

CLIL Scuola Primaria

Istituto Comprensivo di Belgioioso

Anno scolastico 2011/2012

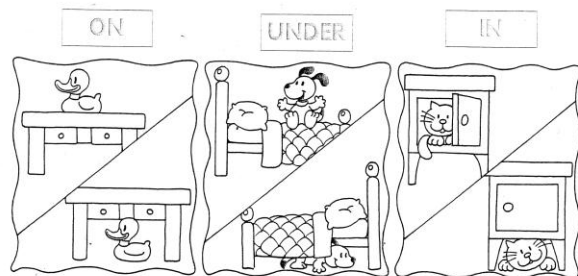
- Il nostro Istituto Comprensivo ha aderito al Progetto rete CLIL della provincia di Pavia.
- L'acronimo CLIL (Content and Language Integrated Learning) che significa "Apprendimento Integrato di Lingua e Contenuti" si riferisce all'insegnamento di qualsiasi disciplina in lingua straniera.
- Lo scopo dell'utilizzo di questa metodologia ha una duplice valenza: potenziare l'apprendimento della lingua Inglese usata come mezzo per conoscere, approfondire, esprimere i contenuti di altre discipline; incrementare la conoscenza delle stesse.
- Sono state proposte attività CLIL in tutte le classi della Scuola Primaria dell'Istituto. Gli alunni si sono dimostrati motivati e collaborativi durante questa esperienza di full immersion e hanno raggiunto gli obiettivi prefissati delle discipline coinvolte: storia, geografia, scienze, arte e musica.

UP and DOWN classe prima

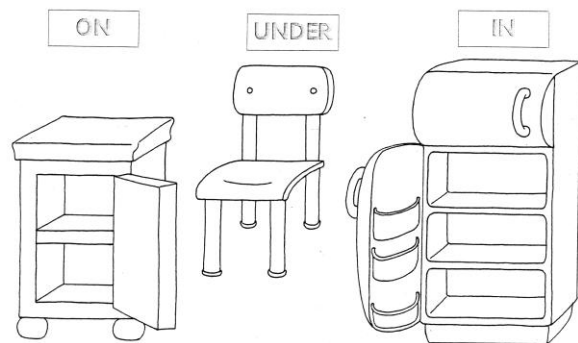
- - *Obiettivi*
- .Il progetto intende coinvolgere tutti gli alunni delle classi prime della Scuola Primaria dell'Istituto .La finalità del progetto consiste nel trasmettere contenuti di Storia e Geografia in Lingua Inglese al fine di favorire l'apprendimento sia degli argomenti presentati sia della lingua stessa. Si tratta così di imparare non solo ad usare una lingua, ma di usare una lingua per imparare (CLIL).OBIETTIVI:STORIA:
- Conoscere i nomi dei giorni della settimana, i mesi dell'anno e le stagioni.
- Conoscere gli indicatori temporali di successione (PRIMA – ORA –DOPO)
- GEOGRAFIA:
- Utilizzare e riconoscere alcuni organizzatori spaziali (SOTTO/SOPRA – DENTRO/FUORI –TRA – DAVANTI/DIETRO – SU/GIU')
- LINGUA INGLESE:
- Riconoscere e riprodurre suoni e ritmi della L2
- Utilizzare la L2 per denominare i giorni della settimana, i mesi dell'anno e le stagioni
- Conoscere alcuni organizzatori spaziali (IN/ON/UNDER – BETWEEN –IN FRONT OF/BEHIND- IN/OUT – UP/DOWN)
- Conoscere i numeri fino al 12
- Gestire numeri e colori
- Comprendere ed eseguire istruzioni
- Porre e rispondere a domande
- Cantare e drammatizzare canzoni e filastrocche inglesi
- OBIETTIVI TRASVERSALI DI:
- EDUCAZIONE MOTORIA
- ARTE E IMMAGINE
- MUSICA
- MATEMATICA
- METODOLOGIA:
- Le insegnanti utilizzeranno attività basate sul metodo TOTAL PHYSICAL RESPONSE (TPR). Tale tecnica è ideale per alunni ai primi livelli di apprendimento quando le capacità di produzione verbale non sono ancora sufficientemente sviluppate. Il TPR è un efficace esercizio di ascolto e fornisce una ripetuta esposizione al lessico di base. Verranno eseguite attività individuali e di gruppo.
- - *Durata*
- Il progetto si svolgerà nei mesi di aprile e maggio durante le ore di Storia – Geografia e Lingua Inglese
- - *Risorse umane*
- .Le insegnanti di Lingua Inglese
- - *Beni e servizi*
- Non sono previsti costi aggiuntivi per l'acquisto di materiale.
-
- - *Valutazione e verifica dei risultati raggiunti*
- Saranno somministrate schede opportunamente scelte e preparate dalle insegnanti con richieste di attività tipo:
-
- LISTEN AND DO
- LISTEN AND DRAW
- LISTEN AND MATCH
- LISTEN AND COLOUR
- FILL IN THE GAPS

TEST RELATIVO AD ATTIVITA' GIÀ VERIFICATE DI TOTAL PHYSICAL RESPONSE




« Leggi e colora il disegno giusto.

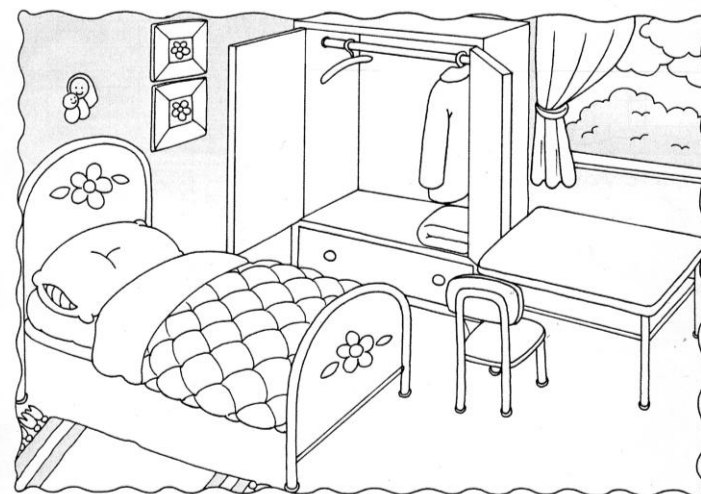





« Ora illustra a piacere.



READ AND DRAW

- ☐ a red  under the bed.
- ☐ a brown  on the bed.
- ☐ a yellow  in the wardrobe



- ☐ a grey  in the wardrobe.
- ☐ a green  under the desk.
- ☐ a blue  on the desk.

Water cycle goes ... round and round

classe seconda

- - *Obiettivi*
- OBIETTIVI TRASVERSALI DI SCIENZE ED INGLESE Saper eseguire istruzioni per realizzare semplici esperimenti. Conoscere gli stati della materia. Conoscere e denominare le fasi del ciclo dell'acqua. Saper utilizzare semplici strutture linguistiche per esprimere i contenuti appresi. Saper abbinare semplici frasi ad immagini. Cantare e mimare una semplice canzone METODOLOGIA:TPR Method per facilitare l'apprendimento della lingua Inglese. /Do for learning.Visione di filmati in lingua inglese adatti al livello della classe Esecuzione di esperimenti per verificare gli stati dell'acqua. Drammatizzazione. Disegno e completamento di schede inerenti il ciclo dell'acqua. Inserimento di didascalie utilizzando frasi predisposte anche con l'utilizzo di software. Giochi di ruolo in piccolo gruppo. Costruzione di un gioco. Canto corale.
- - *Durata*
- Il progetto si svolgerà nel mese di marzo ed aprile 2012 durante le ore di scienze ed Inglese.
- - *Risorse umane*
- Le insegnanti di L2 , di scienze e di immagine delle classi interessate.
- - *Beni e servizi*
- Non sono previsti costi aggiuntivi per l'acquisto di materiale.
-
- - *Valutazione e verifica dei risultati raggiunti*
- Eseguire istruzioni ./Listen and do. /Listen and draw.Domande a risposta chiusa./Yes and No answers. Uso corretto del lessico appreso tramite abbinamento di parole ad immagini ./Match the words:

WATER
CYCLE
GOES
ROUND

AND

ROUND.

By Melisa.



First experiment:

Does the water change ?

Use the words and complete

Glasses plate water

Keywords :

wait > aspettare take > prendere pour > versare days > giorni

Take two glasses with the same quantity of water. plate one in a plate.

Look for a sunny or hot place.

Mark with a fel-tip the level of the water in the glass and in the plate.

water two or three days and check .

In the glass there is less water

In the plate there is no water

Why?

Because the water evaporates.

It changes from liquid to vapor (gas).

It evaporates faster in the biggest area. (in the plate).

Now draw



24.1.2012

Second experiment about EVAPORATION:

Can we see the vapour / steam ?

Keywords:

pot > pentola lid > coperchio under > sotto cooker > fornello

steam > vapore to light > accendere to boil > bollire to go up > andare in alto

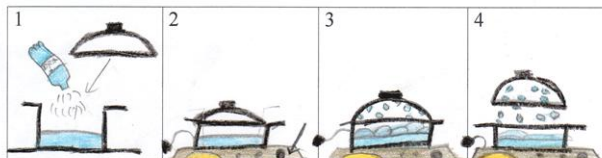
Read the instructions and draw the sequences of the experiment

1 Take a pot, pour some water and put a lid on the pot.

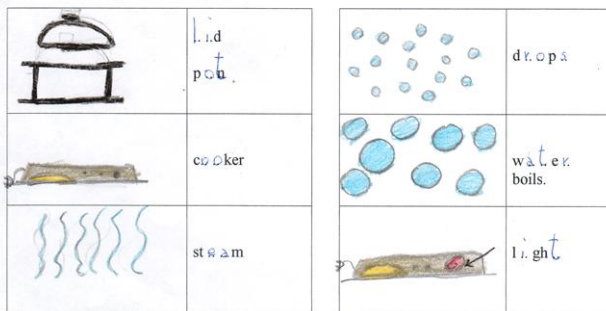
2 Put the pot on an electrical cooker, light it.

3 Draw what happens: water boils and the steam goes up.

4 Draw what can you see under the lid, they are drops.

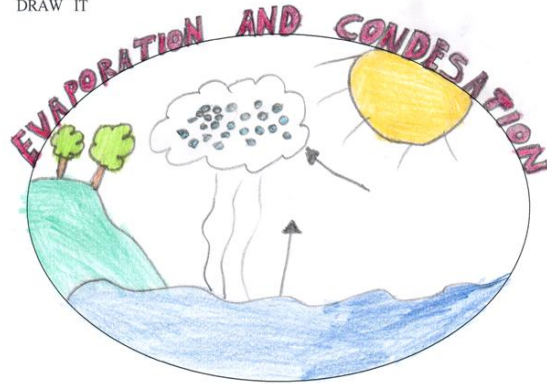


Now draw and complete the words:



WHAT HAPPENS WHEN THE STEAM GOES UP?

DRAW IT



KEYWORDS: CONDENSATION > CONDENSATIONE, GET COLD > RAFFREDDARE, DUST > POLVERE,

MAKE CLOUD > FORMARE LE NUVOLE, DROPLET > GOCCIOLINA, CLOUD > NUVOLE, LIQUID > LIQUIDO.

THE STEAM GOES UP IN THE AIR.

IT GETS COLD : THE WATER DROPLETS AND DUST, MAKE CLOUDS.

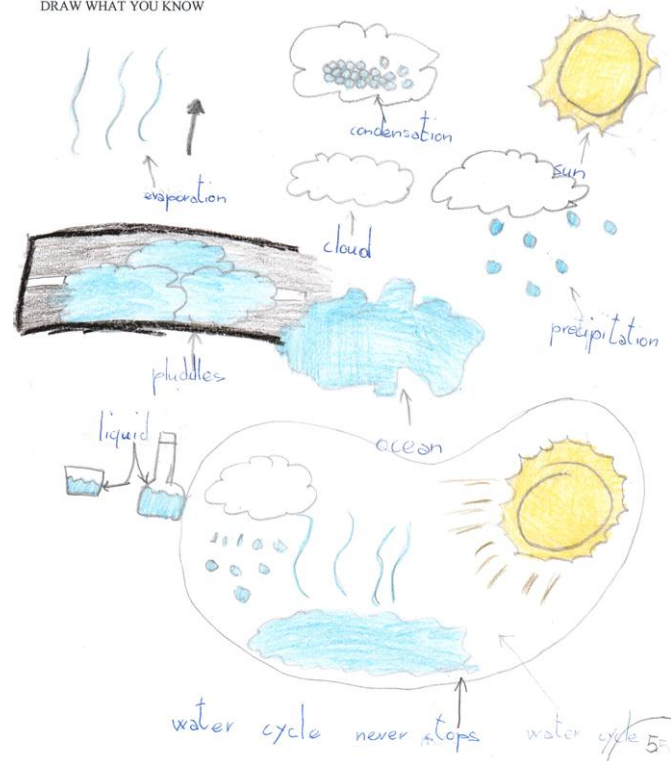
THIS IS WHEN THE WATER CHANGES FROM GAS TO LIQUID ,

THIS IS CONDENSATION .

WATCH THE VIDEOS CIRCLE THE WORDS YOU LISTEN

- Sea - tree - sun - water cycle - cloud - rain - red - snow - hail - dog - evaporation - bird - condensation - liquid - precipitation - never stops - puddle - yellow - river - pencil - ocean

DRAW WHAT YOU KNOW

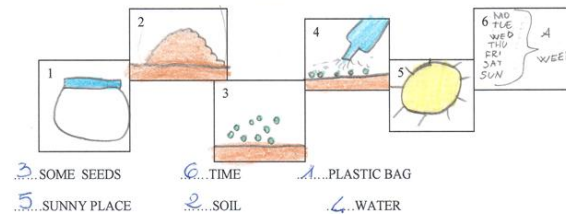


WATER CYCLE IN A PLASTIC BAG

WHAT DO YOU NEED?

DRAW: WHAT CAN YOU REMEMBER?

NUMBER THE WORDS IN THE RIGHT ORDER



What can you see a week after?

Choose the right word and write

~~Tree~~ - water - precipitation -

plants of basil - droplets - condensation -

evaporation - ~~flowers~~ - ~~cloud~~ - ~~snow~~

Now write the words

water
precipitation
plants of basil
droplets
condensation
evaporation

What have you learnt (hai imparato) ? Draw a ✓ next to the right sentences

1 - The heating (calore) of the sun powers the water cycle. ✓

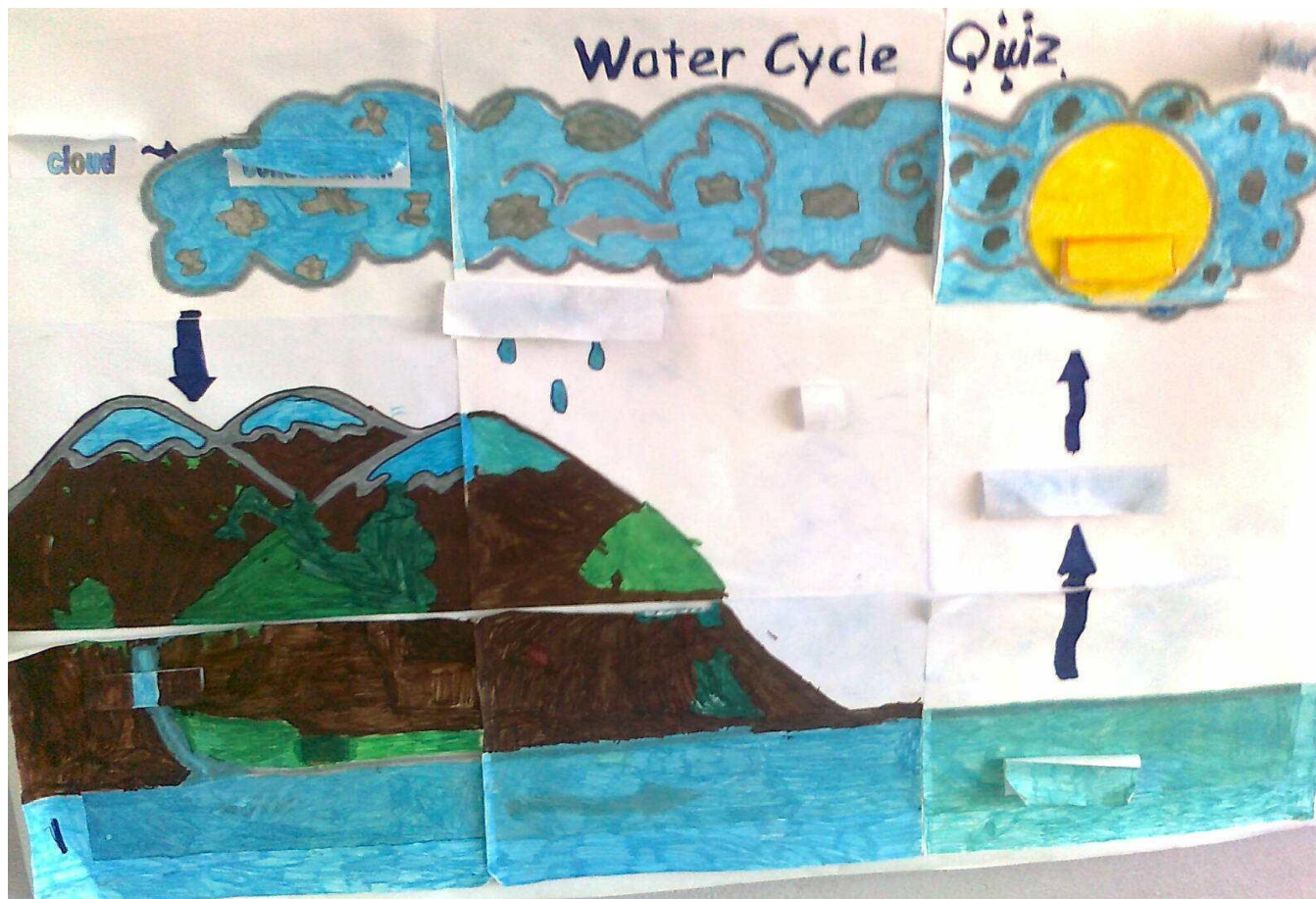
2 - In the plastic bag we can see the water cycle. ✓

3 - We added some water every (ogni) day. _____

4 - Water cycle never (mai) stops. ✓

5 - we can see droplets and precipitation. ✓

GIOCO/QUIZ: I BAMBINI SI DOMANDANO “WHAT IS IT?” E RISPONDONO



"OH MY DEARLING CLEMENTINE" È LA MELODIA DI QUESTA SEMPLICE CANZONE

MONDAY, 21ST MAY 2012

THE EASIEST SONG! 

THE WATER CYCLE

EVAPORATION,

CONDENSATION,

PRECIPITATION ON MY HEAD

THEY ARE PART OF WATER CYCLE AND

AND IT HARDENS ALL THE TIME.

CIRCEE THE WORDS YOU DON'T KNOW

COSSA HO IMPARATO ?

SCRIVI O DISEGNA



Ho scritto ...5.....parole su 5.

Ho disegnato ...4.....parole su 4.

COMPLETA SCEGLI IL VERBO PIÙ ADATTO

Goes - changes - powers

The sun powers..... the water cycle.

Water changes.....from liquid to gas

Ho completato ...2.... frasi su 2.

MI È PIACIUTO, DISEGNA UN ✓:

- | | |
|---------------------------|--------------------------------|
| - 1 il ciclo dell'acqua ✓ | - 4 la canzone ✓ |
| - 2 l'uso della LIM ✓ | - 5 la costruzione del gioco ✓ |
| - 3 gli esperimenti ✓ | - 6 altro |

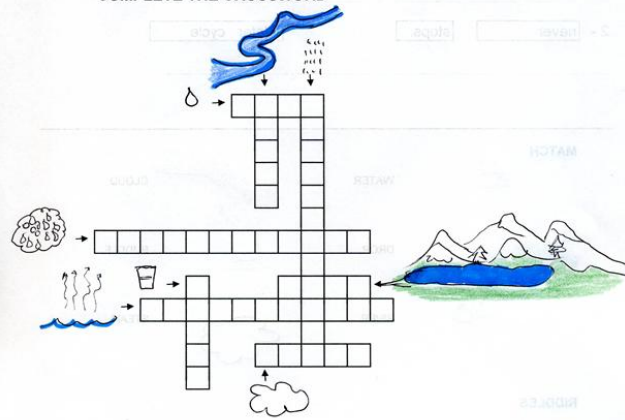
Se hai fatto gli esercizi esatti, disegna la faccina!



Name Surname

CLIL TEST

COMPLETE THE CROSSWORD



LISTEN AND CIRCLE

SUN BASIL WATERING WATER CLOUD

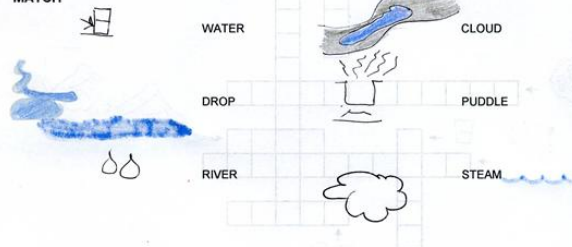
GREEN DROPLETS RIVER LEG EVAPORATION

MAKE THE SENTENCES

1- powers the water cycle. The sun

2- never stops. Water cycle

MATCH



RIDDLES

A - IT IS WHEN WATER CHANGES FROM GAS TO LIQUID. IT'S

B - IT IS YELLOW AND IT HEATS (SCALDA) THE WATER. IT IS THE

C - IT IS MADE (FATTA) OF DROPLETS. IT IS A

CURIOSITY

Long ago dinosaurs drank the same water we drink today



because water recycles it goes :

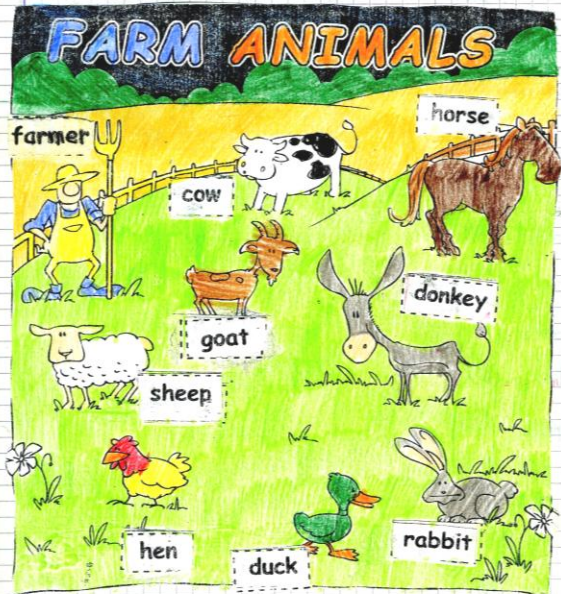
and

Pets and Farm Animals

classe terza

- Il progetto vuole aiutare gli alunni a migliorare l'apprendimento della lingua straniera usando l'approccio metodologico CLIL. Questa metodologia vuole: Potenziare l'efficacia dell'apprendimento della lingua straniera ed acquisire migliori conoscenze delle discipline; Favorire l'utilizzo da parte degli alunni di abilità, conoscenze e competenze di altre discipline; Potenziare l'interesse e la motivazione all'apprendimento della lingua straniera creando contesti di apprendimento reali; Favorire lo spirito di socializzazione e di cooperazione all'interno del gruppo classe.
- **OBIETTIVI:** Conoscere il mondo animale, Saper classificare gli animali in animali domestici e da fattoria (pets and farm animals) Saper costruire, in base a istruzioni date, un libro di cartoncino usando materiale di recupero; Conoscere le parti del corpo e le caratteristiche fisiche di un animale; Conoscere ed identificare animali; Saper descrivere gli animali in base alle loro caratteristiche fisiche; Conoscere e descrivere le abitudini alimentari degli animali; Conoscere le abilità degli animali; Conoscere il verso degli animali; Conoscere i baby animals; Arricchire il lessico della lingua straniera. **METODOLOGIA ED**
- **ATTIVITA'** Con l'uso della metodologia CLIL, la lingua straniera viene usata come veicolo per arrivare a contenuti disciplinari in lingua straniera, al fine di favorire l'apprendimento sia dei contenuti che delle strutture linguistiche. Sarà usato un approccio ludico-comunicativo per stimolare gli alunni all'apprendimento. Saranno proposte attività di storytelling, songs, chants, role-plays, oltre all'utilizzo di schede, flashcards e immagini tratte da internet o giornali
- **.DISCIPLINE COINVOLTE:** Lingua Inglese, Scienze, Arte e Immagine, Ed. Motoria.
- **DESTINATARI:** Gli alunni delle classi terze di Scuola Primaria.
- - *Durata*
- Si prevede un periodo di due settimane per un totale di 6 ore per ogni classe terza. Le fasi operative sono: **Warm up** – si incomincia con una semplice discussione in lingua con l'uso di immagine e flashcards, durante il quale si introduce l'argomento principale; **Presentation** – con l'uso di storie, canzoni o altre attività viene presentato l'argomento disciplinare e le nozioni; **Practice** – si propongono attività di ascolto, parlato, lettura e scrittura per favorire l'apprendimento delle nozioni presentate; **Evaluation** – Con attività pratiche verrà verificato l'apprendimento.
- - *Risorse umane*
.L'insegnante di Lingua Inglese, e le insegnanti di Scienze, Ed. Motoria e Arte e Immagine.
- - *Beni e servizi*
- Non sono previsti costi aggiuntivi per l'acquisto di materiale.
-
- - *Valutazione e verifica dei risultati raggiunti*
- valutazione sarà effettuata attraverso attività di tipo pratico . L'osservazione degli alunni durante le attività sarà il primo passo, poi si verificherà la capacità di parlare e scrivere riguardo agli argomenti e alle strutture presentate. In ultimo ci sarà lo svolgimento di schede mirate preparate dall'insegnante.

CLIL: ON THE FARM.



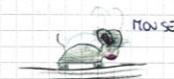
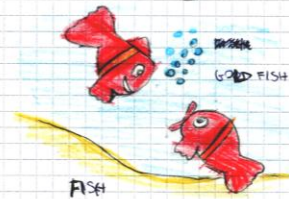
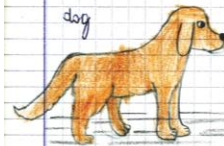
farmer = campesino

cow = vaca

Yo

Thursday, 17 May 2012

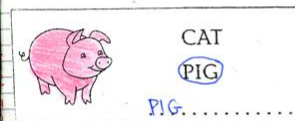
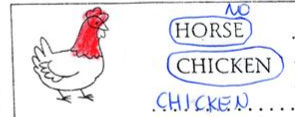
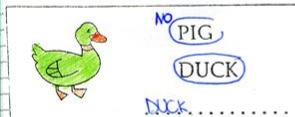
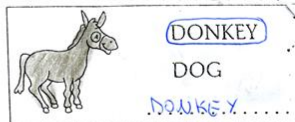
Draw the animals and write the names. Colour the pictures.



42

Monday, 21st May 2012

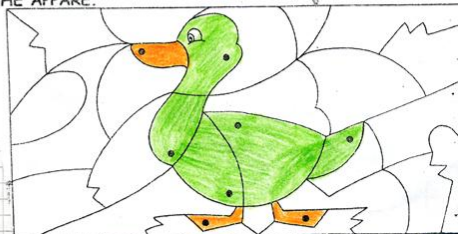
CERCHIA LA PAROLA GIUSTA E COPIALA.



COLORA GLI SPAZI CON IL PUNTINO E CERCHIA IL NOME DELL'ANIMALE CHE APPARE.

DUCK

DONKEY



43

COLLOCA I NOMI SOTTO GLI ANIMALI GIUSTI E POI CERCALI NEL CRUCIVERBA.



TORTOISE, TURTLE



FISH.....



DOG.....

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



HAMSTER..



RABBIT.....



CAT.....



BIRD.....

FISH

X • RABBIT

X BIRD

X HAMSTER

CAT

X • TORTOISE

X DOG

23 Maggio 2012

Animal features.

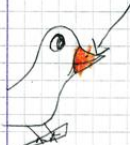


WHISKERS



FUR

TAIL



BEAK



FIN

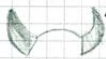
SCALES



WINGS



FEATHER



HORN

FINIRE A CASA

COLORA SOLTANTO LE PARTI CON I NOMI DEGLI ANIMALI CHE VEDI NELL'ILLUSTRAZIONE.



Wednesday, 30th May 2012

Test 1

Risolvi il cruciverba inserendo i nomi degli animali.



Monday, 4th June 2012

Test 2

Describe the dog.

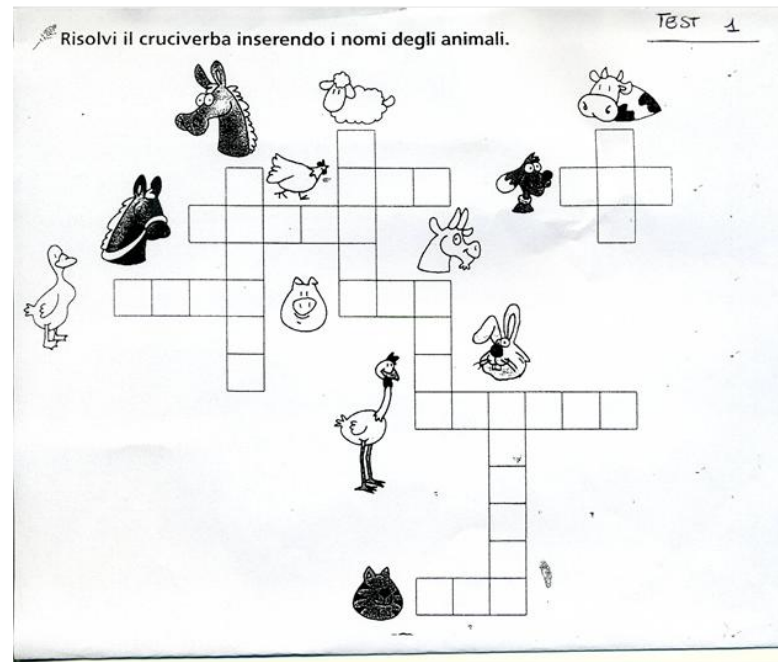
The dog is black and white.

It has got four legs and a tail.

It has got a fur. It can jump but it can't fly.

very good +

TEST CLASSE TERZA.



TEST 2

Describe the dog. (read and complete)

Theis black and(colore).

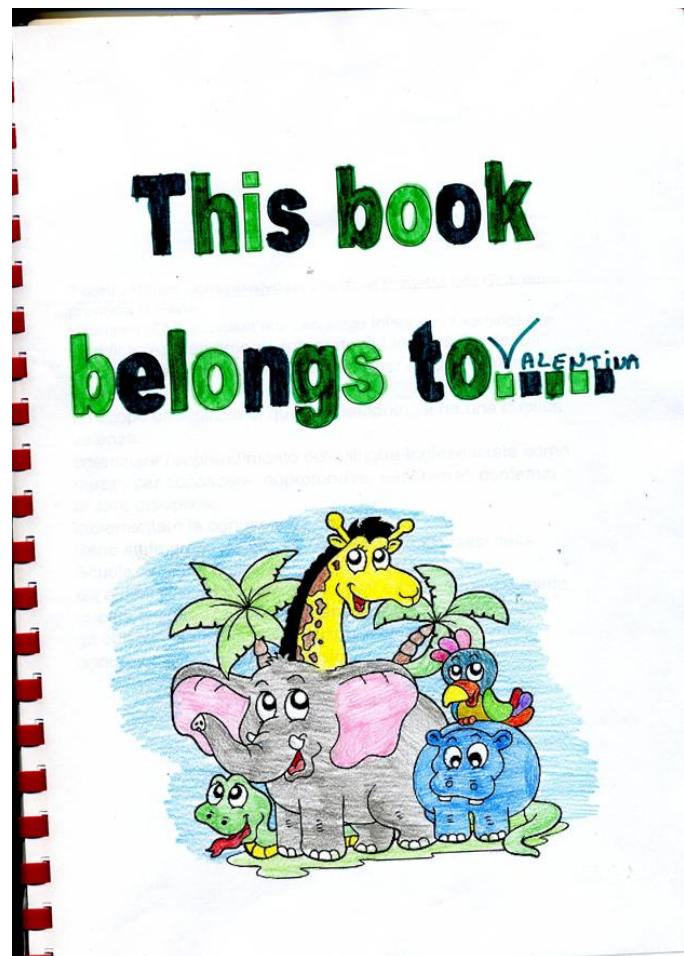
....'s gotlegs and a

Itjump, butcan't(volare)

Wild Animals

classe quarta

- OBIETTIVI TRASVERSALI DI SCIENZE, LINGUA INGLESE, EDUCAZIONE ALL'IMMAGINE, MUSICA ED EDUCAZIONE MOTORIA:
- Conoscere le caratteristiche fisiche degli animali selvatici
- Conoscere le abitudini alimentari
- Classificare gli animali in base al luogo in cui vivono
- Classificare gli animali in base alle caratteristiche fisiche
- Identificare ciò che gli animali fanno e non fanno
- Identificare gli animali da una descrizione
- Saper descrivere animali
- METODOLOGIA ED ATTIVITA': L'insegnante crea condizioni che facilitano l'apprendimento dell'argomento attraverso mirate attività di semplificazione, impiegando strategie che permettano di utilizzare la lingua inglese attraverso ripetizione, riformulazione, richiesta di conferma di comprensione, ricorso ad esempi concreti, illustrazione di parole-chiave mediante flashcards.
- Ascolto e drammatizzazione
- Realizzazione di un poster
- Attività individuali, a coppie ed in gruppo
- Disegno e descrizione di animali
- Completamento di tabelle
- Esecuzione di canti e mimi
- Completamento di schede
- Esecuzione di giochi
-
- - *Durata*
- Il progetto si svolgerà nei mesi di aprile e maggio durante le ore di Lingua Inglese.
- - *Risorse umane*
- Le insegnanti di Lingua Inglese
- - *Beni e servizi*
- Non sono previsti costi aggiuntivi per l'acquisto di materiale.
-
- - *Valutazione e verifica dei risultati raggiunti:*
- Saranno somministrate prove concordate dalle insegnanti per valutare se l'alunno sarà in grado di :
- Esporre adeguatamente l'argomento
- Leggere semplici testi in L2
- Descrivere animali
- Collegare le varie informazioni
- Porre /rispondere a domande sull'argomento
- Collegare didascalie ad immagini



Animal features



Animal riddles



TIGER PATTERN

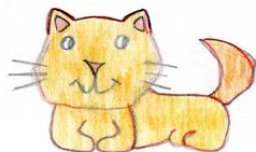


PARROT PATTERN





Giraffe



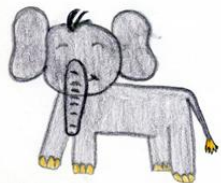
Fox



Tiger



Hippo



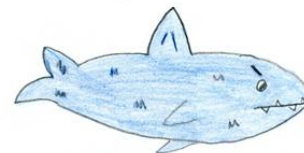
Elephant



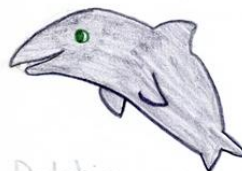
Zebra



Lion



Shark



Dolphin



Parrot



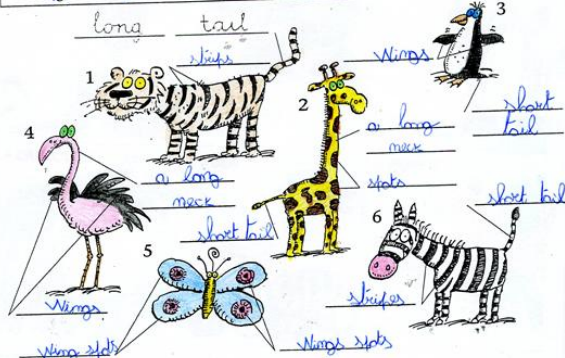
crocodile



Monkey

Write

long short tail wings spots stripes neck



Write

Write one sentence about each animal.

spots
stripes
legs
wings
tail
neck
colour
big
small
long
short

elephant It is grey it is big it's got a trunk
bee It's got a stinger, it's black and yellow
monkey It's got a long tail
zebra It's got black and white stripes
tiger It's got a short tail and a long tail
flamingo It's got a long neck, wings and a long tail
rhino It's got a short tail, it's grey and it's got a horn
giraffe It's got long legs, spots and a long neck
crocodile It's got a long tail, it's green and it's got scales



5. Read and complete.

A LION
brown body
yellow mane
strong paws
long tail



AN ELEPHANT
grey and wrinkly skin
two big ears
two white tusks
a long trunk



A GIRAFFE
long neck
short tail
brown and yellow coat
long legs



A CROCODILE
long tail
green body
short legs
big teeth



A TIGER
striped fur
two gold eyes
a long tail
long claws



A PARROT
strong beak
green, yellow and blue wings
short legs
multicoloured tail



6. Write.

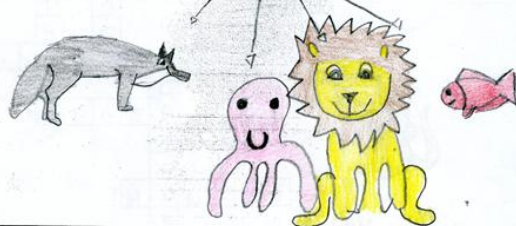
- The giraffe has got a long neck.
- The elephant has got big ears, a long trunk and tusks.
- The tiger has got a striped fur.
- The crocodile has got a long tail and big mouth.
- The parrot has got a multicoloured tail.
- The lion has got a yellow mane.

Animal pictograms

DOG



WOLF



HORSE



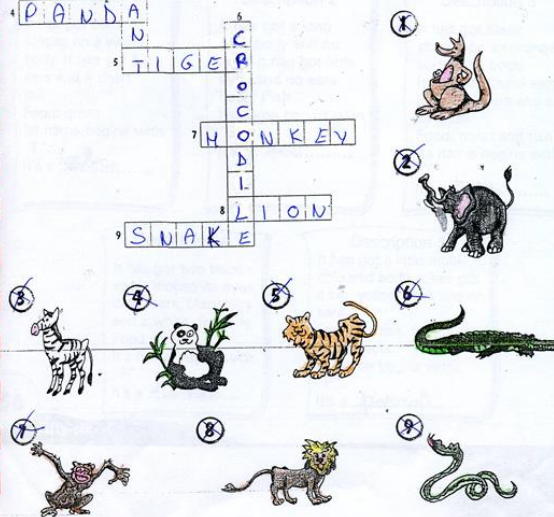
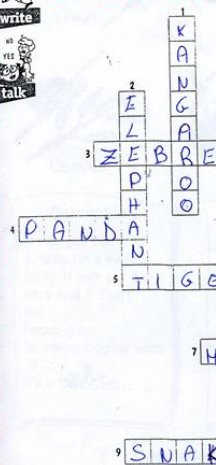
WILD ANIMALS CROSSWORD

Check your crossword
with a friend.

EXAMPLE: "What's number one?"

"A kangaroo."

"And what's number two?"



ANIMAL FOOD



Meat



Fish



Berries, fruit
and nuts



leaves



Grass



Insects

Description 1

It has got black stripes on a white body. It has got big ears and a short tail.

Food: grass

Its name begins with "Z"

It's a Zebra

Description 2

It has got a long grey body and no legs. It has got little eyes and no ears.

Food: fish

Its name begins with "S"

It's a Shark

Description 3

It has got black stripes on an orange and white body.

It has got round ears, long whiskers and a long tail

Food: meat and fish

Its name begins with "T"

It's a Tiger

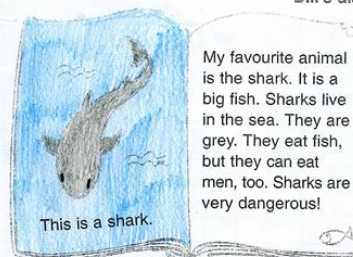


My favourite animal is the lion. It's like a big cat. Lions live in the jungle. They've got a yellow mane and a brown body. The lion is a carnivore.

at the zoo

6 Read.

Bill's diary



This is a shark.

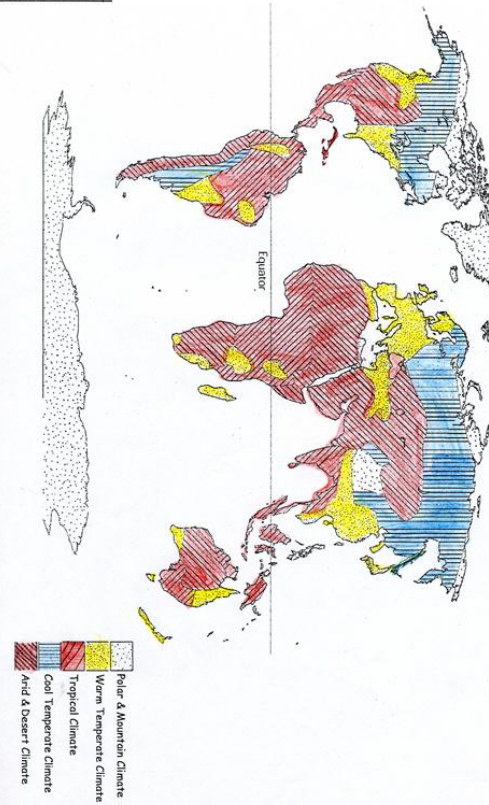
My favourite animal is the shark. It is a big fish. Sharks live in the sea. They are grey. They eat fish, but they can eat men, too. Sharks are very dangerous!

ANIMALS AND THEIR HABITATS.

A HABITAT IS A PLACE WHERE LIVING THING LIVE THE HABITAT PROVIDES THE ANIMAL OR PLANT WITH FOOD AND SHELTER ON THE EARTH THERE ARE MANY DIFFERENT HABITATS: GRASSLAND, OCEAN, POLE ICE, TROPICAL RAINFOREST, TEMPERATE RAINFOREST, AND DESERT.

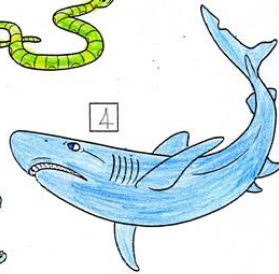
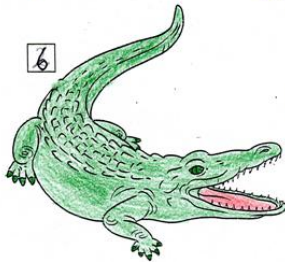
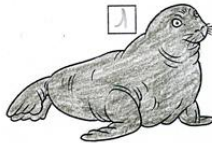
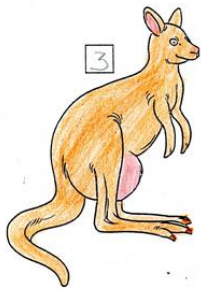


Climate Zones Map:



• Look at the pictures below and help each animal to find its habitat.

- | | | | |
|--------------|------------------------|---------------|----------|
| 1- Polar ice | 2- Temperate forest | 3- Grasslands | 4- Ocean |
| 5- Desert | 6- Tropical rainforest | | |



REPTILE: snake

It gets snakes. It lives in the woods. It's green, brown and gray. It eats insects.



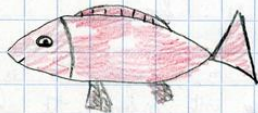
AMPHIBIAN: frog

The frog sleeps in winter. It is born a tadpole and grows into a frog. It lives in wet places. It eats insects.



FISH: salmon

The salmon is a fish. It eats flies and plants. It lives in the sea and rivers. It is silver and white. The salmon is brown in autumn and gets big then.



BIRD → robin

The robin lives in woods.

It is brown, white and red.

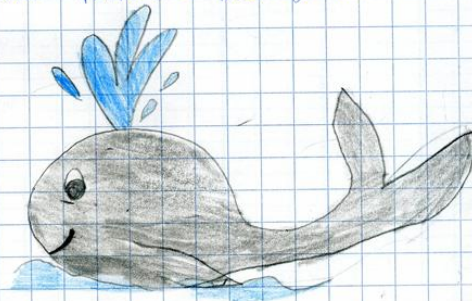
The red is in its breast.

The robin eats insects.



MAVH AL → whale

The whale lives in the Pacific Ocean and it's the largest animal in the world. It eats small fish called plankton. It doesn't get teeth.



CLASSIFY:

PARROT X

BATTLESWARE X

CHEETA X FROG X RHINO X GORILLA X TOAD X SHARK X

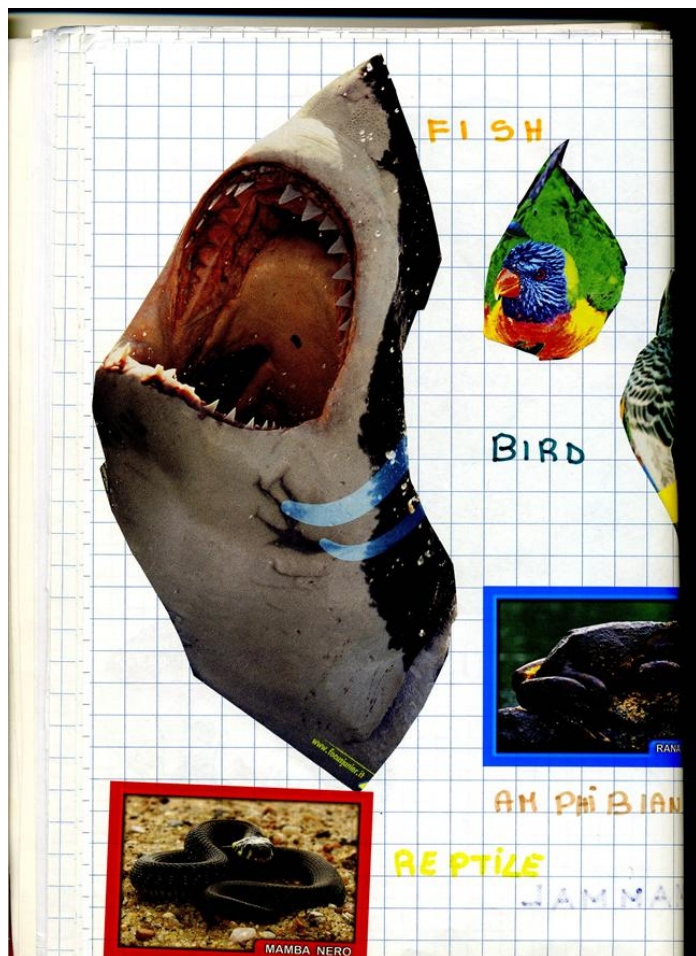
BAT X LIZARD X DOLPHIN X CROCODILE X

TIGER X SALAMANDER X NIGHTINGALE X OCTOPUS X

POLAR BEAR X EAGLE X

MAMMAL	REPTILE	AMPHIBIAN	FISH	BIRD
CHEETA	BATTLESWARE	FROG	SHARK	PARROT
RHINO	LIZARD	TOAD	OCTOPUS	NIGHTINGALE
GORILLA	CROCODILE	SALAMANDER		EAGLE
BAT				
DOLPHIN				
TIGER				
POLAR BEAR				





It has got four legs.

It lives on the African plains.

It eats meat.

It's the fastest land animal in the

It's ~~lion~~ a cheetah.



This is a penguin. It can swim.
but it can't fly.



This is a parrot.
It can fly.
but it can't run.



This is a monkey.
It can climb.
but it can't swim.



This is a tiger.
It can run.
but it can't speak.

Bats can fly.

14 Look and fill in.



These animals can JUMP.



These animals can CLIMB TREES.



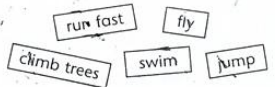
These animals can SWIM.



These animals can RUN FAST.



These animals can FLY.



15 Look and write.

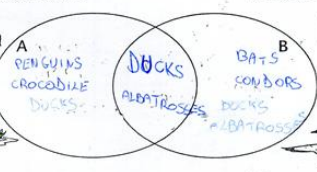
A These animals can swim.



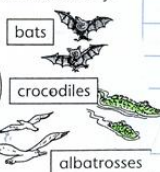
penguins

condors

ducks



B These animals can fly.



bats

crocodiles

albatrosses

1 Condors can fly but they can't swim.

2 Bats can fly but they can't swim.

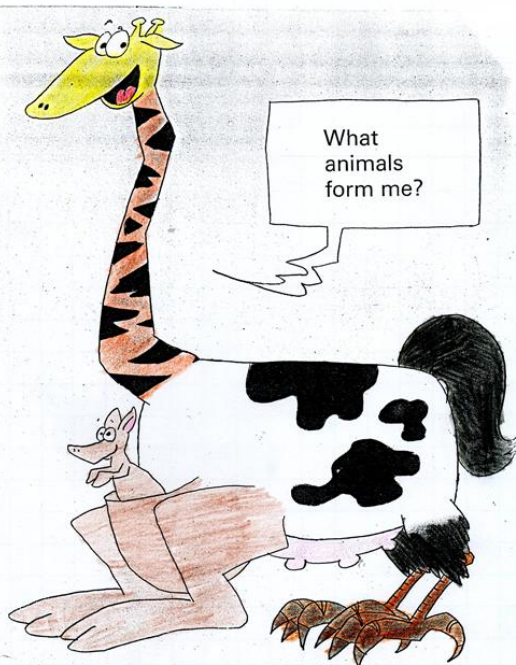
3 Penguins can swim but they can't fly.

4 Crocodiles can swim but they can't fly.

5 Ducks can swim and they can fly.

6 Albatrosses can fly but they can't swim.

	They can...	They can't...
KANGAROOS	JUMP	SWIM
BIRDS	SING	RUN
CROCODILES	SWIM	FLY
WHALES	SWIM	RUN
FROGS	JUMP	SING
CAMELS	WALK	CLIMB



What
animals
form me?

Write in the names of the animals

GIRAFFE, TIGER, KANGAROO, COW, HORSE

QUESTIONS

1 Whose neck is this?

IT'S the giraffe's neck



2 Whose stripes ARE THESE?

THEY'RE the tiger's stripes



3 Whose pouch is this?

IT'S the kangaroo's pouch



4 Whose spots ARE THESE?

THEY'RE the cow's spots



5 Whose tail is this?

IT'S the horse's tail



6 Whose claws ARE THESE?
the eagle's claws

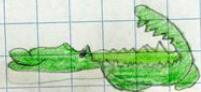
THEY'RE eagle claws



It's an elephant. It is grey. It's got four legs. It's got a trunk. It is big.



It's a crocodile. It's got four short legs and a long tail. It's got small eyes. It is green.



It's a giraffe. It's got four legs and a long neck. It's got spots and a short tail. It is yellow and brown.



It's a tiger. It's got black stripes and an orange body. It lives in the forest.

Its favorite food is meat.

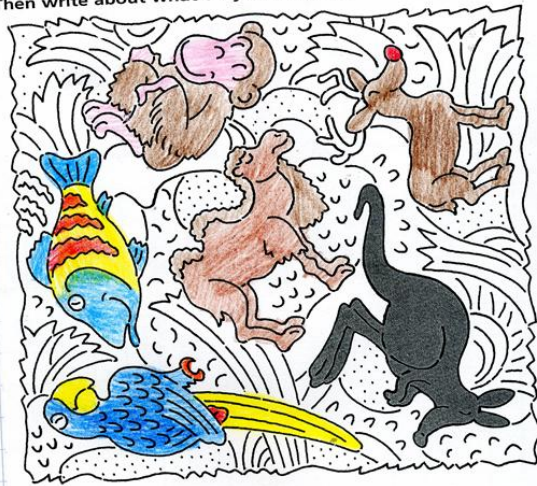
It can run but it can swim.

IT IS A MAMMAL



● Colour the animals.

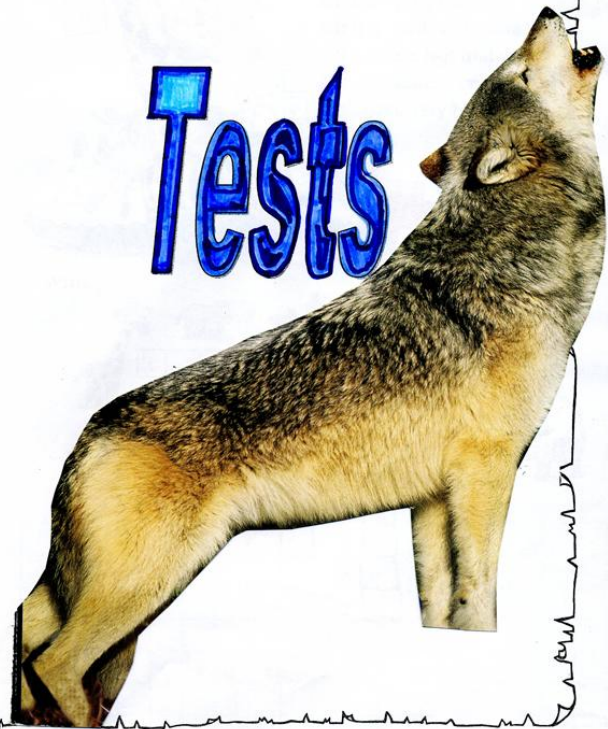
Then write about what they can and can't do.



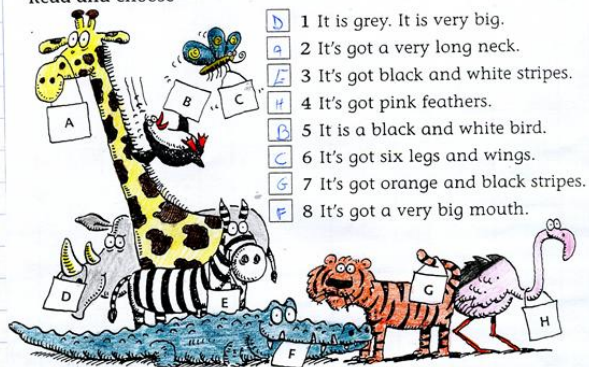
A kangaroo can jump. It can't fly.

- 1 a fish can swim. It can't fly.
- 2 a fox can fly. It can't swim.
- 3 a kangaroo can run. It can't fly.
- 4 a koala can run. It can't fly.
- 5 a monkey can run. It can't swim.

Tests

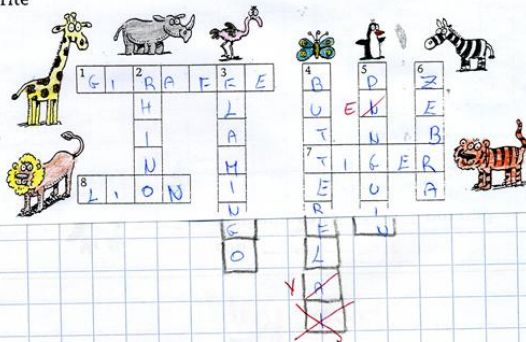


Read and choose



- ☐ 1 It is grey. It is very big.
- ☐ 2 It's got a very long neck.
- ☐ 3 It's got black and white stripes.
- ☐ 4 It's got pink feathers.
- ☐ 5 It is a black and white bird.
- ☐ 6 It's got six legs and wings.
- ☐ 7 It's got orange and black stripes.
- ☐ 8 It's got a very big mouth.

Write



Very good

Listen and read • Write

small fly four legs swim wings stripes teeth tail big two white black



This is a tiger. It's got orange and black stripes. It's got four legs and a long tail. It's got big teeth.



This is a rhino. It's got four legs and a short tail. It's got big ears and small eyes.

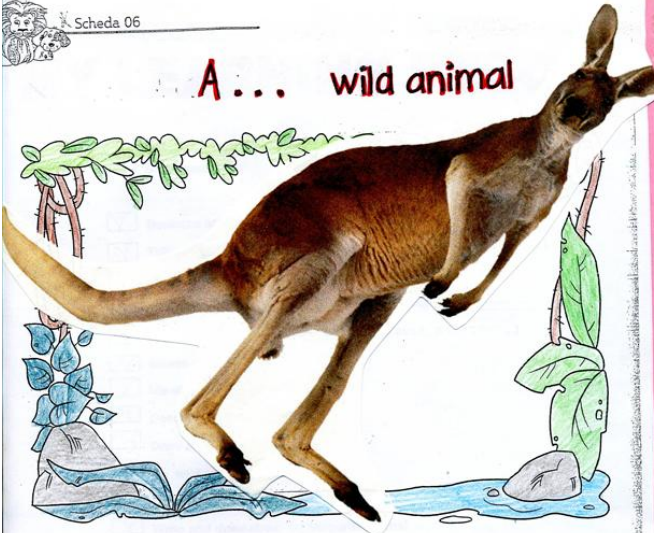


This is a penguin. It is black and white. It's got two wings, two short legs and a short tail. Penguins can swim but they can't fly.

Very good

Scheda 06

A... wild animal



NAME: KANGAROO

COLOUR: Brown

BODY: Big body

FEATURES: Big ears, long tail, big feet, long legs, it can jump

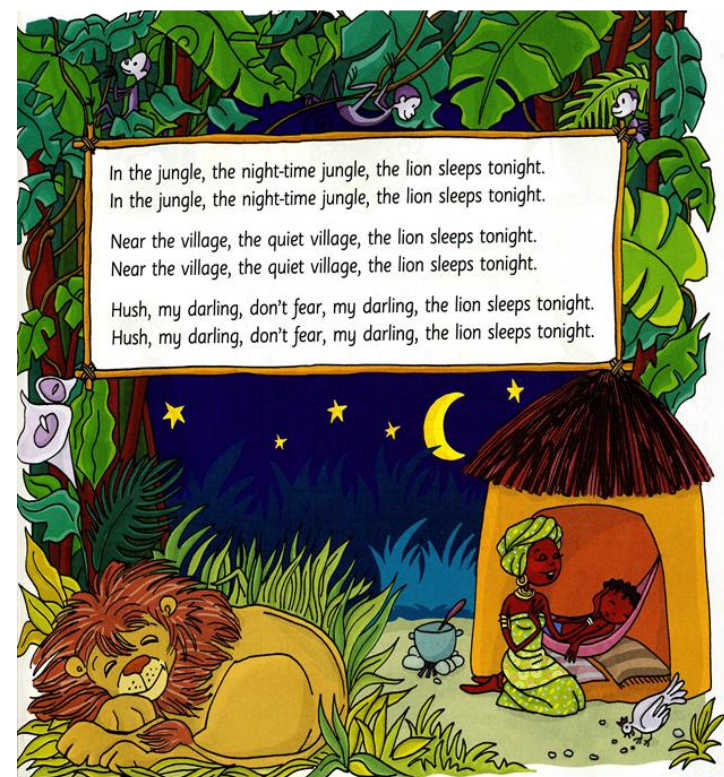
IT EATS: Grass

IT CAN: Jump

IT CAN'T: Swim

Good 7

SONG "IN THE JUNGLE"



MY LEARNING RECORD

☒ Now I can.....

- ☒ Describe animals with their features (mane, trunk, wings....)
- ☒ Talk about animals and their habitats (jungle, savannah, desert...)
- ☒ Classify animals (mammals, reptiles, amphibians.....)
- ☒ Talk about animal food (meat, berries, fruit....)
- ☒ Say what animals can or can't do (it can swim, it can't fly.....)
- ☒ Guess animal riddles
- ☒ Identify animals from descriptions
- ☒ Describe a fantasy animal
- ☒ Draw animal patterns
- ☒ Do wild animal crosswords
- ☒ Draw animal pictograms
- ☒ Write and draw about my favourite animal
- ☒ Sing an English song (In the jungle)

▷ Listen and read • Write

small	four	swim	stripes	tail	two	black
fly	legs	wings	teeth	big	white	



This is a tiger. It's got orange and black stripes. It's got four _____ and a long _____. It's got big _____.

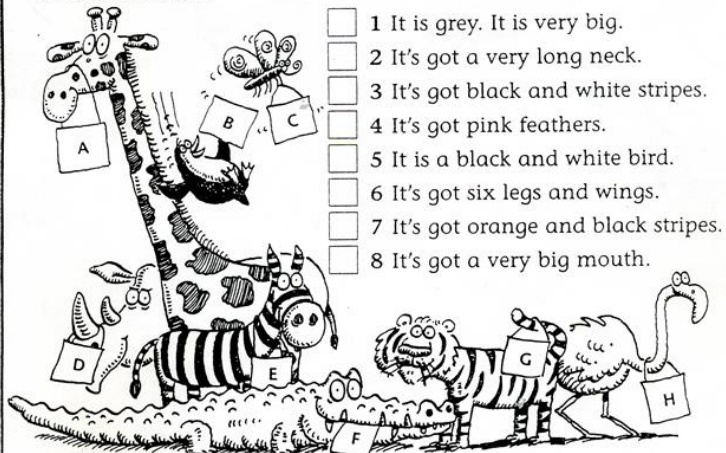


This is a rhino. It's got _____ legs and a short tail. It's got _____ ears and _____ eyes.



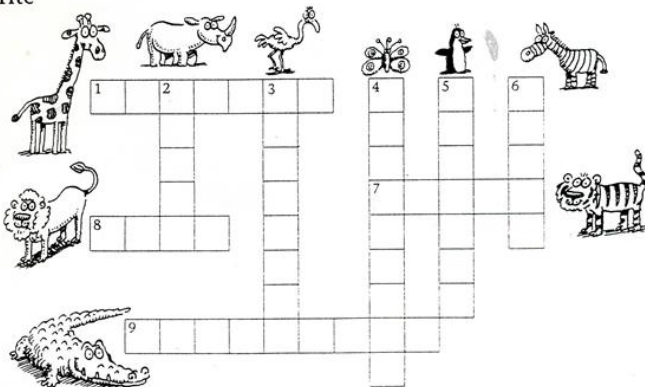
This is a penguin. It is _____ and _____. It's got two _____, _____ short legs and a short tail. Penguins can _____ but they can't _____.

Read and choose



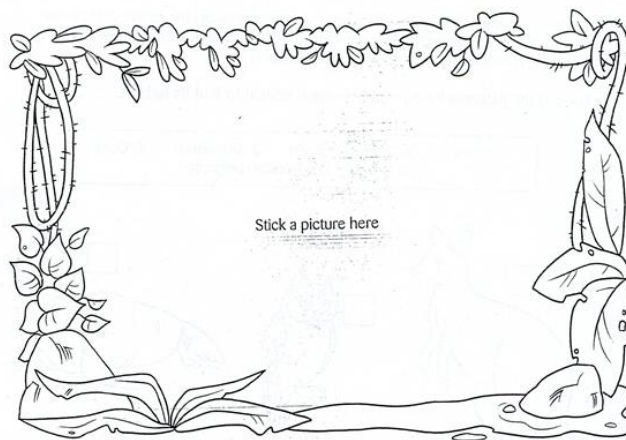
- ☐ 1 It is grey. It is very big.
- ☐ 2 It's got a very long neck.
- ☐ 3 It's got black and white stripes.
- ☐ 4 It's got pink feathers.
- ☐ 5 It is a black and white bird.
- ☐ 6 It's got six legs and wings.
- ☐ 7 It's got orange and black stripes.
- ☐ 8 It's got a very big mouth.

Write



Scheda 06

A... wild animal



Stick a picture here

NAME:

COLOUR:

BODY:

FEATURES:

.....

.....

.....

.....

.....

IT EATS:

IT CAN:

IT CAN'T:

Discovering ...Albuzzano – Belgioioso – Linarolo – Valle Salimbene

classe quinta

- OBIETTIVI TRASVERSALI DI GEOGRAFIA, LINGUA INGLESE, DI EDUCAZIONE ALL'IMMAGINE E DI EDUCAZIONE ALLA CONVIVENZA CIVILE:
- Conoscere la regione Lombardia
- Saper utilizzare i punti cardinali in modo adeguato.
- Conoscere qualche aspetto urbanistico e monumentale del proprio paese
- Localizzare edifici del paese usando preposizioni adeguate
- Verbalizzare indicazioni stradali
- Chiedere indicazioni stradali
- Dare indicazioni stradali usando il modo imperativo.
- Saper rispettare le regole ambientali degli spazi verdi del proprio paese
- Gli obiettivi fanno riferimento al Common European Framework of Reference for Language Learning and Teaching A1 e A2
- METODOLOGIA ED ATTIVITA': L'insegnante crea condizioni che facilitano l'apprendimento dell'argomento attraverso mirate attività di semplificazione, impiegando strategie che permettano di utilizzare la lingua inglese attraverso ripetizione, riformulazione, richiesta di conferma di comprensione, ricorso ad esempi concreti, illustrazione di parole-chiave mediante flashcards.
- Drammatizzazione
- Role play
- Costruzione di un plastico del paese
- Realizzazione di un poster
- Attività individuali, a coppie ed in gruppo
- Attività di problem –solving
- Esecuzione di canti e mimi
- Completamento di schede
-
- - *Durata*
- Il progetto si svolgerà nei mesi di aprile e maggio durante le ore di Lingua Inglese.
- - *Risorse umane*
- Le insegnanti di Lingua Inglese e di Geografia.
- - *Beni e servizi*
- Non sono previsti costi aggiuntivi per l'acquisto di materiale.
-
- - *Valutazione e verifica dei risultati raggiunti*
- somministrare prove concordate dalle insegnanti per valutare se l'alunno sarà in grado di :
- Esporre adeguatamente l'argomento
- Leggere semplici testi in L2
- Descrivere luoghi vicino a casa e a scuola
- Collegare le varie informazioni
- Porre /rispondere a domande sull'argomento
- Collegare didascalie ad immagini

CONTENT

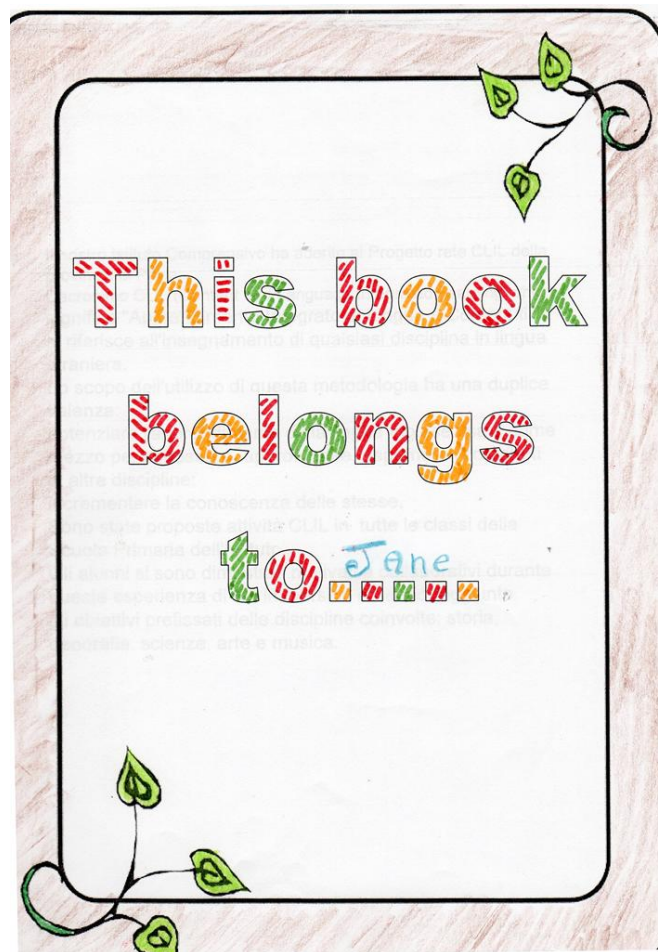
LANGUAGE

INTEGRATED

LEARNING



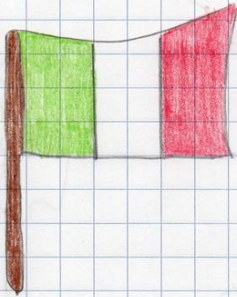
SCHOOL YEAR 2011-2012



ITALY

Location: Italy is a country in southern Europe.
It is a boot-shaped peninsula that extends into the Mediterranean sea.
Italy is bordered by Switzerland, France, Austria and Slovenia.

Capital: Rome is the capital of Italy.



COUNTRY: ITALY
REGION: LOMBARDY
CAPITAL: MILAN



Da Wikipedia, l'enciclopedia libera.

[illegible][illegible][illegible][illegible]

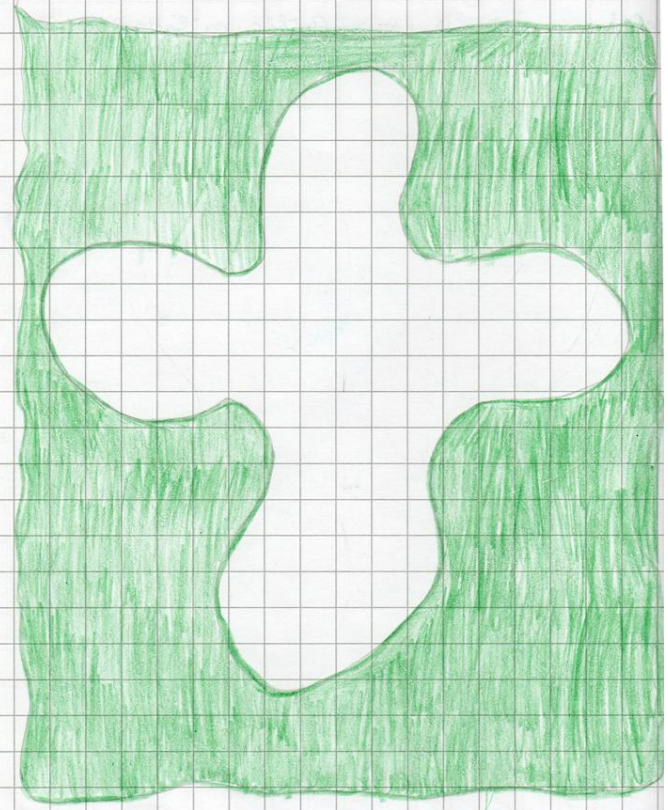
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99

$$m = \dots \quad \text{and} \quad T = (-1)^m = \dots$$
[illegible]

Lombardy is one of the 20 regions of Italy.
Milan is the capital of Lombardy and one of Italy's
most fashionable cities.
It's famous for its largest Gothic cathedral in the
world and for the Scala Theatre.

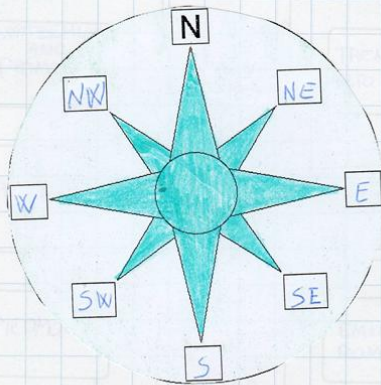


THE FLAG OF LOMBARDY



Compass Rose

A compass Rose is a design on a map that shows directions. It shows north, south, east, west, northeast, northwest, southeast, southwest.



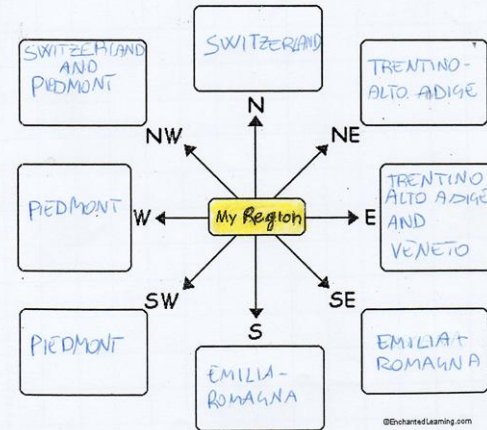
Compass Rose Map: My Region

Geography
Pages

Compass Rose Map: My Country

More Compass R
Maps

For each direction in the compass rose, write something that is located that direction from your country.



MY TOWN: ALBUZZANO

My town is Albuzzano: This place is situated in Pavia, Lombardy, Italy.

Albuzzano is a small town with few people.

There is a church with a bell tower without bells next to a new "oratorio".

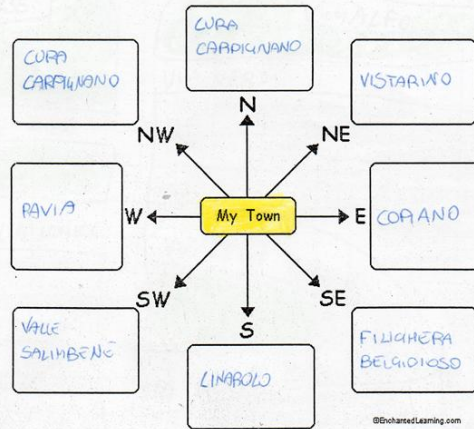
The town hall is in the centre of the town, in the square opposite the chemist. In this square there are also two cafes, the florist, the laundry, the post office, the hairdresser and the bakery.

In this season many rice-fields surround it.

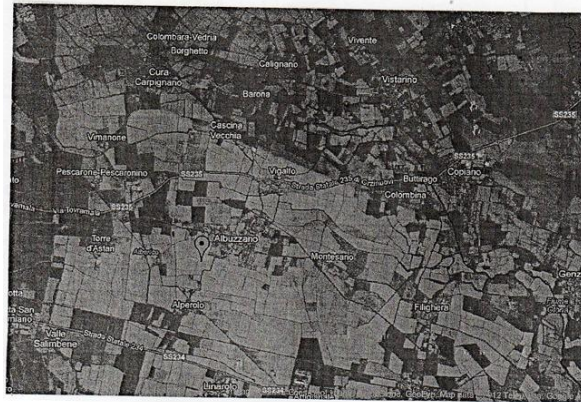


Compass Rose Map: My Town

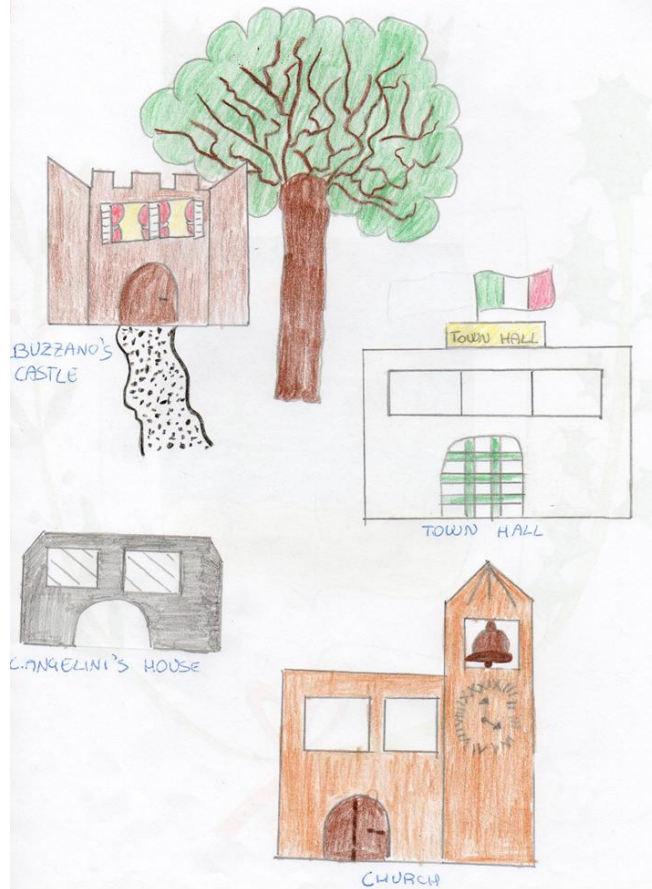
For each direction in the compass rose, write something that is located that direction from your town.



©CharlotteLearning.com



FAMOUS BUILDINGS IN ALBUZZANO



COAT OF ARMS



HELLO !

My name is Jane.

I'm eleven years old.

I live in a house in Albuzano.

My house is far from the school.

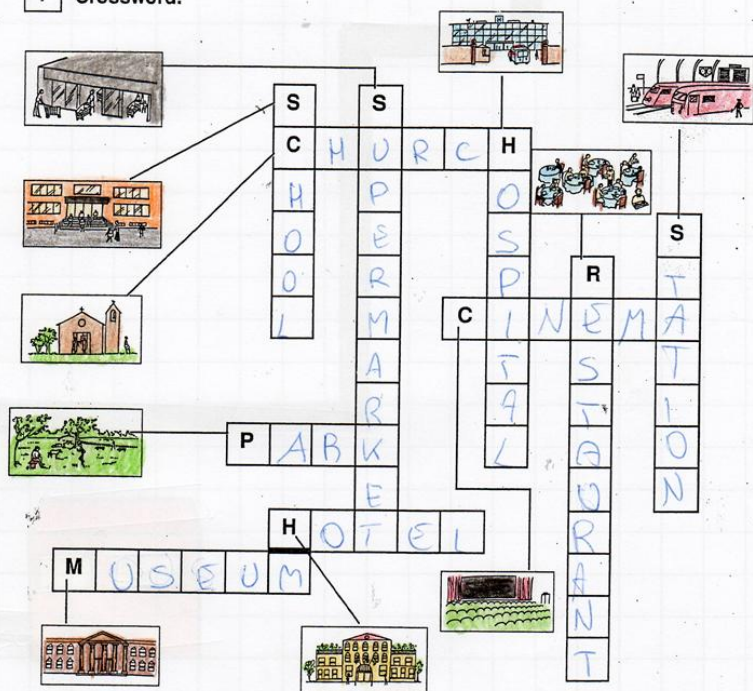
Every morning I go to school by car.



6 Write about your town.

MY TOWN IS ALBUZZANO. ALBUZZANO IS A SMALL TOWN
WITH FEW PEOPLE. THERE IS A CHURCH WITH A BELFRY
NEXT TO NEW OPERARIO. THERE IS A TOWN HALL OPPOSITE
THE CHEMIST

7 Crossword.



FROM MY HOUSE TO MY SCHOOL



Go straight on, turn left, go straight on, turn right,
turn left, go straight on till the war memorial, turn
right, go straight on till the square, go straight on
then turn left. My school is next to the nursery school

ASK and GIVE DIRECTIONS

A: Excuse me. How do I get to the post office?
(you are in front of the school)

B: Turn left, go straight on till Venco square,
then turn left into Prelini street, the post
office is near the cafe.

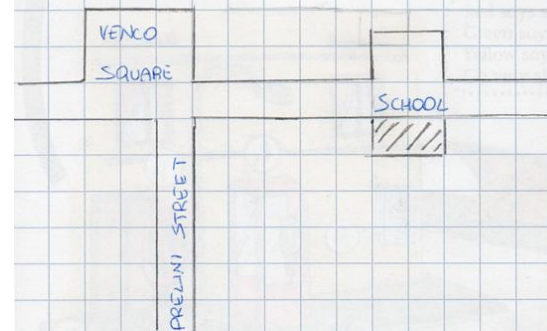
A: Excuse me. Do you know where the bank is?
(you are in Garibaldi street.)

B: Turn right, go straight on till Venco square,
then cross the square. The bank is in front of
the town hall.

ASK and GIVE DIRECTIONS

I am in front of the school

A: Excuse me, where's the church?



B: Turn left, go straight on, then turn left again.
Go straight on into Prelini street. The church is
on the right side of the street, opposite the cafe.

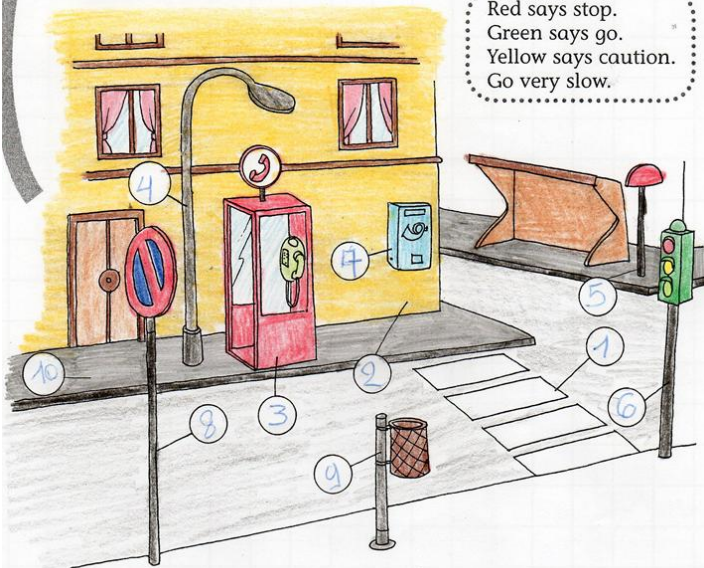
A: Thank you - Bye - bye

B: Bye

IN THE STREET

Number the pictures and learn the rhyme.
Listen and repeat.

Red says stop.
Green says go.
Yellow says caution.
Go very slow.



- 1 zebra crossing
- 2 building
- 3 telephone box
- 4 lamp post
- 5 bus stop

- 6 traffic lights
- 7 post box
- 8 road sign
- 9 litter bin
- 10 pavement

Which of these people work in the street? Tick.

- ☒ bus driver
- ☐ astronaut
- ☒ security guard
- ☒ taxi driver
- ☐ pilot
- ☒ police officer
- ☒ traffic warden
- ☒ lorry driver

Tick the right answers.

- I drive ☒ a car
- ☐ a bicycle
- I ride ☒ a motorcycle
- ☐ a bus
- I fly a ☒ a plane
- ☐ a ship

Listen and repeat. Complete the word search.



✗ car



✗ bus



✗ plane



✗ boat



✗ bicycle



✓ spaceship



✗ lorry



✓ train



✗ ship



✗ motorcycle



✗ helicopter



✗ ambulance

AROUND TOWN

Number the pictures. Listen and repeat.



shopping centre 1



cinema 2



church 5



museum 8



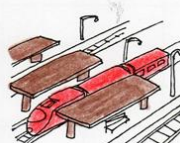
post office 6



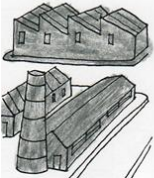
fire station 10



stadium 3



train station 7



factory 9



theatre 11



airport 4

There is a museum in my town!



Colour the ones you can find in your town.

Circle the ones that are near your house.

Read and answer.

- Where can you see trains?
- Where can you watch a football match?
- Where can you watch a film?
- Where can you buy a new hat?
- Where can you buy stamps?

At a TRAIN STATION
At a STADIUM...
At a CINEMA....
At a CLOTH SHOP.
At a POST OFFICE.

Connect the words to the pictures.



butcher's
baker's
stationer's
tobacconist's
hairdresser's
greengrocer's



Write a paragraph about your town.

MY TOWN

There is A MINIMARKET IN ALEXANDRIA STREET, A TOY SHOP NEAR THE CLOTH SHOP.....

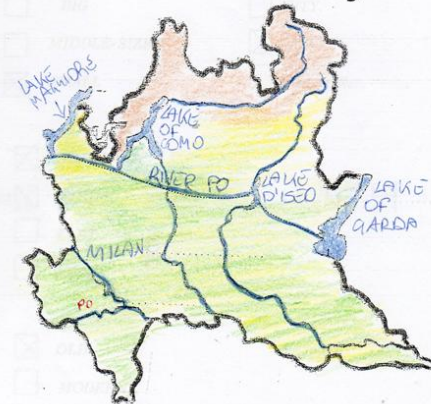






Tests

Lombardy



1 Put these lakes in the right place

Lake Maggiore
Lake d'Iseo
Lake of Como
Lago of Garda

2 Write the river Po

3 Colour the plains green, the mountains brown, the rivers and the lakes blue

4 Write the capital of Lombardy.

Very good

DO YOU KNOW ALBUZZANO? PUT A TICK IN THE BOXES THAT REFER TO YOUR TOWN.

I LIVE IN ALBUZZANO

IT'S A ☐ BIG ☐ CITY.
☐ MIDDLE-SIZED ☒ TOWN.
☒ SMALL ☐ VILLAGE.

IT'S IN THE ☒ NORTH
NO ☒ SOUTH OF ITALY
☐ EAST
☐ WEST

IT'S ☒ OLD.
☐ MODERN.

THERE'S A ☒ A CHURCH.
☒ A STATION.
☐ AN AIRPORT.

THERE ARE ☒ SHOPS.
☐ OFFICES.
 LOTS OF ☐ PEOPLE.
☐ PARKS

IT'S ☐ NOISY.
☒ QUIET

Excellent

Do you know your town? Put a tick in the boxes that refer to your town.

- My town is
☒ In the north of Italy
☐ In central Italy
☐ In the south of Italy
☐ On an island
- My town is
☐ On a river
☐ On the coast
☐ In the mountains
☒ In a plain
- My town is important for
☐ Industry
☒ History
☐ Commerce
☐ Art
- My town is
☐ Very big
☐ Not very big
☒ Small
☐ Very small

Complete these sentences about your town.

- A very famous building in my town is CARLOTTA'S HOUSE, CASTLE, TOWN HALL, CHURCH
- An interesting place to visit is MUSEUM, MARCHESI CHURCH
- A nice shop in my town is CLOTHES SHOP, CAFE, BAKERY, FISH MARKET, LAUNDRY
- In my town you can eat very good PASTA, RICE, MEAT

Very good

1 Label the symbols.

church museum monument bus stop train station car park



1 church



2 CAR PARK



3 BUS STOP



4 MONUMENT



5 MUSEUM



6 TRAIN STATION

2 Write the directions from your school to the nearest church or bus stop.

into cross over around right left

First, go STRAIGHT ON ^{cross the} INTO BAKERY, TURN LEFT till the CAFE. GO STRAIGHT ON, the CHURCH IS OPPOSITE THE CAFE.

Very good

MY LEARNING RECORD

☒ Now I can.....

☒ Talk about Lombardy

☒ Talk about my town

☒ Say where I'm from and describe the flag of my country

☒ Talk about places in my town on a map

☒ Talk about my house

☒ Draw the Compass Rose map of my town

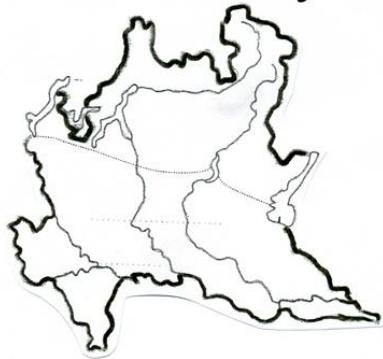
☒ Ask and give directions

☒ Write about my town

☒ Talk about shops in my town

☒ Do crosswords

Lombardy



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Complete these sentences about your town.

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2- An interesting place to visit is

3- A nice shop in my town is

4- In my town you can eat very good

Geography - Symbols on maps

one stop cil

1 Label the symbols.

church museum monument bus stop train station car park



1 church



2



3



4



5



6

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into cross over around right left

First, go

.....

.....