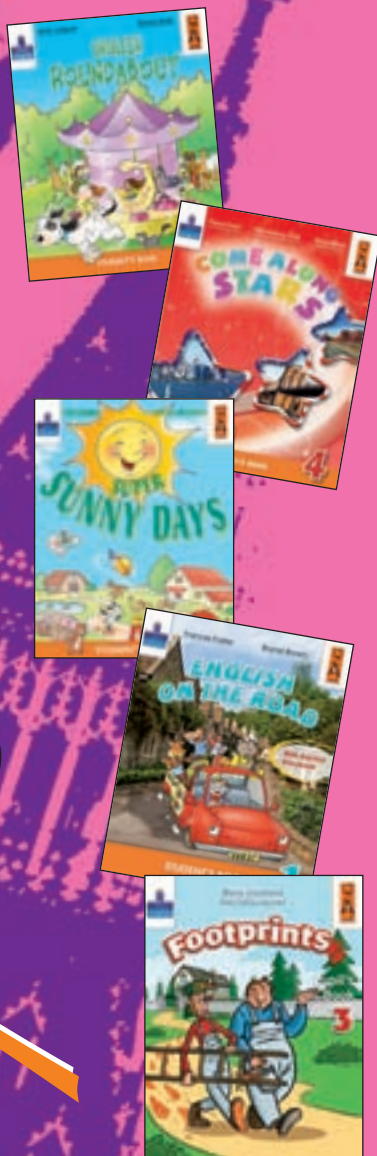


# Times Primary



## A step back before moving forwards!

A warm welcome to our readers to this 36<sup>th</sup> issue of **Primary Times** and a special hello to those teachers who will be teaching the English language for the first time during the coming school year!

The theme for this issue is, unsurprisingly, REVISION. There are two moments of revision during the school year. The first is at the beginning of term when the teacher needs to understand exactly how much English language the children remember after the summer break. The teacher needs to organize revision exercises of the main language items taught during the previous school year and to revise or re-teach those language items that the majority of the children have forgotten. There are numerous photocopiable revision exercises that the teacher may find useful in this issue of **Primary Times**.

The second moment of revision should take place before the teacher introduces any new language item. We teach language in what are called 'chunks', or groups of words that the children understand to communicate a particular thought. However, 'chunks' of language do not only contain the new language, but also include other previously taught language items. Imagine a typical Primary class – the teacher is teaching the concept of *have got* as in: *In my schoolbag I've got + scholastic items* such as: *rubber – ruler – pen – pencil – copybook – pencil sharpener – felt-tip pen – glue stick – pair of scissors – text book* etc. The teacher explains the concept of *have got* and then asks the children to say what they have got in their schoolbags but then, in many classrooms, the problems begin.

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## Festivals and Celebrations All Year Round

Joanna Carter

As all countries do, Britain celebrates many festivals and traditions throughout the year. Many of these are similar to ones found in other countries and some are unique to Britain. The aim of this article is to give the teacher a chance to take an academic year tour of the most important customs and traditions celebrated and observed in Britain. This will give the teacher an opportunity to plan ahead and decide when they might want to talk about these festivals in their English classes or use them as a basis for a special English lesson in the coming months. As always, in following issues of **Primary Times** there will be worksheets and activities that deal with many of these festivals, but this article gives background information in order to help teachers feel a little more informed and prepared to teach their children about these different aspects of British culture.

Before you begin reading the article, just for fun, here is a quick quiz to see how much you already know about British traditions. Don't worry if you don't know something – all the answers are in the text.

1. What is a 'corn dolly'?
2. Where did Halloween originate from?
3. Finish the phrase, 'Trick or ...'.
4. Who was Guy Fawkes?
5. What do people eat on Guy Fawkes night?
6. Where did the idea for decorating Christmas trees come from?
7. What did people do on Boxing Day?
8. Who was St Valentine?
9. What do British people eat at Easter?
10. What is a May pole?

### September

Either September or October is the month in which **Harvest Festivals** and **Harvest Suppers** take place. They are celebrations of thanks for the gathering of the harvest of fruit and crops.

Celebrations include people bringing produce from their gardens and decorating churches with baskets of fruit and vegetables. They make 'corn dollies' and display them with their produce. A 'corn dolly' is a doll traditionally made from the last leaves of corn collected and kept for good luck. Children take food into schools and make colourful displays. Sometimes a Harvest Supper (a big dinner) is organised for all the people in a local community.

**Idea for class:** This could be a great opportunity to revise fruit and vegetables vocabulary. Get the children to make a display or draw pictures of baskets of fruit and vegetables and label them.

### October

The most famous celebration in this month is of course **Halloween**, which takes place on 31<sup>st</sup> October. The holiday originally came from the Celts who lived in Ireland and Scotland. Halloween is an old word for 'Hallows Eve', the night before 'All Hallows' or 'All Saints Day'. People believed that spirits visited the living to find a new body on Halloween, so they dressed up like ghosts, put lanterns outside their houses and made lots of noise to frighten the spirits away. When people moved from Ireland and Scotland to the U.S.A. they started using pumpkins as lanterns. Today children dress up in all sorts of scary costumes and go from house to house playing 'Trick or treat'. People give them sweets and chocolate (a treat) to make them go away. If they don't, the children may play a practical joke or 'trick' on them.

**Idea for class:** See the worksheets on pages 4, 18 and 19.

### November

November 5<sup>th</sup> is **Guy Fawkes Night** or **Bonfire Night** in Great Britain. It's a very old tradition to celebrate the fact that a man named Guy Fawkes didn't succeed in blowing up and destroying the Houses of Parliament and killing King James I in 1605. People build bonfires in their gardens, in parks, in the streets and on village greens (a communal area of grass in a village). They light the fires in the evening and have displays of fireworks. The fires and fireworks represent what could have happened but didn't. Often an effigy of Guy Fawkes made of straw,





newspapers and old clothes is put on top of the fire and burnt. People cook sausages, 'jacket' potatoes and marshmallows on the fire and eat toffee apples. A poem was written to help people remember this crime that nearly succeeded, which begins

*Remember, remember the fifth of November, gunpowder, treason and plot.  
I see no reason why gunpowder and treason should ever be forgot...*

**Idea for class:** Write simple sentences about Bonfire Night and get the children to illustrate them.

## December

Of course, in December there is **Christmas**. But here are some things that you may not know about Christmas in Britain. In 1841, the very first Christmas tree arrived in Britain, when Queen Victoria's husband, Albert, brought this German tradition to England. Now everybody has one and it's a custom to decorate it on **Christmas Eve** and take it down on **Twelfth Night**, January 5<sup>th</sup>. In the Christmas period people go from house to house singing Christmas carols (traditional songs). On the 25<sup>th</sup> December people have a Christmas dinner of turkey, roast vegetables and Christmas pudding. They have 'crackers' which are colourful card tubes with a paper hat, joke and small present inside. December 26<sup>th</sup> is called **Boxing Day** in Britain. It's thought that in the past it was a day when the rich gave their servants and poor people presents. These presents were in boxes.

In Scotland, December 31<sup>st</sup> is called **Hogmanay**. After midnight people visit friends in their homes and take a piece of coal. This is called 'first footing' and is said to bring good luck.

**Idea for class:** With very small children, make a hand print Christmas tree. Draw round the hands of each child on green paper, cut them out and arrange them in a Christmas tree shape.

## February

February 14<sup>th</sup> is **Valentine's Day**. On this day people send a card with a poem inside or present of chocolates and flowers anonymously to the person they love. Legend says that Valentine's day got its name from a priest in Roman times who secretly married couples. At the time marriage was forbidden by the Emperor Claudius II, so that boys would become soldiers. Valentine was put to death on 14<sup>th</sup> February. In Britain, there is an old saying that on Valentine's day, if you cut an apple in half and count the seeds, this will tell you how many children you will have!

**Idea for class:** Make a Valentine's Day card and invent a romantic poem to write inside it.

In February or March there is also **Pancake Day** in Britain. This is on Shrove Tuesday, the day before Lent begins. People cook pancakes and eat them with jam or lemon and sugar. In some towns, pancake races take place where you have to run with a pancake in a frying pan and toss it without dropping it!

**Idea for class:** Write a recipe for pancakes. Cut it up line by line. Give copies to pairs in the class and ask them to put the sentences in the right order.

## March/April

As in many countries, **Easter** is celebrated in Britain. Children receive chocolate eggs from the Easter Bunny. Often they have to go and search for them first around the house and then in the garden on an Easter egg hunt. Legend has it that the Easter Bunny was not always fluffy and white. Some say that it was originally a bird and belonged to the Pagan goddess Eostre. She changed it into a rabbit, which explains why today the bunny 'lays' eggs.

Hot cross buns, now eaten throughout the Easter season, were first baked in England to be served on Good Friday, the Friday before Easter Sunday. These small, sweet buns contain raisins or currants and sometimes chopped candied fruit. A pastry cross is put on the top of each bun. The first of April is **April Fool's Day**. A long time ago, it was a day when servants could change place with masters and give the orders. Today it's a day for jokes and tricks, but always before midday. Unlike other countries, there are no jokes involving fish.

**Idea for class:** Teach and sing the song 'Hot Cross Buns'. There are many versions available on the Internet and in course books.

## May/June

May 1<sup>st</sup> is **May Day**. It was important in the Middle Ages, but in some parts of Britain is celebrated today. Many towns celebrate May Day with a May pole. This is a long pole with coloured ribbons attached to it. Children hold on the ends of the ribbons and dance around the pole creating pretty patterns with the ribbons.

June 24<sup>th</sup> is **Midsummer's Day** and at Stonehenge you can see a very old custom. Stonehenge is one of the biggest stone circles in Europe and is 5000 years old. It is thought that it was used by druids, who were religious chiefs in England some 2000 years ago. Druids still exist today and on Midsummer's Eve they go to Stonehenge for an ancient ceremony.

**Idea for class:** Ask the children if there are any traditions on May 1<sup>st</sup> in Italy and get them to write about them.



## WORKSHEET

### Halloween

#### Year 5

- Read the story. Look at the pictures and complete the story with the words in the box.

#### A day in the life of a witch

Hello, I am a witch and my day starts at 8 o'clock in the evening when I can see the



\_\_\_\_\_. I have \_\_\_\_\_ for my breakfast and then I get dressed.



I put on a \_\_\_\_\_ and a black \_\_\_\_\_



\_\_\_\_\_. I fly to school on my \_\_\_\_\_.



I study spells and making \_\_\_\_\_ I put \_\_\_\_\_



\_\_\_\_\_ and little \_\_\_\_\_ in them. At midnight I have lunch.



I like \_\_\_\_\_ soup and fried \_\_\_\_\_.



In my free time I like going to the \_\_\_\_\_, playing with my



\_\_\_\_\_ and frightening people.



snake – moon – cloak – bats – black cat – broom – frogs –  
graveyard – mice – mushrooms – potions – pointy hat

- Now write another story called 'A day in the life of a werewolf'.



# TIME FOR REVISION

Matilde Gagliano

At the beginning of a new school year, one of the first things we need to do is to check how much the children remember of what they learnt in the previous years. If the teacher is in a new school or is teaching English for the first time – as many of us are, as a consequence of the recent turmoil in the Italian Primary school and the reduction of the number of specialised English teachers – they will also need to ascertain the general level of language skills and knowledge of the group. Thus Entry Tests and revision are the key words of our September activities. What follows is a series of worksheets that can be adapted and photocopied to be used in levels 2, 3, 4 and 5 to assess each student's language skills.

Written tests alone of course are never enough. All sorts of oral activities – including language games and craft tasks – will be a necessary addition to redirect the children into a back-to-school frame of mind and to reintroduce a playful and enjoyable English learning environment.

*Matilde Gagliano is a Primary school teacher and has been teaching young learners in Messina since 2001. She is currently involved in the organisation of teacher training courses with the local Tesol group.*

## YEAR 2

### 1. Match.

- |    |       |
|----|-------|
| 9  | ten   |
| 3  | two   |
| 5  | four  |
| 10 | nine  |
| 1  | eight |
| 4  | three |
| 8  | one   |
| 2  | five  |

### 2. Complete the words.

Goo \_ mo \_ n \_ ng!



H \_ l \_ o!



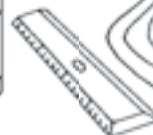
G \_ \_ d n \_ gh \_ !



B y \_ - \_ \_ e!



### 3. Read and colour the objects.



The schoolbag is pink and purple. The pens are blue and red. The ruler is yellow. The rubber is white and grey. The sharpener is green. The pencils are brown. The glue is blue.

### 4. Match.

OPEN SIT CLOSE STAND OPEN GO TO

YOUR DESK UP THE WINDOW DOWN YOUR BOOKS THE DOOR



## 5. Read, draw and colour.

Two red rectangles.



Four pink circles.

Three purple triangles.

Five black squares.

## 6. Count, colour and write.



Three black balls.



\_\_\_\_\_ t \_ a \_ ns.



\_\_\_\_\_ d \_ l \_ s.



\_\_\_\_\_ t \_ d \_ y b \_ a \_ s.

## 7. Write.



I've got a parrot.



I've got a bird.



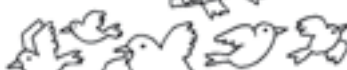
I've got a cat.



I've got a dog.



I've got three parrots.



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.

## YEAR 3

### 1. Complete.

eleven 12 thirteen

eighteen 17 sixteen

twelve \_\_\_\_\_ fourteen

fifteen \_\_\_\_\_ seventeen

twenty \_\_\_\_\_ eighteen

nineteen \_\_\_\_\_ seventeen

### 2. Calculate and complete.

fourteen + one = fifteen

eighteen - five = \_\_\_\_\_

\_\_\_\_\_ ÷ two = ten

six x three = \_\_\_\_\_





### 3. Read and complete.

~~body~~ – eyes – ears – mouth – arms – tail

The gorilla has got a big body.

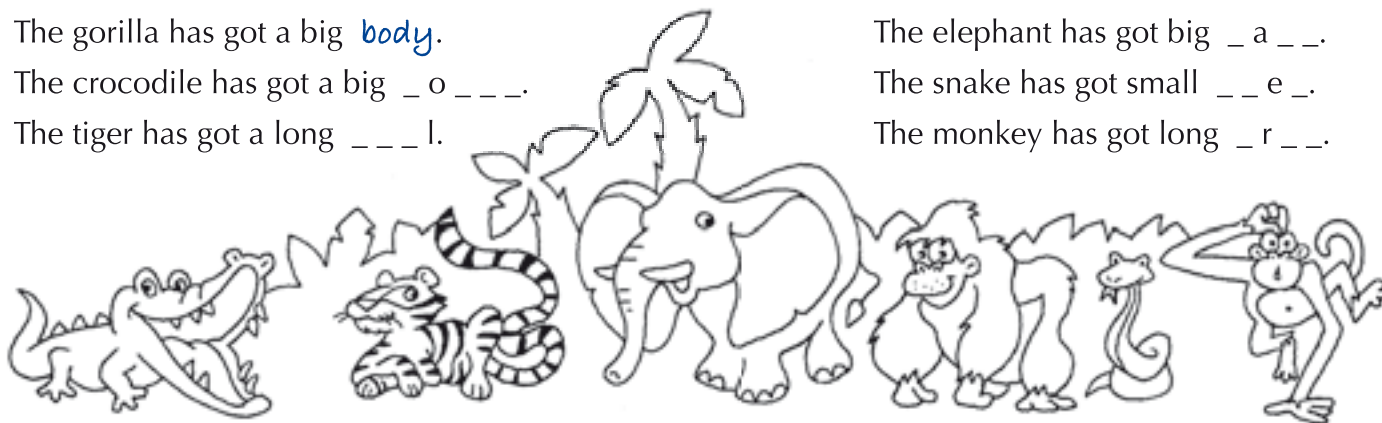
The crocodile has got a big o \_ \_ \_.

The tiger has got a long l \_ \_ \_.

The elephant has got big a \_ \_.

The snake has got small e \_ \_.

The monkey has got long r \_ \_.



### 4. Read and colour.



**Jim:** Have you got a videogame, Susan?

**Susan:** Yes, I have. I've got two purple videogames and I've got two orange kites and a yellow skipping rope. Have you got a skipping rope?

**Jim:** No, I haven't. I've got two white planes, four red cars and a green skateboard. I've got a blue bicycle and a black helmet too. Have you got a bicycle?

**Susan:** Yes, I have. I've got a pink bicycle and I've got a pink helmet too.

### 5. Read again and write YES or NO.

	PLANE	CAR	SKATEBOARD	BICYCLE	HELMET	KITE	SKIPPING ROPE
Jim	YES						
Susan	NO						

### 6. Write IN, ON or UNDER.

1. The carrot is on the table.

2. The pears are \_\_\_\_\_ the chair.

3. The bananas are \_\_\_\_\_ the table.

4. The apple is \_\_\_\_\_ the chair.

5. The peppers are \_\_\_\_\_ the basket.

6. The orange is \_\_\_\_\_ the table.





## YEAR 4

### 1. Circle the odd-one-out.

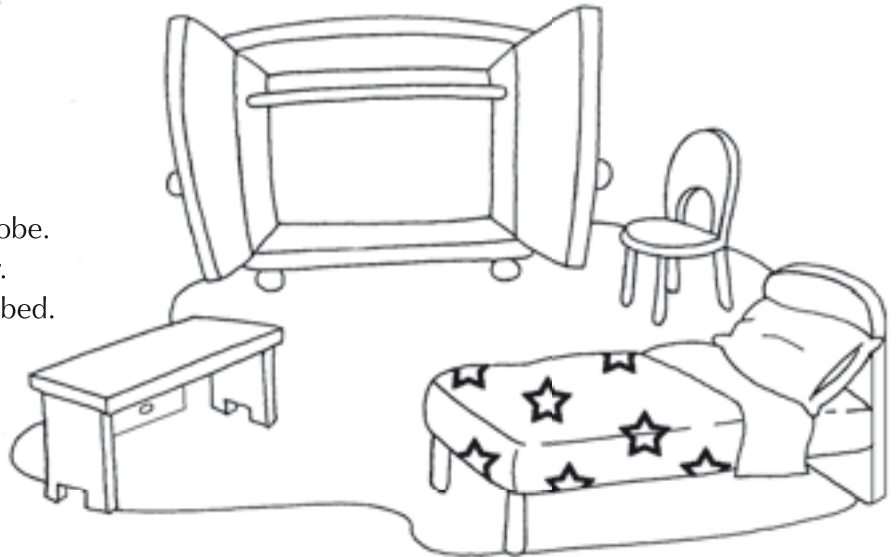
- a. bed wardrobe book
- b. bedroom kitchen sofa
- c. chair bed living room
- d. chair under in
- e. fridge sofa bedroom

### 2. Match the opposites.

SMALL	TALL
WEAK	FAT
HAPPY	BIG
THIN	STRONG
SHORT	YOUNG
OLD	SHORT
LONG	SAD

### 3. Read and draw.

There is a jumper on the bed.  
 There is a T-shirt under the table.  
 There are three dresses in the wardrobe.  
 There are four shoes under the chair.  
 There is a pair of trousers under the bed.  
 There is a skirt on the chair.



### 4. Write the questions next to the answers.

How are you? – Can you spell it, please? – Where do you live? – Hi, what's your name? – What's your favourite season? – How old are you? – What month is it? – What's your surname?

- |          |                                |
|----------|--------------------------------|
| 1. _____ | Hello, I'm David.              |
| 2. _____ | My surname is Lawrence.        |
| 3. _____ | L-a-w-r-e-n-c-e.               |
| 4. _____ | I'm fine, thank you.           |
| 5. _____ | I'm nine years old.            |
| 6. _____ | I live in London.              |
| 7. _____ | It's July.                     |
| 8. _____ | My favourite season is summer. |



5. Read, write the names and answer the questions.



Tony

.....

.....

.....

.....

.....

.....

Hello! I'm Tony. I'm seven years old. This is my family. My grandmother's name is Jenny. She likes cooking and we love her cakes. My grandfather's name is Teddy. He works on a farm. My mum's name is Lucy. She likes plants and flowers. My dad's name is Tom. He likes Science. I've got a sister and a brother. Karen is five. She has got long brown hair. John is eleven. He is tall and thin.

- Who is Jenny? *She's Tony's grandmother.*
- Who is Teddy? *He's Tony's .....*
- Who is Lucy? *She's .....*
- Who is Tom? .....
- Who is Karen? .....
- Who is John? .....

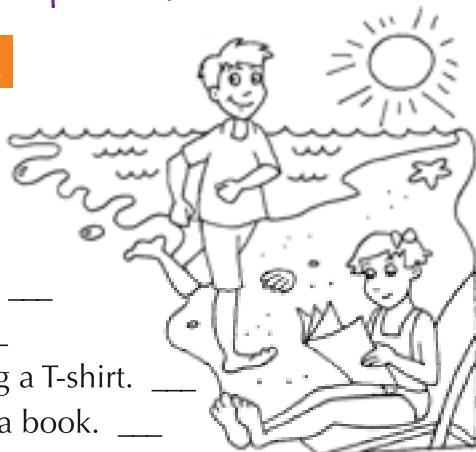
YEAR 5

1. Circle the odd-one-out.

- Wednesday – Saturday – spring – Friday
- morning – school – afternoon – evening
- listen to music – go to school – pink sweater – read a book
- four o'clock – half past three – a quarter to seven – eighty-five
- he – in – under – on
- summer – Sunday – autumn – winter
- black – tracksuit – scarf – shorts

2. Look at the pictures, read and write A or B.

A



- It's hot. *A*
- He's happy. \_\_\_\_
- It's cold. \_\_\_\_
- He's wearing a T-shirt. \_\_\_\_
- She has got a book. \_\_\_\_
- They are in the mountains. \_\_\_\_

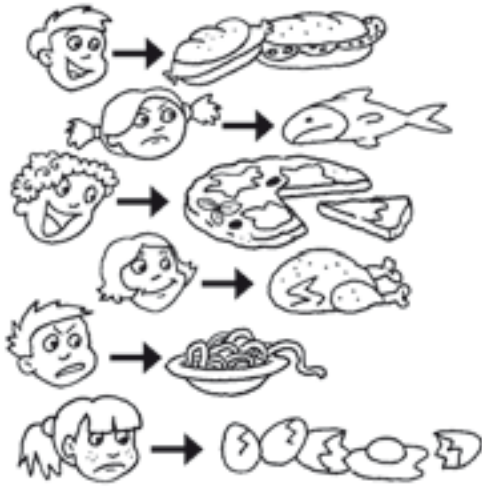
B



- He's sad. \_\_\_\_
- He's wearing a jumper. \_\_\_\_
- She has got short hair. \_\_\_\_
- He has got a camera. \_\_\_\_
- There are clouds in the sky. \_\_\_\_
- They are at the beach. \_\_\_\_



### 3. Look at the drawings and write sentences.



He likes sandwiches

She doesn't like fish

### 4. Match.

RIDE	A BOOK
EAT	TV
PLAY	TO THE BEACH
WATCH	A JUMPER
DO	MY BIKE
READ	A SANDWICH
DRINK	ENGLISH
SPEAK	WITH MY FRIENDS
GO	MY HOMEWORK
PUT ON	ORANGE JUICE

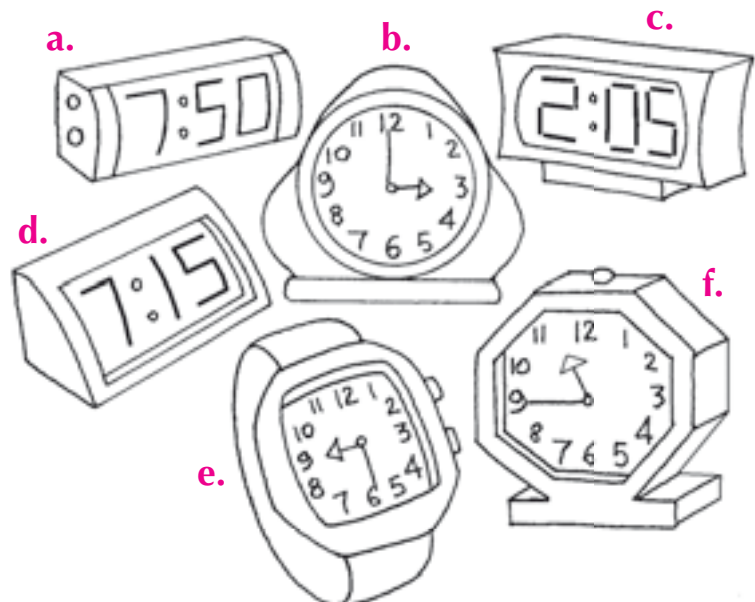
### 5. Unscramble and write the days of the week.

driFya – sduTyea – yurdaSta – nasWeddye  
ayModn – harsuTyd – auyndS

Sunday

### 6. Match.

- It's three o'clock. ....
- It's half past nine. ....
- It's a quarter to twelve. ....
- It's a quarter past seven. ....
- It's ten to eight. ....
- It's five past two. ....



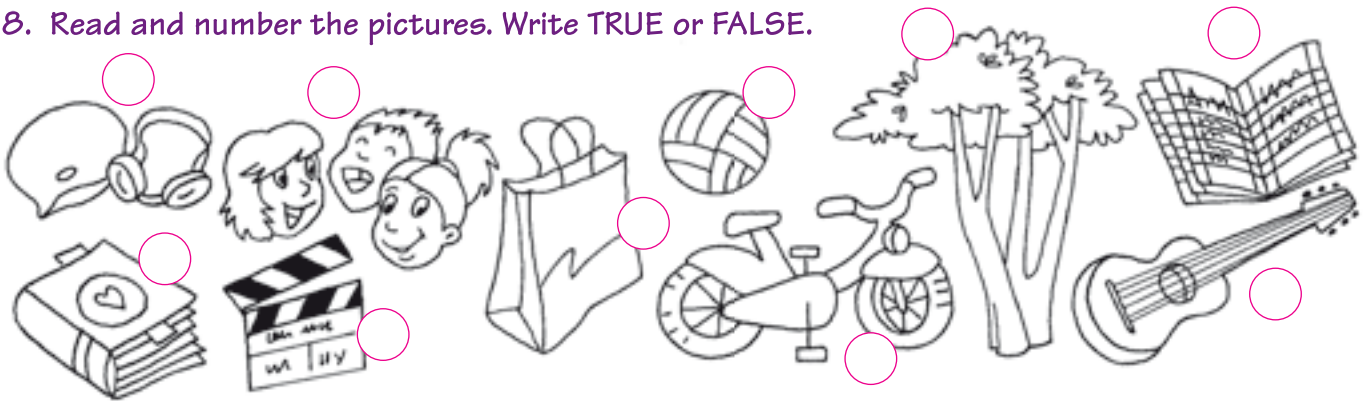


7. Find the clothes and write the words next to the pictures.

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



8. Read and number the pictures. Write TRUE or FALSE.



My favourite days are Tuesdays and Fridays because I go to the swimming pool (1) at 5:30. On Mondays and Wednesdays I play the guitar (2). The lesson starts at 5:00. On Thursdays I play volleyball (3) at 6:15. Every day I do my homework (4) in the afternoon, and I read a book (5) in the evening. On Saturdays I go shopping (6) in the morning and I go to the cinema (7) in the evening. On Sundays I play with my friends (8) in the afternoon. I go to the park (9) and I ride my bike (10). I love the weekend!

- She goes to the swimming pool on Tuesdays and Fridays. true
- She plays volleyball on Mondays at 6:15. \_\_\_\_\_
- She plays with her friends on Sundays. \_\_\_\_\_
- She does her homework in the morning. \_\_\_\_\_
- She plays the guitar at 5:30. \_\_\_\_\_



# Kids' Corner

Giulia Abbiati

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



## HALLOWEEN! MASKS, LAMPS, MONSTERS AND WITCHES!

As another Halloween approaches children get more and more excited. It is time to think of decorations, masks, costumes and everything that can make this Halloween a day to remember! The teacher might want to use one or more lessons to introduce the theme of Halloween, even though today most children will have heard of it. The best way to begin is to create a list of keywords that the children need to know. We know that when children find activities truly enjoyable they will learn much more than when asked to take part in less motivating activities. So, when there is the opportunity for motivating, fun activities, why not make the most of them?

Halloween is one of the most loved festivals by children all over the world, because it is associated with frightening things such as ghosts, monsters, scary tales etc. and these are subjects which stimulate children's fantasy.

The teacher can take advantage of this motivation not only to teach specific lexical sets, but also to get the children to work in pairs using the English language.

Here is the list of words that the teacher might want to teach before beginning Halloween activities:

*ghost, witch, monster, sweets, costume, trick, treat, pumpkin, bat, black cat, mask, spooky, scary*

If the teacher is able to decorate the classroom with Halloween crafts made by the children, the spooky atmosphere will contribute to the success of the lesson and the satisfaction that children will feel when looking at their own work will also be of great help in encouraging their own self esteem and their learning expectations. So... let's begin! And a Spooky Halloween to all of you!

*Primary Times*  
keeping the teacher informed



## Activity 1: Spooky Lampshade

### What you need:

- black cardboard
- orange tissue paper
- pencil
- scissors
- glue

### What you do

1. Draw and cut out a half-circle on the black cardboard (see drawing).
  2. Draw and cut out a spooky mouth, two eyes and a nose in the centre of the black half-circle of cardboard in order to make a mask (see drawing).
  3. Cut a circle of orange tissue paper and glue it on the back of the spooky face on the black cardboard.
  4. Fold the half circle of cardboard and glue the two ends together.
  5. Now you have a wonderful lampshade that you can use on your bedside table lamp!
- Lexical tips: the teacher can use this activity to teach (or revise) eyes, nose, mouth, face, circle, black, orange, school objects.
  - New vocabulary: spooky, lamp, lampshade, bedside table.



## Activity 2: A Scary Window

### What you need:

- one A4 sheet of black cardboard
- pencil
- scissors
- white, blue, light blue and orange tissue paper
- glue or tape

### What you do:

1. Draw the shape of a window on the black cardboard.
  2. Inside the window, draw some Halloween shapes: bats, pumpkins, spiders etc.
  3. Cut out the cardboard in order to have the shapes and the frame of the window in just one piece of cardboard.
  4. Glue the orange tissue paper on the back of the pumpkins.
  5. Cut stripes of blue and light blue tissue paper and glue them on the back of the black cardboard in order to make the sky.
  6. Glue the sheet of white tissue paper on the back of the black cardboard.
  7. Your window is ready. Hang it on a classroom wall or window.
- Lexical tips: the teacher can use this activity to teach (or revise) colours, Halloween words, window, classroom, sky.
  - New vocabulary: window, bat, pumpkin, spider, light blue, sky, classroom, wall.





## Activity 3: A Pencil Box Full of Bats

### What you need:

- one empty glass jar for each child (jam jars are perfect)
- one sheet of coloured cardboard for each child (children can choose their favourite colour)
- pencil
- scissors
- tape

### What you do:

1. Cut the cardboard in order to make it as high as the jar and long enough to cover the jar.
2. Draw and cut out as many bats as you can on the cardboard.
3. Cover the jar with the cardboard and glue or tape the two ends together.
4. Use the bat-jar as a pencil box on your desk! You can put pens, pencils and coloured pencils inside the jar!
  - Lexical tips: the teacher can use this activity to teach (or revise) pencil, pen, coloured pencils, felt-tip pens, colours, favourite, bat.
  - New vocabulary: school objects, colours, favourite, bat.



## Activity 4: A Paper Plate Mask

### What you need:

- |                                        |                        |
|----------------------------------------|------------------------|
| • one white paper plate for each child | • scissors             |
| • pencil                               | • paint                |
|                                        | • a paint brush        |
|                                        | • two pieces of ribbon |

### What you do

1. Draw a scary face on the paper plate. Draw two spirals to make the eyes, a curved line with short, straight vertical lines for the mouth and a triangle for the nose. You can also add scars if you like. (see template)
2. Cut along the spirals and cut the lines that make the mouth.
3. Cut out the nose.
4. Choose colours and paint the face.
5. When the paint is dry, punch two holes on the side of the head. Thread each piece of ribbon through a hole and tie a knot.
6. Wear your mask and have fun!
  - Lexical tips: the teacher can use this activity to teach (or revise) plate, triangle, mouth, nose, eyes, colours, ribbon, hole, knot.
  - New vocabulary: plate, triangle, mouth, nose, eyes, colours, ribbon, hole, knot, paper plate, paint, paint brush.





## Activity 5: Memory Game

### What you need:

- one A4 sheet of white paper for each child
- one A4 sheet of black cardboard for each child
- pencil
- coloured pencils
- scissors

### What you do

1. Fold the A4 piece of paper in half, then again in half, then again in half. Open the sheet of paper and 4 rows of boxes will appear.
  2. Draw two bats in the top row of boxes; two pumpkins in the second row of boxes; two black cats in the third row of boxes and two witches in the bottom row of boxes.
  3. Divide the children in pairs.
  4. Get each child to colour the drawings using the same colour for each set but a different colour for each row. Each pair of children must choose different colours for each row (if one child colours the bats black, the other child will have to use grey, purple or another colour).
  5. Glue the A4 sheet of paper with the drawings onto the black cardboard.
  6. Cut out the boxes following the lines where the paper was folded.
  7. Each couple puts their 16 cards facedown on the desk.
  8. The Memory Game can start! The first child turns a card and says the name of the drawing, then they turn another card. If the drawings correspond, the child wins and takes the cards. Be careful: if there are two bats but their colours are different, the cards must be turned again and the game continues with the other child.
  9. The winner is the child who has more cards when they have all been taken.
- Note for the teacher:** as this is a pair work activity, the class will probably be noisy. The teacher should move around the class listening and correcting and should check that no Italian is being used. The teacher may notice that the children will start correcting each other and they will enjoy this activity more than expected.
- If the teacher uses this activity with older children, colours can also be revised: when the children turn a card, they not only have to say the name of the drawing but also its colour.
- This activity is a wonderful revision exercise which can be used with any lexical set. Just keep it in mind when you want to revise vocabulary!
- Lexical tips: the teacher can use this activity to teach (or revise) memory, half, bat, pumpkin, black cat, witch, colours.
  - New vocabulary: memory, half, bat, pumpkin, black cat, witch, fold, turn, card, row, top, first, second, third, fourth, bottom.





## Involving Children in the Revision Process

Sarah Gudgeon

There is always a lot of emphasis on revision at the beginning of the new school year, but before you start revising previously taught vocabulary and grammar, think about how effective your methods really are. Just bombarding the children with lists of words, for example, will not achieve the optimum results. The key is to get the children actively involved in the revision process so that they are responsible in some way for their own continuous language learning progress.

If revision is led by the learner rather than the teacher, the children are more likely to remember the language items as they will have been actively involved in producing the revision materials.

Try some of these revision activities to motivate the children and to give them the opportunity to show you, the teacher, just how much they remember.

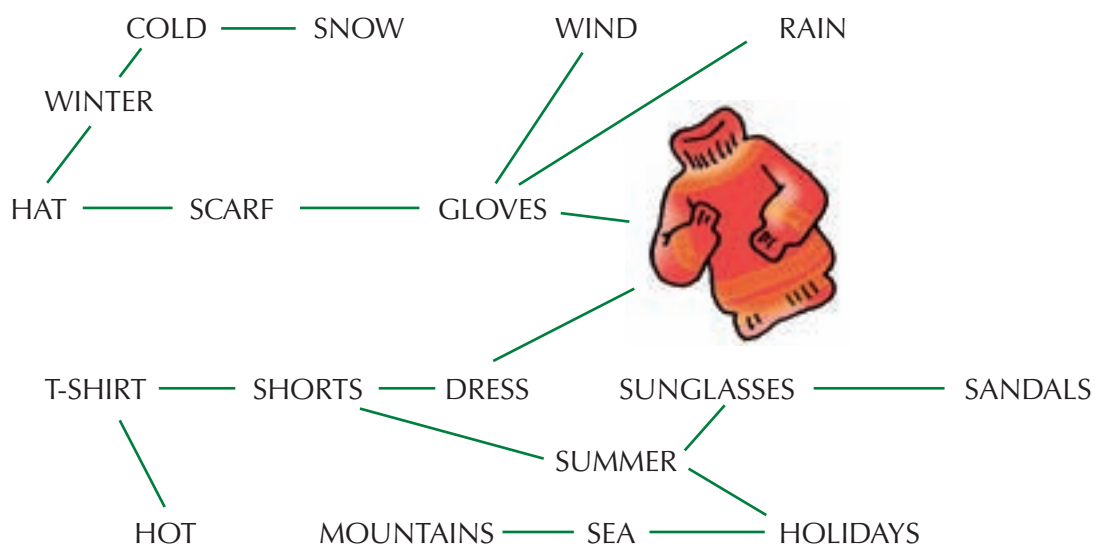
### Flashcard Brainstorming

*If the children are unfamiliar with spidergrams, write a word in the middle of the blackboard, put a circle around it and then ask the children to say words related to the first word. Write them on the blackboard in sets to show the children how spidergrams work.*

Put the children into small groups and give each group a flashcard. The flashcards should all be related to different topics so that one group might have a picture of a jumper, another a tiger and another a hamburger, for example.

Give each group 5-10 minutes to brainstorm as many words as they can related to their flashcard. You should give them an A3 sheet of paper and some glue so that they can stick their flashcard in the centre and then do a spidergram of all the words that they can think of that have some connection to the original picture.

Each group should then put their flashcard poster on the wall and present it to the rest of the class. You could even turn it into a competition so that they get a point for each correct word on their poster. Children from the other groups could have the chance to win an extra point for their team if they can add another word to the spidergram.





## PICTURE DIARY

During the first week back at school, ask the children to keep an illustrated diary and to draw one object or animal or person for each day and label it in English. **The picture must represent something that they did or someone they met that day.** For example, if they played football in the park on Monday, they could draw a picture of the park and simply label it PARK. More confident students can extend the activity and label more things in the picture such as TREE FLOWERS BIRDS FOOTBALL ME FRIEND etc.

This activity gives the children quite a lot of freedom and is a great opportunity for you to see which topics they have acquired the most vocabulary for and which ones require further input.

## MEMORY GAME

The memory game is a well known and popular activity which can be used to revise any number of lexical groups or indeed random vocabulary starting with a word that begins with 'A' and continuing until the children have found a word for every letter of the alphabet. Let's have a look at the two ways that you could play the game.

1. Decide on a topic and give the children an appropriate opening phrase such as:

*'I go to the zoo to see...'*

and then go around the class asking each child to add an animal. Before they add their animal, though, they must first remember and repeat the animals that their classmates before them have said:

Child 1: *I go to the zoo to see the elephants...*

Child 2: *I go to the zoo to see the elephants and the tigers...*

Child 3: *I go to the zoo to see the elephants, the tigers and the lions...*

Obviously, if you choose specific lexical sets, there is only a limited number of words that the children can use so you won't get all around the class with one topic. Set the word target as a minimum of six and then after that, if necessary, introduce a new phrase such as *'I go to the greengrocer's to buy...'*

2. Give the children a general opening phrase such as:

*'I go to the shops to buy...'*

and explain that when it's their turn they have to think of a word that begins with the next letter of the alphabet as well as repeat what their classmates have said. Encourage them to be as ridiculous as they like in their choice of what they buy at the shop to turn this into a really fun activity. For example:

Child 1: *I go to the shops to buy an apple...*

Child 2: *I go to the shops to buy an apple and a bear...*

Child 3: *I go to the shops to buy an apple, a bear and a cup...*

Whichever way you decide to play the game, you should ask each child to draw everything their classmates say, so that when the game is finished they can go back and label all the pictures. This will further aid the revision process and if the children then take their 'picture dictionaries' home to show their parents, they will get another chance to consolidate.

Although these are all great revision ideas, remember the saying *prevention is better than cure* and remind the children to buy one of the special summer holiday revision books such as **Holiday English, New Summer Fun** or **My Summer Friends** when the next summer holidays are approaching.

### E-mail address

Did you become a subscriber to Primary Times before you got an email address?

Have you changed your email address recently?

If you have, please send your current email address to [emanuela.demarchi@pearson.it](mailto:emanuela.demarchi@pearson.it)

so that we can keep you up-to-date with the EFL world in Italy.

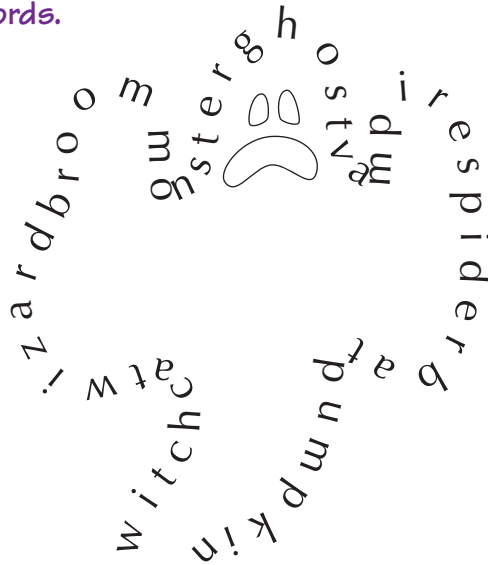




WORKSHEET

# Halloween

1. Circle the ten Halloween words.



2. Use some of the words from exercise 1 to label the pictures.

a.



d.



b.



e.



c.



f.





## WORKSHEET

# Halloween

### YEAR 5

Read the Halloween story and draw the pictures to illustrate the story.

It's the 31<sup>st</sup> October and Jack is coming home from school. He is late and decides to go past the church and through the graveyard...

He walks past the church. There is a full moon and bats are flying in the sky.	In the graveyard Jack hears a noise. He is very afraid but it's only an owl. The owl is sitting in a tree.	Then he sees a ghost in the graveyard. The ghost is drinking tea and says 'hello'.
Jack runs away. He decides to get a bus to his house. But the bus driver is Dracula!	Then he sees a witch. She is flying on her broomstick. She has a wand and makes a spell.	Finally Jack arrives home. But when his mum sees Jack she screams. Jack is not a boy now. He is a monster!



## Finding the Differences

We have had several requests from teachers to publish other pictures with differences. Once children have learned how to use these pictures, they can be used not only for consolidation of vocabulary but also for revision of lexical sets.

On the following page there are two sets of pictures;

- set 1 can be used to revise vocabulary linked to the children's scholastic reality such as physical description, description of clothes and school items in a single exercise. Revise the expressions *on the left* – *on the right* before distributing the pictures.
- set 2 (previously published in Primary Times issue 33), can be used to revise all the lexical sets of holidays at the seaside.

Both sets of pictures can be used in two ways, either as a group or pair work exercise.

### 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 the differences between the pictures that they have noted.
- Discuss with the class and write the differences on the blackboard.

### Set 1 pictures

This exercise practices preposition of place, classroom objects, different styles of hair and clothes. There are 27 basic differences between the two pictures. In picture 2 changes have been made to: teacher's clothes and object in hand, each child's haircut, clothes, objects on their desk, actions, position of schoolbags, bookshelf and posters on the back.

### Set 2 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.



# WORKSHEET

## Finding the Differences

Set 1

Enlarge to use

Set 2





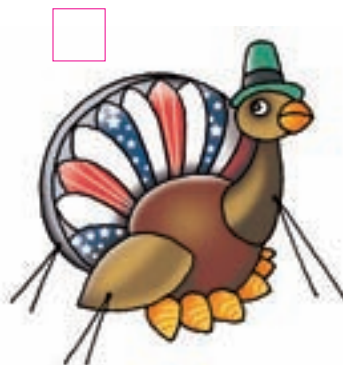
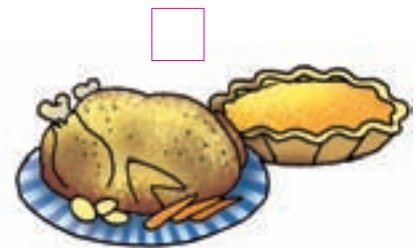
# WORKSHEET

# Thanksgiving

## Years 4/5

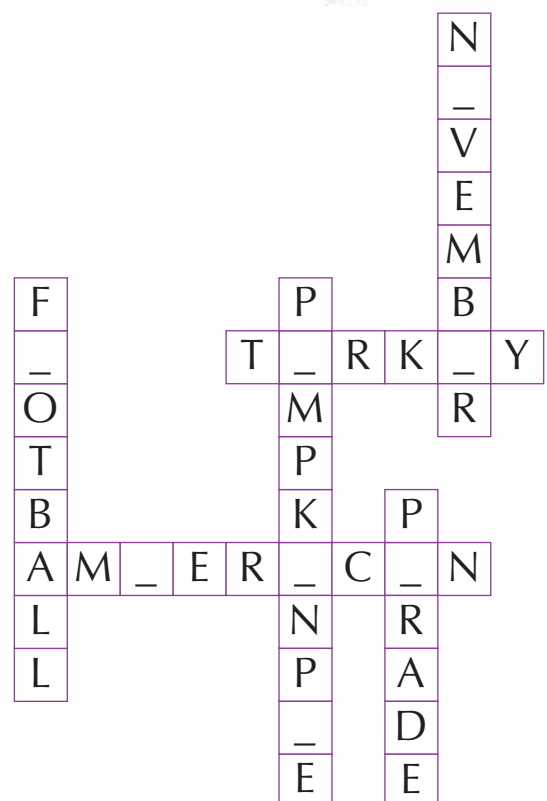
1. Thanksgiving is a very important festivity in the United States of America. Read the sentences and number the pictures.

1. Thanksgiving is in November.
2. American people celebrate Thanksgiving.
3. People spend Thanksgiving with their family and friends.
4. People eat turkey and pumpkin pie for Thanksgiving Day lunch.
5. People watch football games at Thanksgiving.
6. There are Thanksgiving Day parades in the streets.



2. Use these letters to complete the crossword.

**O-O-E-E-A-I-I-U**





PROJECTS FOR  
CLASS AND TEACHER

## Class Project

The project in this issue is a little different than previous projects in as much as there are three separate steps that can be spread over various lessons:

1. Revision 2. Meaningful oral activity 3. Writing activity (to be sent to Pearson Italia)

### Class Project – October 2010 – Issue 36

#### Revision

Before beginning the oral activity the teacher should revise the following lexical sets:

- a. colours
- b. clothes
- c. adjectives of physical description
- d. parts of the face including length and style of hair.

#### Oral activity - preparation

Using a sheet of A4 paper:  
each child folds the page and tears it in half  
on one half the child must draw and colour him/herself and on the other must draw and colour another child in the class  
the teacher collects all the drawings and divides the class into four groups  
the teacher distributes the drawings facedown to the four groups.

#### Oral activity

In turn, a child from each group randomly selects one of the pictures and stands in front of the class and shows the picture to the other children. The child must describe the picture to the rest of the class without saying the name of the child. For example:

*She's wearing* (description of clothes).

*She's* (adjectives of physical description including colour and length of hair).

The last sentence should be:

*This is a picture of* (name of the child).

The child who drew the picture should stand up and say:

*Yes, that's right. or No, it isn't a picture of ...*

If the answer is **yes**, the child leaves the picture on the teacher's desk;

if the answer is **no**, the child takes the picture back to his/her group.

The winner is the group that has left all its pictures on the teacher's desk.

#### Writing activity

When the game is finished the teacher should randomly distribute one picture to each student. Each child should write a description of the picture on the blank side of the sheet. Should the reverse side of the paper be unusable, get the children to write their descriptions on a different sheet. All the written language must be in English and physically written by the children.

Teachers are asked not to correct or re-write the sentences produced by the children.

Each child who sends in a picture and a description in English will receive a small present as a token of our appreciation.

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

**Primary Times, Class Project – Issue 36**  
**Pearson Italia S.p.A., Corso Trapani 16**  
**10139 Torino**

**The materials should arrive in our offices by 31.12.2010.**

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

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

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

Address \_\_\_\_\_

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

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

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

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

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





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## End notes

### Continued from page 1

- *Maestra, come si dice forbice in inglese?*
- *Maestra, per favore, come si dice temperino in inglese?*

If the teacher forgot to revise the lexis of school objects that children generally have in their schoolbags before beginning the explanation of *have got*, it is unlikely that the children will remember them spontaneously. Although children are great imitators of sound and can repeat sentences following a pronunciation pattern they have listened to, this does not mean that they have learned the language. Children have terrible memories when related to second language learning, mainly due to the very short time they are exposed to the second language each week. Therefore, constant revision of previously taught language items is essential. Before moving forwards and teaching the children new language concepts, always take a step backwards to ensure that the children have, fresh in their minds, the language they will need to express the new concept.

This issue also includes an article on the various festivities celebrated in Great Britain.

Photocopiable worksheets on various festivities as well as a very interesting Class Project complete this great issue of **Primary Times**.

The next issue of **Primary Times** will be published in December 2010 and will hopefully arrive well before the Christmas season.

### IMPORTANT NOTICE

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