

# Times Primary



## Summer is just around the corner!

Once the Easter holidays have passed there are just a couple of months of lessons and then the long summer break will begin.

Teachers often have a **love/hate** relationship with the summer holiday. As with everybody, teachers **love** to have a break from routine and, if some of that break is on a warm beach, so much the better! However, teachers **hate** the fact that during the summer break children will forget much of what they have learned during the previous school year and this applies especially to the English language as they have very, very few opportunities to use the language during their holidays.

Summer Books come to the rescue! **LANG-Longman** offer four series of summer books including the brand new series **ON HOLIDAY WITH GERONIMO STILTON** featuring the ever-popular Geronimo Stilton, his family and his friends on their various holiday adventures.

Teachers who wish to start language activities related to Easter early, can find many downloadable worksheets and songs at:

[www.lang-longman.it/servizi/festivities/easter.php](http://www.lang-longman.it/servizi/festivities/easter.php)

Articles and photocopiable materials in this issue of **Primary Times** cover many topics such as:

- organising speaking activities;
- producing plays with the children;
- the important function of Summer Books;
- a new feature section with CLIL materials on the theme of the environment;
- lots of worksheets.

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## Now you're talking!

Joanna Carter

The speaking skill is often and naturally given priority over other skills in the Primary English classroom for a number of reasons. Among these reasons is that, unlike reading and writing, the skill of speaking is one that all ages can manage, so it can be introduced right from year one. Furthermore, the point of learning a language in both the adult and young learner world is to be able to use it as an instrument of communication and this is most readily and immediately done on a spoken level.

However, despite being given priority, speaking is the language skill that many Primary teachers frequently consider to be the most difficult to acquire and teach successfully. This may be due in part to two different factors. Firstly, Primary children usually have few or no opportunities to use English outside the classroom and only a few lessons a week are dedicated to it. Therefore children's exposure to the English language is rather limited. Furthermore, here in Italy the teaching situation is usually monolingual classes with a native L1 teacher as opposed to, for example, multilingual classes with a native English teacher. The difference being that in the second scenario students are obliged to speak the L2 or English if they want to communicate as it is the only common language. Italian Primary students do not have this obstacle and therefore do not have the immediate need to speak English. Consequently, speaking activities in the class can very easily lapse into Italian or even silence. In other words, due to the limited time and lack of motivation, the children simply do not get enough practice.

It follows then that to improve our students' level of spoken English, we need to design lessons that expose children to as much language as possible in the limited time that we have, and to use activities that create a need to use the target language. Students will get more exposure to language and they will learn to produce it better if this language is presented in 'chunks'. This means not introduced word by word, but presented as complete phrases that they do not have to construct themselves or analyze. They can then memorize these language chunks 'whole' as if they were one word.

The sort of phrases I mean can be set, repetitive grammatical structures and patterns, for example 'Have you got...?' 'Can I have...?', 'I've got...', 'Is there a...' etc. or a range of formulaic language.

Formulaic language is the kind of language that can be used on an everyday basis and that is not necessarily part of the language focus of the lesson itself. It can be used as a background to any lesson. This language consists of greetings ('Hello, how are you?' 'I'm very well, thank you'), social English ('What's the weather like?'), language for routines and instructions ('Who's here today?' 'Michele's not here.') and classroom language ('Can you repeat that, please?').

It is essential, however, that these 'chunks' of language are presented in natural, relevant and clear contexts so that the meaning of a phrase is obvious without analysis, translation or too much explanation. Later students can learn to add vocabulary or change the phrase or chunk of language to fit different situations. E.g. Have *you* got... a ball, a bike, a computer? Have *they* got? etc.

Here is an activity that teaches some formulaic language. The topic is the weather – a favourite topic for social 'chit chat' among the British! The language is first introduced through flashcards and drills and once learned the students will be competent in reproducing a mini-dialogue that can be used in any subsequent lesson.

### Talking about the weather – Procedure

(previous knowledge: the days of the week)

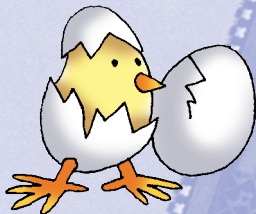
Make a big poster-size copy of the weather chart and symbols on page 20.

Look out of the classroom window and ask the children 'What's the weather like today?' Repeat the question and get the children to point to a symbol on the chart.

Accept any descriptions in Italian but rephrase them in English e.g. 'Yes, it's raining'.

Drill this two-line dialogue. You say 'What's the weather like, today?', the class answer in chorus 'It's raining'. Swap roles. Divide the class in half, one half says the first line, the other half the second. Then ask individual students to respond. Finally get the students to practise in pairs.





Point to the chart and ask the children what day it is. Fill in the weather symbol on the correct day on the chart. Make copies of the chart for all the children and get them to do the same thing. When the children have a number of symbols on different days on their own charts, they can practise the dialogue in pairs substituting the days and symbols each time.

On other days that you have English, repeat the procedure and gradually introduce other language forms such as: What's the weather like in the (seasons) in (Italy/name of city)? What's the weather like in the (seasons or months of the year) in (countries in other continents)? What was the weather like on... ? (introduce the past tense)

Once the children are familiar with the language, you can use it in any lesson as a five-minute talking point.

One way to create a need and motivation for students to use English with each other and with the teacher in speaking activities is to have aims and objectives to activities that go beyond simply reproducing the language. On a very basic level, this can be done by making activities into competitions or games. Most young learners will respond with enthusiasm to an exercise that is a fun game or that has winning points for yourself or your team as its aim, rather than to simply practise the verb 'to be' or perfect pronunciation.

Here is an idea that begins as a language drill and ends as a speaking game.

### **Going shopping – Procedure**

(previous knowledge: how to say prices)

With flashcards or photographs, teach the students or elicit the names of shops: baker's, butcher's, greengrocer's, chemist's, newsagent's, stationer's.

Show the students pictures of things that you could buy in these shops and get them to tell in which shop you can buy them: e.g. bread (baker's), steak (butcher's), apples (greengrocer's), tissues (chemist's), newspaper (newsagent's) and pencil (stationer's).

Divide the class into groups or pairs and give them more pictures of items that they must sort and match to the 6 different shops. Each item should also have a price written next to it. This could be made into a worksheet. For a list of items, see the shopping lists on page 4. Check the student's categories and drill the pronunciation of the vocabulary.

Introduce and drill this simple dialogue:

*Customer: Hello.*

*Shopkeeper: Hello.*

*Customer: Can I have some sausages please?*

*Shopkeeper: Yes, of course. Here you are.*

*Customer: How much is that?*

*Shopkeeper: That's £3.50 please.*

*Customer: OK, thank you. Goodbye.*

*Shopkeeper: Goodbye.*

Using the worksheet, get the students to practise the dialogues in pairs substituting the items and the prices.

Divide the class into shopkeepers and customers – for a class of 24 you could have 6 pairs of shopkeepers and six pairs of customers.

Tell the shopkeepers to make a sign for their shop and give them the pictures of the relevant items.

Give the pairs of customers one of the shopping lists found on page 4. The customers then have to circulate the shops and collect the items on their shopping list.

Shopkeepers and customers must use the dialogue each time. The shopkeepers can only hand over the items if the customers ask correctly. The teacher can circulate and award points to the best shopkeepers and customers.

Customers and shopkeepers can then change roles.

This game not only encourages the students to use only English through the simple dialogues, but allows the teacher to verify that real communication has taken place and that everyone has understood each other, because at the end the shopkeepers should have no items left and the teacher can check that all the items actually match the customer's shopping lists.



## WORKSHEET

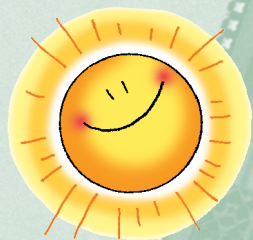
# Shopping lists

(see article on pages 2 and 3)

(enlarge and cut out)

SHOPPING LIST <b>A</b>	SHOPPING LIST <b>B</b>	SHOPPING LIST <b>C</b>
<p>SOME BREAD</p> <p>SOME TISSUES</p> <p>SOME POSTCARDS</p> <p>SOME APPLES</p> <p>A STEAK</p> <p>A PEN</p>	<p>SOME PAPER</p> <p>SOME BANANAS</p> <p>SOME ROLLS</p> <p>SOME SAUSAGES</p> <p>SOME MEDICINE</p> <p>SOME ENVELOPES</p>	<p>SOME TOOTHPASTE</p> <p>SOME HAM</p> <p>A RUBBER</p> <p>A CHOCOLATE CAKE</p> <p>SOME PEARS</p> <p>A STAMP</p>
SHOPPING LIST <b>D</b>	SHOPPING LIST <b>E</b>	SHOPPING LIST <b>F</b>
<p>SOME CURRENT BUNS</p> <p>SOME LAMB</p> <p>SOME GLUE</p> <p>SOME POTATOES</p> <p>A BIRTHDAY CARD</p> <p>A TOOTHBRUSH</p>	<p>SOME CHICKEN</p> <p>SOME CARROTS</p> <p>SOME SHAMPOO</p> <p>SOME PIZZA</p> <p>A NOTEBOOK</p> <p>A NEWSPAPER</p>	<p>SOME BISCUITS</p> <p>SOME SOAP</p> <p>SOME MAGAZINES</p> <p>SOME BACON</p> <p>A PENCIL SHARPENER</p> <p>SOME TOMATOES</p>

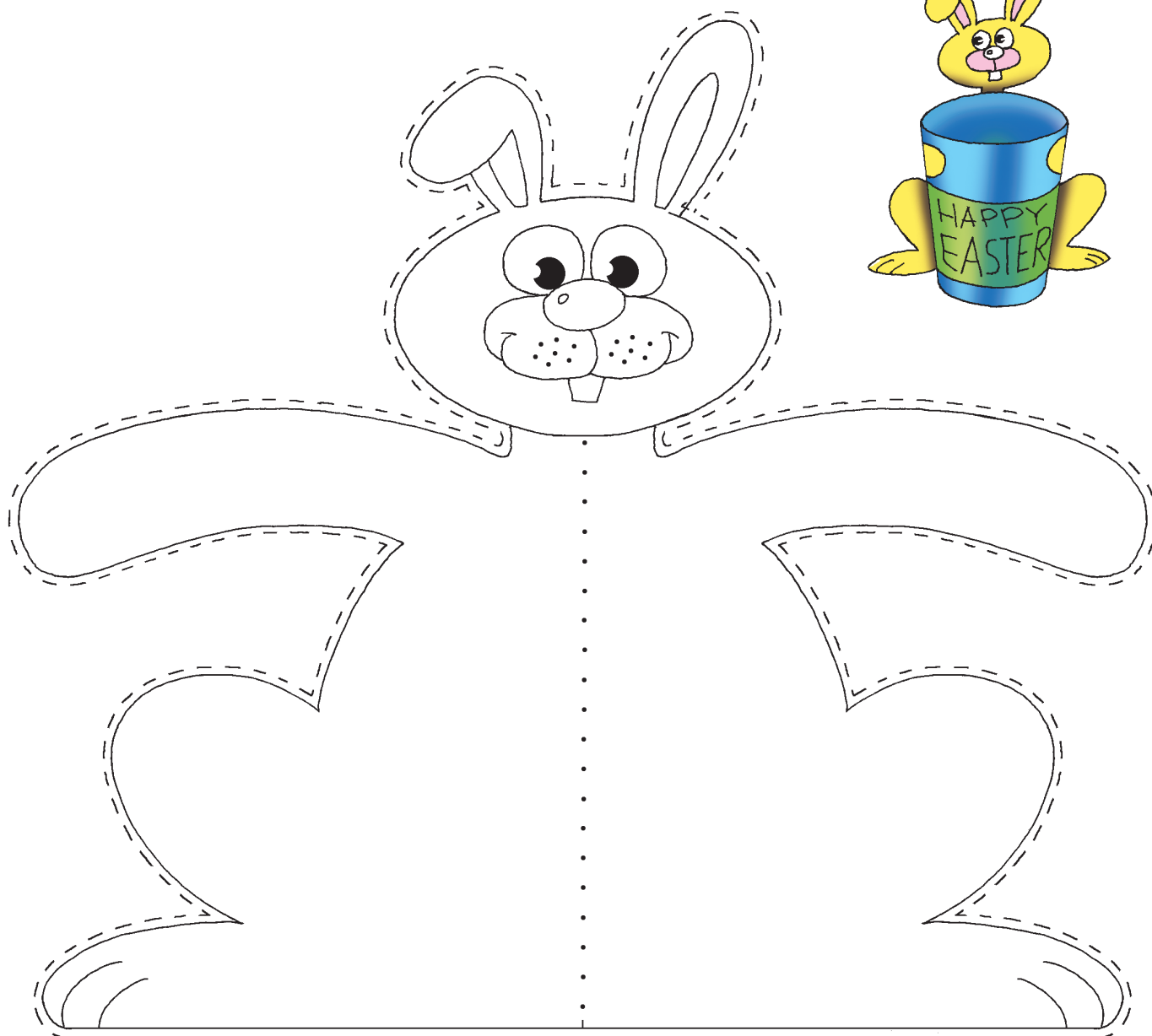




## WORKSHEET

### *Easter Bunny egg holder*

- Enlarge and cut out the template.
- Glue it onto coloured cardboard.
- Draw round and cut it.
- Decorate it with Easter greetings. Colour the face.
- Roll up another piece of cardboard (not bigger than the body of the Bunny) for the egg holder.
- Fold the Bunny's arms around to hug the holder.
- Fill the holder with delicious mini chocolate eggs!





## Making the most of the summer break

Matilde Gagliano

As the end of the school year approaches, we often experience a mixture of contrasting feelings: satisfaction for a job well done; frustration for things that did not go as we expected; relief for the upcoming, well deserved rest as well as a worry that the long summer break will make much of the effort we have put into teaching our students the English language come to nothing. It is a dispiriting thought that when school starts again in September many of our students will probably have only a vague recollection of what they had learned the previous year.

Is there a way to avoid that at the start of every school year we have to begin all over again? Can we exploit the summer break in such a way as to make it an extra time for learning, instead of one more occasion to let language be washed away by the outgoing tide on the beach?

The answer to this is definitely **YES, WE CAN**. Even though we all know how difficult it is in practice, we must nevertheless try to encourage the children to have some contact with L2 during the long summer break.

### HOLIDAY BOOKS, NOT HOLIDAY FROM BOOKS

The obvious thing we can do is to ask parents to buy a Summer Book. There are a lot of good reasons for doing this, as regular contact with the English language will:

- help the memorization of language learned during the previous school year,
- be an incentive to do a little work every day and not everything in the last week,
- be good pronunciation practice, as the children will be exposed to the English language when they listen to the CD recordings.

This leads to the matter of choosing the right book. A good summer book should include an audio CD because, with no teacher available during the summer, the audio component is the only model for correct pronunciation. It should be remembered that the language revised and practised in the Summer Book has already been learned by the children, but forgotten as children get very little or no opportunity to practise the English language outside the classroom.

Exercises and art work should be child-friendly to encourage the children to want to complete and enjoy completing the various language tasks. The Summer Book should also offer an answer key either in the book itself or as a text file on the CD. The answer key helps parents monitor a child's progress and at the same time offers a child the possibility of finding the correct answers if the language in the exercises has been completely forgotten.

### GIVE ME A BREAK, PLEASE!

Although parents are used to buying a Summer Book for other curricular subjects, we can't force them to buy a Summer Book dedicated to English language learning. It is nevertheless imperative that they understand that, if a child completes the exercises in a Summer Book during the holiday break, there will be a notable improvement in their language level when the new school term starts in September/October.

Parents should be asked to regularly monitor the completion of the English language exercises in the same way as they are used to checking on the progress of work in, for example, Mathematics.

When lessons begin, check that all the children have completed the exercises before starting the correction phase. If some children have not completed all the exercises, give them a few lessons grace. Some children



may not have had access to a CD player in the hotel or holiday home where they spent the summer. In this case, they have probably not completed the listening exercises and will need to be given a little time to do so.

There are several ways to approach the correction of the exercises:

- collect and correct all the summer books;
- collect and correct a sample of the summer books (parents of those children who did not have their exercises corrected may object);
- divide the children into groups and ask them to compare their answers, using the answer key if there are differences;
- correct the exercises orally during the first lessons in class;
- ask the children to correct their own or partner's exercises using the answer key and to quantify the number of mistakes.

Fifth year students are generally the least inclined to purchase Summer Books, because they know that they will not be returning to the same class/school the following school year. However, these children, who will be starting secondary education, really do need to have contact with the English language during the summer holidays. When they begin their new Secondary school classes, the type of teaching will be different than that in the Primary school. Progress will be very quick, especially during the first few months. For other curricular subjects 'bridge books' or 'libri ponte' are very popular to prepare the children for their new scholastic experiences. For English language students in the 5<sup>th</sup> Primary year there are several choices when choosing a Summer Book:

- A Summer Book for the 5<sup>th</sup> year which includes language revision exercises based on the linguistic contents of the 5<sup>th</sup> year English language syllabus. The child must have access to an answer key.
- A 'bridge book' such as **NEW SKIPPER**, which brings together all the language points covered in the Primary school in more formal, secondary school type exercises together with an answer key.
- A Primary Grammar Guide which brings together the language and grammar items taught in the Primary school, concentrating on when and how a language item should /should not be used. **GRAMMAR NAVIGATOR** is an example of this type of publication.

## HOLIDAY PROJECTS

The teacher can also give the children a project to complete while they are on holiday. Holiday projects can be very simple or more complex. The teacher should select projects based on the needs and abilities of the students.

### Project: The English Treasure Chest

Here is a very simple idea that could make language work more fun and rewarding, bearing in mind that the children are on holiday. This is not an alternative to a Summer Book, but an additional activity that motivates very young learners.

- First, ask the children to find and decorate a box that will become the treasure chest.
- Ask the children to find and collect small objects such as pebbles, shells, small pieces of wood, dried leaves and any other objects big enough to be written on but small enough to fit into the treasure chest. If the children are spending their holidays by the sea, this is very easy to do.
- Tell them to use a special marker pen that can write on any surface, write the name of the place where each object was found and then put them into the chest.
- When classes begin, the children can be asked to say simple sentences about the objects such as:

*It/This is a ... . (name of object)*

*It/This is from ... . (where it was found)*

*It/This is ... . (colour)*

*It/This is ... . (size)*

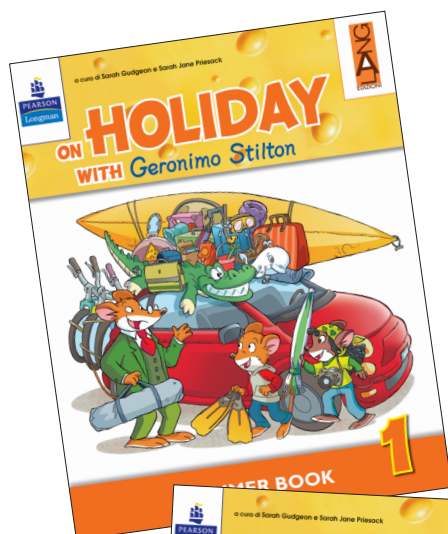
The complexity of the language will depend on the language competence of the children.

*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.*





## Guess who's coming to help your kids during the summer!



This year we have added a fantastic new series of Summer Books to our catalogue.

We are proud to present the ever-popular Geronimo Stilton, who guides the children through really interesting and stimulating language exercises and stories in **ON HOLIDAY WITH GERONIMO STILTON**. Each volume includes a fascinating story, divided into six episodes, about Geronimo and his family and friends, when they go on holiday, as well as hundreds of English language revision exercises for the children to complete. Levels 3, 4 and 5 also include CLIL activities, which have been facilitated by an Italian/English glossary in case children have not met the lexis before.



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## Use it, don't lose it!

Let's imagine two fictional children who are both in the Primary school, Sara and Francesca. They're the same age, are both in the third class. They live in the same town but go to different schools. Sara is very good at English and by the end of the school year she can use and remember most of the language she has been taught. Francesca, on the other hand, has problems with English. She can't always remember the words she wants to use and she doesn't do very well in the short test that the teacher decides to give the class at the end of the school year.

As June and the end of the school year draws near, Sara's English teacher tells the class that she will expect them to write sentences about their holidays when they return to school the following September. Francesca's teacher, on the other hand, tells the children that they should buy a Summer Book and gradually complete the exercises during the holidays.

*Undoubtedly, when the children return to their schools in September, Francesca will remember more English than Sara, because she has had regular contact with the language during her holiday.*

SUMMER BOOKS are collections of English language exercises divided into the Primary school years. They are extremely useful in preventing the children from forgetting the language they have learned during the lessons in class and, thanks to their English/Italian glossaries, they can also be used for autonomous learning.



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# Kids' Corner

Giulia Abbiati

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



March is a beautiful month, the weather starts getting warmer, days become longer, leaves appear on the trees and the spring air smells fresh and vibrant. Easter approaches and children start thinking about chocolate eggs and days off, but it is important to remember that there are also other festivities that can help children learn more about English speaking countries.

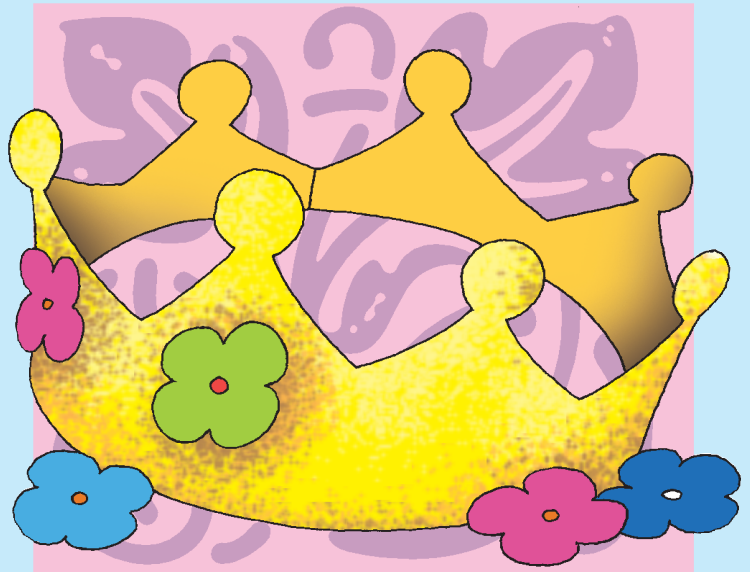
As Primary Times is not printed every month, we have to group together different festivities so that we can cover most of the special days in a year or, at least, a school year. On our website, [www.lang-longman.it](http://www.lang-longman.it), there are numerous downloadable worksheets linked to festivities, with many dedicated to Easter. In this Kids' Corner we have included information and suggestions not only for Easter activities but also for other festivities from Easter to May.

## Activity 1: May Queen's crown

May Day is on the first day of May and it celebrates the beginning of the warm season, the blossoming of flowers and trees. It expresses the joy of a warmer season beginning after a cold winter. The main May Day traditions include the crowning of a May Queen and dancing around a Maypole (see Activity 2). As this activity is suitable for both boys and girls, you will have a lot of May Kings and Queens!

### What you need:

- a strip of cardboard, better if yellow or gold
- a sheet of A3 white cardboard
- pencil
- coloured pencils
- scissors
- glue
- stapler



### What you do

1. Draw and cut out the outline of the crown on the strip of yellow or gold cardboard.
  2. Draw and colour some flowers on the A3 sheet of cardboard.
  3. Cut out the flowers and glue them on the crown.
  4. Staple the back ends of the crown and wear it! Enjoy your May Day!
- Lexical tips: the teacher can use this activity to teach or revise May Day, school objects, colours.
  - New vocabulary: May Day, crown, flowers, stapler, staple, wear.





## Activity 2: May Day pole dance

### What you need:

- a sheet of A3 white cardboard
- pencil
- coloured pencils
- scissors
- a wooden stick
- 4 pieces of ribbon

### What you do

1. On the A3 sheet of cardboard draw and cut out four dancing children, two boys and two girls.
  2. Colour the four dancers on both sides.
  3. Use the pencil to punch a hole on the heads of the four dancers.
  4. Pass the ribbon through each hole and tie a knot.
  5. Fasten the four ribbons on the top of the wooden stick. Now your May Pole dancers are ready!
- Lexical tips: the teacher can use this activity to teach or revise May Day traditions, pole, dance, school objects.
  - New vocabulary: wooden stick, ribbon, dancers, pole, hole, knot.



## Activity 3: A pot of gold at the end of the rainbow

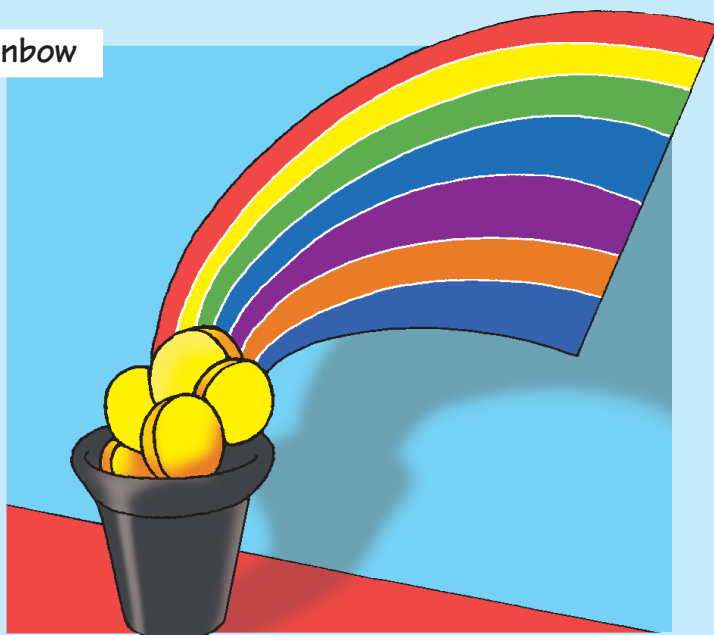
St. Patrick is the patron saint of Ireland. St. Patrick's Day is celebrated on the 17<sup>th</sup> of March and everyone wears green, as green is the colour of Ireland. Symbols for this festivity are four-leaf clovers and leprechauns. Leprechauns are sprites who, according to the legend, hide a pot full of gold at the end of the rainbow.

### What you need:

- |                                  |                   |
|----------------------------------|-------------------|
| • an empty and clean yoghurt pot | • pencil          |
| • black paint                    | • scissors        |
| • a paint brush                  | • white cardboard |
| • yellow cardboard               | • felt tip pens   |
|                                  | • adhesive tape   |

### What you do

1. Paint the empty yoghurt pot black. Let it dry.
  2. On the yellow cardboard, draw and cut out as many gold coins as you can.
  3. Draw a big, beautiful rainbow onto the white cardboard and cut it out.
  4. Decorate the classroom with the rainbows, use the adhesive tape to stick them to the walls.
  5. Put the gold coins into the pot.
  6. Put the pot at the end of the rainbow.
- Lexical tips: the teacher can use this activity to teach or revise St. Patrick's Day traditions, Ireland, leprechauns, pots of gold, school objects.
  - New vocabulary: Ireland, Irish, pot, gold, coins, rainbow, empty, clean, yoghurt, paint, paint brush, scissors, felt-tip pen, adhesive tape, leprechaun.



If you have made the dancing leprechaun (see Activity 4), you can have it dance in front of the rainbow!



## Activity 4: St. Patrick Day dancing leprechaun

### What you need:

- one enlarged photocopy of template per child
- scissors
- felt-tip pens
- paper fasteners

### What you do

1. Photocopy and distribute the template.
2. Have the children colour the parts of the body of the leprechaun. The jacket, the trousers and the hat must be green.
3. Use the paper fasteners to join the parts of the body (use the holes in the template).
4. Now your leprechaun is ready and you can have it dance by moving its arms and legs!
  - Lexical tips: the teacher can use this activity to teach or revise St. Patrick's Day traditions, Ireland, leprechauns, school objects.
  - New vocabulary: Ireland, Irish, leprechaun, sprite, scissors, felt-tip pen, green, paper fastener, dance.



## Activity 5: Pancake Day hunt

Pancake Day, which will be on the 8<sup>th</sup> of March in 2011, is celebrated the day before Ash Wednesday, and is the day before Lent begins. It is called Pancake Day because it's the one day of the year when almost everyone eats pancakes.

### What you need:

- yellow cardboard
- pencil
- scissors



### What you do

1. Have the children draw and cut out a circle, which will be the pancake.
2. Divide the children into two teams: the blue team and the red team.
3. Have the children write their name and the name of their team onto their pancakes.
4. Hide all the pancakes in the classroom.
5. Have the children look for their pancakes.
6. The winner is the child who finds their own pancake first, the winning team is the team that collects the most pancakes with the name of the right colour.
  - Lexical tips: the teacher can use this activity to teach or revise Pancake Day, Lent, Easter traditions.
  - New vocabulary: pancake, hunt, Lent, circle, team, winner.



### Activity 6: Mother's Day flower shaped card

Mothering Sunday, also known as Mother's Day, is celebrated exactly three weeks before Easter Sunday and will this year be on Sunday the 3<sup>rd</sup> of April. Children usually give their mothers a card and often a gift.

#### What you need:

- a sheet of A4 white cardboard
- coloured pencils
- pencil
- scissors
- a pen

#### What you do

1. Fold the A4 sheet of cardboard in two.
  2. Draw a big shape of a flower on one side of the folded cardboard.
  3. Colour the flower, then cut it out.
  4. Write a message inside the card. The teacher can write it on the blackboard for the children to copy: HAPPY MOTHER'S DAY!
- Lexical tips: the teacher can use this activity to teach or revise Mother's Day, card, school objects.
  - New vocabulary: flower, card, fold.



### Activity 7: Easter maze

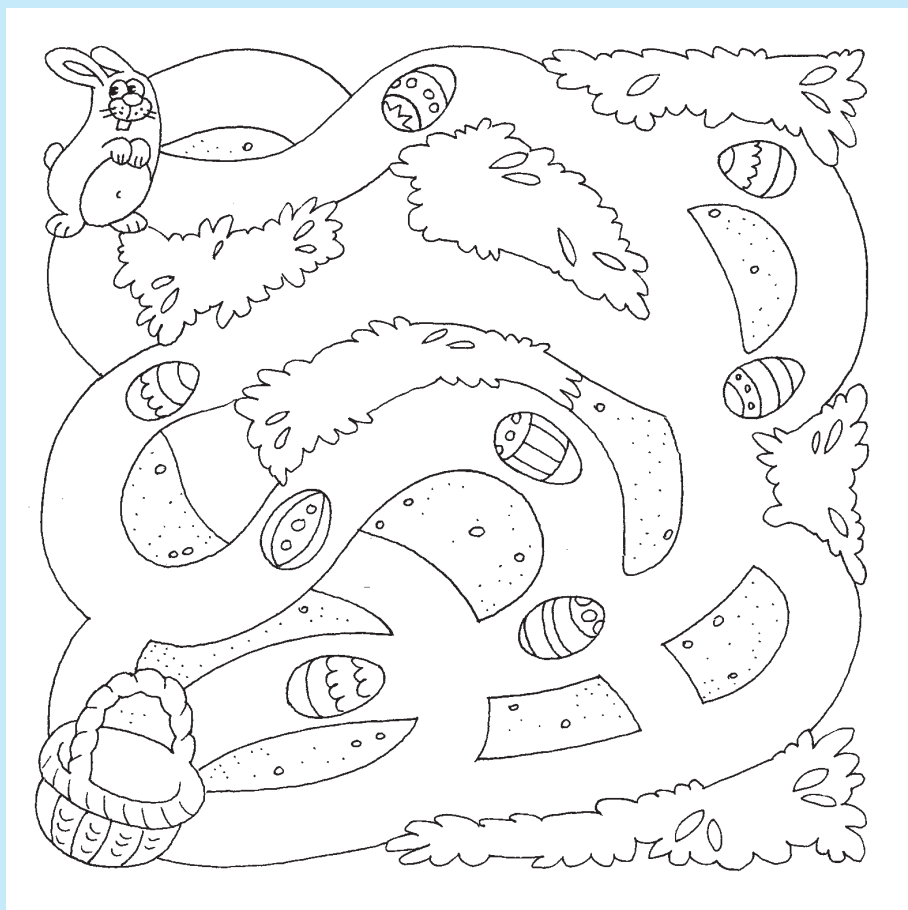
As Easter is the main festivity in this period of the year, here is a related fun activity.

#### What you need:

- enlarged photocopy of the drawing
- pencil
- coloured pencils

#### What you do

1. Give one enlarged photocopy of the maze to each child.
  2. Write these simple instructions on the blackboard: egg 1 – red; egg 2 – blue; egg 3 – yellow; egg 4 – purple; egg 5 – green; egg 6 – pink.
  3. Tell the children that they have to help the Easter Bunny find all the eggs in the maze and then to get to the basket at the end of the maze. Every time they find an egg, they have to colour it following the instructions. In the maze there are 6 eggs, the winner is the child who gets to the basket first, after finding and colouring all the eggs.
- Lexical tips: the teacher can use this activity to teach or revise Easter, Easter Bunny, eggs, basket, colour.
  - New vocabulary: Easter Bunny, maze, egg, red, blue, yellow, purple, green, pink, basket.







## CLIL Photocopiable Worksheets

This is the first in a series of worksheets based on the CLIL format. CLIL, Content and Language Integrated Learning, is the concept of teaching English using materials normally covered in other curricular lessons, or teaching and discussing other curricular subjects using the medium of the English language. For example: teaching English through a discussion of a Maths problem or teaching Maths using the English language to describe the problem and solution.

CLIL has become a very important topic of discussion in the Italian Primary school since the implementation of the reform, as many teachers experienced in other curricular subjects have been trained/are being trained to become Teachers of English as a Foreign Language (TEFL).

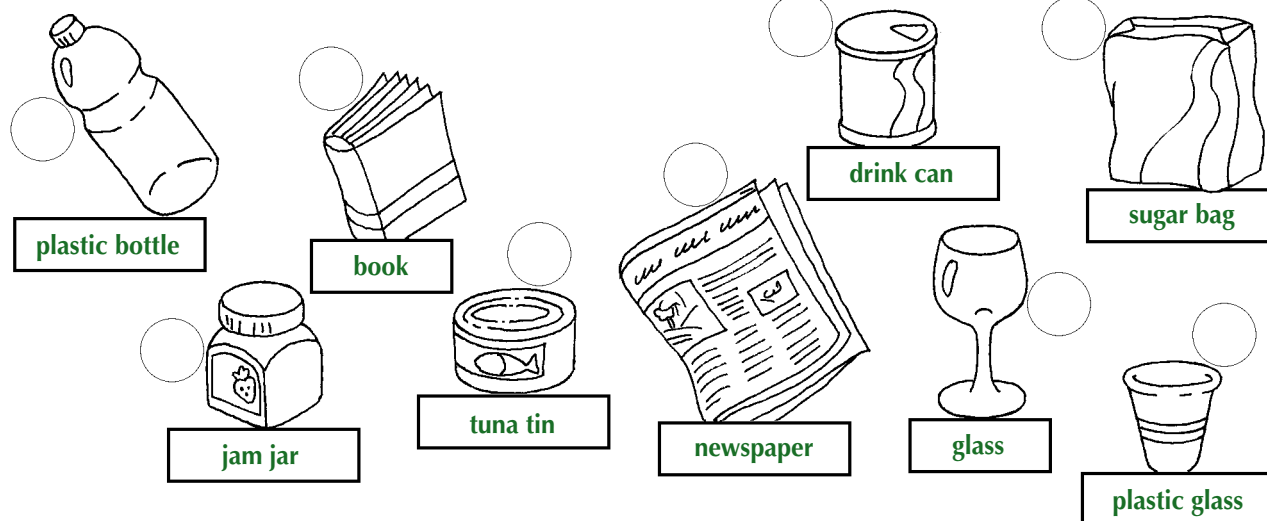
### The environment

Gabriella Ballarin & Morena Martignon

#### WORKSHEET 1

WHAT'S IT MADE OF?  
Number the objects.

1. PAPER    2. GLASS    3. METAL    3. PLASTIC



#### CAN YOU RECYCLE IT?

List the objects in the correct column. Work in pairs: ask and answer.

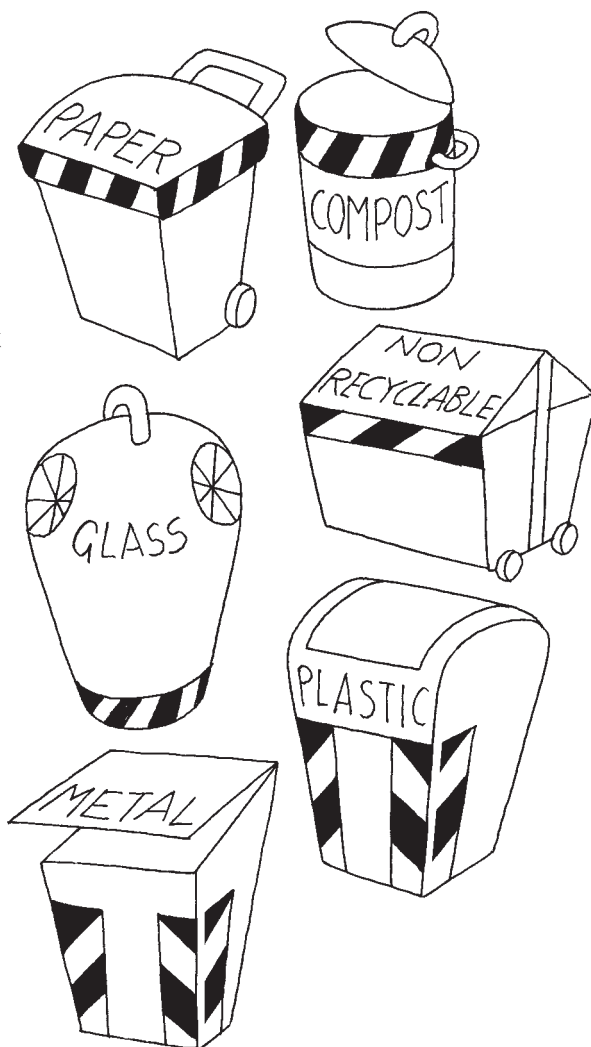
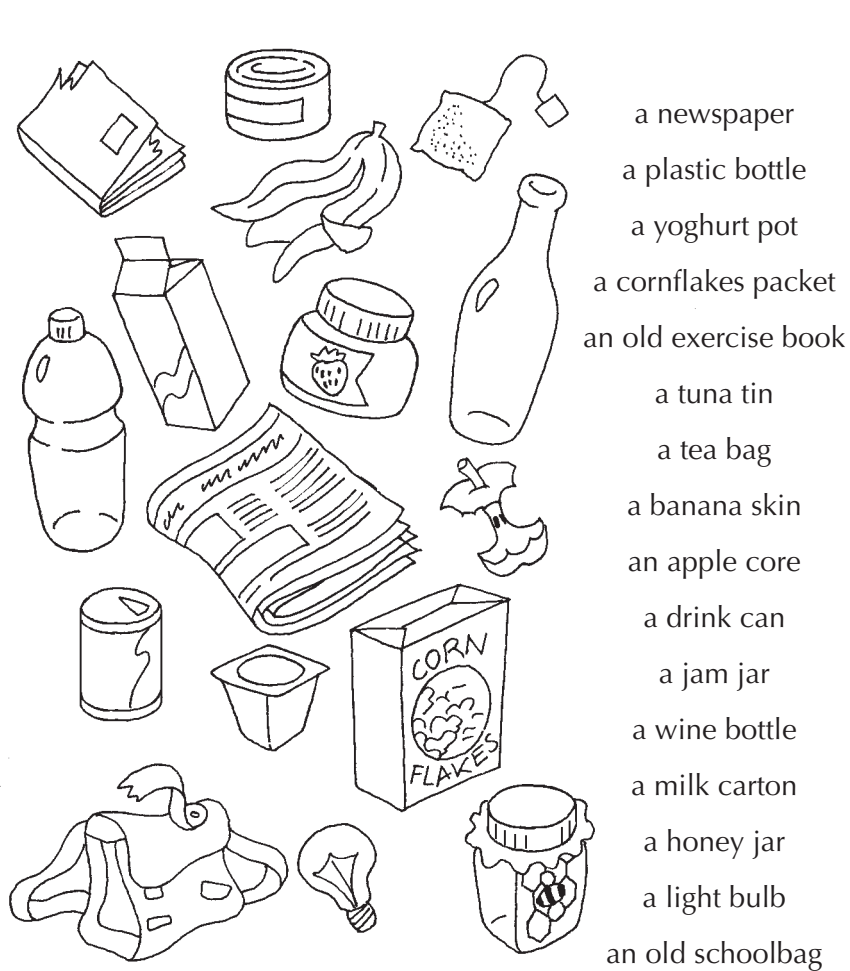
Yes, I can	No, I can't



## WORKSHEET 2

# Recycling

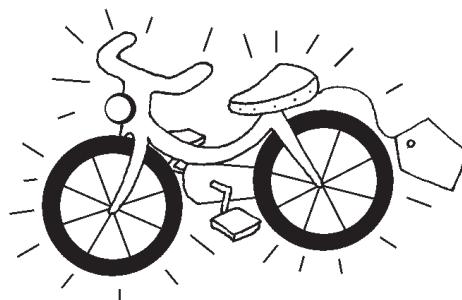
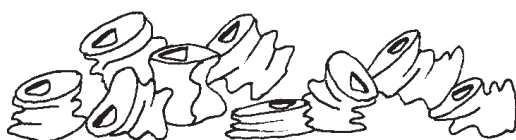
Match the words to the pictures and to the appropriate rubbish bin.



### FUN FACT

Do you know...?

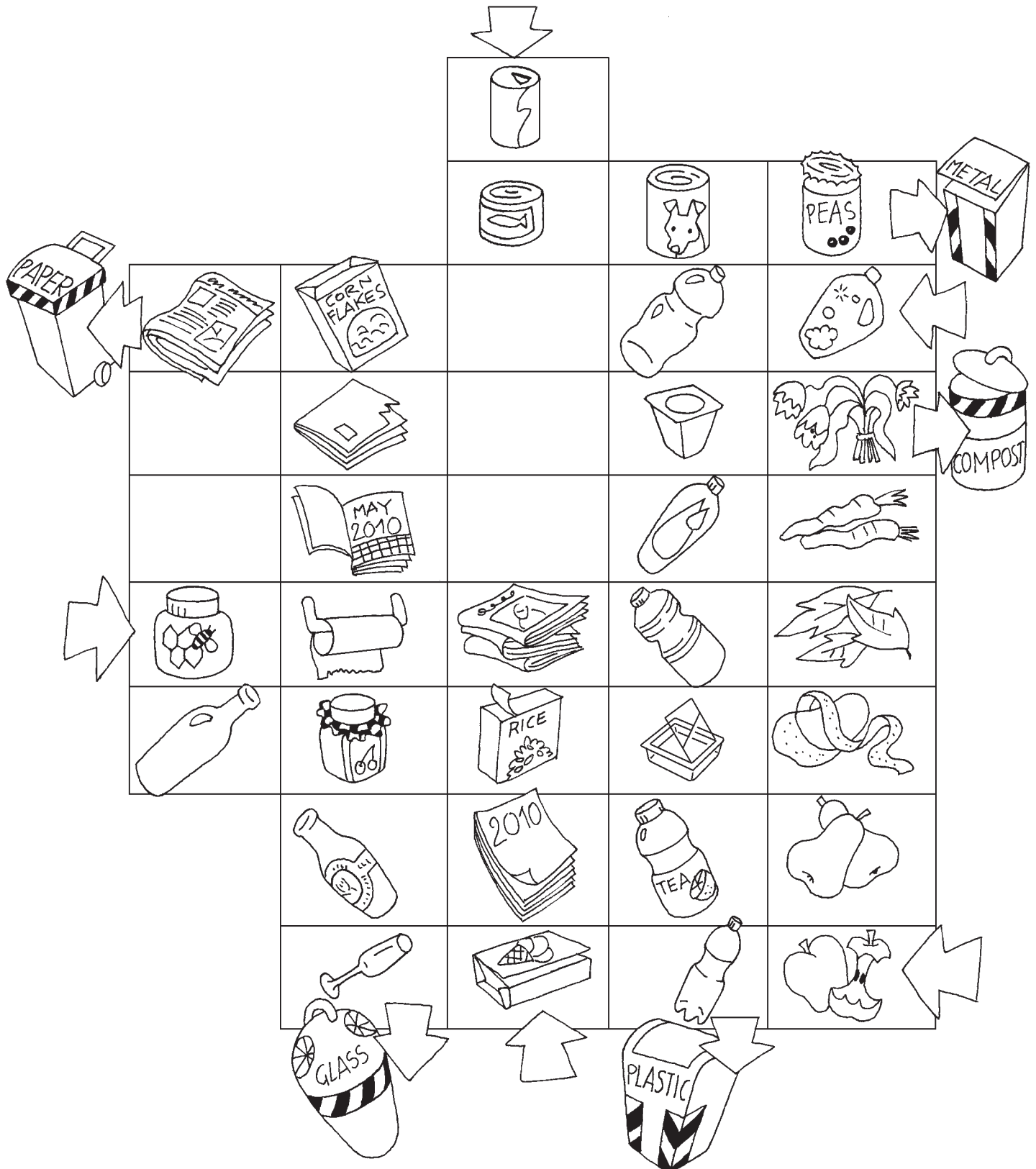
You can make a new bike with 800 cans.





## WORKSHEET 3

Use the same colour to colour the squares which contain similar recyclable materials.





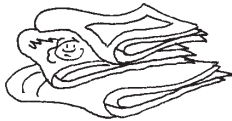







## WORKSHEET 4

# Every day is a special day

Read and complete. Work in pairs, ask and answer.

ON...	THEY COLLECT...
Sunday 16	
Monday 17	 <span>compost</span>
Tuesday 18	 <span>glass</span>
Wednesday 19	 <span>paper</span>
Thursday 20	 <span>metal</span>
Friday 21	 <span>compost</span>
Saturday 22	 <span>plastic</span>

What do they collect on Sunday?

On Sunday they collect nothing!

What do they collect on Monday?

On Monday they collect .....

What do they collect on Tuesday?

On Tuesday they collect .....

What do they collect on Wednesday?

On Wednesday .....

What do they collect on Thursday?

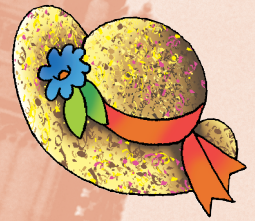
On Thursday .....

What do they collect on Friday?

On .....

What do they collect on Saturday?

On .....



## Producing a play with children

### A stimulating short-term objective



Teachers who decide to ask children to learn and perform a play for either themselves or in front of other classes and parents will be surprised by the excitement and enthusiasm the children will show.

A lot of enthusiasm will be generated due to the fact that the children view the production of a play as a fun activity with an important short-term objective.

When proposing to the children the possibility of producing a play together, use the festivities as objectives and try to keep within a term.

#### Choosing a play

After the start of the school year:  
After Christmas:  
After Easter:

#### When the performance will take place (objective)

before Christmas  
before Easter  
before the summer holidays

The shorter a learning objective is, the more enthusiastic the children will be. The teacher needs to consider ways to channel this enthusiasm, to keep it alive until the performance/s of the play eventually take place.

Here are some considerations for teachers who decide to organise a play with the children.

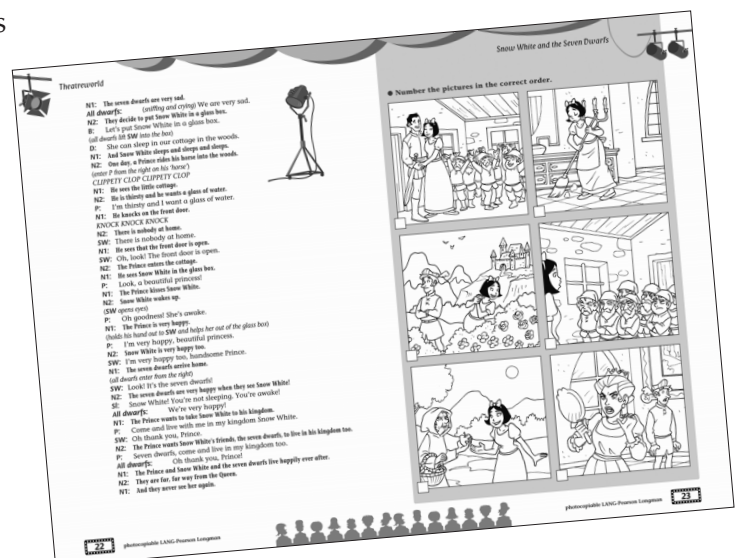
#### Choosing a play

Involve the children in the choice of the play by giving them two or three titles to choose from. Get them to work in groups and choose a story. Then join the groups together and guide them to agree a story. If the class is split between two titles, suggest that both of them will eventually be produced. Agree with the class which play is to be produced first.

The teacher needs to study the play chosen and make a list of the number of children who have to be given acting roles, the possibilities for movement including dancing and the basic props needed. A prop is an object used by actors while performing a play, for example a broom in Snow White.

#### Actors and understudies

Explain to the children that everybody must be involved in producing the play. Ask for volunteers to act in the play. This will give the teacher an idea of who is spontaneously prepared to act. Not all the children will want to act in the play, but there are many non-acting roles that need to be filled.





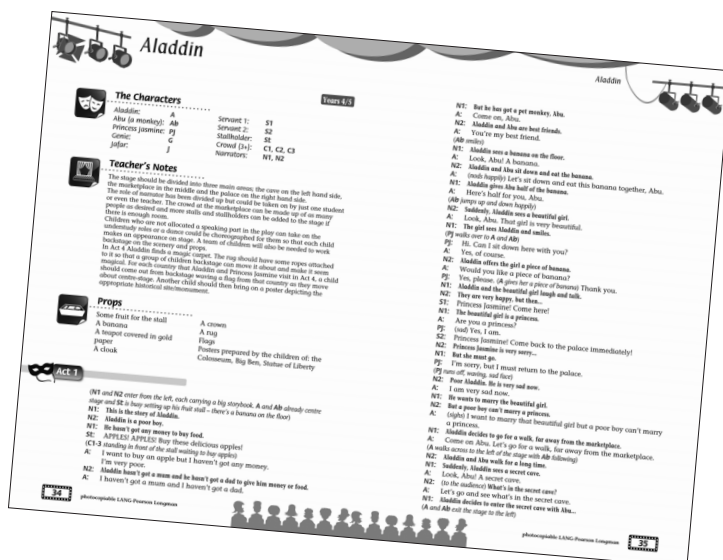
## The cast and roles

The teacher should decide who will act as the main characters and the choice should take into account the linguistic abilities of the individual children.

If there are only a few main characters in the play, ask two children to take the same part and get them both to use the same costume.

Very important characters in the story should have understudies (an understudy is a person who learns a part in case of emergency, and specifically with children in case of illness).

If there are not enough children for all the parts, the teacher could ask children to take more than one role (providing that they are not both on the stage at the same time!).



## Non-acting roles which will ensure a smooth production:

- A prompter (a child with the whole script who whispers the words to the actors if and when they forget them).
- Stage hands:
  - to move or place props and scenery during the play;
  - to help actors change costumes during the play;
  - to turn on audio CDs for songs and music.

**N.B. the teacher should not have a specific role during the performance and will therefore be available in cases of emergency.**

## Involving parents

Send a note through the children's diaries to the parents informing them that a play is being prepared. Parents often offer to help on such projects, building scenery for the stage and making costumes, for example.

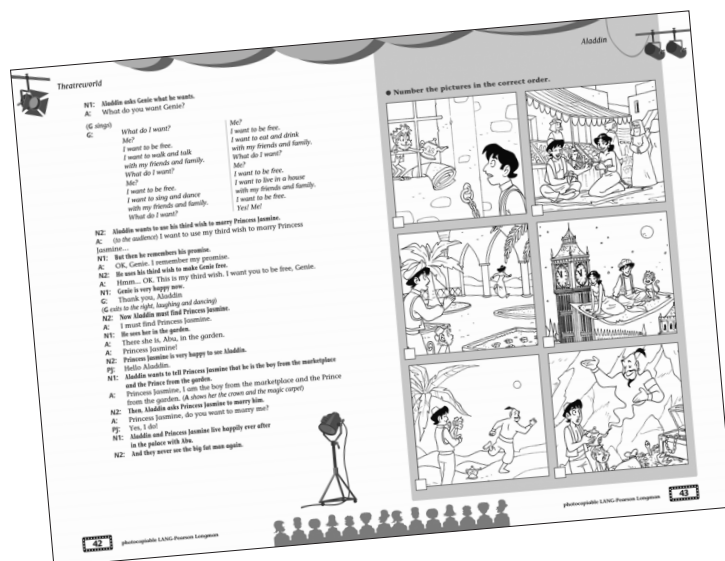
If the teacher decides to include a dance routine, the P.E. teacher could be invited to join the project and the routine taught and practised during P.E. lessons.

Dedicate a specific time each week to the preparation of the play. During these sessions children can practise the dialogues that they have learned and others can continue to make the various props needed for the play, for example: objects, posters, costumes.

**LANG-Longman** is very proud to offer all the teachers who are interested in putting on a play a brand new book:

### THEATREWORLD!

**Theatreworld** is a collection of 6 traditional fairy tales written as play texts, specifically designed for children in the Primary school. With the book there is also a very useful CD which contains the mp3s for all the plays and a song plus instrumental music for each play!



**Primary Times**  
keeping the teacher informed





## WORKSHEET


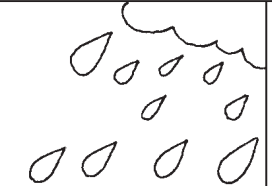
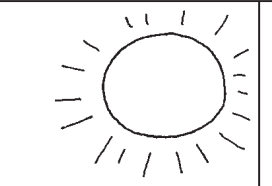

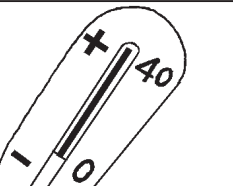

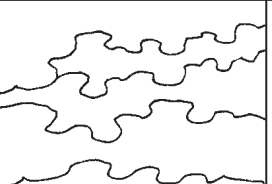
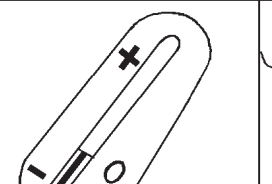
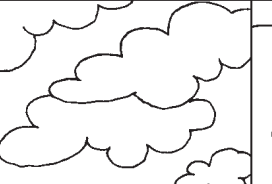

### The weather

(see article on pages 2 and 3)

#### Weather chart

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

#### Weather symbols

 snowing/snowy	 raining/wet	 sunny	 windy	 hot
 stormy	 foggy	 cold	 cloudy	 icy

What's the weather like today?

What's the weather like in Milan in spring?

What's the weather like in Greenland in summer?

What was the weather like on ... ?

It's .....

It's .....

It's .....




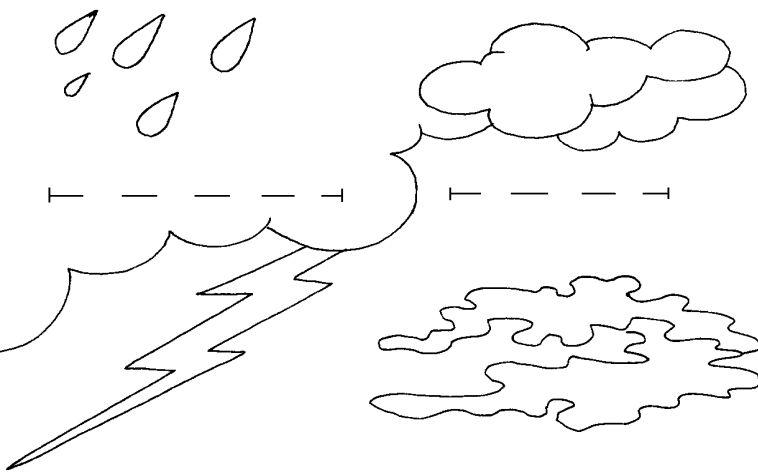
It was .....



## WORKSHEET

### Welcome spring

The weather in spring is so unpredictable! Here is a game for your children to practise the months of the year and words describing the weather. Here are a couple of rhymes about the weather.

January	<h1>THE WEATHER LADDER</h1> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>in</p> <div style="border: 1px dashed black; padding: 5px;">CUT OUT</div>  </div> <div style="text-align: center;">  <p>it is</p> <div style="border: 1px dashed black; padding: 5px;">CUT OUT</div>  </div> </div>	hot
February		cold
March		warm
April		cool
May		sunny
June		cloudy
July		rainy
August		foggy
September		windy
October		snowy
November		stormy
December		icy

#### March Winds

March winds and April showers  
Bring us May flowers.

#### Rain rain go away



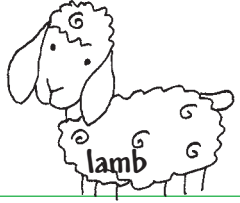


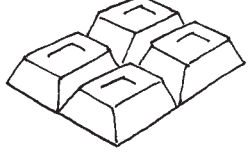



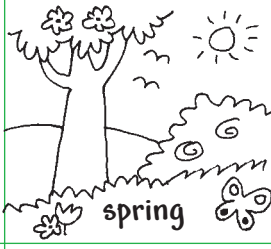
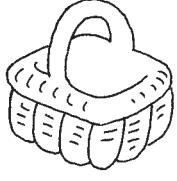
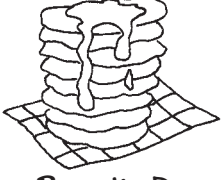
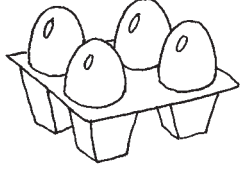


Rain rain go away  
Come again another day  
All the children want to play!



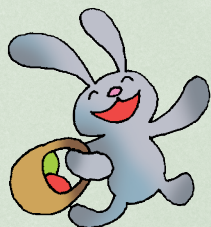
## WORKSHEET

### Easter bingo

1. Teach/revise words for 10 colours and the words on the bingo board.
2. Give each child a copy of the board and ask them to colour the blank squares with colours of their choice.
3. Call out a colour or the name of a picture. The children must cover the appropriate square with a small piece of paper.
4. The first child to cover 5 squares either horizontally or vertically shouts out BINGO! and wins the game. The game can be played several times and children can be invited to call out the colours or the names of the pictures.

 chick			 Easter egg	 lamb
	 Easter Bunny	 flowers		 chocolate
 April 1 <sup>st</sup>	 egg cup		 present	
		 spring	 basket	 Pancake Day
	 eggs	 nest	 mini chocolate eggs	





# Class Project

## A walk in the jungle

The project for this issue is appropriate for children in classes from Primary year two. Once the children have learned colours, adjectives of size and the names of jungle animals, they will be able to work on this project.

Children in more advanced classes can add height and weight to their descriptions of the animals. Before the children can start the project, they will also need to learn the special lexis associated with animals such as *tail, fur, trunk, paws etc.*

### Class Project – spring 2011 – Issue 38

#### A WALK IN THE JUNGLE

On the blackboard, write a list of all the jungle animals you have taught the children. Divide the children into groups of four. Give each group a large sheet of paper or poster at least A3 size. Together, the children must draw a picture illustrating a scene in the jungle and include a selection of the animals.

Give each child a sheet of paper A4 size. Each child must write a description of the animals in their pictures using simple sentences such as:

***That's an elephant. It's grey and very big. It's got a short tail, big ears and a long trunk.***

The sentences could be written as an individual activity with the children working in silence or as a group activity and the children can discuss their

sentences with the other members of their group before writing. The completed project, four A4 sheets attached to the illustration, should be sent to Pearson Italia.

For the illustration, A3 size paper is recommended. If this size is unavailable, join two A4 sheets together using adhesive tape on one side only. The children should draw on the side without the adhesive tape.

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 takes part in this project will receive a small gift as a token of our appreciation.**

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

**Primary Times, Class Project – Issue 38**  
**Pearson Italia S.p.A., Corso Trapani 16**  
**10139 Torino**

**The materials should arrive in our offices by 15.05.2011.**

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 materials \_\_\_\_\_

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



**Pearson Italia S.p.A.**  
corso Trapani, 16 - 10139 Torino  
Fax 011 75021510  
per informazioni:  
011 75021518  
E-mail: [primarytimes@pearson.it](mailto:primarytimes@pearson.it)  
<http://www.lang-longman.it>

**Contributors to this issue:**

**Giulia Abbiati**  
**Gabriella Ballarin**  
**Joanna Carter**  
**Emanuela De Marchi**  
**Matilde Gagliano**  
**Morena Martignon**  
**Tim Priesack**

**Editor**

**Tim Priesack**

**Assistant editor**

**Giulia Abbiati**

**Layout and Graphics**

**Costantino Seminara, Torino**

**Illustrations**

**Simonetta Baldini**  
**Federica Orsi**

**Quality controller**

**Marina Ferrarese**

**Printed**

**Tipografia Gravinese, Torino**

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**CISQCERT**

## End notes

### LANG-Longman Primary seminar 2011

Our teacher trainers will be travelling to many cities across Italy to present our 2011 seminar.

#### Let's talk about it!

**A workshop on practising the skills of speaking and communication in the Primary English classroom.**

If you would like to attend a session of this seminar send an email stating your address or just the town where you live/teach to [primarytimes@pearson.it](mailto:primarytimes@pearson.it) and we will tell you where and when a workshop is planned near you.

Seminar locations and dates can also be found on [www.lang-longman.it](http://www.lang-longman.it) or direct from our agents.

Many thanks to all the teachers who sent in answers to the questions regarding the content of Primary Times that we published in the December issue. The general impression from your answers is that both the articles and worksheets are useful although the worksheets provide instant practical ideas for use in class.

The frequency of use of the manual activities in Kids' Corner depends very much on the levels of the classes being taught as well as the time available during lessons.

The next issue of **Primary Times** will be published at the beginning of the new school year in autumn 2011.

#### IMPORTANT NOTICE

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

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