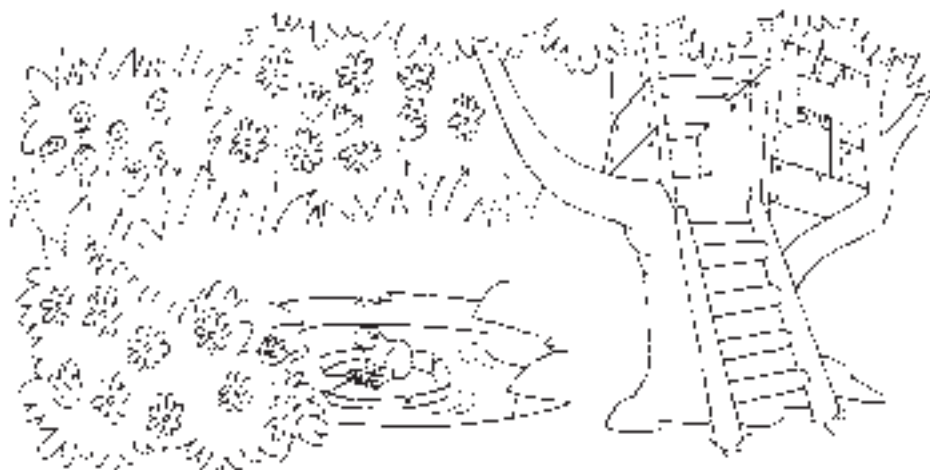




## Primary Year 4

**In the garden** In the garden you can see a boy and a girl under a big tree. They are playing with a big red ball. They are happy. There's a tree-house in the tree and there are two chairs and a table in the tree house. There's a small brown dog near the boy. There are fifteen pink flowers and twelve blue flowers. There are three yellow ducks in the pond. There are eight white birds and a big orange kite in the sky. It's a sunny day.

- Picture dictation:  
listen and complete  
the picture.  
Write a description  
in your exercise  
book.



- What are they wearing? Read and colour.

Tom's wearing a green hat, a red jumper,  
blue trousers, green socks and brown trainers.

Ann's wearing a yellow T-shirt, a purple  
skirt, a pink cap, white socks and orange shoes.

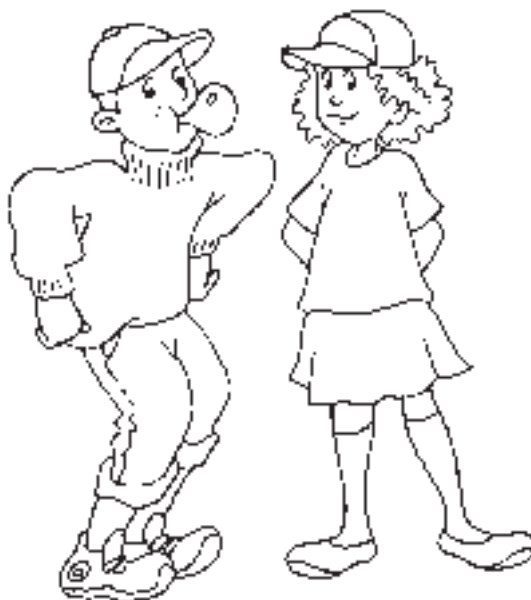
- Draw and write a description on the back.

Paul's .....

.....

Jane .....

.....



### Flashcard game: Families

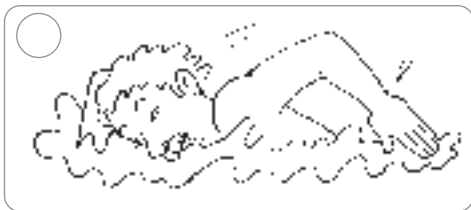
You need 4/6 picture cards of 5/6 different themes (clothes, animals, parts of the body, food, house or anything you want to revise). Kids can make the cards with cardboard, drawing the item and writing the word underneath, but they have to be all the same size like proper playing cards. In groups of 4/5 kids, shuffle the cards and deal them out equally. The aim of the game is to make 'families' collecting all the items of a certain theme (all the clothes for example). Kids ask anyone of the other players 'Have you got (a jumper)?' If they have the requested card they have to give it, if they don't it's their turn to play. At the end of the game the child with the most families is the winner.



## Primary Year 5



- Mary's holiday photos: read and number, then draw your holiday photos and write.

- My father is swimming in the sea.
- My brother is playing football.
- My grandmother is making a cake.
- My baby brother is sleeping.
- My cousins are riding their bikes.
- My sister and my brother are running.




- Picture riddle: What am I? Look at the pictures and write the words.

I live in a  with a big .

I'm small and . I have got four .

I play with a  and run after a .

I don't like .

I don't go to . I stay home and sleep on the rug.

Do you know what I am? I'm a \_\_\_\_\_




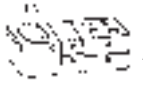

- Read and complete the letter. Write your reply to Steve on the back.

Dear \_\_\_\_\_,

My name is James. I'm British. I live in London in a big \_\_\_\_\_

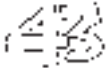







with two

\_\_\_\_\_ , one \_\_\_\_\_ , one \_\_\_\_\_  and a



garden. I'm \_\_\_\_\_  years old. I've got blue \_\_\_\_\_  and blond \_\_\_\_\_ .


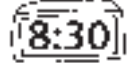
My \_\_\_\_\_  's name is Sarah. She's \_\_\_\_\_ . My \_\_\_\_\_  's

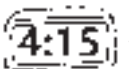

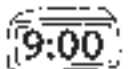
name is Chris. He's \_\_\_\_\_ . I've got a \_\_\_\_\_ , Ruby. She's \_\_\_\_\_ .

My little \_\_\_\_\_  Damian is \_\_\_\_\_ . I've got a small brown \_\_\_\_\_ 

called Max. I like playing \_\_\_\_\_ , my sister likes \_\_\_\_\_

and \_\_\_\_\_ . My favourite food is \_\_\_\_\_ .

My sister likes \_\_\_\_\_ . I go to school at \_\_\_\_\_  and I go back

home at \_\_\_\_\_ . I go to \_\_\_\_\_  at \_\_\_\_\_ .

Write soon,

Steve





## Stand-up story-strip posters

Teachers who have adopted level 1 of our new course ENGLISH ON THE ROAD will have received, together with the Teacher's Guide, eight stand-up story-strip posters.

Inside this issue of **Primary Times** we have included a completely new story-strip poster for use in the primary classroom. There are many different ways of using these posters (see Cecilia Perillo's article on pages 6 and 7). The methodology explained here puts the emphasis on the children's ability to recall and recount the various parts of the story.

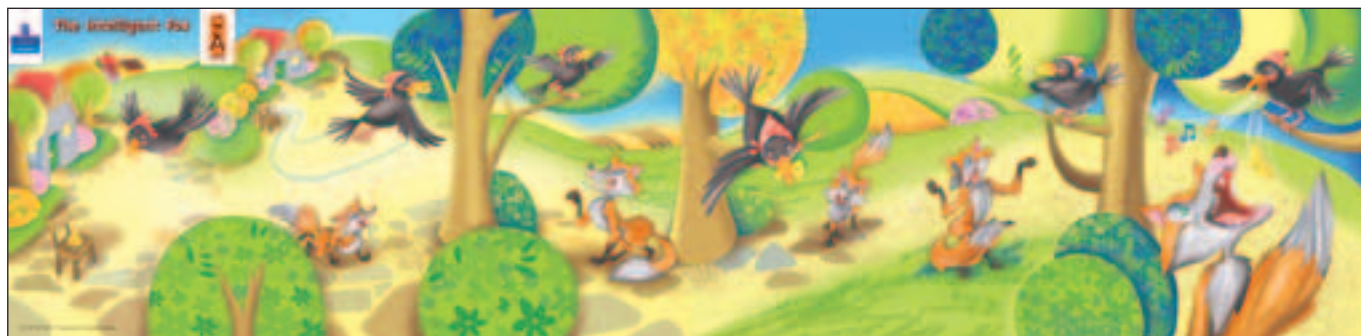
On the reverse side of the poster the teacher will find:

- a complete suggested text of the story, a recording of which can be downloaded from [www.lang-longman.it](http://www.lang-longman.it).
- photocopiable worksheets practising aspects of language used in the story. If the teacher decides to use a worksheet it should be distributed to the children before they hear the relevant part of the story.

Teachers can also simplify the text or make it more complex as desired, or choose to read the text aloud to the children.

Suggested teaching steps:

1. In the lesson before starting the story teach the following key words:  
*crow – piece of cheese – wooden (adj.) – fox – beak – fall – mouth*
2. Show the children the first page of the story and play the recording or read the four-line poem.
3. Ask the children to repeat the four sentences linked to the picture. One option is to write the sentences on the blackboard and then gradually remove some of the words.
4. Ask the class to tell you what is happening in the picture in their own (English!) words.
5. Ask the children what they think is going to happen in the next part of the story.
6. Put the poster aside and continue the lesson. Tell the children that you will continue the story during the following lesson.
7. The following lesson, show the children the first picture of the story again and ask them to tell you what they remember.
8. **If they remember very little** repeat steps 2, 3, 4 and 5 above and tell them if they can remember the story the following lesson you will continue then.
9. **If the children remember the story** and can recall at least some of the poem, revise it with them, show them the second picture of the story and repeat steps 2, 3, 4 and 5 above.
10. The following lesson, ask the children to recall the story illustrated in the first two pictures and, if they are able to, then proceed with the third picture and so on until you have told the complete story.
11. When you have told the complete story and the children are able to, in their own words, recall and repeat the story, put the poster on the wall of the classroom. For the following few lessons it can be used at the beginning of the lesson as revision. Eventually divide the class into six groups and ask each group to memorise one of the four-line poems so that they can recite it in sequence.



# HALLOWEEN WORDSEARCH 🎃

- WORKSHEET**

# HALLOWEEN WORDSEARCH

  - Find 10 Halloween words in the wordsearch.
  - Copy the words in the right places.

R	O	C	K	N	R	O	L	L	B	A	T	S	O	O	H	N	G	P	S	T
E	E	G	I	U	F	S	V	D	B	L	A	C	K	C	A	T	H	O	G	I
A	D	F	R	G	T	K	A	D	S	H	W	I	T	C	H	O	O	S	H	E
V	T	I	A	L	O	U	H	R	K	B	Z	O	M	I	A	E	S	G	O	U
A	M	O	R	F	L	L	O	P	E	F	K	E	L	A	U	R	W	A	S	I
M	U	J	K	D	N	L	F	G	L	M	A	X	T	H	A	N	E	X	T	X
P	C	A	U	L	D	R	O	N	E	J	U	L	E	S	T	H	E	U	J	R
I	A	B	A	F	O	U	T	O	T	O	F	H	E	L	L	G	T	O	P	R
R	A	C	D	C	I	R	O	N	O	M	A	I	D	E	N	A	S	N	M	J
E	K	O	P	L	O	L	P	E	N	D	F	R	M	A	X	R	N	C	K	I
J	A	C	K	O	L	A	N	T	E	R	N	D	I	O	O	F	R	E	E	D

- SATERE GEG .....



## Find the differences

By popular demand we are re-publishing a *spot the difference* exercise set of pictures which first appeared in Primary Times two years ago, as well as a new set.

Both sets of pictures can be used in one or two ways either as a **group work** exercise or as a **pair work** task. Before starting the exercise teach or revise the language the children will need to complete it, both vocabulary and language exponents.

### Group work exercise

- Divide the class into two groups, A and B, asking them to create a space between the two groups by sitting closer together within each group.
- Ask the children in each group to divide again into groups of 3 to 5. Give all the children in group A a copy of picture 1, and to the children in group B a copy of picture 2.

### Skills – speaking, listening, writing

- Ask the children to invent sentences to describe all the details in their pictures without letting the children in the other big group hear what they are saying. Get the children to write at least 8 sentences.
- Mix the groups within the two sides of the class, A and B, so that the children can compare their sentences and add sentences that other children have invented so that each child has a master list of sentences describing their picture.
- Collect all the pictures.

### Skills – reading, listening, speaking, writing

- Mix the children in groups A and B and ask them to work in new groups of 5 to 6. They must read their sentences and make a list of all the differences between the two pictures.
- When each group has completed the lists of differences, ask them to read aloud and write the differences on the blackboard.

### Pair work exercise

Each child will need a pen and a piece of paper to write on.

- Divide the children into pairs and ask them to sit

back to back. The more distance between the pairs the better.

If the logistics of the class make this difficult, ask the children to sit in pairs facing each other with a large piece of board between them so that they can hear each other but not see the materials of the other student. Very often there is a mix in the class, some sitting back to back and some facing each other with a barrier.

### Skills – speaking, listening, writing

- Give each pair one of each of the pictures. The children must describe them orally and make a list of the differences between the two pictures (without seeing their partner's picture).
- When the teacher decides to conclude the exercise, all the pictures should be collected.

### Skills – reading, listening

- In turn ask the children to read their pictures.
- Discuss with the class and write the differences on the blackboard.

### Set 1 pictures

This exercise practises present continuous verbs, there is/are and prepositions.

There are 11 basic differences between the two pictures. In picture 2, from top to bottom, changes have been made to: number of birds, fisherman's expression and object caught, woman in deckchair, boy sunbathing, direction of ball, girl's action, beach umbrella, position of children, woman's action, man's action.

### Set 2 pictures

This previously published set recycles prepositions of place, present continuous, weather and there is/are.

There are 13 basic differences between the two pictures. In picture 2 changes have been made to: the girl's clothes and action, the boy's clothes and action, the pens, the calendar, the weather outside the window, the position of the cat and flowers, the girl on the bench/phone, plus the boy, the sport being played and the hats on the girls on horses.





**SET 1**



..... *Enlarge to use* .....

**SET 2**





## What exactly is out there? You tell us and we'll tell everybody else!

When the first issue of our original magazine for teachers, **LANG Primary**, was published way back in 2000, the Internet, although available with its budding search engines, only played a small part in our lives. Now, 9 years on, the Internet has become an essential tool for both our working and private lives.

One of the noticeable improvements is the speed in which new programmes are developed, up-loaded and available for users. The major concern now is not just to have the software or hardware to visit and view specific pages but to be able to keep up-to-date with what is available. If you don't know it's there, you can't use it!

Another complication, especially on YouTube, is that video clips are sometimes mixed with inappropriate materials. If you decide to use the Internet live with your children, try and find time beforehand to check the appropriateness of the materials.

Here are some pages of interest to Primary English language teachers.

YouTube - search for following pages:

- **efl young learners** – discussions and many songs for children
- **teaching English to children** – different topics to choose from
- **English for kids** – many pages dedicated to teaching young learners throughout the world
- **angelabelvedere** – a Primary teacher in Rome who has filmed her children acting out three scenes including Romeo and Juliet. This is exactly the type of material we are looking for to disseminate to our readers. Please let us know if you are aware of others.

Flickr and Google Images: innumerable photographs ideal for making flashcards.

- <http://www.insegnoinglese.blogspot.it/> lots of information and materials for the teacher of English in Italy
- <http://www.woodlands-junior.kent.sch.uk/> one of the best sites for information on British life and traditions up-dated by children for both children and teachers of English
- <http://www.dr-mark.co.uk/> a useful site with some free CLIL materials for children (mathematics/logic tasks)
- <http://www.teachingenglish.org.uk/try/teaching-kids> The British Council / BBC site specifically dedicated to the teaching of English to children
- <http://www.angelabelvedere.it> a personal web site of a teacher in the Italian primary school with filmed role plays of her classes..

If you know of other websites that are of interest to teachers of the English language to primary school children, please let us know and we will include this information in future issues of **Primary Times**.





PROJECTS FOR  
CLASS AND TEACHER

## Class project

### Put your magic hat on!

The class project in this issue is an individual project. Each child must draw, colour and label a picture or plan of their ideal school.

Before asking the children to start drawing, teach/revisé the key words they may need, such as: *wall, roof, classroom, office, entrance hall, stairs, theatre hall, gym, playground, sports field, computer room, library, store room, toilet, cellar, window, door, garden, desk, chair* etc. When the children have finished their drawings (they may spend time in

several lessons to complete their pictures), collect them and send them to **Primary Times**. Each child will receive a special baseball cap from **LANG-Longman** as a token of our appreciation for their efforts.

When a teacher takes a class out of the school on a visit, it is very helpful if all the children wear the same hat or T-shirt so that they are quickly recognisable. The special cap that we are offering to the children who take part in this project can be used for this purpose.

#### CLASS Project – October 2009 – Issue 33

Explain to the children:

They are each wearing a magic hat. This hat gives them the power to instantly change their school into *the school of their dreams*.

**Abacadabra!**

Their school has now changed into the school they have always dreamed of.

Ask the children to draw and colour their dream school. On the reverse side they must write a description of all the different parts of the school and what they do in the various places. For example: *Next to the theatre there is the gym. In the gym I play basketball and practice gymnastics.*

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

**Primary Times, Class Project – Issue 33**  
**Pearson Paravia Bruno Mondadori S.p.A., Corso Trapani 16**  
**10139 Torino**

**The materials should arrive in our offices by 15.12.2009.**

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

All the materials submitted become the property of Pearson Paravia Bruno Mondadori S.p.A. and reproduction rights are reserved.

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

33

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

Address \_\_\_\_\_

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

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

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

Number of children presenting their illustrations and texts \_\_\_\_\_

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



## End notes

continued from page 1

their short term memory banks and it is important to refresh their memories before moving on to the introduction of new language items. Many diverse revision exercises are suggested in the article on page 12.

There are many different ways of using the myriad of teaching materials available to the EFL teacher. Flashcards, for example, can be used to teach new vocabulary, for diverse language games or to illustrate parts of a story.

The same applies to story posters. Readers will find two articles describing very different ways of using exactly the same material, the stand-up story-strip posters. A new exclusive story poster is included with this issue so that teachers can use the ideas immediately.

**primary@lang-longman.it**

The next issue of **Primary Times** will be published at the end of November and should arrive in time for the lessons dedicated to the theme of Christmas.

### 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** will be posted to home addresses.

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

**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>

Contributors to this issue:

Giulia Abbiati  
Emanuela De Marchi  
Matilde Gagliano  
Sarah Gudgeon  
Ursula Mulligan  
Cecilia Perillo  
Tim Priesack

Editor  
Tim Priesack

Assistant editor  
Giulia Abbiati

Layout and Graphics  
APV Vaccani, Milano

Illustrations  
Maurizio Amendola  
Simonetta Baldini  
Valerio Held  
Stefano Trainito  
Fabiola Zardoni



Quality controller  
Walter Ardoli

Printed  
Tipografia Gravinese (TO)

**LIBRI DI TESTO E SUPPORTI DIDATTICI**  
La Casa Editrice è certificata in conformità alla  
norma **UNI EN ISO 9001:2000** per l'attività di  
progettazione, realizzazione e commercializza-  
zione di prodotti editoriali  
scolastici e lessicografici.



33

New subscription ☐

Change of address ☐

Name

Home address

City

CAP

E-mail

@

Telephone no.

School name and address

City

CAP

Course book used

I would like an 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 scolastici al mio indirizzo.

Signed

Date