

PEARSON

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PrimaryTimes

KEEPING THE TEACHER INFORMED



Winter can be warm when we have good news!

A warm welcome to our readers to this 43rd issue of **Pearson Primary Times** and a special welcome to those teachers who have just joined us!

Some good news: we have a brand new corporate website, check it out at www.pearson.it.

We are also very pleased to inform you that we are organising many primary ELT seminars and can't wait to meet you there! Ask your agente or concessionario for all the information.

This is not all: for the other good news, read on and enjoy.

As there are many changes taking place in the Italian Primo Ciclo schools, with the new Indicazioni Ministeriali, we have decided to start a new section from this issue of **Pearson Primary Times** which will introduce us to Educazione alla Cittadinanza Attiva, one of the keywords in the Riforma. This interesting point of the Indicazioni Ministeriali is declined in six different categories, which we have chosen for this new feature in our magazine: each issue will offer you a double page about one of the Educazioni (all'affettività, alla salute, alimentare, stradale, all'ambiente, alla cittadinanza). We have decided to begin with the environment, as it is a very important theme in our and our children's everyday life and it's never too soon to learn how to respect the natural world. We hope you will appreciate this new section of **Pearson Primary Times** and find it interesting, and, as usual, feel free to write your impressions and/or suggestions.

Christmas is approaching: we have a special pull out section in the centre of the magazine with a photocopiable Advent calendar which, we hope, your children will enjoy colouring, building and using every day in December.

But Christmas is not all, we also have a couple of nice winter worksheets which can be photocopied and distributed in class any time this season.

Last, but not least, as we have had many requests for this kind of exercise, we are proud to publish a new *Finding the differences* double page with brand new illustrations.

A warm and happy Christmas to each and every one of you from us all!

Giulia Abbiati
Pearson Italia
Primary ELT



How to use classroom language

Linnette Ansel Erocak

Using classroom language is a good way to get pupils to react in English rather than in L1. The more they use these new phrases and expressions, the more confident they become and the less they will need to rely on L1 to communicate with the teacher. If classroom language is used consistently, it becomes a natural part of pupils' vocabulary. It is important to teach both the classroom language the pupils have to understand as well as language they need to produce. The following is a list of common English expressions that could easily be introduced in the classroom and used on a daily basis. It's best to begin with a few expressions and increase the number gradually.

Greeting the class

- Hello./Hi!
- Good morning/afternoon.
- Come in.
- Sit down/Stand up, please.
- What day is it today?
- How are you today?
- Is everyone here?
- Is anyone away today?
- Where is (name)?

Starting the lesson

- Are you ready?
- Let's begin.
- Listen (to me).
- Look (at me/at the board).
- Take out your books/notebooks/coloured pencils.
- Give this/these out, please.
- Have you got a (pencil)?
- Open your books at page (4).
- Turn to page (6).
- Open the window/door.
- Close the window/door.

During the lesson – instructions

- Hold up your picture.
- Show me/the class your picture.
- Draw/Colour/Stick/Cut out ...
- Write the answer on the board/in your book.
- Let's sing.
- All together now.
- It's break time/lunch time.
- Wait a minute, please.
- Be careful.
- Sorry, guess/try again.
- Next, please.
- Again, please.

During the lesson – questions

- Do you understand?
- Anything else?
- May/Can I help you?
- Are you finished?
- Who's finished?
- Who would like to read?
- What can you see?
- Any questions?

Managing the class

- Be quiet, please.
- Come to the front of the class.
- Come to the board.
- Come here, please.
- Put your hands up/down.
- Who's next?
- Queue/Line up!
- Repeat after me.
- Wait a minute, please.
- Hurry up.

Words of praise

- Well done!
- Excellent!
- Fantastic!
- That's nice.
- Much better.
- Congratulations.
- That's correct!
- Great work!
- Good luck!
- Thank you.

Pair work/Group work

- Find a partner.
- Get into twos/threes.
- Who's your partner?
- Work in pairs/groups.
- Make a circle.
- Work with your partner/friend/group.
- Show your partner/friend/group.
- Tell your partner/friend/group.
- Now ask your partner/friend/group.

Language used for playing games

- It's my/your/his/her turn.
- Whose turn is it?
- You're out.
- Don't look.
- No cheating.
- Turn around.
- Shut your eyes.
- Pass the (ball, cup) ...
- Wait outside.
- Spin the spinner.
- Move your/my counter (3) spaces.
- Miss a turn.
- Go back (2) spaces.
- Spin again.
- I've won!
- You're the winner!

Online language

- Move your mouse to the left/right/up/down.
- Go left/right/up/down.
- Go to (scene 2).
- Enter (the chatroom).
- Exit (the chatroom).
- Jump (on the roof).
- Click to collect (the card).
- Click on the (object).
- Use.
- Pick up/Put down
- What's this/that?
- Let's play a game.
- Try again.
- Joystick

LIMBook language

- Click on the tick/CD/game icon.
- Find the sticker.
- Look and sing.
- Who wants to play a game?
- You're in Team 1.
- Spin the spinner.
- Move the counters.
- Let's start again.
- You're out of time.
- Team 1 get ready!
- Team 1 wins!
- It's a draw.
- What's this in English?
- Mime or act the word.
- Make the sentence/question.
- Move the wheel.
- Find the pairs.
- What's the answer to (number 2)?
- I need a volunteer!
- Touch the picture.
- Compare your answers.
- Are you right?
- Is it right?

Ending the lesson

- Put your books/notebooks/coloured pencils away.
- Tidy up.
- Put that in the bin/rubbish bin, please.
- That's all for today.
- Collect the stickers/cards/spinners/scissors, please.
- The lesson is finished.
- Goodbye!
- See you tomorrow.
- Have a nice weekend/holiday.

Useful phrases for the pupils

- May/Can I go to the toilet?
- I understand/I don't understand.
- Excuse me/Pardon me.
- I'm sorry.
- Can you help me?
- I'm finished.

Linnette Ansel Erocack is the author of Pearson's Our Discovery Island primary course book's teachers guide.



Winter Bingo

1. Teach/revise words for colours and numbers from 1 to 10.
2. Photocopy and distribute the board and ask the children to colour the blank squares with colours of their choice and/or to write numbers from 1 to 10 in the blank squares.
3. Call out the name of a picture, a colour or a number from 1 to 10. The children must cover the appropriate square with a small piece of paper.
4. The first child to cover a line of squares either horizontally or vertically shouts BINGO!, reads the names of the pictures and says the numbers/colours and wins the game.

The game can be played several times and children can be invited to call out the colours, numbers or the names of the pictures.



gloves



coat



hat



scarf



Christmas stocking



ice skates



sleigh



holly



snowman



skis



snowflake



jumper



Santa Claus



hot chocolate

REDUCE, REUSE, RECYCLE

THREE WAYS TO PROTECT THE ENVIRONMENT

Gabriella Ballarin and Morena Martignon

The environment is everything around us: water, air, land, plants, animals...

If we want to live happily in a healthy environment, we have to learn how to control and handle the waste we produce. Waste can harm the environment and also our health.

But... what is waste? Waste is everything we throw away and don't use anymore.

Up to now we have hidden it underground or burned it, damaging the land, the air and water. But the waste we produce CAN be useful!

What can we do?

We must learn to **REDUCE**, **REUSE** and **RECYCLE** every day!

This is vital for the environment. And it can be fun, too!

REDUCE means buying and using fewer things so that we produce less waste. Buy only what you need and use everything you buy. Buy items with reduced or no packaging. Don't buy water in plastic bottles, drink water from the tap. When you do your shopping, use cloth or reusable shopping bags.

REUSE means not throwing away objects and materials that can be used again for the same purpose. Remember that what you consider rubbish might be really useful for someone else! You can collect and give away the things you don't use any more like clothes, shoes, books etc... Yoghurt pots, washed and decorated, can become Christmas tree decorations or plant pots. Plastic cutlery can be washed and used again and again. Food scraps can become compost.

RECYCLE means using old things and materials to make new products. Glass and aluminium can be recycled endlessly. Plastic bottles and containers can become other plastic items or even fleeces. Paper can be used to produce more paper and cardboard. Recycling also means saving a lot of energy that otherwise would be used to produce new materials. Always choose to buy things that contain recycled materials.



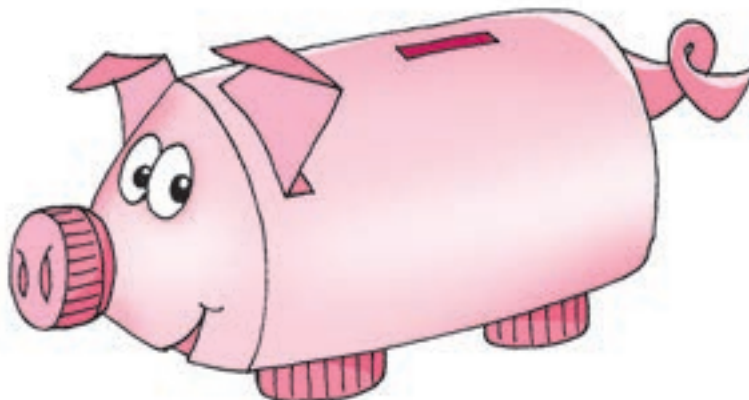
Look for the "recycle" symbol on the items you buy.

Activity 1 Piggy Bank

What you need:

- 1 half-litre plastic bottle
- 3 plastic bottle tops
- pink cardboard
- white paper
- a newspaper
- glue
- scissors
- a cutter
- pink paint
- felt-tip pens

1. Cut the newspaper in strips and glue them onto the plastic bottle and its bottle top.
2. Use the pink paint to paint the plastic bottle and the two remaining bottle tops.
3. Draw eyes and ears on the white paper and glue them onto the bottle in order to make it look like a pig.
4. Use the pink cardboard to draw and cut out the tail, roll it up on a pencil and glue it in place.
5. Glue the two remaining bottle tops to make the pig's legs.
6. Use the cutter to cut a slot in the back of the pig: your piggy bank is ready!



Activity 2 Recycling containers

What you need:

- cardboard
- 4 plastic or metal containers (tins, boxes...)
- paint
- coloured paper and cardboard
- scissors
- glue
- felt-tip pens

1. Paint the containers. Use different colours for each recycling material; for example: green for paper, red for metal, orange for plastic, light blue for glass.
2. Draw eyes, mouths, noses and so on onto paper and cardboard to decorate the containers.
3. Cut and glue the decorations.
4. Write either PAPER, GLASS, METAL or PLASTIC on the containers.
5. Place the containers in the right place in your school and use them to recycle!

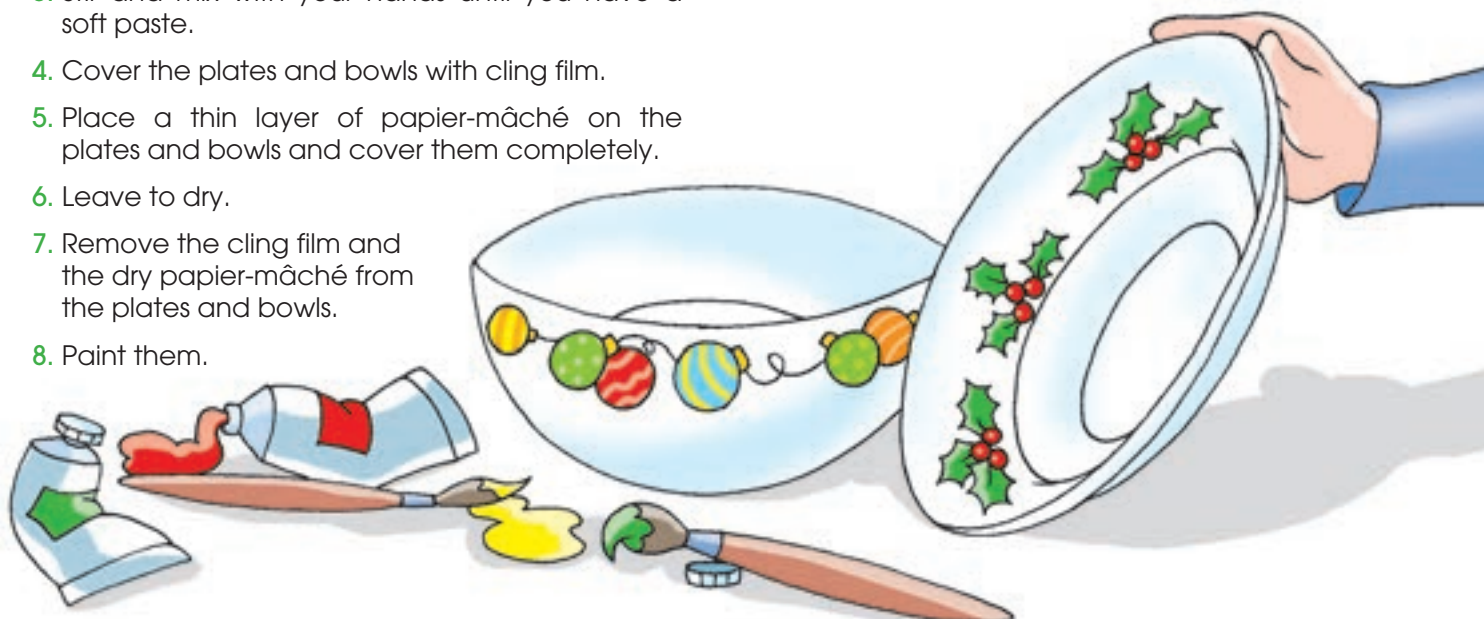


Activity 3 Papier-mâché plates and bowls

What you need:

- newspapers
- glue
- water
- a large bowl
- plates and bowls
- cling film
- paint

1. Place and mix bits of newspaper, water and glue in the large bowl.
2. Leave to soak for 12 hours.
3. Stir and mix with your hands until you have a soft paste.
4. Cover the plates and bowls with cling film.
5. Place a thin layer of papier-mâché on the plates and bowls and cover them completely.
6. Leave to dry.
7. Remove the cling film and the dry papier-mâché from the plates and bowls.
8. Paint them.



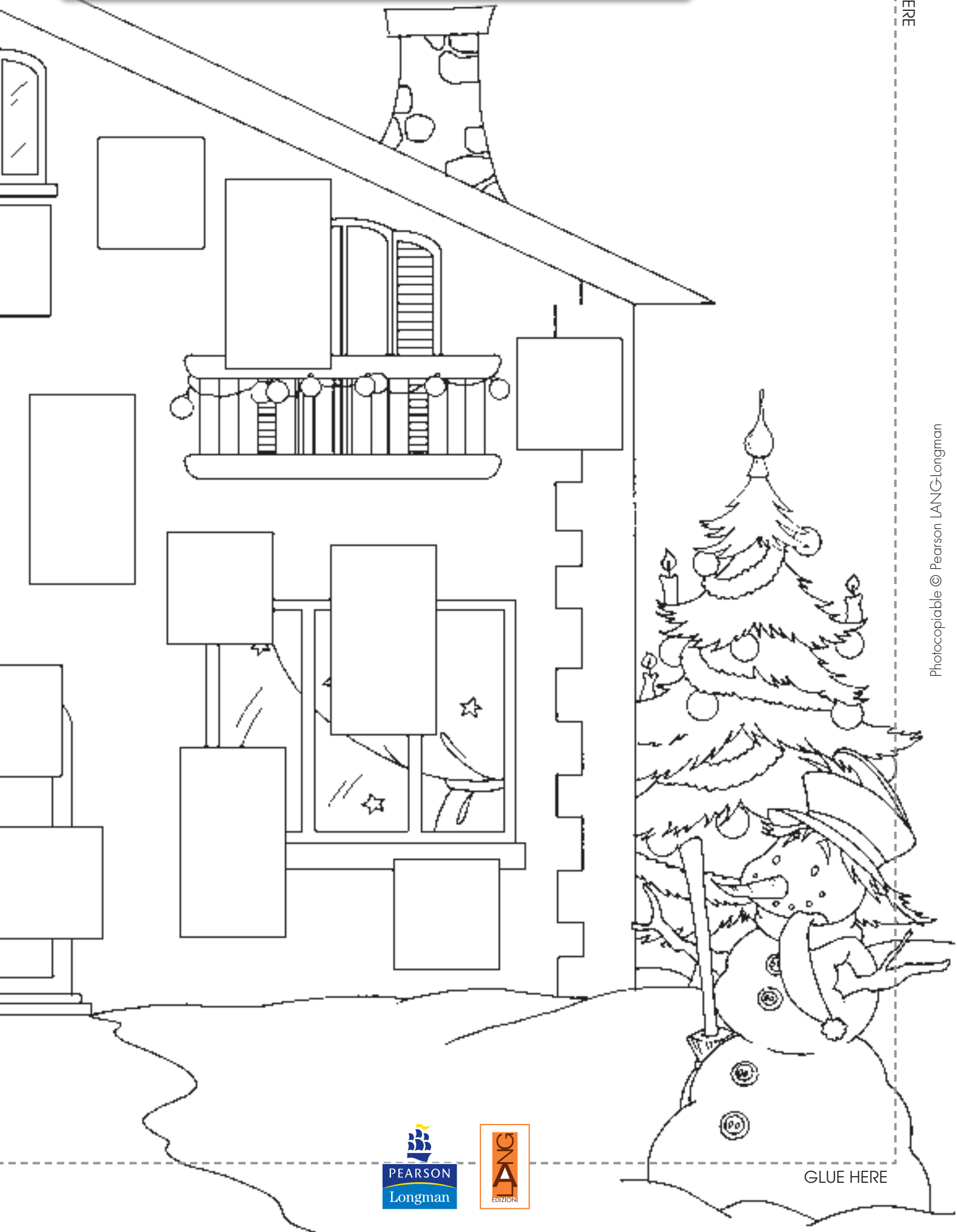
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Kids' Corner

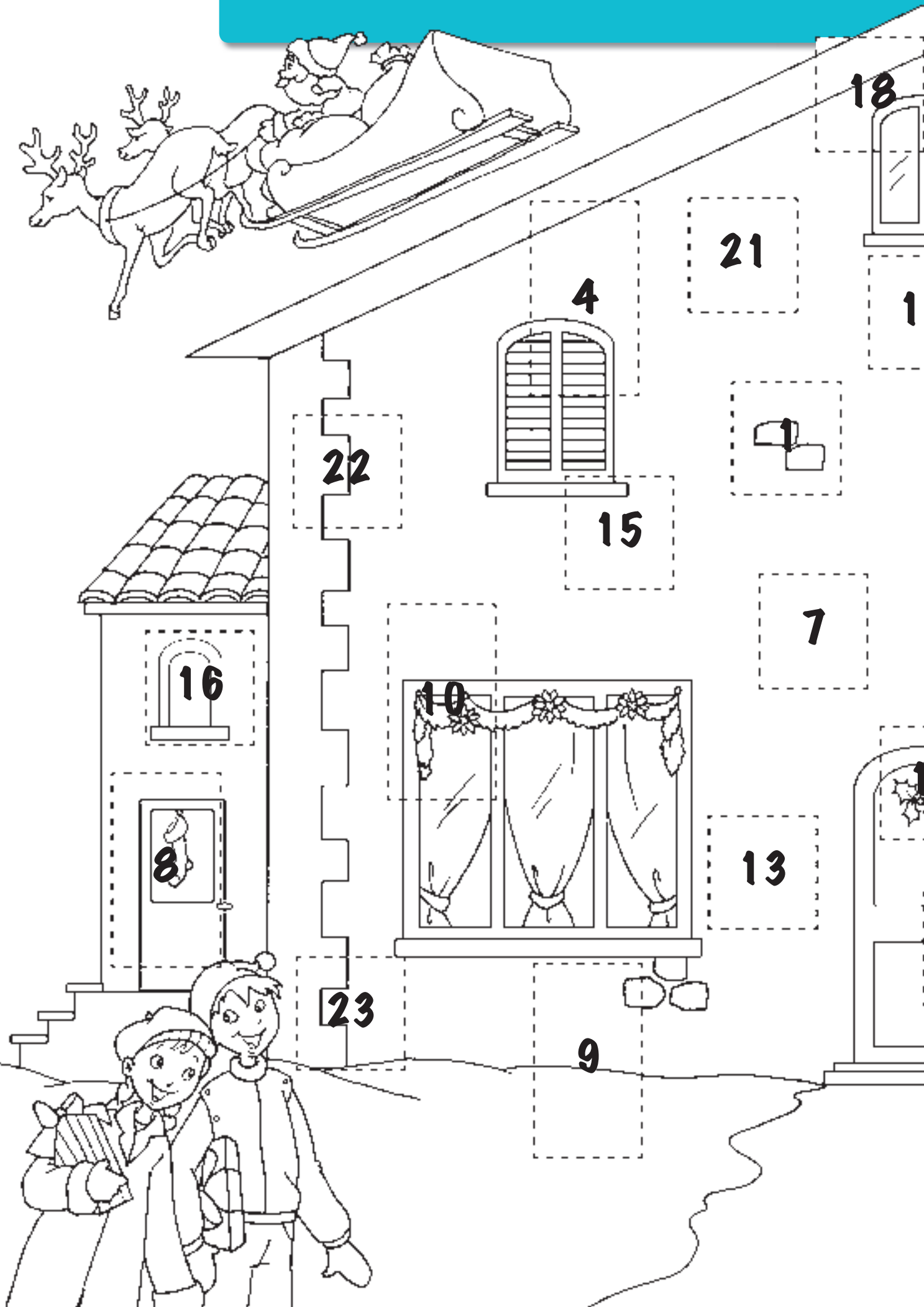
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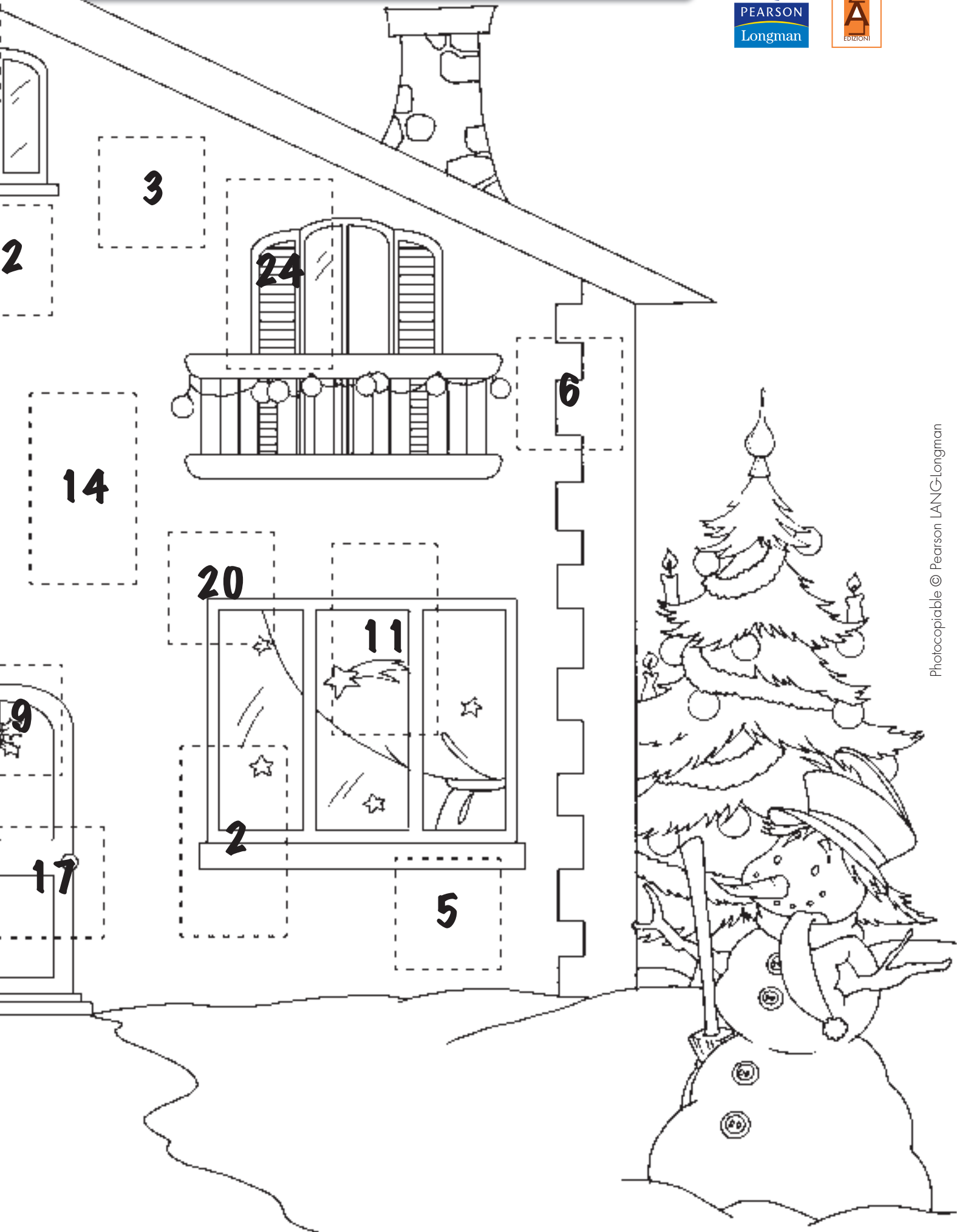


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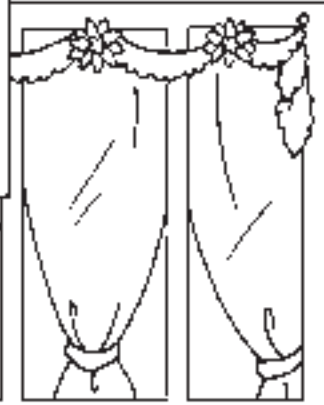
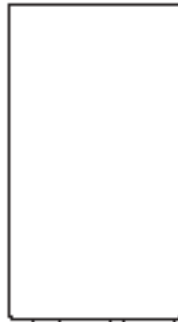
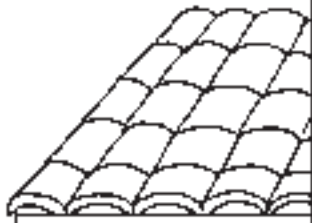
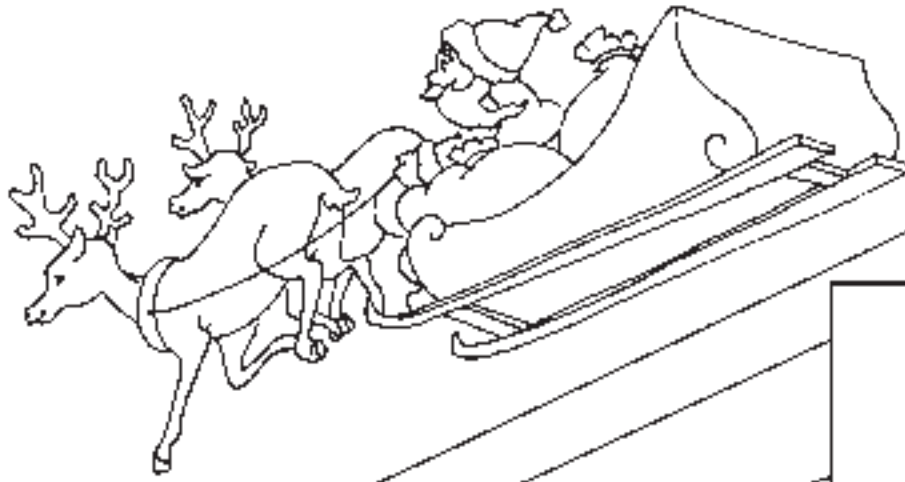


Kids' Corner



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GLUE HERE



GLUE HERE

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



Kids' Corner

Giulia Abbiati

The origins of the Advent calendar can be traced back to the beginning of the 19th century. It was a German Lutheran tradition to keep trace of the 24 days before Christmas, but there were several ways in which families used to do it. Some families just drew a line with chalk on their house door, some used to light candles, some used to hang little religious pictures on the wall every day.

The first known Advent calendar was handmade in Germany back in 1851, but the first to be made like the ones we know today was made in Munich in 1908. It had 24 little pictures, which could be stuck onto a piece of cardboard. Some years later, a calendar with 24 little doors to be opened each day was introduced.

Around the 1930s, Advent calendars of religious subjects were produced too; they had Bible verses instead of pictures behind the doors.

Advent calendars disappeared during World War II, probably in order to save paper, but after the war the commercial Advent calendar appeared again, this time in Stuttgart, and gained more and more popularity.

Today, the Advent calendar is usually made like a large greeting card, but it can also be found in different shapes, such as three-dimensional models of houses or churches. Some Advent Calendars contain chocolates instead of pictures, some are made of different materials such as felt or wood, and some can also have 24 little candles to be lit day by day.

The German city of Dresden has a huge calendar, which is built every year into a fairy tale castle in its Christmas

market. In other towns in Germany the windows of different buildings are used like real Advent calendar windows.

An alternative Advent calendar is made of small gifts, one for each day from the beginning to the 24th of December.

The Advent calendar we are giving you is a traditional one, where children will have to open the windows and doors and find out what's behind. As the children will have to build their own Advent calendar, and would therefore already know what's behind every window and door, we would suggest that each child draws and, depending on the level of the class, writes the words in the spaces provided, then glues the top page and exchanges the Advent calendar with his/her neighbour.

The teacher can list on the blackboard some Christmas items from which kids can choose. A few suggestions: wreath, balls, tree, reindeer, snow, present, Christmas carollers, Rudolph, Santa Claus, snowman, Christmas pudding, Christmas cracker...

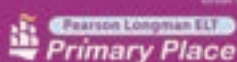
Activity The Advent calendar

What you need:

- one A3 photocopy of each page of the Advent calendar for each child
- pencil
- scissors
- coloured felt-tip pens or coloured pencils
- glue

What you do

1. Draw one Christmas item in each space provided on the back sheet of the Advent calendar.
2. Cut out the windows and doors on the front page of the calendar, then close them again.
3. Glue the first sheet of the calendar onto the back sheet as indicated. Be careful not to open or break the windows/doors.
4. Colour the back sheet of your Advent calendar.
5. Exchange your Advent calendar with your neighbour.
6. Colour the front sheet of your Advent calendar.
7. Enjoy opening all your windows and doors, but only one each day!



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Finding the Differences

Giulia Abbiati and Tim Priesack

It is not the first time that we have published *Finding the Differences* worksheets, as we know that this is an activity that teachers appreciate because it allows not only consolidation of vocabulary, but also revision of lexical sets.

On the following page there are two sets of pictures;

- Set 1 can be used to revise vocabulary linked to physical description, description of clothes and food in one exercise. Revise the expressions *on the left* – *on the right* before distributing the pictures.
- Set 2 can be used to revise all the lexical sets of Christmas.

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

Group work exercise

- Divide the class into two groups, A and B, asking them to create a space between the two groups by sitting closer together within each group.
- Ask the children in each group to divide again into groups of 3 to 5. Give all the children in group A a copy of picture 1 and the children in group B a copy of picture 2.

Skills – speaking, listening, writing

- Ask the children to invent sentences to describe all the details in their pictures without letting the children in the other big group hear what they are saying. Get the children to write at least 8 sentences.
- Mix the groups within the two sides of the class, A and B, so that the children can compare their sentences and add sentences that other children have invented so that each child has a master list of sentences describing their picture.
- Collect all the pictures.

Skills – reading, listening, speaking, writing

- Mix the children in groups A and B and ask them to work in new groups of 5 to 6. They must read their sentence and make a list of all the differences between the two pictures.
- When each group has completed the list of differences, ask them to read aloud and write the differences on the blackboard.

Pair work exercise

Each child will need a pen and a piece of paper to write on.

- Divide the children into pairs and ask them to sit back to back. The more distance between the pairs the better. If the logistics of the class make this difficult, ask the children to sit in pairs facing each other with a large piece of board between them so that they can hear each other but not see the other student's materials. Very often there is a mix in the class, some sitting back to back and some facing each other with a barrier.

Skills – speaking, listening, writing

- Give each pair a photocopy of the pictures. The children must describe them orally and make a list of the differences between the two pictures (without seeing their partner's picture).
- When the teacher decides to conclude the exercise, all the pictures should be collected.

Skills – reading, listening

In turn ask the children to read the differences between the pictures that they have noted.

Discuss with the class and write the differences on the blackboard.

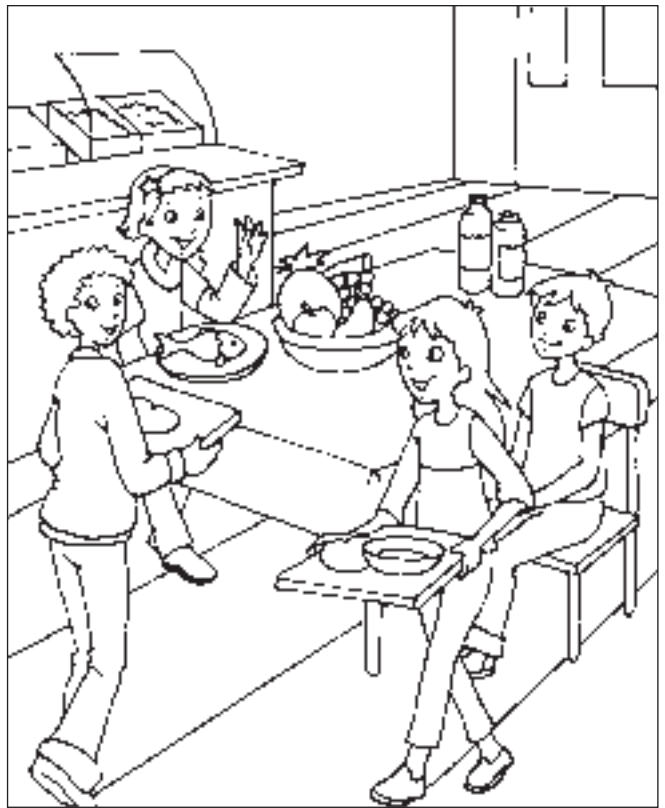
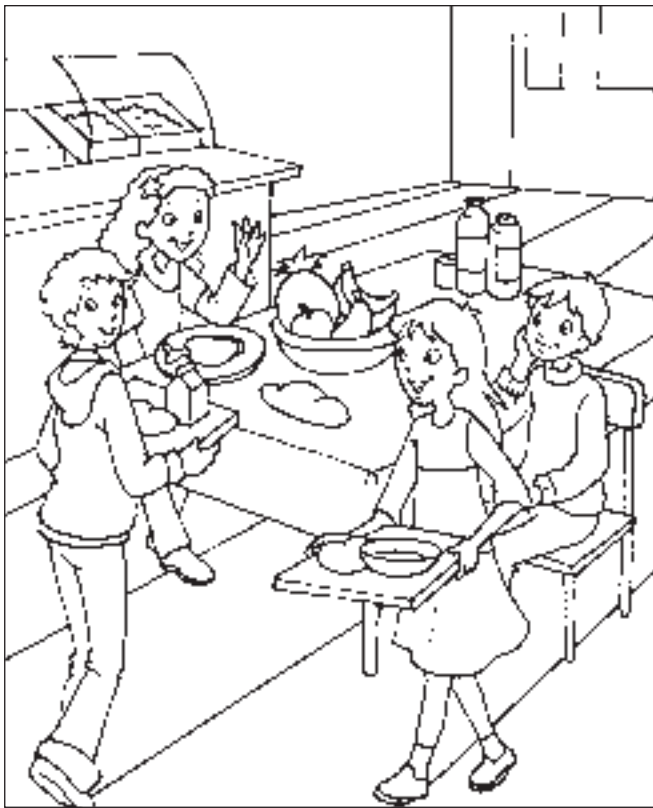
SET 1 PICTURE

- This exercise practices prepositions of place, food, different styles of hair and clothes, physical description.
- There are 10 basic differences between the two pictures. In picture 2 changes have been made to: standing boy's hair, standing boy's clothes, food on the boy's tray, sitting girl's hair, food in sitting girl's plate, bread on the table, fruit in the bowl, glass on the table, standing girl's clothes, sitting boy's arm.

SET 2 PICTURE

- This exercise practices there is/there are prepositions, numbers, Christmas language.
- There are 13 basic differences between the two pictures. In picture 2 changes have been made to: top of Christmas tree, tinsel on Christmas tree, wreath on the wall, fireplace, number of socks on the fireplace, door, Santa's body, Santa's sack, number of presents, size of presents, number of children, tall girl's hand, short girl's slippers.

SET 1



SET 2





What's the weather like in winter?

1. Unscramble the letters and write the words.



It's wnoognsi



It's ydlcou



It's locd



It's nnusy



It's iwdyn



What's
the weather
like today?



It's oggfy

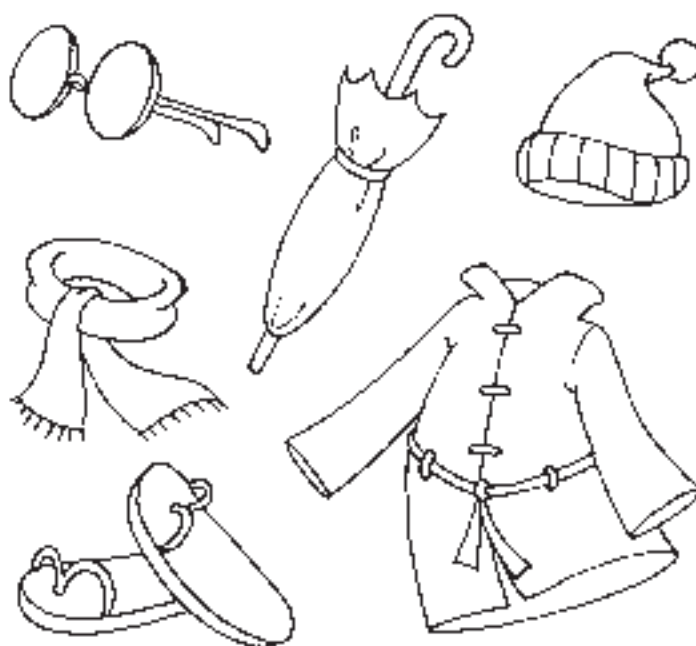
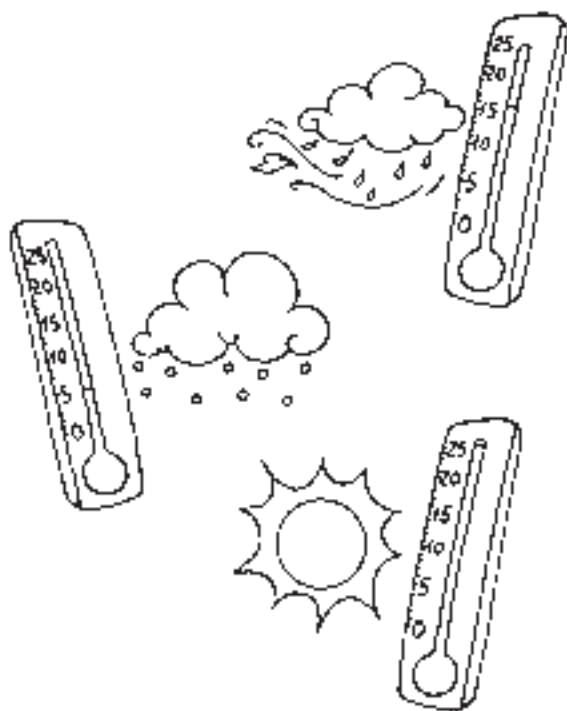


It's rnigani



It's myrsto

2. Look at the pictures of the weather. Connect the different weather conditions to the appropriate clothes and objects.



Free time facilities in my town

As we are introducing the important theme of Educazione alla Cittadinanza Attiva, we have decided to publish this Class Project again, as we believe that knowing one's town and country is an important issue for a citizen.

This Class project is part of Tim Priesack's precious legacy. It was originally published in Lang Primary 17, March 2004 and was very much appreciated by teachers and children. It can be completed as small group work or as class work. It encourages children to become aware of the world around them as they are asked to explore the facilities in their home town and it also encourages them to think about their favourite activities or those they would like to start.

Is there a small artificial lake where the children can sail boats in or near their town? Is there a swimming pool or a theme park? Get the children to make lists of all their hobbies and the hobbies they would like to start. With the help of other children, teachers, parents and especially their local newspapers or websites, ask them to get as much information as they can about all the possibilities for free time activities in their areas.

The children should prepare materials illustrating all the free time facilities available in their towns and describe them in English. If the project is a class one, then the children can be asked to make a poster with a map of their town and the places where the facilities are. They could also link their own pictures to their favourite places.

Free time in my town

List your hobbies and the hobbies you would like to start. Describe and illustrate the free time facilities in your town.

To find all the information you need, use:

- your friends
- your family
- your teachers
- local websites
- local newspapers

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. The first 120 children who take 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:

Pearson Primary Times, Class Projects - Issue 42
Pearson Italia S.p.A. - Via Archimede, 51 - 20129 Milano

The materials should arrive in our offices by **15th December 2012**. We may publish extracts from some of the projects in future issues of **Pearson 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.

43

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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☐ SÌ ☐ NO

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