

Journal for the support
and development
of content and language
integrated learning
(CLIL)

Putting Primary CLIL into Practice

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TO THE AUTHORS

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Font: Times New Roman, size 10 pt

Text length: 3 pages (about 5000 characters)

Begin with:

Topic

For which grade the material is

For what purpose the material is

How to use the material

Also send opinions, critics, etc.

Write author's name, position, e-mail

Cite sources in alphabetical order

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Editor-in-chief: Keith Kelly

Executive editor: Stefka Kitanova

ISSN 1311-7637; Online ISSN 2367-7546.



Edited and published by Bulgarian Section of European Association of Teachers

Cover photo: Petia Ferezlieva

Cover design: Krsto Terziev, Kamelia Bisolnakova

Introduction

During the week of Aug 30th to Sept 3rd 2021 a group of 14 Italian primary teachers came to Anglia School in Plovdiv, Bulgaria for a week's training in 'Putting CLIL into Practice'.

The week included 5 CLIL themes spread over the 5 days. Monday looked at levels of language: subject-specific, general academic, and peripheral classroom language. Tuesday focused on working with texts. Wednesday looked at working with multi-media. Thursday concentrated on writing and Friday – speaking.

On each day, the participants were presented with a principled CLIL approach to each of the above areas as well as a wide range of examples from classroom practice at Anglia School.

The afternoons of each day were dedicated to materials writing where the colleagues wrote resources based on the morning input and which would be immediately usable once back in school in the Autumn term.

You will notice that some of the collections are presented in a logical sequenced form representing how they can proceed in a lesson, others are offered as 'examples of reading activities' for a given curriculum theme. Both approaches were accepted in this collection.

The broad CLIL 'Principles' which the colleagues 'Put into Practice' during the week together were:

- There are three levels of language that a teacher may decide to focus on in a lesson. This includes subject-specific language or language you can't do without; there is also general academic language which tends to be less visible and so will need to be made accessible for learning to make use of it themselves; and there is peripheral language which is the language of the classroom instruction, and the 'chat' between those involved.
- Teachers working on content in a foreign language will need to think about 'Guiding learners through Input' whether this is text input or other forms of media such as slides, posters, videos etc. We focused a lot of identifying 'inherent' conceptual structures to content in order to exploit that structure in materials and tasks and best help learners process input content.
- Teachers will also want to think about 'Supporting Output' where this refers to written production or spoken production. Here, again, conceptual structures were centre stage to explore with colleagues how a structure, for example like a river from beginning to end can be exploited to get learners communicating using embedded language.

What follows is a collection of examples from the course input followed by the resources written by the teachers. The aim of the collection is to provide other colleagues with a rich collection of primary CLIL ideas for developing language and learning skills in content.

It was a thoroughly enjoyable experience for me personally, and a pleasure to show a group of visitors my adopted country and beautiful home town. I look forward to doing it again!

Keith (10.09.21)

keith@anglia-school.info

Grade 1 Art, Science and History - Autumn

Names: Renata and Laura
Subjects: Art, Science and History
Grade: First (7 yrs)
Topic: Autumn

Lesson 1 - Content: Autumn and colours

Language: names of the seasons; names of the colours; leaves in autumn: looks like (what does the tree look like in spring... summer, etc.): what is this? What are they? This is... They are...

1) The season cycle (spring, summer, autumn, winter)

- Activity: show a tree in the four seasons (building a wheel of the season)

(See Resource 1 Activity 1 – cycle of seasons)

- Repeat the names of the seasons with the children while moving around the cycle on the screen or white board.

- Ask some of the questions highlighted in 'Language' above to elicit colours, names of parts of the tree (flowers, branches, leaves).

- Focus finally on autumn.

2) The Autumn

- choose and prepare flashcards of a collection of autumnal things (e.g. chestnuts, mushrooms, yellow and red leaves etc.)

(sample 10 autumn guessing game items here - Autumn language PowerPoint game

- listen and repeat the names of the chosen things. If you use the slides at the link above, do the repetition as a guessing game where the first learner with their hand up gets to guess. If it's right, show the whole image and repeat as a class.

- consolidate any unknown words for the learners by going back through the slides / images.

- outdoor activity: collect fallen leaves and say the colors (red, yellow, brown, orange...)

- color vocabulary: back in class play the YouTube song: Orange, yellow, red and brown (The Learning Station) <https://www.youtube.com/watch?v=Co-gRUgMSfI>

LYRICS: (To the tune of 'Head, Shoulders, Knees and Toes')

Orange, yellow, red and brown. Red and brown. Orange, yellow, red and brown, red and brown.

And autumn leaves are twirling (hold your arms out to your side and spin them around and around) all around.

Orange, yellow, red and brown, red and brown. Orange, yellow, red and brown, red and brown. Orange, yellow, red and brown, red and brown.

And autumn leaves are dancing (hold your arms up and dance them all around) in the breeze. Orange, yellow, red and brown, red and brown. Orange, yellow, red and brown, red and brown. Orange, yellow, red and brown, red and brown.

And autumn leaves are falling to the ground (go down to the floor and lay down).

Orange, yellow, red and brown, red and brown. Orange, yellow, red and brown, red and brown.

Autumn leaf craft – creating a wreath with autumn leaves steps

- go outside
 - choose the leaves
 - take them to your classroom
 - cut out the worksheet along the outlines (see Resource 2 – wreath colouring) colour in
 - glue your leaves onto the wreath
- <https://www.bestcoloringpagesforkids.com/fall-leaves-coloring-pages.html>
- display the autumn wreaths in the classroom.

Lesson 2 Content: Autumn and parts of the tree; sequences (link to the history curriculum)

Language: Questions: what is this? it's a tree...; what color is this? it's.... Sequencers: before... then... finally. Verbs: cry, speak, hear, become, ask, go, want, put on, take down, fly.

Activity 1: Tell the story 'The Anxious Leaf'

'The Anxious Leaf'

(The teacher reads the following story aloud showing the pictures in Resource 3 – story images, and pointing to the names of the different parts of the tree)

Once upon a time a little leaf was heard to cry. And the twig said, "What is the matter, little leaf?" And the leaf said, 'The wind just told me that one day it would pull me off and throw me down on the ground!'

The twig told it to the branch, and the branch told it to the tree. When the tree heard it, it said to the leaf: 'Do not be afraid. Hold on tightly'. And so the leaf stopped crying.

When autumn came, the little leaf saw all the leaves around becoming very beautiful. Some were yellow and some red, some were orange and some brown. Then it asked the tree what it meant. And the tree said, 'All these leaves are getting ready to fly away, and they have put on these beautiful colors because of joy'.

Then the little leaf began to want to go, too, and grew very beautiful and colorful in thinking of it. Just then a little puff of wind came, and the leaf let go, without thinking of it, and the wind took it gently down, among hundreds of leaves. Finally, the little leaf fell into a wonderful dream.

Activity 2: children are invited to recreate the correct sequence of the story through images, as in the sketch below in Resource 3 – story images.

- 1) the little leaf is crying
- 2) the leaf speaks to the twig
- 3) the twig speaks to the branch
- 4) the branch speaks to the tree
- 5) the tree speaks to the leaf
- 6) the leaves become beautiful with colors
- 7) the little leaf becomes colorful too
- 8) the wind takes her gently down

Print the colour images and have them stuck on the whiteboard in random order. Show the sentences above in the correct order. Ask learners 'Which is the first picture in the story?' and invite one to come and place the first picture next to the number 1. Then read the sentence together as a class. Do this for the rest of the images.

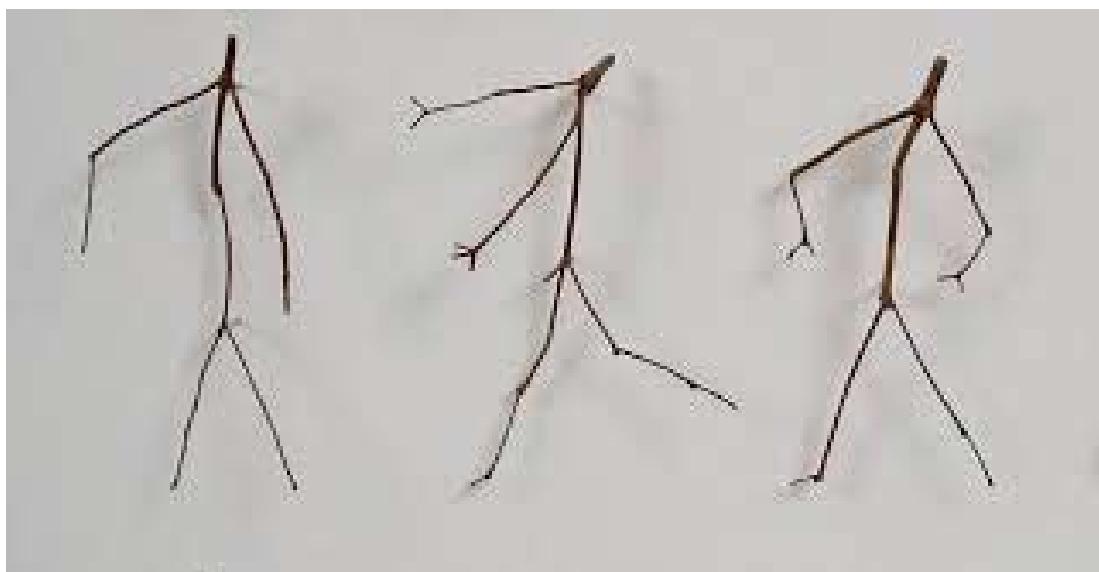
Activity 3: play the memory game fish with the words describing the parts of the tree and the colors (the children can take the cards only if they name them correctly). See Resource 4 – autumn tree fish game (pictures and word cards).

Activity 4: mime verbs found in the story: cry, speak, hear, go, put on, take down, fly. Get learners to stand up and follow your actions to repeat the mimes. Then pick learners to mime according to the verb you choose.

Activity 5: read the book or watch the video Stick Man by Julia Donaldson

Stick Man story YouTube

Activity 6: go outside and collect sticks to create your own Stick Man.



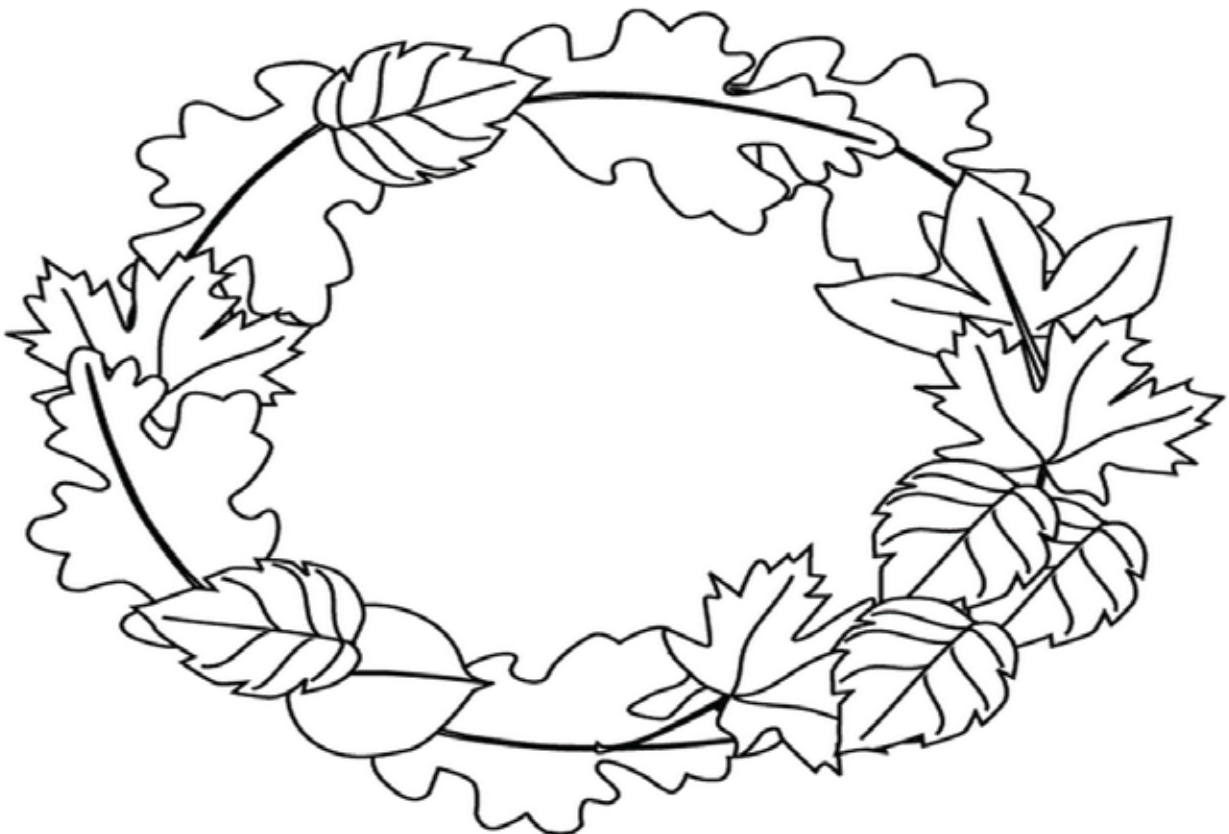
Mapping words on a washing line in class @ Anglia School

Resources:

Resource 1 – cycle of seasons



Resource 2 – wreath colouring and craft

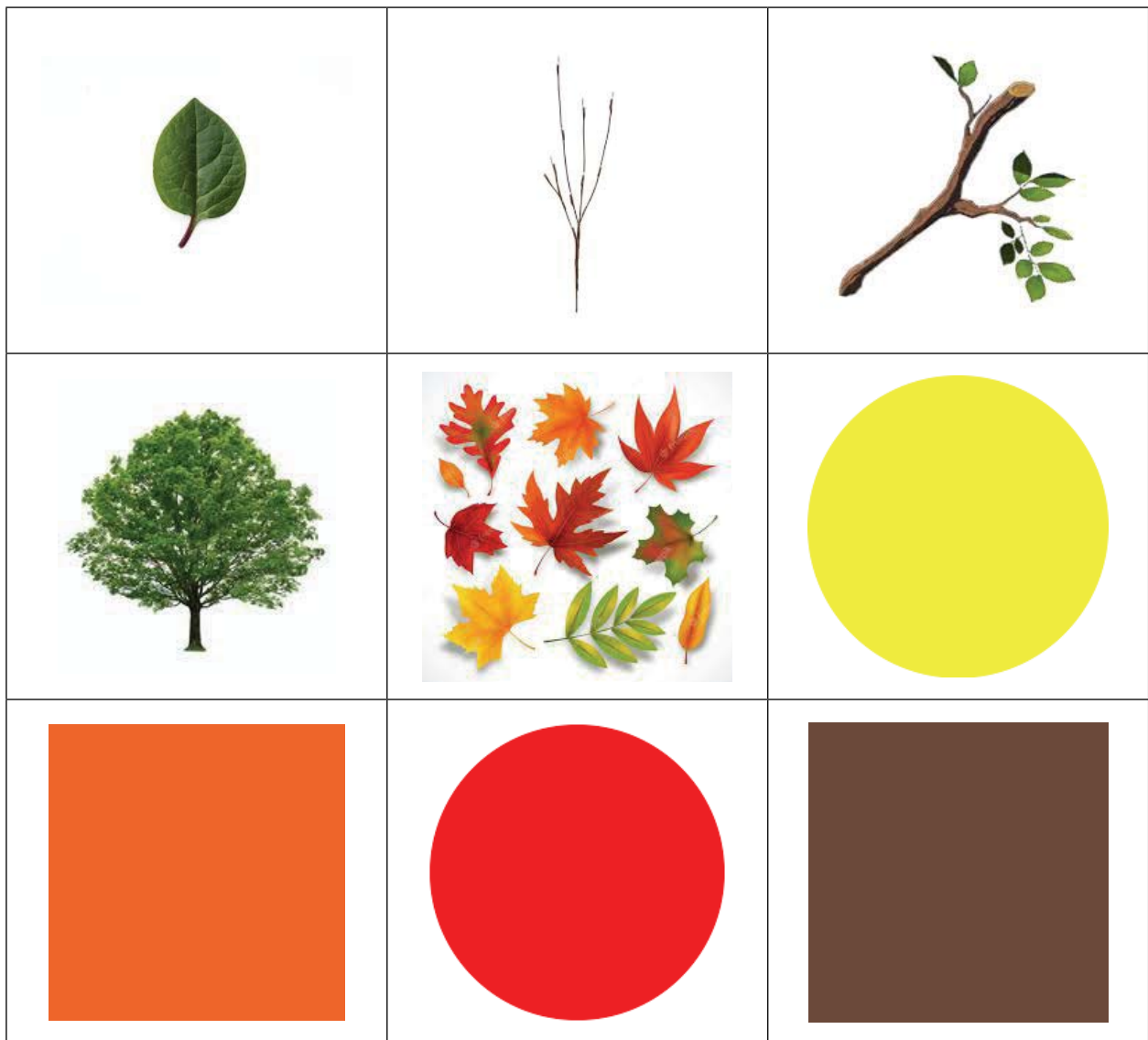


Resource 3 – story



images

Resource 4 – autumn tree fish game



green leaf	twig	branch
tree	autumn leaves	yellow
orange	red	brown

Grade 2 History – Dinosaurs

Names: Elena, Stefania, Giulia

Subject: History

Grade: Two (7 yrs)

Topic: Dinosaurs

Language:

Subject Specific Language:

- Dinosaur classification and habitat (specific language: stegosaurus, velociraptor, .../rocks, sea, wood, river, hill, mountain, continents ...)
- Physical description (specific language: tail, neck, wings, beak, teeth, horn, big-small, tall-short,)
- Food e nutrition (specific language: herbivore-carnivore-omnivore)
- Skills (specific language: fly, run, climb, jump, swim...)
- Evolution (specific language: chicken, chameleon...)

Academic language:

- Describe: it has got, it is, it can, it eats, it lives, it evolved from...
- Locations: in the North, South, ...
- Compare: ..., but ...

Classroom chat:

- Colour
- Match the dinosaurs to the food
- Sing
- Say the Rhyme
- Draw
- Repeat
- Come and stick the dinosaurs on the world map
- Put the dinosaur in the correct category
- Do you like...
- Can you ...

Activities:

DINOSAUR NAMES AND HABITATS

1. Look and repeat the names of dinosaurs using flashcards

- First stick the dinosaurs on the blackboard
- Repeat all of them in order
- Remove one dinosaur: Sing 'bye bye... (name of dinosaur)'
- Continue with all the dinosaurs

2. The world map:

- Continents rhyme (while the class sing one child step from one continent to another on the map located on the floor)

- The teacher shows the map to the children and she asks:

How many continents are there?

Does the live in the north/south/east/west?

Does the... live in the sea or on the ground?

Where does the.... Live?

- The teacher gives some dinosaurs flashcards to each group and asks to stick on the map and say the sentence:

The.... lives in...



PHYSICAL DESCRIPTION AND DIET

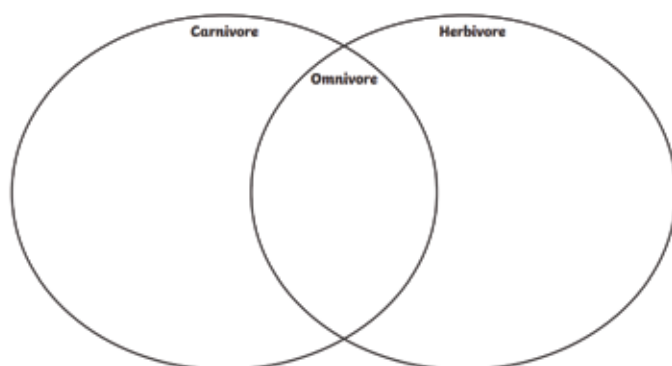
3. The teacher shows a Power Point about different kinds of dinosaurs in the meantime they revise and touch their body parts

<https://www.twinkl.com/resource/different-kinds-of-dinosaurs-za-kps-74>

- The children work in groups: one group is asked to note herbivores, another the carnivores and the other one the omnivores.

- Each group writes on small cards the names of the herbivores, carnivores and omnivores and sticks them on the wall poster like the example Venn diagram below.

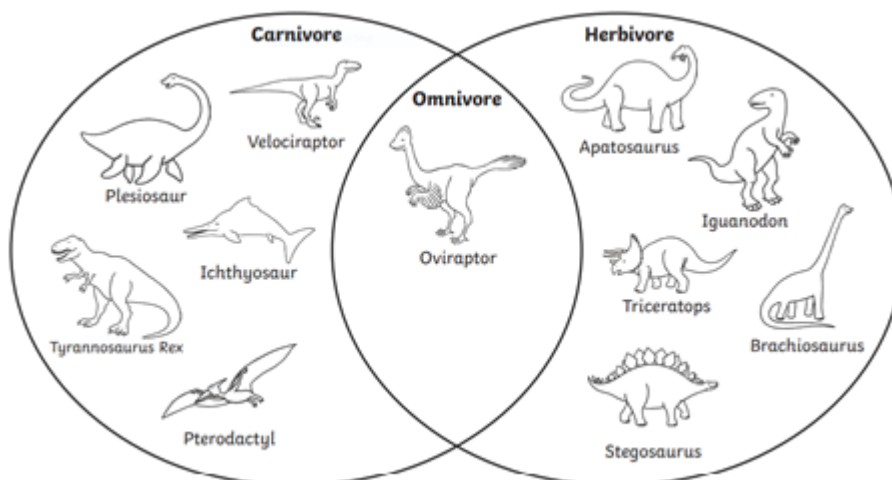
Poster:



- When they stick the word cards they say
e.g., *The velociraptor is a carnivore*



- Learners then write up in their notebook the sentences and they colour in the sheet.



4. The teacher asks to the student to say a sentence about a part of their body
e.g., I have got two eyes

- The children play a game throwing a ball in turns around the classroom: whoever has a ball in their hands has to say a sentence about a physical feature:

e.g., I have got two eyes

Then the child passes the ball to a classmate who has to do the same. Then the game changes: a child throws the ball and whoever receives it has to say a sentence about the thrower using the new pronouns.

e.g, She/he has got two eyes

SKILLS

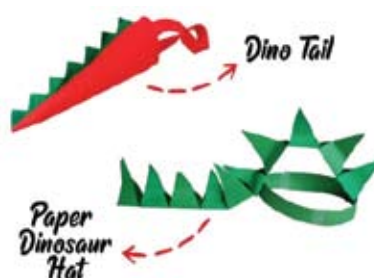
- Mime game: the teacher mimes and the children repeat the skills of dinosaurs:

Run fast, Fly, Swim, Climb, Stamp, Jump

- Art and craft activity: each child makes the most important part of the body of their favorite dinosaur, like these examples.

- Finally in small group they have to decide together a little sentence and a gesture to act a simple drama

e.g., *I am a ... and I can...*



5. The teacher sticks images of dinosaurs around the classroom: one child covers his eyes and the others have to place themselves near the flashcards. The blindfolded child says the name of a dinosaur and whoever is near this flashcard is eliminated. The winner is the one who remains in the game until the end.

6. The class is divided in two teams and each team has a set of dinosaur flashcards: the teacher reads a short description about one of them and who knows the answer can buzz and raise the correct image. If you prefer not to do this as a competition you can do it without points, and let the opposing teams show each other to consolidate which is the correct picture.

Example card:



Example descriptions:

1 I have a very small dinosaur brain.

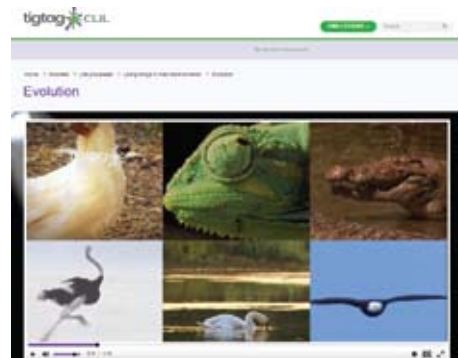
2 I have large plates along my back.

3 I am a herbivore.

ANIMALS THAT EVOLVED FROM DINOSAURS (Working with multimedia input)

7. The teacher gives students the chart and they have to tick animals that evolved from dinosaurs.

See Resource 1 – animals that evolved from dinosaurs.
Then they watch the video and check their predictions.
<https://www.tigtagworld.com/clil/film/evolution-spot-the-PRM00871/>




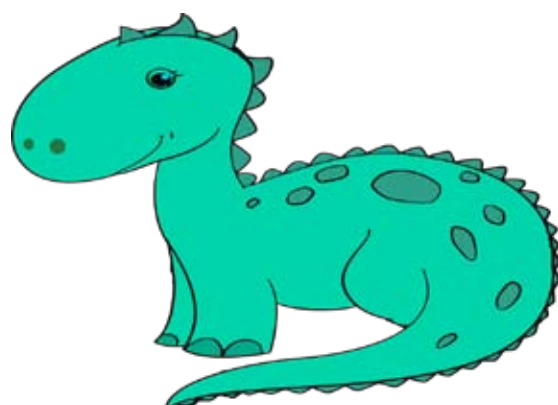
Finally, they write simple sentences like this: Chickens evolved from dinosaurs.



Resources

Resource 1 – Animals that evolved from dinosaurs

Animals	prediction	check
		
		
		
		
		
		



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What is Tigtag CLIL?

Tigtag CLIL is an online, film-based resource for teaching science and geography in English around the world. It combines Tigtag's 800+ award-winning short films with the innovative Content and Language Integrated Learning (CLIL) approach.

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Tigtag CLIL supports both learner and teacher as they work in a foreign language – all materials are written in simple, easy to understand English.

“The videos are very informative, with beautiful images that appeal to children. It’s easy to stop and go back over the important, or more difficult words.”

Renée Smit
English Coordinator, Netherlands

“I’ve been having a look at the resources and I am completely in love with them! The lesson ideas are really well structured, and the worksheets are clear and helpful.”

Ana Belén Gómez
Natural and Social Sciences Teacher, UK

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your free trial today!

Grade 3 Geography – Rivers and Lakes

Names: Angela, Maria Augusta, Maria Teresa, Sonia
 Subjects: Geography
 Grade: 2 (7-8yrs)
 Topic: rivers and lakes

Language	Rivers	Lakes
Adjectives	long, large, run fast/slow, clear, polluted	artificial, small, big, natural, deep, clear, polluted
Nouns	fish, water, plants, birds	
Verbs	swimming, canoeing, fishing, surfing, riding a pedal boat, sailing	
Specific language ('domino' activity)	river source, river banks, delta, estuary, valley, river bed, falls	shape, origin
'Invisible' language (prepositions)	above - in the middle - below -right – left – in – on – next to	

Activity 1:

Make a large sketch or copy of the picture of a river and lake to show on the white board.
 Have cut-outs of the labels of the different parts of the river and lake in two columns on the white-board. Show the diagram on the screen and begin to talk through the river and lake diagram from origin to end. While you are talking, instruct the learners to listen and when they see a word that they hear in your description, tell them they should come forward and take the words and stick them in the correct place on the picture/sketch. If it is correct, the learner sits down, if not repeat the correct word, find and stick it in the correct place. Repeat till you have described the river / lake diagram.

Activity 2:

Divide the children into small groups and hand out the picture of a river and lake to colour in. Draw houses in the pictures near the trees.

See Resource 2 – river and lake picture.

Instruct learners to label the pictures with the words in Resource 1 – words for rivers and lakes. You can cut up these words and descriptions and have the learners place the words in the correct places on the picture. Or, to save paper and printing, have the words and descriptions visible on the whiteboard and have learners copy them in the correct places.

Activity 3:

Game: Memory about vocabulary in order to reinforce known words from Resource 1 – words for rivers and lakes. Prepare this as a game of fish with the children in groups of 4 where they must first turn over a word card from column 1 and then a description card from column 2. If they match, they read them aloud and keep them. If they don't match, they return them to the cards and the next learner has a turn.

Activity 4:

Ask if anyone has heard of the Loch Ness Monster. Watch the video about the Loch Ness Monster.
<https://learnenglishkids.britishcouncil.org/short-stories/nessie-the-loch-ness-monster>
Pause the film when you find out where Loch Ness is and ask the class where Nessie lives (Scotland).
Then watch the rest of the film and ask the children – do you think that Nessie is real?

Activity 5:

Show the script for the short drama - Nessie, the Loch Ness Monster – on the screen. The teacher (T) reads the narrative, and learners are chosen to read the highlighted parts. You can put groups of children together to speak the parts as one voice to involve more learners. Pick one learner / group to be Nessie. Give miming roles to other groups of children during the role play as shown.

Go through the film again but this time without volume. Pause the film at each spot and read the narrative, get the child/group to say their part and the groups to mime their activities. Continue the film and then stop at the next point until you get through the story.

Loch Ness Monster Story Script

T: Loch Ness is a very large, deep lake in Scotland. Many people think a monster lives in it.

The first report of Nessie was back many years ago.

A man sees a monster in the water, and he says:

Child 1: -Monster go back!

T: Then, another man, who is driving for a picnic, sees the monster again in the street.

Child 2 - What a beautiful day for a picnic.

Nessie - Arghhh!

T: Since then, people met Nessie many times!!!

Group activities: picking flowers, fishing, running, riding a bike... (tell the children to mime the actions of the groups)

T: Some people try to take photos and videos, but Nessie is very shy and the pictures are not very clear!!!

Child 3 - The paparazzi are everywhere!

Group activities: reporters taking photos and videos.

T: People try to explore the lake, but it is very deep and very dark.

T: Some people watch the lake, while other people use equipment like underwater cameras, microphones and sonar to scan the lake carefully.

Group of children: circle of children moving a big blue sheet simulating the lake

T: Noone has found anything definite.

T: Maybe the monster is just a giant eel, a large bird, a tree or a seal.

T: Some people think it can be a plesiosaur, which is a type of dinosaur.

Nessie - Or maybe I'm just unique!

All together: So, what do you think? Do you believe that Nessie really exists?

Once you have been through the role play using the film and practising, do the role play again without the film.

Activity 4:

Play songs about rivers and lakes and listen and sing them while making handcrafts.

For example, this song by Simplesong: <https://www.youtube.com/watch?v=rafox-9P3r8>

Activity 5:

Making handcrafts with recycled paper

Make you own Loch Ness monster like this one: <https://www.twinkl.com/resource/cfe2-a-35-make-your-own-loch-ness-monster-craft-instructions>

Materials: 1) paper,

2) scissors,

3) Scotch,

4) glue,

5) lollipop sticks

Instructions:

1) Draw the Nessie shape as you imagine on a sheet.

2) Cut out the shape.

3) Cover the shape with small pieces of green paper.

4) Stick a lollipop stick behind the shape of the monster.



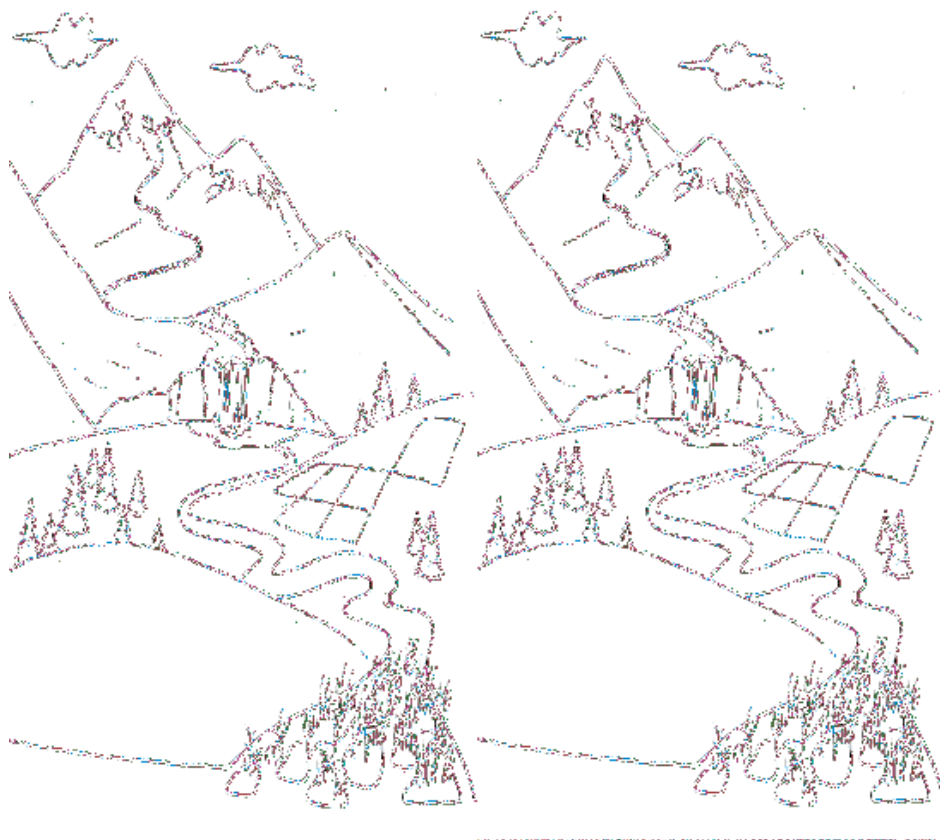
Resources:

Resource 1 – words for rivers and lakes

river source	where water comes out
river banks	sides of the river
delta	final part of the river in shape of triangle
estuary	final part of the river in shape of tree
valley	where there are trees and houses in the final part of the river
river bed	land where water runs
waterfall	where water falls down fast
lake	large area of water surrounded by land



Resource 2 – picture of river and lake



Sorting animals using a classification tree to promote discussion @ Anglia School.

Grade 4 Citizenship – School Rules

Names: Sabrina and Monica
Subject: Citizenship
Grade: 4 (9-10 yrs)
Topic: School rules

Lesson activities focusing on language:

- brainstorming about the reason we have RULES to respect
 - discuss and decide which rules are important to follow and list them in L1 or L2
 - subject specific language: school places/items and actions
- general academic language: I think/in my opinion/ for me ...is important (because ...)/ DO vs DON'T
- children create flashcards to represent each single rule by drawing and teacher adds the written rule.
 - memory game: teacher sticks flashcards on a white board and make them repeat the rules; then each time removes simple flashcard one by one sticking it on reverse. At last children have to remember repeating rules in the right order
 - Once they've learnt the rules, teacher removes written language and children have to remember rules only using images
 - Sorting out activity: using the traffic-lights colours children are divided into 2 teams and in pairs they stick a written rule onto the right cardboard (red DON'T, green DO)

(Option: Cut out the cards and print the table blank and hand out the cards and the table to small groups for them to read, talk and sort the cards into the right column.)

DOs	DON'Ts
Put up your hand before speaking	Speak without permission
Be a good friend	Run down the stairs
Collaborate with classmates and teacher	Chew during the lesson
Tidy up your desk	Leave the class without asking
Make a queue	Damage school items
Pick up litter from the floor	Be a bully

- drama guessing game/ freeze: pupils in pairs/small groups mime a rule and classmates have to guess it and run next to the right cardboard
- when they are more comfortable with the specific language, introduce difference between CAN/ CAN'T (permission)-MUST/MUSTN'T (compulsory) using emoji and dramatize situations using body expressions and tone of the voice
- creative activity: make a logo to represent permission and obligation
- GUIDING THROUGH TEXT:
 - THINK, PAIR, SHARE: show a poster with a class situation using Beano comic (see Resource 1) and ask them to describe the picture and decide which are the bad behaviours and the direct consequences. Teacher may suggest one and they have to add others (in groups) in L1 or L2. Fill in the table (see Resource 2) with consequences.

In groups they write each student's single action creating a short story using Present Continuous to describe the Beano picture.

Lesson activities focusing on text:

- Word level: Word search using behaviours and actions: **Error! Hyperlink reference not valid.**



A word wall word search

- Sentence level: Put the learners in small groups and play a domino game with terms and definitions:

Bully	Not clean
Tidy	The head is down and the feet are up
Understanding	A person that has taken a bad substance
Hit	Bad / not kind
Rude	An impact with force
Poisoned	Everything is clear
Upside down	Everything is in the right place
Dirty	A person who is not a good friend





Lesson activities with non-text media:

- Working with song videos

‘THE RULES IN THE CLASSROOM’

https://www.youtube.com/watch?v=uWXPCP8t00M&ab_channel=HarryKindergartenMusic

Teacher prepares flashcards/wordcard of good and bad behaviours in the class (see Resource 3 – good and bad behaviours) and students, while listening to the song, in pairs have to match the good behaviour rule to the right picture.

During a second listening each student has wordcards with bad behaviours which they have to stick on a poster next to right flashcard.

(Option – prepare the visuals on the whiteboard and have the class split into two teams where they have to come and take the correct wordcard and place it next to the right flashcard.)

- Working with videos

Students watch and listen to the story ‘The tiger who came to tea’ up to the moment when the tiger is full and leaves the house and ask them to predict the end of the story. Finally, they watch the last part of the video.

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Teacher asks a question ‘If you were the girl, how would you react?’, they must motivate their reason in pairs and then share with the group.

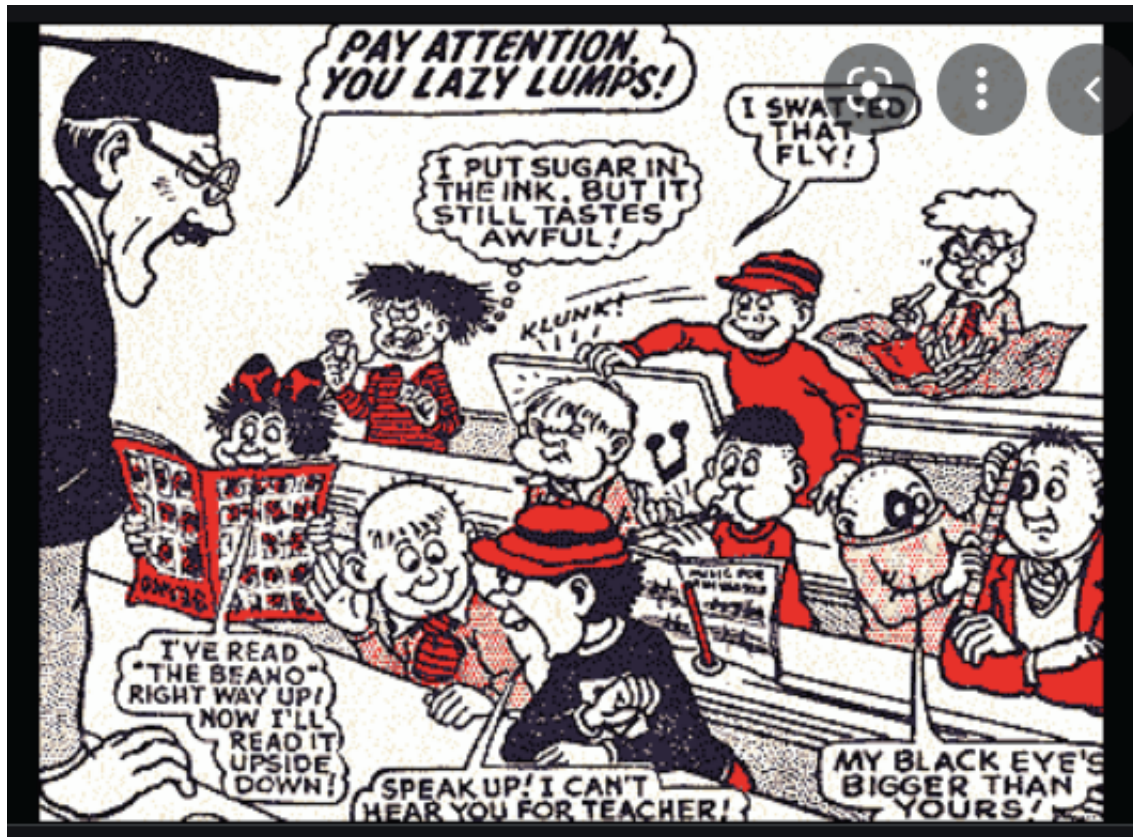
Teacher mixes flashcards and pupils must remember and sequence the images in the right order. Students discuss in groups about the impolite behaviour of the tiger and teacher asks them to decide which behaviour the tiger should have to be polite.

- Drama:

- students create masks of the four characters: mum, dad, girl and tiger;
- they decide if they want to be polite or impolite and then they write very short sentences (script) using ‘I want.../(rude) or I would like.../(kind)’;
- finally, they dramatise the story in a group of four.

Resources:


Resource 1 - Beano classroom



Resource 2 –behaviours and consequences

IF YOU ...	YOU MAY ...
Talk to you classmate during the lesson	1. not understand what the teacher says 2. ...
Eat in the class	1. get dirty 2. ...
Play the flute	1. disturb the lesson 2. ...
Drink ink	1. get poisoned 2. ...

Resource 3 – good and bad behaviours

RAISE YOUR HAND AND WAIT TO SPEAK		SPEAK WITHOUT PERMISSION
WALK IN SCHOOL		RUN OR SKIP
BE NICE		BE A BULLY
KEEP YOUR HANDS AND FEET TO YOURSELF		INVADE YOUR NEIGHBOUR'S SPACE
CLEAN UP		LIVE IN A MESS
LOOK AT THE SPEAKER		RESPECT WHAT A SPEAKER HAS TO SAY



Instruction language is essential 'process' language practice and cooking offers an ideal context for this language @ Anglia School.

Grade 5 Geography – Italian Regions

Names: Donatella, Laura and Barbara
 Subject: Geography
 Grade: 5 (10 yrs)
 Topic: Italian regions

SUBJECT SPECIFIC LANGUAGE	GENERAL ACADEMIC LANGUAGE	
An island		
A volcano		
A lake	big	It is ... / isn't ... There is/there are ... / aren't ... It has got ... / hasn't got ... We can find ...
A river	long	
Mountains	rocky high/low	
A plain	big/small	
Hills		
Coasts	sandy/rocky	
Borders Coastlines		It borders with ... Has a sea coastline ...
Location	in the north / south / centre	... is located in ...

Reading activities:

Put learners into small groups (3/4) hand out the name cards, and the descriptor cards (Resource 2: Name cards and descriptor cards for lakes, rivers and plains in Italy) and instruct them to read, talk and arrange the names and descriptions on the map (Resource 1 – Geographical map of Italy).

Option: Do this as a whole class with a large map of Italy on the board or floor and large printouts of the name cards and descriptor cards. Get learners one after the other to place the names in the right places following teacher instruction.

As a follow-up to the name labelling on the big map. Put learners into groups of 3 and hand out the descriptor cards to the others (1 per group). Read out a descriptor and ask who has it, get the group to read aloud their descriptor card once again, and then suggest where they think it should go on the big map.

If they aren't sure, ask the rest of the class. When found, place the descriptor with the right place name on the map.

Lastly, go round the class get individuals to make spoken sentences linking the place name with the descriptions.

Listening activity:

Which region is it?

Hand out the worksheet with 10 regions of Italy (see Resource 3 – 10 regions of Italy) and play the audio recording of the person guessing the identity of each region.

Get the learners to listen and write the name of the region which is given in the recording.

Warn the learners that the speaker makes 4 mistakes!

After listening and writing down the speaker's answers, get the children in small groups to talk about the descriptions and make suggestions about what the mistakes are.

(The original recording is hosted at FACTWorld <https://www.factworld.info/userfiles/files/regions.m4a> and the map of all regions used during recording is given in Resource 4 – Map of regions of Italy)



Art works can be a perfect structural context for concepts to do with shape, size, colour, texture, emotion and much more @ Anglia School.

Resources

Resource 1 – Geographical map of Italy



Resource 2: Name cards and descriptor cards for lakes, rivers and plains in Italy

1. This river flows from the Alps to the Adriatic Sea. It is 652 km long. It flows through a plain in the North of Italy.	2. This river flows from the Apennines to the Tyrrhenian Sea. It is 241 km long It flows through a famous city of art
3. It flows in the capital city of Italy. This river flows from the Apennines to the Tyrrhenian Sea. It is 406 km long.	4. It is a special mountain. It is located on a big island. It is 3350 m high.
5. It is a dormant volcano. It is in the south of Italy. It is 1281 m high.	6. It is the biggest plain in Italy. The river Po flows through it. There are many industries and farms.
7. It is a plain in the centre of Italy. It is located on the coastline. It is near the capital city.	8. It is a plain in the South-East of Italy. It is located between the Adriatic Sea and the Ionian Sea. It is a peninsula.
9. It is the biggest lake in Italy. We can find a wonderful amusement park, near it. It is in the North.	10. It is the biggest volcanic lake. It has got a round shape. It is in the center of Italy

RIVER PO

RIVER ARNO

RIVER TIBER

ETNA

VESUVIUS

PADAN PLAIN

AGRO PONTINO

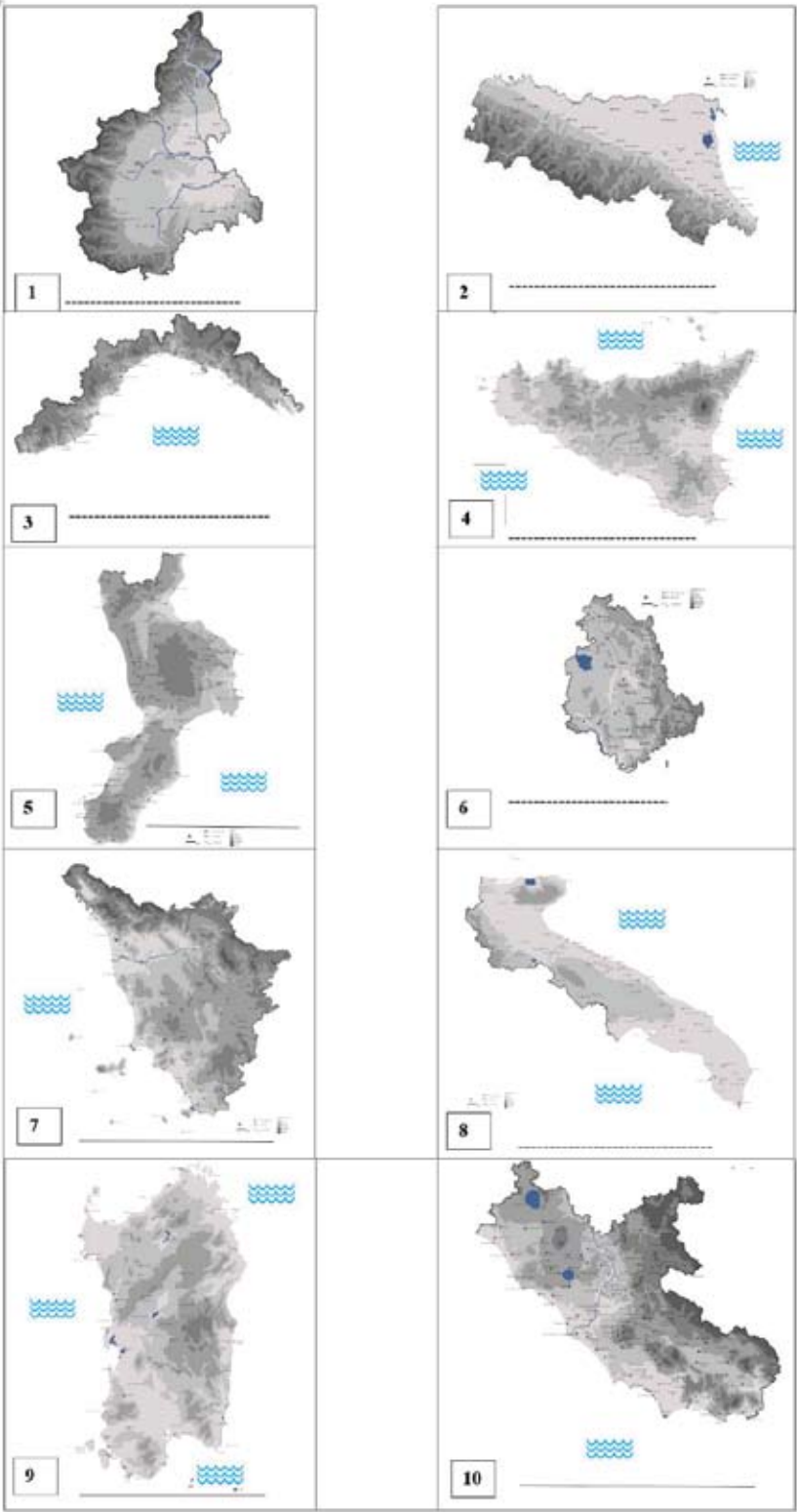
GARDA LAKE

BOLSENA LAKE

SALENTO PLAIN



Resource 3 – 10 regions of Italy



Resource 4 – Map of regions of Italy



