

# Primary Times

KEEPING THE TEACHER INFORMED



## The age of learning!

Welcome to the new-look **Pearson Primary Times**. There is a pull-out section in the centre of the magazine with lots of interesting information.

**Always learning**, but when does a person actually start learning?

A baby girl is born. From her first mouthful of milk, she is learning through a mixture of instinct and taste. As the months pass and her senses of touch, taste, smell, sight and hearing develop, her learning takes on a new dimension. Objects become associated with sounds and sounds associated with oral messages. The baby matures and is now three or four years old and is refining her oral skills by chatting with her mother and other children.

Our little girl is now three years old and her parents decide to send her to a local nursery school (*scuola dell'infanzia*). She learns to interact with other children and to improve her oral skills of standard Italian. She may very well be introduced to the English language and be asked to sing songs in order to become familiar with coordinating the mouth, lips and tongue to reproduce the different sounds of this new and very different language.

Then the magic age arrives and our little girl starts *scuola primaria*, where she will in a short time be faced with her language development subdivided into new fascinating areas, such as mathematics or history. The lessons dedicated to the Italian language teach her how to communicate correctly following certain language rules.

During her first year of school she will attend lessons where she is expected to learn a new language, the English language. In the first year she will learn to memorise words associating them with pictures or logical actions, such as 'Sit down, please' or 'Open your book, please'. These are called chunks of language. Once she is able to write words in Italian, generally about Christmas time, she can start copying words in English. This leads to her great learning-leap forwards as she can now read, write, understand and pronounce English sounds. The learning world has become her oyster.

**Always learning**, an absolute truth, as from the moment a person is born learning is taking place. The axiom **you're never too old to learn** is certainly true, although as far as young learners are concerned it should read **you're never too YOUNG to learn!**

# First steps in writing English as a Foreign Language

di Nick Dawson

Our long term aim is that children learn to write fluent, accurate and meaningful communication in English, but how can this be achieved? What are the steps towards this eventual goal?

Many children starting to learn English will already be familiar with the Latin alphabet and will know the mechanics of holding a pen and forming the letter shapes.

## Meaningful copying

Copying is a purely mechanical activity, but it can be meaningful. If learners are offered a choice of models, they must read and understand the models, make a selection and then copy the appropriate models. This choice turns copying from a mechanical activity into a meaningful activity as we can see from these instructions to the children to complete activities.

- *Choose words from the box and copy them under the appropriate pictures.*
- *Look at the picture.  
Read the three captions.  
Copy the correct caption under the picture.*
- *Look at the four pictures.  
Put the pictures in the correct order to tell the story.  
Look at the list of captions.  
Copy the correct caption under each picture and write the story.*

Choosing words to copy, or copying in the correct position, encourages children to think about the meaning of the words they are writing. It is a good preparation for the next activity.

## Completing forms

The traditional form can replace the writing of complete sentences as we can see below.



|                  |                         |                                    |
|------------------|-------------------------|------------------------------------|
| First name       | Mario                   | My first name is Mario.            |
| Family name      | Bianco                  | My family name is Bianco.          |
| Age              | 8                       | I am 8 years old.                  |
| School           | Scuola Elementare Verdi | I go to Scuola Elementare Verdi.   |
| House            | Via Roma, 23            | I live at Via Roma, 23 in Messina. |
| Town             | Messina                 |                                    |
| Cellphone number | 772-3415                | My cellphone number is 772-3415.   |

Children can first learn to fill in forms and then learn to write the information in sentences. Early pieces of communicative writing are often used for giving personal information.

## From Copying to Creation

For creative writing, students need language, structure and ideas. Good writing tasks combine simple reading followed by creative writing using the same language as contained in the reading text. If we look at the exercise below from *Come Along Stars Practice Book 1* by Foster, Smith, Brown, we can see a very simple language task which prepares children for the creative writing task at the bottom of the page.

In the first task, students read a description of four faces and are asked to colour some aspects of the faces. Then they are asked to draw the face of a best friend and to complete a writing task using vocabulary from the original texts. Creativity begins with task 2 in which students draw and describe a friend.

In the following activity from *English on the Road Practice Book 4*, by Foster and Brown, the children are invited to write sentences about what they can do very well following model sentences (exercises 7 and 8).

d Thomas and Lynn \_\_\_\_\_ sing.

e Sally \_\_\_\_\_ play tennis.

f Jane \_\_\_\_\_ do a cartwheel.

**7** Completa i fumetti.

I can \_\_\_\_\_ very well.

I can \_\_\_\_\_ football very \_\_\_\_\_.

**8** Scrivi quattro frasi con **can** e **very well** che sono vere per te.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

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In the next exercise from the same Practice Book (exercise 7) the children revise habitual verbs and can then be asked to write about their typical day or non-typical day such as Sunday.

Rosemary

**7** Pensa alle tue giornate. Completa le frasi con **always** e **never**.

a I \_\_\_\_\_ have lunch at school.

b I \_\_\_\_\_ TV in the morning.

c I \_\_\_\_\_ go to bed after nine o'clock.

d I \_\_\_\_\_ read comics at school.

**8** Completa con i verbi mancanti.

a I have he \_\_\_\_\_

b I do she \_\_\_\_\_

c I play he \_\_\_\_\_

d I study she \_\_\_\_\_

e I watch he \_\_\_\_\_

f I read she \_\_\_\_\_

g I wash he \_\_\_\_\_

Ricordati che se il verbo termina in **-ch -sh -s -ss -x -z** si aggiunge **-es**. Se il verbo termina in **-y** preceduta da consonante il verbo termina in **-ies**.

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We can see how these simple exercises and models guide and support the students as they take their first steps towards creative writing.

## Invitation cards

Children can learn to write invitation cards by starting by making choices from prepared cards like this:

Dear \_\_\_\_\_, (your friend's name)  
 I'm going to the park / zoo / beach on Friday / Saturday / Sunday with my Mum and Dad. We're going in the morning / afternoon / evening. Do you want to come with me?  
 Love,  
 \_\_\_\_\_ (your name)

In this way each student can copy the invitation, adding the two names and making the selections as shown. Each student can produce a personalised invitation and pass it to their friend. The friend can choose and complete one of the following replies.

Dear \_\_\_\_\_, (your friend's name)  
 I'd love to go to the park / zoo / beach on Friday / Saturday / Sunday with your Mum and Dad. I'll come to your house in the morning / afternoon / evening at \_\_\_\_\_ (time). Can my brother / sister / friend \_\_\_\_\_ (his/her name) come with us?  
 Thank you for the invitation.  
 Love,  
 \_\_\_\_\_ (your name)



Dear \_\_\_\_\_, (your friend's name)  
 I'm sorry, I can't come to the park / zoo / beach on Friday / Saturday / Sunday with your Mum and Dad. I'm going to have a haircut / repair my bike / visit my Grandma.  
 Thank you for the invitation.  
 Love,  
 \_\_\_\_\_ (your name)



As we can see from these simple examples, from these exchanges, students are learning the language to write their own invitations.

## What kinds of text should learners be able to write?

Most English Language textbooks used in Primary schools are within the A1 level as described in the Common European Framework. At this level, learners may learn to write very simple communicative documents:

1. Invitation cards.
2. Responses to invitation cards.
3. Simple 'thank you' letters for gifts.
4. Descriptions of clothing, possessions, animals, rooms and furniture, houses and people.
5. Descriptions of towns, cities and geographical features.

They may also write very simple stories, often illustrated by a series of pictures. Working from given models, students may write personalised versions of songs, rhymes, poems, and raps.

The preparation of posters is a popular writing task because it combines the learners' artistic skills with a limited amount of communicative text. Learners can prepare posters which advertise a forthcoming event, a list warning about dangerous activities or give instructions for an activity.

Posters are also useful because, although they may contain limited amounts of running text, the learners have to think about the *essential* information which should be included and the *priority* given to each item. When preparing posters giving instructions, learners must also think about the sequence in which they present the information. All this is very good preparation for planning the more extended writing tasks which learners will undertake at Secondary school.

## Handwriting or text?

Primary school children today are already communicating by sending texts using their cell phones. They may well be using a laptop or tablet computer with a QWERTY keyboard. Increasingly, their school work and communication in English will largely be generated by keyboard rather than in handwriting. During the next seventy years of their lives, how often will they need to pick up a pen to write in English?

Currently, most textbooks and schools concentrate on handwritten copying and writing tasks. Maybe teachers should start to embrace new technology (as their learners have already done) and give more tasks which can be completed using keyboard input.

## Conclusions

Learning to write in English involves mechanical skills and communication skills. As we have seen, copying does not need to be just a mechanical skill. If we ask students to read, choose and copy, copying becomes a meaningful and often a communication skill.

Writing is great for teachers because children are quiet while they are writing. Most work in the primary classroom is noisy and exciting. A writing task will help children to do some quiet, valuable learning.

If you want to learn more about writing and other skills for the primary classroom, the online training course *Teaching Development Interactive*, produced by Pearson, now has a new module for teachers in Primary schools.

*Nick Dawson started his teaching career as a Primary school teacher in 1967. He worked in Italy from 1977 to 2000. In 1991, when English was first introduced in Italian Scuola Elementare, he was working as a teacher trainer with Longman Italia, now Pearson Italia.*



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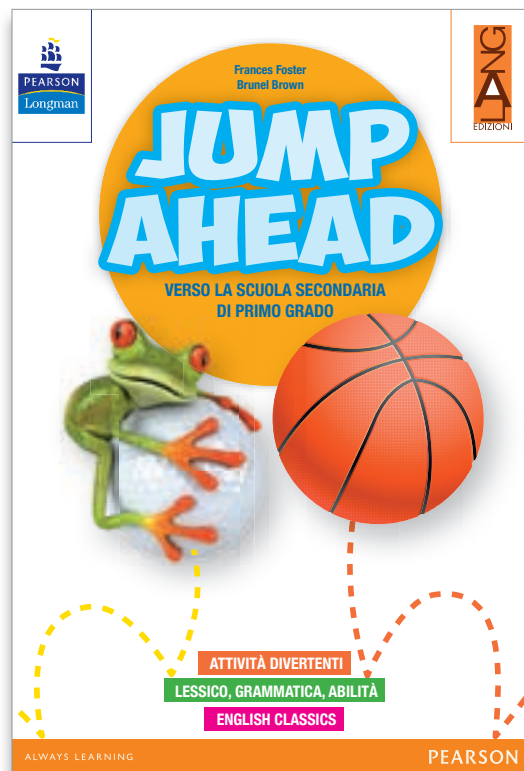
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- Free photocopiable activity sheets to download and use in your classroom.
- Free Teacher Primary Packs filled with posters, story cards and games to use in class.
  - Exclusive invitations to workshops and presentations.
  - Exclusive access to professional development.

# Jump Ahead from Primary to Secondary

**Jump Ahead** is a book designed to be a bridge from the Primary to Secondary school. It prepares the children for the different aspects of teaching/learning they will find when they move ahead with their education. The numerous exercises bring together the language items the children have learned during the last 3 years of Primary education, and include revision of lexical sets, grammar and language.

**Jump Ahead** is divided into six units and each unit includes these sections:



**Words in action**, dedicated to the revision of the vocabulary covered during the previous school years.



**Grammar in action** offers the opportunity to the student to revisit some of the rules of English grammar. In this section the learner will also find **Look and think**, where the children are asked to complete the principal grammar rules, making the learning a genuinely active experience.

**Skills in action** includes consolidation activities covering the abilities of writing, listening and reading.

**SKILLS IN ACTION**

Complete to know how I work best at present.  
 Write a control.

bed • bath • watch • eat • drink • go • do • have • get up • play

My name is Chris. I live in a small town. Every morning I \_\_\_\_\_ at 7:00. I usually have breakfast with my mum and my sister. Then I always \_\_\_\_\_ for breakfast and \_\_\_\_\_ my \_\_\_\_\_.

I \_\_\_\_\_ to school by bus. Lessons \_\_\_\_\_ at 8:00. I like my class. We are all friends. At 12:30 we \_\_\_\_\_ lunch in the school canteen. After we play \_\_\_\_\_ in the school playground. Lessons \_\_\_\_\_ at 3:00.

I \_\_\_\_\_ my homework and then \_\_\_\_\_ all time sometimes. We have dinner at 8:30 \_\_\_\_\_ computer games in my bedroom. \_\_\_\_\_ I go to bed.

Chris get up \_\_\_\_\_ at 7 o'clock? \_\_\_\_\_ time lunch at home? \_\_\_\_\_ Is it in the classroom? \_\_\_\_\_ Can he go to bed?

Write a poem. Use opposite verbs.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

**Tarzan of the Apes**

English classics

1. Complete to know how I work best at present. Write a control.

2. Complete to know how I work best at present. Write a control.

3. Complete to know how I work best at present. Write a control.

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99. Complete to know how I work best at present. Write a control.

100. Complete to know how I work best at present. Write a control.

English classics are reading (and recorded) texts inspired by famous classics with linked language exercises. The texts encourage the children to become familiar with such classics as *The Canterville Ghost*, *The Adventures of Tom Sawyer*, *Robinson Crusoe*, *Tarzan of the Apes*, *Frankenstein* and *Gulliver's Travels*. Each text is accompanied by a **Help box**, a short glossary of new words.

**ATTENZIONE**

So il verbo che segue ha, che appare il verbo in  
 1. do the work  
 2. they visit the car  
 3. she teach English  
 4. we finish breakfast  
 5. the planes fly in the sky  
 6. we watch cartoons  
 7. I study in the afternoon.

He does the work.  
 Dad  
 Mrs Smith  
 Susan  
 The bird  
 John  
 Jane

1. Robert / rock music / hip hop music  
 2. Mary / pizza / hamburger  
 3. Work and Tom / volleyball / baseball  
 4. Susan and Lucy / milk / food

1. What time does Alex get up?  
 2. What time does he go to school?  
 3. What time does he have lunch?  
 4. What time does he go to bed?

The box **Attenzione** highlights important differences between the use of certain expressions in Italian and English.

The **Glossary** at the end of the book serves as a useful reference for the children as they work through the exercises. The **CD Multi-ROM** which accompanies **Jump Ahead** includes all the recorded exercises, together with a text file with model answers to all the language tasks.

# Keeping in touch with English!

If a young learner's best friend is inquisitiveness, the need to discover the world, then the young learner's worst enemy is surely memory.

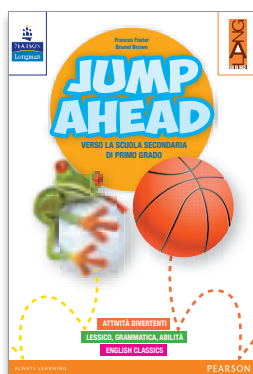
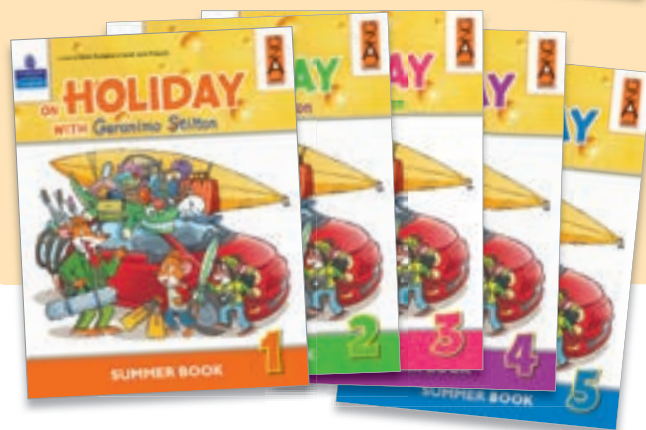
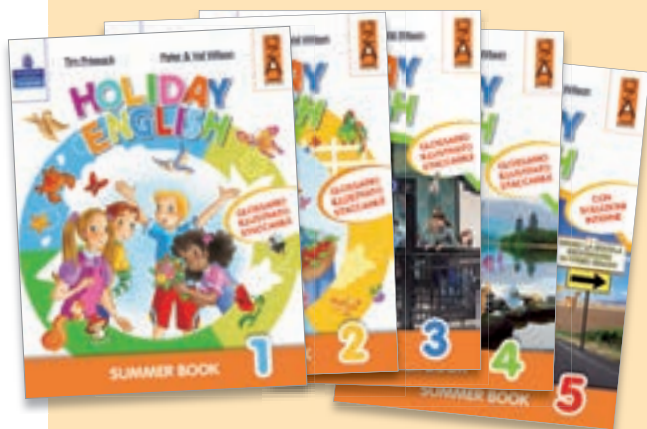
Children learn a second language (L2) in the classroom easily but they forget it very quickly when they leave the room and are confronted with their 'normal' instrument of communication, the Italian language (L1). The problem becomes acute during the summer break, with two months away from the school.

**SUMMER BOOKS** come to the rescue! These series of books are divided by year/level and are full of interesting and above all **enjoyable** exercises in L2 to help the children remember the main items that they have studied during the previous school year.

Pearson offers three series of **SUMMER BOOKS** as well as two publications specifically designed for children who have completed the Primary fifth year, and need to be prepared for the slightly different kind of approach to teaching/learning L2 when they begin Secondary school.

Each of the series of **SUMMER BOOKS** has different features.

- **Holiday English** offers the children information on London, England, Scotland and the United States of America as well as stimulating exercises and vocabulary linked to holidays.
- **New Summer Fun** concentrates on the vocabulary areas linked to all the different types of holiday, such as *on a farm, at the seaside, in the mountains and the city*. Many photographs are used to illustrate this series.
- **On Holiday with Geronimo Stilton** fascinates children with stories and language exercises following the adventures of one of the heroes of young children today!



Have your children just **finished the fifth year**? Yes! Then we have two publications that offer language practice, and at the same time bring together all the language they have been taught during the previous 5 years: **New Skipper** and **Jump Ahead**. The language exercises are similar to those used in the Secondary school the children will begin at the end of the holiday.

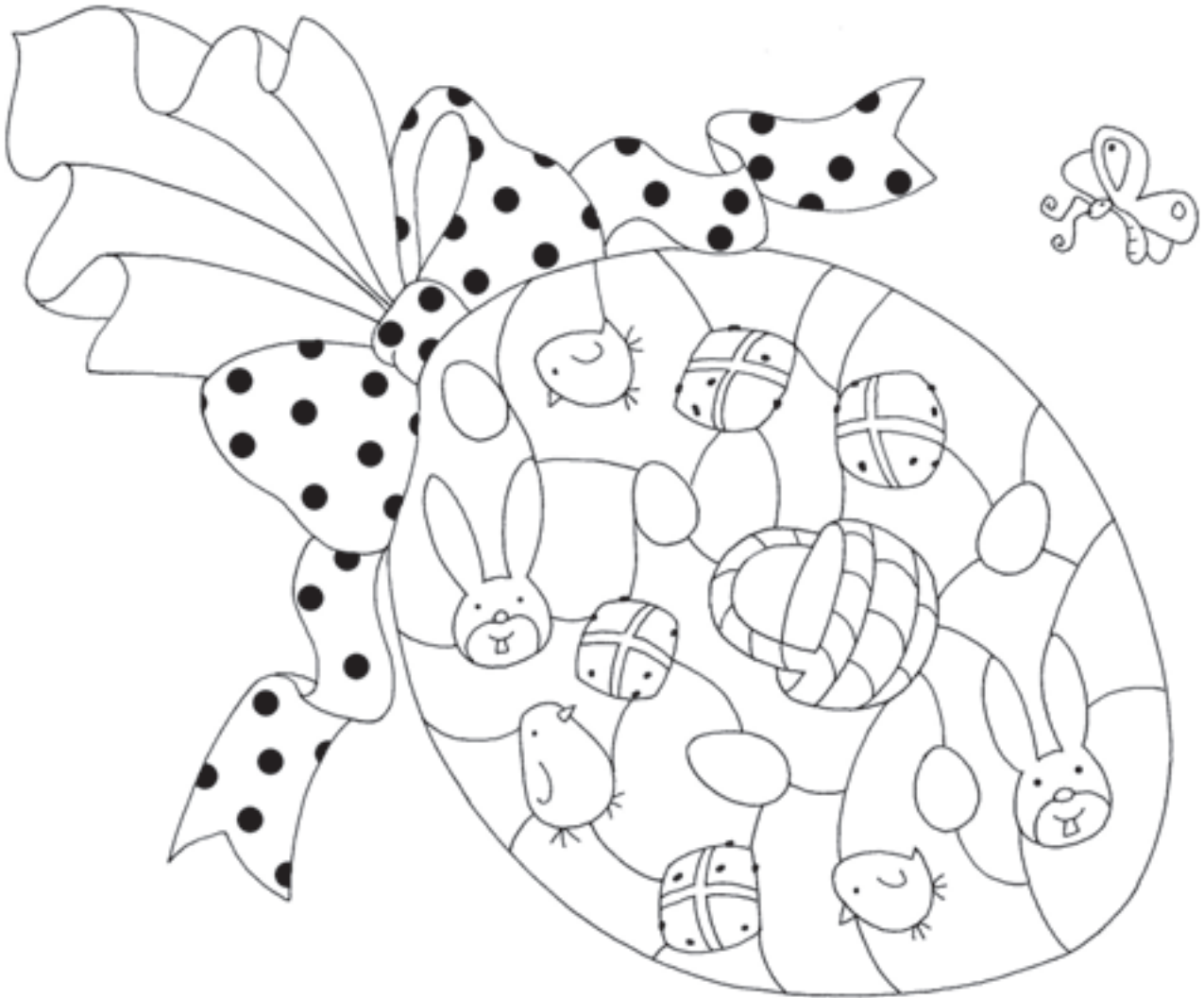




# Easter

## Year 1

1. Find and colour all the Easter surprises.



CHICKS = YELLOW

BUNNIES = GREY

BASKETS = BLUE

EASTER EGGS = RED

HOT CROSS BUNS = BROWN

2. How many Easter surprises? Write the answers.

THREE CHICKS      TWO BUNNIES      ONE BASKET

FIVE EASTER EGGS      FOUR HOT CROSS BUNS



# Easter egg hunt

## Year 2



Student A

1. Look at your picture. Use these sentences to tell your classmate about your picture.

In my picture there are... one / two / three / four / five / six  
chicks / bunnies / Easter eggs / bonnets / baskets / hot cross buns.

2. Listen to your classmate. Match the numbers to the Easter things from their picture.

one two three four five six

chick bunnies Easter eggs bonnets baskets hot cross buns



Student B

1. Look at your picture. Use these sentences to tell your classmate about your picture.

In my picture there are... one / two / three / four / five / six  
chicks / bunnies / Easter eggs / bonnets / baskets / hot cross buns.

2. Listen to your classmate. Match the numbers to the Easter things from their picture.

one two three four five six

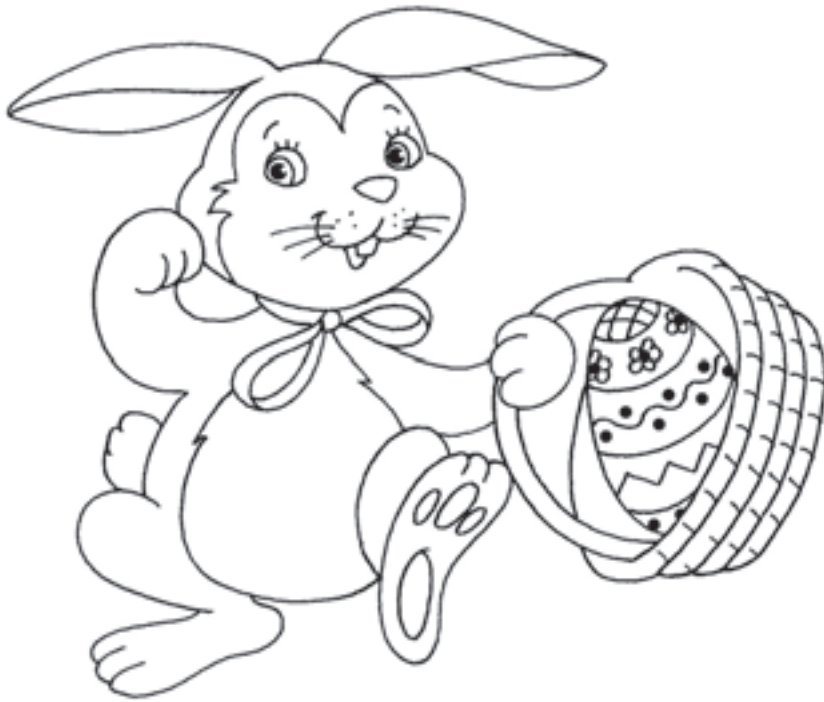
chicks bunnies Easter eggs bonnet baskets hot cross buns



# Look at the Easter bunny!

## Year 3

### 1. Match the rhyming words.



today

blue

bite

white

play

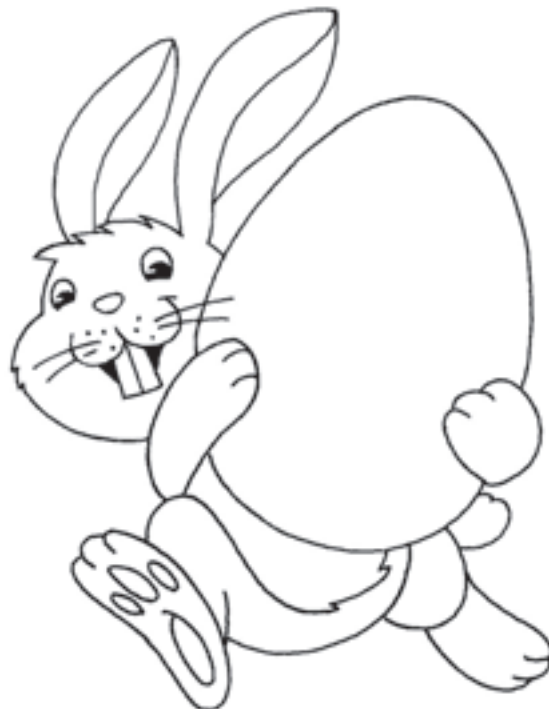
you

### 2. Look at the Easter rhyme. Fill in the gaps. Use the words from exercise 1.

Look at the bunny  
He's grey and (1) \_\_\_\_\_.  
He's got big teeth  
But he doesn't (2) \_\_\_\_\_.

Look at the bunny.  
He's very happy (3) \_\_\_\_\_.  
He loves Easter  
And wants to (4) \_\_\_\_\_.

Look at the bunny.  
He's got something (5) \_\_\_\_\_.  
It's an Easter egg  
And it's just for (6) \_\_\_\_\_.



### 3. Colour the picture.



# Easter

## Year 4

1. Tick the right Easter picture in each pair.



2. Match the questions and answers about Easter.

- |  |                                   |
|--|-----------------------------------|
| 1. When is Easter?                     | a. Five days.                     |
| 2. How long is the Easter celebration? | b. Hot cross buns.                |
| 3. When is Good Friday?                | c. Easter eggs.                   |
| 4. What do we eat on Good Friday?      | d. Two days before Easter Sunday. |
| 5. What do we eat on Easter Sunday?    | e. In March or April.             |

3. Complete the sentences.

Easter is on a (1) \_\_\_\_\_ in the month of (2) \_\_\_\_\_ or (3) \_\_\_\_\_. (4) \_\_\_\_\_ is two days before Easter Sunday. People eat (5) \_\_\_\_\_ on Good Friday and (6) \_\_\_\_\_ on Easter Sunday.




# Easter


## Year 5



1. Read and complete the Easter letter. Use the pictures to help you.


Hi Judy!

I'm at the  (1) \_\_\_\_\_ with my family.

We come to Southport every year for Easter to visit my grandparents. On Easter

(2) \_\_\_\_\_ we have lunch with my  (3) \_\_\_\_\_

and  (4) \_\_\_\_\_. After lunch we play 

(5) \_\_\_\_\_ and eat lots of chocolate Easter  (6) \_\_\_\_\_.

2. Write about your Easter Sunday. Make your sentences using the words in the table.

|       |  |         |  |
|-------|--|---------|--|
| go to | the seaside<br>the mountains<br>the lake | with my | mum<br>dad<br>brother(s)<br>sister(s)<br>aunt(s)<br>uncle(s)<br>cousin(s)<br>grandma(s)<br>grandad(s)<br>friend(s) |
| eat   | lunch<br>dinner<br>Easter eggs           |         |  |
| play  | board games<br>video games<br>sports     |         |  |

On Easter Sunday I ...

# Getting started with Starters

International certification encourages children to want to learn!

di Marcella Banchetti

Have you heard about the Cambridge ESOL Young Learners English Tests (YLE) and want to know more?

## WHAT ARE THEY?

They are tests for children between 7-12 years of age which are both motivating and fun to do. They test relevant and meaningful language and promote effective learning and teaching, giving children the confidence they need to learn more. The effort that the teacher makes in preparing them for the tests will be appreciated by all concerned, including the families and your school, and give you lots of satisfaction, too!

## WHICH TEST SHOULD I CHOOSE?

There are three levels of tests, which are all divided into three parts: *Listening, Reading and Writing* and *Speaking*.

**Starters** just below level A1. The Listening component lasts 20 minutes, the Reading and Writing 20 minutes, and the Speaking 5 minutes.

**Movers** Level A1. Listening 25 minutes, Reading and Writing 30 minutes, and Speaking 5-7 minutes.

**Flyers** Level A2. Listening 25 minutes, Reading and Writing 40 minutes, and Speaking 7-9 minutes.

Statistics indicate that the **Starters Test** is the most popular in Italy, taken in years 4 or 5 of the Primary school. Importantly, the **Starters Test** does not include the past tense (that is not always included in the Primary English curriculum of course books).

Go to [www.cambridgeesol.org](http://www.cambridgeesol.org) for examples of practice tests. You could also join the teacher support website to find extra materials for test preparation.

## WHAT IS TESTED?

The tests cover the four language skills. For each of the three levels there is a Listening test. With the **Starters Test** no writing is involved, the candidates only have to tick, draw lines or colour. Reading and Writing require one-word answers, while the Speaking test is taken with an examiner who has been specially trained to administer the speaking test. One-word answers are usually enough to get full marks.

## ARE YOU WORRIED THAT SOME CHILDREN

## MAY "FAIL" THE TEST?

This will not happen. Cambridge ESOL is aware that failing a test would have a negative impact on a child, especially as for most Italian children this would be the first formal test they take! When a YLE test is taken, all the candidates get an Award showing how well they have done in each paper.

For each part of the test, one or more shields are awarded up to a maximum of 5 for each paper, totalling 15 if a child does the test really well, but even if some children do not perform as well as others they will still get an Award with some shields!

## DO SOME CHILDREN HAVE HEARING PROBLEMS,

## POOR EYESIGHT OR DYSLEXIA?

When you enrol candidates for the tests, give the Examination Centre all information possible, so that the Special Arrangements Unit in Cambridge can be informed and can provide special papers such as modified Listening, enlarged papers or give extra time to do the test in specific cases. The Special Arrangements Unit, however, will need to be informed of any problems at least 6 weeks before the test and will need medical evidence to ensure the child makes the most of the test. Children can break an arm the day before the test, too... Don't worry. The Centre will be able to arrange for an amanuensis. Let the Centre know as soon as possible of any such incident so they can make suitable arrangements! Even such things as external noises while the Listening test is being administered are taken into consideration should they occur.

## WHERE DO I ENROL THE CANDIDATES AND GET FURTHER INFORMATION?

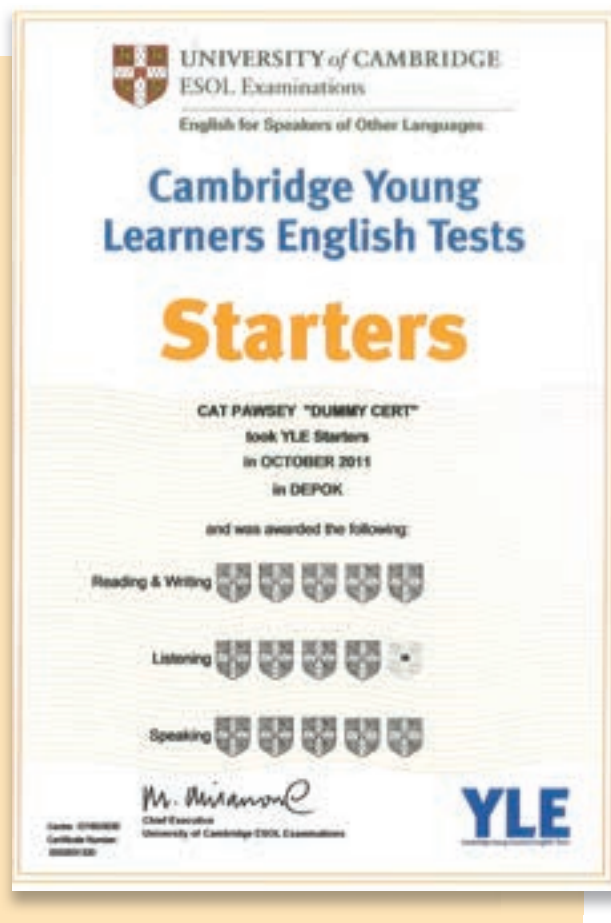
There are more than 150 Examination Centres in Italy. A list can be found on [www.cambridgeesol.it](http://www.cambridgeesol.it) (I centri Cambridge ESOL) or you can telephone Cambridge ESOL Italy on 051 5880207 and ask for the nearest Examination Centre to your school. The Exams Manager of the Centre will give you all the information you need about prices, how to enrol candidates, and provide you with handbooks for teachers (with vocabulary lists for the 3 levels and sample papers) as well as posters, and information for parents, too. The staff at the Centre would probably also be willing to come to your school for a presentation to parents and your colleagues. **The dates for the YLE tests are not fixed** so a date will have to be agreed between the school and the Exams manager.

## WHERE ARE THE TESTS PREPARED AND WHO MARKS THEM?

Once the enrolments have been made and sent to Cambridge, the Centre receives the papers in time for the tests to be administered. The completed papers are then sent back to Cambridge to be assessed and for the Awards to be issued. The results reach the school about 4 weeks after the test has been taken.

## WHERE CAN MY CLASS TAKE THE TEST?

When and where possible, in the children's own classroom, so as to make the test as user-friendly as possible. Otherwise, another school may host children from various schools or your class may take the test in the Examination Centre itself.



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## WHAT MATERIALS CAN I USE TO PREPARE FOR THE TEST?

There are several published texts to choose from, for example **Young Learner's English - Starters** published by Pearson (see pages 16-17) which includes five complete tests and a video of a child taking the Speaking test, so that the children can see what they will later experience. By year 5, in an average class all the structures and vocabulary needed to do the Starters Test will have been covered. The children will, however, need to do a minimum of test practice to familiarize themselves with the special test format and timing, and this is why books such as **YLE - Starters** are so important. Contact your nearest Examination Centre for further information. You can contact us at [primarytimes@pearson.it](mailto:primarytimes@pearson.it) if you want to pass on any comments or suggestions or just to tell us about your experience with YLE tests.

*Marcella Banchetti was DOS at a Language school for many years as well as Exams Manager. Now she is a consultant for various organizations and prepare students and teachers for Cambridge ESOL examinations. Pearson will soon publish Banchetti's YLE - Starters examination preparation book for the Practice Plus series.*

## YLE - Starters Test

# Certificazione Internazionale

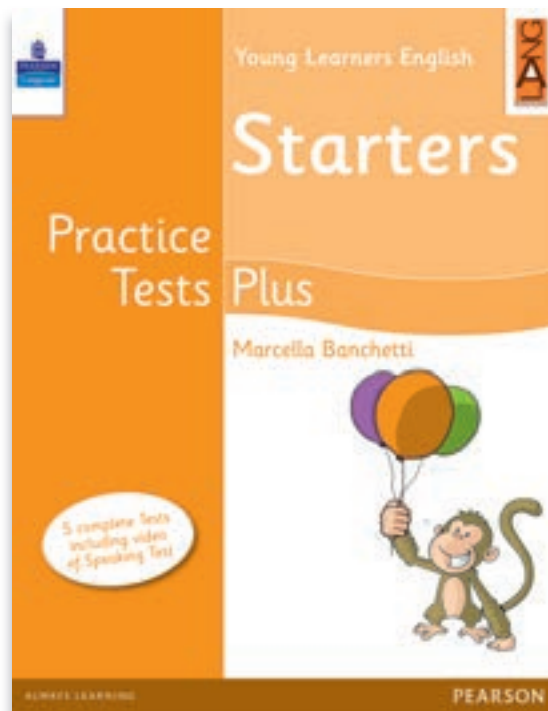
### Preparing children for the Cambridge STARTERS Test

Every year more and more children in the 5<sup>th</sup> year of Primary school take the Cambridge ESOL Young Learners **STARTERS Test**. This test gives an independent assessment of the children's knowledge of the English language.

The **Starters Test** is divided into three sections: the Listening Test, the Reading and Writing Test and the Speaking Test.

Although it is not necessary to teach extra vocabulary to children who want to take this test, it is very important that the children have practice in the type of questions they will have to answer. The children may not have experienced the mechanics of some of the exercises included in the test.

All the children who take this test receive a certificate showing how well they have done in the test.



**Test 1**

**Part 5**  
- 5 questions -

Look at the pictures and read the questions. Write one word answers.



**Examples**

Where are the people?      in the \_\_\_\_\_ (street)

How many shops are there?      \_\_\_\_\_ (shops)

**Questions**

1 What is the woman holding?      It \_\_\_\_\_ (is)

**Reading & Writing**



2 Where are the jeans?      on the \_\_\_\_\_

3 What is the girl in the blue dress looking at?      at a \_\_\_\_\_



4 Where are the people now?      in front of a \_\_\_\_\_

5 What are they holding?      some big \_\_\_\_\_

**Speaking**



Test 1, Speaking Parts 1-3



**Test 2**

**Part 3**  
- 5 questions -

Listen and tick (✓) the box. There is one example.

Which girl is Ann?

1. What's Bill's favourite toy?

2. What's Pat's grandfather doing?

**Listening**

3. What can May do?

4. What does Grace want?

5. Where's the television?

Test 2, Listening Part 3

**Part 3**  
- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Example

Questions

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Test 2, Reading & Writing Part 3

**Reading & Writing**

**Part 4**  
- 5 questions -

Read this. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example.

**A park**

I am big with a lot of **(1)** trees and **(2)** flowers.  
The **(3)** run and play in me. They can ride **(4)** and fly kites in me.  
In my trees there are black, blue and green **(5)** but there are no elephants or hippos.  
I open in the **(6)** and I close in the evening.  
What am I? I am a park.

**example**

trees, birds, morning, flowers, chicken, bikes, shop, children

Test 2, Reading & Writing Part 4

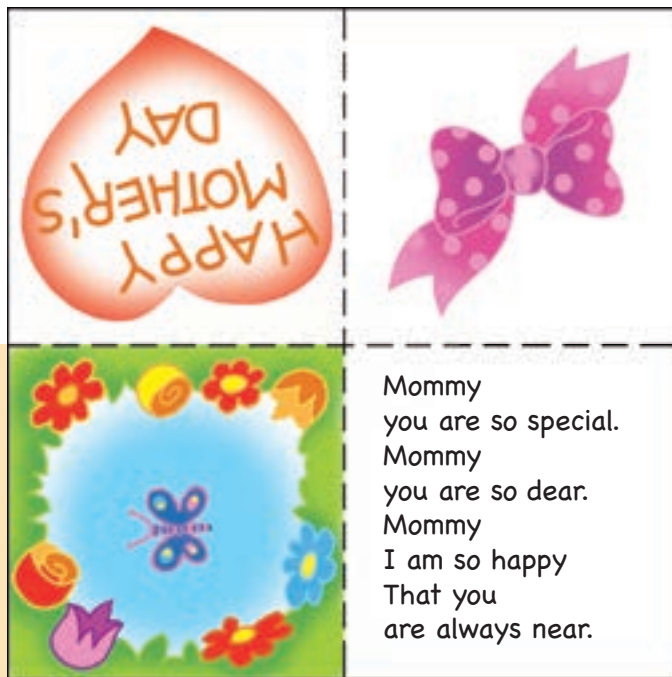
## For the children

**Young Learners English – Starters** is a new collection of five full **Starters Tests**. This brand new Student's Book gives the children the opportunity to become familiar with all the different types of exercise they will have to perform when they take the Test. The **Student's Book** also includes a **Multi-ROM** with all the Listening test recordings as well as a **video** showing a child taking the Speaking test, so that the children can understand firsthand what is required of them.

## For the teacher

**Young Learners English – Starters** Student's Book is accompanied by a Teacher's Guide that includes not only the tapescripts and answers but also numerous teaching ideas for development of the materials.

## Two special days in spring



### Mother's Day

Mother's Day is celebrated on the fourth Sunday of Lent (that is in March or April) in Ireland and the UK, and on the second Sunday of May in Italy. It is a very popular festivity in both the USA and Great Britain. Get your children to prepare Mother's Day cards and help them to write messages in English.



### April Fool's Day

April Fool's Day is celebrated on April the 1<sup>st</sup> in Great Britain and the USA. It is a day spent playing practical jokes and tricks, such as switching salt and sugar, setting the clocks to an incorrect time or sending people on meaningless errands. Pinning paper fish on other people's backs without being caught is not a typical April Fool's Day tradition in England or the USA. Many names for the fool are used around the world. In England the person tricked is a "noddie" or a "gawby". In Scotland, the fool is called a "gawk" or a "cuckoo", but the most commonly used term is "April fool". Some years ago the BBC showed a three-minute film, on a very serious cultural programme, of people harvesting spaghetti. Naturally it was broadcast on April 1<sup>st</sup>!

[www.youtube.com/watch?v=27ugSKW4-Q0](http://www.youtube.com/watch?v=27ugSKW4-Q0)



## Easter 2012

The Class project in this issue of **Pearson Primary Times** encourages the children to become aware of the world around them. What happens to the scenery they can see from their windows during the year as the weather moves through the different seasons? How does the change in weather affect their own lives, hobbies and the way they dress?

Encourage the children to prepare mini-booklets or posters illustrating these changes. Get them to write sentences under their illustrations. Depending on the level of the class, here are some suggested model sentences:

*This is a picture of my town in winter.  
The tree is green/yellow because it's ... The leaves are ...  
There is fruit on the trees because it's ...  
In winter I can play in the snow.  
In summer I don't wear ... because ...*

### The Four Seasons

Describe and illustrate how your town and the surrounding countryside change as one season moves to another.

Include descriptions and illustrations of:

- the same areas in different seasons
- the things that you can and can't do during the different seasons
- the different way you dress when the weather and temperature change

Once the Project is introduced to the class dedicate a little time each week to the preparation of the materials.

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 present as a token of our appreciation for the time and effort taken in the preparation of the materials. Send the project materials together **with three copies** of the completed project form to:

Primary Times, Class Projects - Issue 41  
Pearson Italia S.p.A. - Via Archimede, 51 - 20129 Milano

The materials should arrive in our offices by **15<sup>th</sup> May 2012**. We may publish extracts from some of the projects in future issues of **Primary Times**. All the materials submitted become property of Pearson Italia S.p.A. and reproduction rights are reserved.



THIS FORM MUST BE COMPLETED AND INSERTED IN THREE COPIES INTO THE PACK OF THE PROJECT MATERIALS.

41

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

Address \_\_\_\_\_ CAP \_\_\_\_\_

City \_\_\_\_\_

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

Name and surname of teacher \_\_\_\_\_

Class/es presenting materials \_\_\_\_\_

Number of children presenting materials \_\_\_\_\_

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