

# PrimaryTimes

KEEPING THE TEACHER INFORMED

## Teach us something we can teach you!

"Tell me, and I forget. Teach me, and I remember. Involve me, and I learn."

*Benjamin Franklin*

Here in **Pearson LANG-Longman** we have always wanted to do our best to support teachers in their everyday work, as we know how important it is to teach young learners and how hard it can get. What we know best is the satisfaction that both teachers and learners get when they realise that something that used to seem hard has become easy: that's what teaching and learning are about.

We have always tried to show different points of view on school and teaching, to give tips and ideas to our readers and to look at things from different perspectives.

Teaching has changed a lot in the last few years, not only because of the increasing use of new technology. There are important keywords like inclusion, competences, *educazioni*, personalisation that we don't want to leave out.

We have started a path through the *Educazioni* which has led us to the *Educazione Stradale* in this issue.

We are planning a whole lot of new articles about teaching – like the one you will find on page 6.

There are many keywords we want to deal with in the next issues and we are looking forward to starting as we know that we won't be alone in our enthusiasm as our teachers have always given us wonderful feedback. This time we are asking you to do more than just give us your feedback: send us your experience about these two topics:

- experiential learning: how to transform a lesson into a wonderful journey
- *curricolo verticale*: have you been working with SSPG teachers in order to avoid the problems that learners usually face when changing school from primary to secondary?

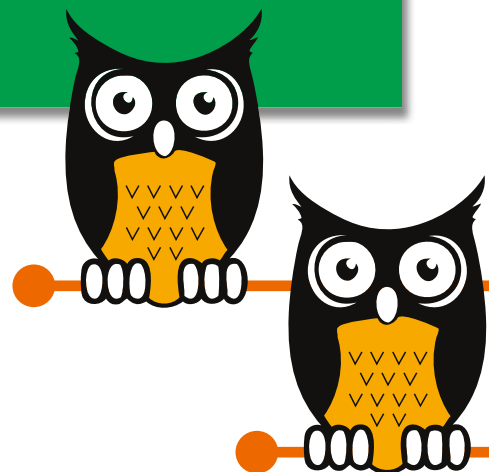
You can write either in English or in Italian, you can tell us about your experience or build a more theoretical article, you can send us pictures (if there are children in them, remember to enclose their parents' signed authorisation). We are always very pleased when our readers decide to participate in our projects and we would like to know you better. Remember to write your full name, your school and your address and phone number, so that we can contact you in the future.

We might publish some extracts and/or articles from the ones we receive.

We are looking forward to hearing from you all!

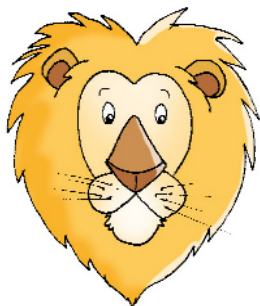
And in the meantime, enjoy this issue of **Pearson Primary Times**!

Giulia Abbiati  
Pearson Italia  
Primary ELT



# WEBINARS: THE NEW ERA OF TEACHER TRAINING

Giulia Abbiati



*"Every morning in Italy, a teacher wakes up, they know they must outrun the fastest pupil or they will be killed. Every morning in Italy, a pupil wakes up. They know they must understand Maths and spelling and English, or they will get left behind. It doesn't matter whether you're the teacher or a pupil - when the sun comes up, you'd better be running."*

(free adaptation from Christopher McDougall)



Every day teachers face new challenges. No two days are the same.

In every class, there are pupils who speak all the time, there are pupils who never open their mouths, there are pupils who don't speak Italian, let alone English, there are pupils who need help because of their specific learning difficulties, pupils who draw all the time and who don't like drawing and so on and on.

Whoever the pupils are, whatever their life experience is, primary school teachers are a key character in children's life.

What is always changing, then? Nowadays teachers have to learn how to handle bigger classes with children from all over the world, they have to learn how to use in a safe and challenging environment all the potential that new technologies bring into class.

Well, in this multi-coloured and multitasking and multi-everything world, Pearson is there, right next to the teachers!

We have been developing a teacher training project that involves new technology as well as new keywords from the new *Indicazioni Ministeriali per il curriculum della scuola dell'infanzia e del primo ciclo d'istruzione*. This project includes our brand new **WEBINARS**: online seminars held at two different times, which allow teachers to join our teacher trainers from school or from home, during school time or in their free time. This gives us the chance to reach more and more teachers and to give everyone the same quality training. It does not matter if a teacher lives in the most remote village in the countryside or in the biggest city in Italy: they will all be attending the same seminar! Each webinar also gives all attendees a certificate of participation. So far we have reached 5500 teachers, who have been enthusiastic participants in this new project through two groups of webinars, one held in April/May 2013 and the second in October/November 2013.



**Pearson webinars** are not all a one-way lecture. Our trainers are very sensitive to teaching issues, they not only give teachers subject training, but also hands-on tips for future lessons. There is also a very useful chat room where teachers can interact both

with the trainer online and with the other trainees. On our website, [www.pearson.it](http://www.pearson.it), teachers will find all the videos and slides from previous webinars, so even if you miss one or more, you will always be able to keep up to date.

## STAY TUNED FOR OUR 2014 SPRING SESSION

April 2014

### The Art of Storytelling in the Classroom

Connect with children's innate imagination and fantasy by teaching through the magical world of stories.

### Making the Most of Videos

A further look at how videos can be an invaluable support and stimulus in the classroom language with more useful and practical activities.

### PEARSON TEACHER SUPPORT NETWORK

In the spring of 2014, teachers will have the opportunity to participate in a series of face to face workshops given by experienced Pearson teacher trainers as part of the TSN. These workshops will supplement and develop the themes the webinars presented in autumn 2013 and April 2014. They will be longer and more in depth with new ideas, information and practical activities that teachers can take away and try out for themselves in the classroom.

### Listen and Speak successfully

An approach to teaching the skills of listening and speaking in the Primary classroom with new exciting activities.

### Making the Most of Visuals

Revisiting how visuals can provide a stimulus to speaking with more useful and practical activities.

### The Multi-sensory Approach: Watch, Listen and Learn

More ideas and examples for using video and audio in the English classroom

### The Art of Storytelling in the Classroom

Connect with children's innate imagination and fantasy by teaching through the magical world of stories.

Don't forget to save Pearson website as a favourite,  
so you can always keep in touch!  
[www.pearson.it](http://www.pearson.it)

# L'IMPORTANZA DELLA CERTIFICAZIONE ESTERNA

Gli esami Starters della serie Young Learners di Cambridge  
English – Language Assessment:

## L'INSEGNAMENTO DELLO SPEAKING

Giselle Pons

Oggi giorno nessuno può permettersi il lusso di NON conoscere l'inglese. Tutte le principali facoltà universitarie tengono corsi in lingua inglese per preparare i giovani al mondo del lavoro dove, sempre più, è necessaria la padronanza della lingua inglese. Per queste ragioni sono indispensabili le certificazioni esterne a comprovare la propria competenza. Esistono diversi enti certificatori, 10 in Italia, tra cui la stessa Pearson (Edexcel/Pearson Ltd), ma il più noto rimane Cambridge English-language Assessment, i cui esami sono attualmente i più diffusi.

Con la gamma di esami *Young Learners (YLES)* per giovani discenti (STARTERS-MOVERS-FLYERS) Cambridge English prepara ragazzi dai 7 ai 13 anni a sostenere, in maniera 'soft' e simpatica, delle prove che sono alla base di quelle assai più impegnative che dovranno affrontare nelle scuole superiori per raggiungere il livello B2 del QCER (Quadro Comune Europeo di Riferimento per la conoscenza delle lingue) oggi richiesto da tutte le università europee, quelle italiane comprese.

La differenza principale tra questo tipo di esami e quelli convenzionali (che vanno dal livello A1 al prestigioso C2) è che in questo primo caso i ragazzi più meritevoli vengono premiati con i cosiddetti "scudetti" – cinque per il *reading and writing*, cinque per il *listening* e cinque per lo *speaking* – stimolando così una sana competizione volta a prendere il maggior numero possibile di scudetti; inoltre non sono previste bocciature. L'impianto degli esami rimane lo stesso per tutti i livelli, anche se ovviamente cambia il livello di complessità. Il fine di questi esami è determinare la competenza linguistica del candidato, onde poterne certificare il livello.

Da oltre quindici anni insegno inglese come esperta esterna di madrelingua nelle scuole italiane di ogni

grado, dalla scuola dell'infanzia al liceo. Avevo iniziato come *storyteller*, narratrice di storie, ma il mio lavoro ha subito un cambiamento quando sono diventata esaminatrice Cambridge e mi sono specializzata nella preparazione degli studenti a sostenere sia gli esami YLES, sia la gamma di esami di inglese generale che va dal KET (A2) al PROFICIENCY (C2).

Ma a che cosa servono queste certificazioni nella scuola primaria?

Anzitutto, l'esame STARTERS è un compendio di tutto ciò che i bambini dovrebbero aver appreso nella scuola primaria: il lessico, le funzioni comunicative, le strutture grammaticali: un riassunto completo delle quattro competenze *reading writing listening speaking*. Di conseguenza, l'esame fornisce una garanzia che effettivamente gli allievi abbiano assorbito e interiorizzato la lingua prevista nel curriculum della scuola primaria, in considerazione del fatto che non esiste esame di stato.

Tuttavia, l'esame STARTERS ha anche un'altra importante funzione: quella di dare al bambino l'opportunità di sperimentare le proprie capacità, di vincere le proprie paure e insicurezze e di provare una meravigliosa sensazione di soddisfazione del proprio operato che è di stimolo per l'ulteriore approfondimento.

Mentre le abilità di *reading, writing e listening* possono essere affrontate in maniera globale, con lezioni di gruppo e/o di classe, l'abilità di *speaking* richiede un tipo di lavoro individuale che si può svolgere soltanto con piccoli gruppi. Dal punto di vista emotivo è la prova più impegnativa, perché durante l'esame il bambino si troverà da solo in una stanza con un'esaminatrice/esaminatore di madrelingua che 'non parla italiano'.





Ritengo che sia di fondamentale importanza che il candidato di qualsiasi esame capisca bene la logica sottesa a ogni prova; per questo motivo, durante tutti i miei interventi, mi adopero affinché i bambini siano pienamente consapevoli di ciò che si devono aspettare. È anche un modo di infondere loro sicurezza, perché sapere che cosa li aspetta è molto tranquillizzante.

Di solito il mio lavoro comprende una ventina di ore in compresenza con l'insegnante di classe. Tengo sempre una prima lezione frontale con tutta la classe per illustrare le varie fasi della prova di *speaking*, poi le lezioni seguenti – d'accordo con l'insegnante di classe che si occupa della parte relativa alla prova scritta – faccio sperimentare la prova orale a gruppetti di quattro bambini per volta.

Le reazioni dei bambini sono estremamente varie: alcuni sono spavaldi, altri sono apatici, ma la maggior parte si sente intimidita. Molti bambini hanno il terrore di sbagliare, ma gradualmente si stabilisce un clima di familiarità e di fiducia fra di noi, soprattutto quando dimostro loro che l'errore è fonte di crescita, di acquisizione di consapevolezza.



La collaborazione con l'insegnante di classe è una parte essenziale del mio lavoro e le sessioni con i gruppi sono di grande aiuto anche per capire eventuali lacune collettive. Per esempio, nei test Starters, Cambridge dà per scontato che tutti conoscano il verbo *to wave* (salutare con la mano) oppure i verbi relativi al gioco di pallone (*kick-catch-throw-bounce*), che non sono sempre presenti nei test scolastici. Ne prendo sempre nota e lo segnalo all'insegnante di classe, in modo che possa introdurre questi vocaboli e il loro uso durante le lezioni.

Un altro aspetto importante del mio lavoro riguarda la correzione della pronuncia e abituare gli alunni ad accettare le tante varianti dell'ortografia inglese relativa alla fonetica. Uso frequentemente i simboli dell'Alfabetico fonetico internazionale per illustrare parole terribili come *cupboard* che si pronuncia /'kʌbəʊd/ e filastrocche del tipo, *The chicken is in the kitchen, but the kitchen isn't in the chicken*. Così, quell'inglese così ostico da pronunciare diventa una lingua simpatica.

Una volta che i bambini padroneggiano il meccanismo della prova orale, cominciano a divertirsi, perché una volta terminata la fase della timidezza si crea una specie di complicità fra noi e si instaura un rapporto di reciproco affetto e stima. Gli alunni frequentano le lezioni successive con crescente entusiasmo e, quando finalmente arriva il grande giorno dell'esame, ne escono sempre – ma veramente sempre – dicendo "Ma era una cavolata!"

Un'insegnante non può desiderare di più per i propri allievi.

Giselle Pons è nata e cresciuta a New York. Ha insegnato inglese nelle scuole pubbliche italiane a tutti i livelli: dalla scuola dell'infanzia con il metodo del format narrativo alle scuole primarie e secondarie. È esaminatrice orale per l'Università di Cambridge e attualmente sta preparando candidati sia per gli esami per Young Learners (STARTERS-MOVERS-FLYERS) che per gli esami KET-PET-FIRST CERTIFICATE.

The following is an extract from the article *Children Learning English as a Foreign Language* by Diane Pinkley, originally published online in the Pearson Primary Place. Learn more at [www.pearsonlongman.com/primaryplace](http://www.pearsonlongman.com/primaryplace)

# English as a foreign language: teaching and learning

Diane Pinkley

Children all over the world are a joy but also a challenge to teach. Language teaching in particular brings many challenges. Effective teachers find it very useful to consider some of the current issues in English language teaching. Today, researchers and practitioners are providing important insights into the following areas.

## Social constructivist focus

Cognitive psychology, humanism, and social interactionism have had a strong impact on language teaching philosophy and methodology. Today, language learning is seen as a dynamic process in which learners construct their own personal understanding or meaning from their experiences in the social world around them.

- The learner is seen as an active meaning-maker.
- It is important to develop conceptual understanding and cognitive skills.
- This focus uses the discovery approach to learning and spiral curriculum.
- Each person's 'personal construct' is dependent upon previous experiences, which influence how they think and feel about future events.
- Learning is not an accumulation of memorized facts but rather a process of making sense and mapping new knowledge onto the old.
- Learning takes place only when the learner perceives personal relevance.
- Learning requires active participation in meaningful experiences.
- A sense of personal identity, independence, creativity, and self-reliance all grow in an atmosphere of trust and "unconditional positive regard."
- Learning is social, and it is through language that culture is transmitted, thinking is developed, and learning takes place.
- Working with a competent adult or peer at a level that is just above a learner's present capabilities allows a learner to move into the next stage of knowledge or skill.
- Key elements of learner, teacher, task, and context

interact with and affect each other in the process of learning.

## Values education

The moral dimension of education includes addressing the whole child. To build self-esteem, to encourage awareness of choices and their implications and consequences, to lead learners to self-knowledge and eventual autonomy, we must address our beliefs about the kind of society we are trying to build and the character of the people in it.

- Universal values typically taught include: appreciation of diversity, obedience, compassion, respect for others, duty, respect for the Earth, empathy, responsibility, honesty, self-esteem, kindness, sense of fairness, and justice.
- Focuses on the values, implicit and explicit, in stories, poems, dialogues, role-plays, art, cartoons, movies, videos, and books.
- Focuses on identification and understanding of cause and effect relationships, and the decision-making process.
- Encourages appreciation of the differences that make people, customs, and cultures unique as well as the similarities that make them all part of the same human family.

## Metacognitive, cognitive, and social processes

From the social constructivist perspective, the mental and social processes learners go through and the skills and strategies they use in order to learn successfully are of key importance. Learners can, in fact, learn to be more effective learners, and teachers can help them become better learners through explicit strategy instruction.

- Metacognitive processes: learners 'thinking about their own thinking.' Examples include setting goals, planning, setting priorities, self-management, and self-evaluation.

- Cognitive processes: learners processing information (obtaining, storing, retrieving, using) in order to learn. Examples include classifying, note-taking, summarizing, using a graphic organizer, and predicting.
- Social/affective processes: learners consulting with peers to clarify or check understanding, working in cooperative groups, asking the teacher for help, and using mental "self-talk" to maintain motivation and build competence.
- It is important to begin by dealing with strategies children already know and use in their lives, and to follow an effective sequence of instruction (such as Chamot and O'Malley's five-step framework of preparation, presentation, practice, evaluation, and expansion). Frequent modeling and recycling is key.

## Listening, speaking, reading, writing

Children benefit from theme-based teaching derived from topics that relate to their lives. In teaching the receptive skills (listening and reading) and productive skills (speaking and writing), meaning and relevance are key.

- Support meaning through visual cues, such as illustrations, photos, student drawings, posters, puppets, realia, and mime. Include auditory cues, such as songs, chants, sound effects, and dialogues; as well as tactile/kinaesthetic cues, such as colouring, arranging, sticking, performing actions to stories/songs/chants, mime, and activities requiring physical movement, such as TPR (Total Physical Response, as developed by Asher), board games, and physical games (for example, musical chairs, board races, and floor games).
- Focuses on concept checking: after any activity with children, it is important to check for comprehension. Simply asking learners if they have understood is not an accurate way of checking understanding, as children are usually eager to please their teachers and will say they understand even when they don't.
- A variety of activities is very important, and activities should change with frequency, before learners get tired of what they're doing.
- It is a good idea to mix active and sedentary activities, as well as mix activity groupings (individual, pairs, small groups, whole class).
- For younger children, the focus is on listening and speaking activities. They should be achievable but reasonably challenging. Written activities should be used gradually and sparingly until there is adequate motor skills development.
- For older children, the focus is on all the skills,

with gradual and increasing emphasis on reading and writing. Though older learners have longer attention spans, it is still important to have a variety of task types and groupings. Older children, as their cognitive development matures, can move from concrete to more abstract concepts.

## Structures and vocabulary

Words carry much important grammatical information, and vocabulary learning, especially with children, should serve as a stepping stone to learning and using structures. Both structures and vocabulary need to be taught in meaningful contexts, and children need to be given many opportunities over time to use the language they have learned.

- It is important for children to see both words and structures recycled over and over in different meaningful contexts, each time extending their knowledge of form, meaning, and use. Over time, as children encounter familiar words and structures again, they will further complete their partial understanding as they see items in new contexts.
- For younger children, there is more of a focus on words and less focus on structures. Children learn phrases holistically, in "chunks" that they use as a single item, rather than analyse structures in terms of separate parts.
- For older children, the focus is on a gradual and increasing amount of 'noticing' structures; they are more able to notice features, categorize, and analyse language, separating it into its component parts. Grammar analysis in terms of rules should wait until the teenage years, when analytical abilities and orientation to detail develop more fully.

## Feedback and motivation

Motivation is a state of activation which leads to action to reach a goal. Individuals are motivated differently and make their own sense of the external influences surrounding them in ways that are personal to them. Many factors affect motivation, one of which is feedback.

- Learners are motivated intrinsically (the activity is enjoyable in itself, has value for the person, and satisfies curiosity or desire) or extrinsically (the activity leads to obtaining something else, such as passing an exam, a promotion, or financial reward).
- An important factor in activating motivation is curiosity. It can be provoked by making tasks surprising, incongruous, or different from existing ideas.



- Feedback can refer to the teacher's comments and behaviours relating to student performance (praise, criticism, grading, rewards, punishment). It can also refer to information teachers receive from their students' opinions of how the class is going and how they are performing. In addition to the content of feedback, the intention of the person providing the feedback, the way in which it is given, and the way in which it is interpreted by the person receiving it all affect motivation.
- Feedback in the form of praise, stars, class points, merit marks, certificates and stickers, is more effective than punishment as a motivating force for good behaviour, but most motivating is private praise and genuine teacher interest.
- Studies with children: if children were offered prizes for drawing activities they had chosen of their own free will, they were much less likely to choose the same activities again than children who did not receive prizes.
- Informational focus: when learners interpret feedback as informational rather than controlling, motivation is maintained or increased, since information provides them with clues to help them perform better. An information-free "Good job!" makes learners feel good very briefly, but means little in terms of ways to improve. Indiscriminate praise, or praise which is given only to those who meet some general norm, often lower the feelings of self-competence and self-efficacy of other learners.

## Types of feedback/assessment

Both of the two major trends in primary assessment focus on evaluating young learners' knowledge of English, but the approaches are very different.

### External formal assessment

- Focuses on 'standardized tests': many schools administer their own institutional standardized exams, and many others are required to administer national standardized tests at certain intervals during the primary school period. This kind of test is rapidly growing in popularity around the world.
- National, state, or institution-mandated standardized tests are timed, and typically have multiple-choice formats, fill-in-the-blank formats, etc. Test items are decontextualized and non-interactive.
- Focuses on the 'right' answer: test scores are seen as sufficient feedback for student evaluation.
- Fosters extrinsic motivation.

### Performance assessment

- Focuses on individualized assessment, in which care is taken to address not only what the learner was actually taught, but also the formats and activities through which the learner was taught, such as songs, TPR, pictures, role-plays, stories, pair work, and so on. The learner is assessed using the same kinds of materials he/she was exposed to in class, including short reports, projects, dialogues, and portfolios.
- Untimed, free-response formats allow for open-ended, creative answers.
- Interactive, communicative tasks in context.
- Individualized feedback.
- Fosters intrinsic motivation.

## Home/school connection

A strong home/school connection brings together the child's two worlds of home and school. It helps each individual child learn and grow cognitively, socially, and emotionally with the full support of significant others; and helps parents better understand the teacher's methods in the classroom.

- Speak with parents about the child's progress, with equal time given to what the child does well and any learning challenges the child is facing.
- Learn about the traditions, values, and beliefs of the parents.
- Trust parents to help at home; the development of ideas, concepts, and processes can be done in any language.
- Have regular school conferences with the parents to share information and examples of the student's work.
- Encourage the parents to monitor (without specifically providing answers) the child's homework, providing reinforcement not for "right" or "wrong" answers but for the child's taking the responsibility to do the work.

*Diane Pinkley is the former Director of the TC TESOL Certificate Program and full-time faculty member in the TESOL Program, and the Department of Arts and Humanities, at Teachers College, Columbia University, in New York. A well-known teacher trainer, educational consultant, and author in ESL/EFL, she has trained teachers and presented papers at conferences around the world. In addition, she has made major contributions to several bestselling ESL and EFL textbook programs for both children and adults. Formerly the Director of the Institute of North American Studies in Badalona, Spain, and Curriculum Coordinator at the Michigan Language Center in Ann Arbor, Michigan, she has taught all levels of ESL/EFL from kindergarten through college, in addition to American culture, and American and British literature.*

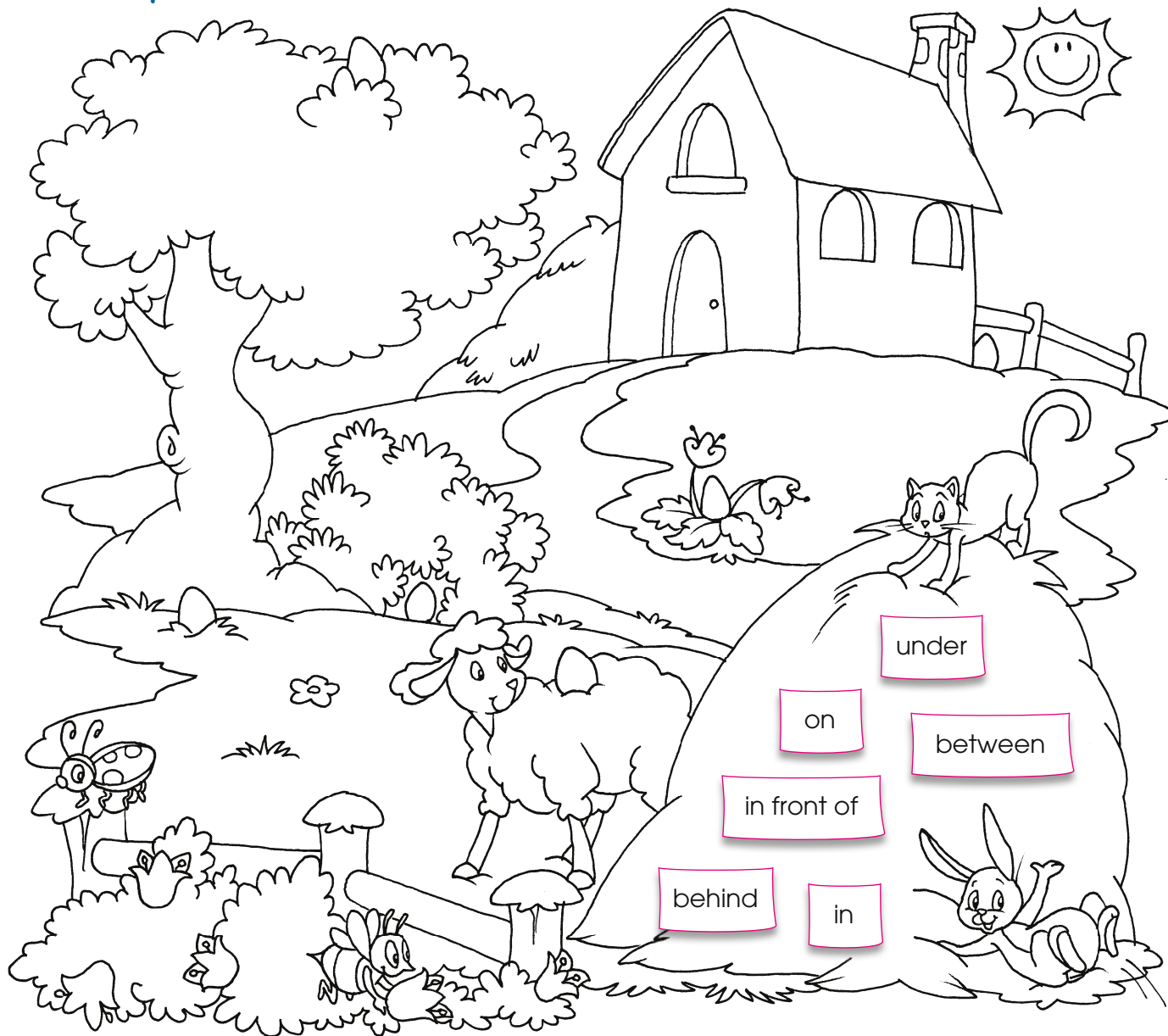




## WORKSHEET

# Eggs, eggs everywhere!

Look at the picture, choose the words from the list and complete the sentences.  
Colour the picture.



- There is an egg \_\_\_\_\_ the tree. It's yellow.  
There is an egg \_\_\_\_\_ the bush. It's purple.  
There is an egg \_\_\_\_\_ the flowers. It's blue.  
There is an egg \_\_\_\_\_ the sheep. It's red.  
There is an egg \_\_\_\_\_ the house. It's green.  
There is an egg \_\_\_\_\_ the tree. It's orange.

# Be safe on the road

Gabriella Ballarin, Morena Martignon

Families and teachers all want children to be independent. One place where children often have to be and where they need to know how to behave is the street. Streets can be very dangerous, so it is very important that children learn how to stay safe. Parents and teachers need to explain to children how they should behave in the street. Knowing the highway code is important not only when they are on foot, but also when they cycle, rollerblade or use their scooters. It can also be useful if they need to help mum and dad drive through the town or on the motorway! Here are some tips that parents and teachers can pass on:

## Everything in its place

On the road each means of transport should use special lanes. Just as cars are not allowed to use pedestrian areas, so bikes should not be allowed to use pavements, though, of course, young kids can cycle there, as it would be too dangerous for them on the road.

## What we can find on the road

### Road signs

Road signs tell you what you are allowed to do and what you must not do. Blue circular signs usually tell you what you **MUST** do.



Red circular signs usually tell you what you **MUST NOT** do.



Red triangular signs usually give you warnings.

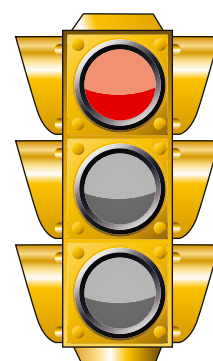
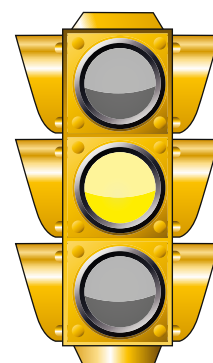
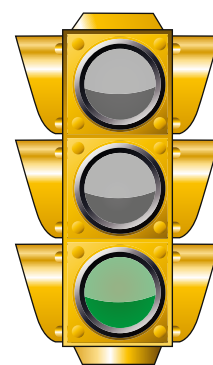


### Traffic lights

Traffic lights control vehicles and pedestrians. The coloured lights tell you what you should do. If the green light shows, you can cross the road.

If the amber light shows, you must be very careful: you should stop and wait.

If red light shows you **MUST** stop.



Remember,  
remember,  
roads are for cars,  
pavements are for people,  
cycle lanes are for bikes.  
**Follow the rules**  
and you'll stay safe!

## Traffic wardens

A traffic warden directs the traffic when there are no traffic lights. His signals correspond to the commands given by traffic lights:



### GREEN

Traffic warden facing you with arms stretched out sideways



### AMBER

Traffic warden facing you with one arm raised



### RED

Traffic warden facing you with arms stretched out sideways

A traffic warden is a friendly face on the street. He gives us information. He calls for help when there is an accident. He protects us from danger.

## Zebra crossings

A zebra crossing is the safest place to cross the street. When you are crossing the street remember these easy tips:

### • think

Find a safe place to cross the road. If you can't find a pedestrian crossing, look for the traffic lights. Do not ever cross the road near a corner.

### • stop

Stand on the pavement and make sure that you can see the traffic. DO NOT step onto the road.

### • look and listen

Look all around you for traffic. Make sure that you listen carefully for traffic that you can't see. Check to your left and right before you cross. Remember that on some roads, called one-way streets, all of the traffic

movie in the same direction. Watch out for bicycles or people on rollerblades. You often don't hear them but they can travel very fast.

### • wait

If traffic is coming, let it pass. If you are waiting at a crossing, wait until the cars have stopped.

Once the traffic has passed look around again and listen.

### • look and listen again

When it is safe and there is no traffic, walk straight across the road.

A good way to make children think about road safety is walking to school.

In 2000 several countries introduced "International Walk To School Day". In October 2011 millions of children, parents and community leaders, from 40 countries around the world, joined together for "International Walk To School Month". In 2003 Italy started a project called "Pedibus" or "Piedibus": children and parents walk to school and back home together on signposted routes. This is a great thing as:

- it encourages physical activity and helps children to get to school with a fresher mind ready to start work;
- it teaches children how to use the roads safely;
- it helps reduce traffic congestion, pollution and speed near schools, and raises awareness about the environment;
- it gives everybody the opportunity to share time with other parents and other children.

The so-called "Pedibus" works just like a bus with stops and timetables. Along the route, especially on zebra crossings, there is often a lollipop man who helps children to cross the road.

Lots of people hope that this project will spread rapidly among Italian schools, towns and villages.



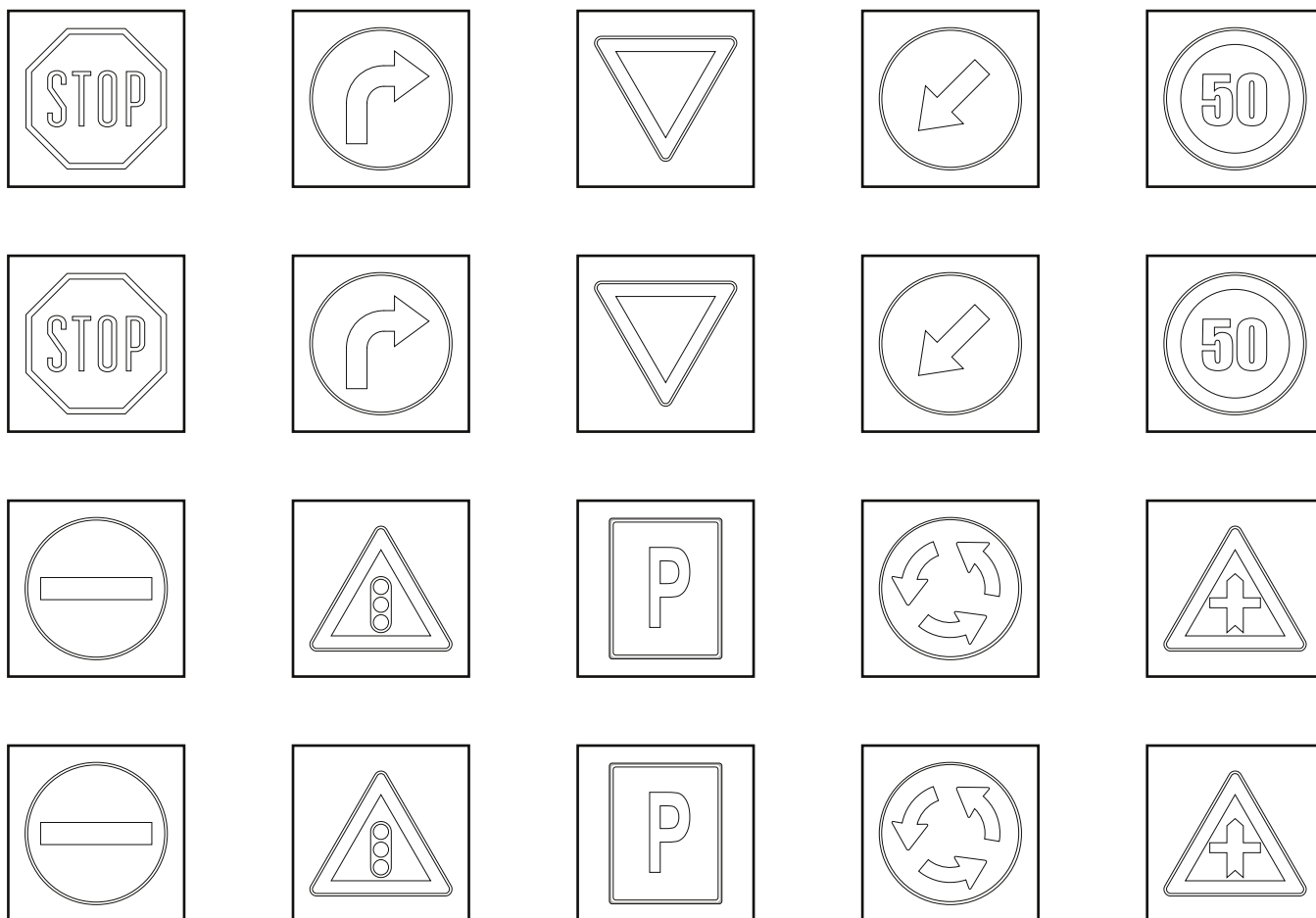
*A lollipop man is a man (or woman) who temporarily stops traffic in order to let children cross safely.*

## Activity 1 Road signs memory cards

1. Photocopy the picture below onto an A3 sheet of paper, doubling the size.
2. Colour the road signs.
3. Glue the sheet of paper onto a piece of cardboard.
4. Cut along the lines.
5. Play with your friends.

### What you need:

- Cardboard
- Scissors
- Felt-tip pens or crayons
- Glue



## Activity 2 Build your own road signs

1. Draw and colour two identical road signs.
2. Cut them out.
3. Glue them together and insert the tip of a toothpick between them.
4. Stick the toothpick into a cork and your road sign is ready.
5. Prepare other road signs and play with your friends on an imaginary town map!



### What you need:

- White cardboard
- Corks
- Toothpicks
- Felt-tip pens or crayons
- Scissors
- Glue

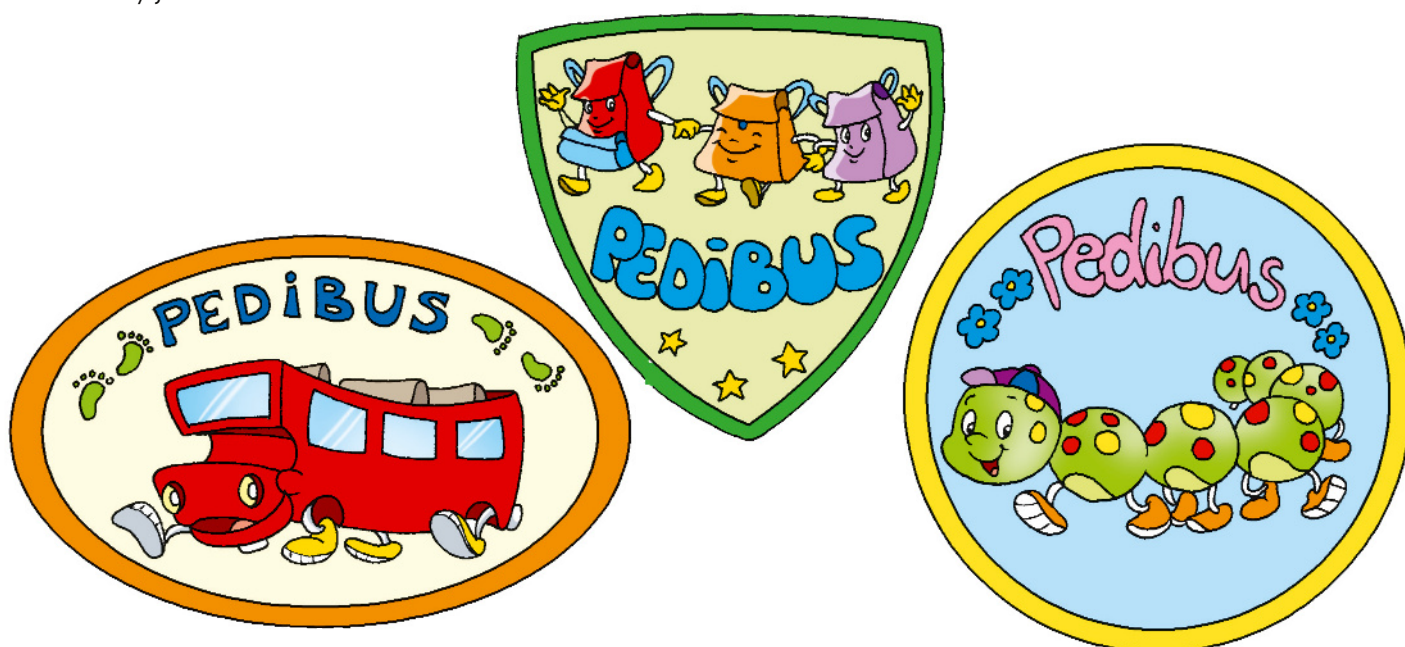


### Activity 3 Project - make your school pedibus logo

1. Think of a picture you would like to see on your school logo.
2. Make a drawing. A jury of people in the school will choose the best one from all the drawings presented.
3. The chosen picture will be put on the Pedibus bus stop and on fluorescent safety jackets.

#### What you need:

- Paper
- Felt-tip pens or crayons
- Creativity



### Activity 4 Make a lollipop for the lollipop man!

#### What you need:

- Cardboard
- Glue
- A stick
- Scissors
- Felt-tip pens

1. Draw a 30 cm diameter warning sign.
2. Draw another circle 4 cm inside the big circle.
3. Write the word STOP in the center of it.
4. Colour the word black, the 4 cm wide border red, and the rest yellow.
5. Cut out the sign, glue it to another identical sign, and put the stick between the two parts.
6. Now you can be the school lollipop man!





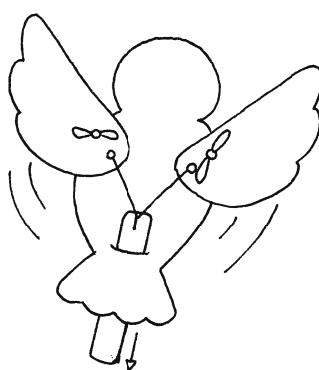
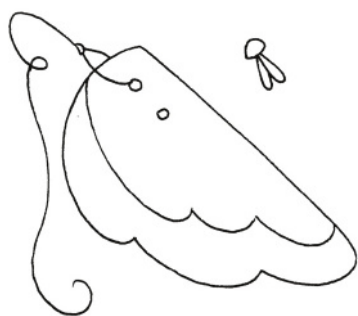
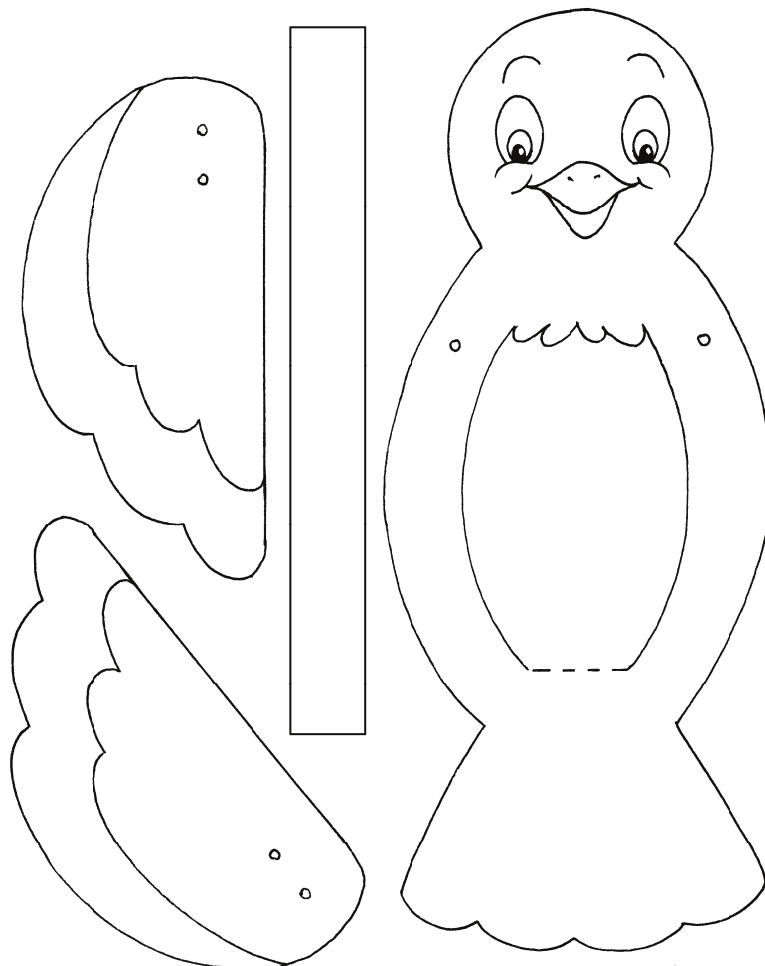
## Birds everywhere!

### What you need

- one enlarged photocopy of template per child
- scissors
- glue
- one A4 sheet of cardboard
- felt-tip pens
- two long pieces of thread
- two paper fasteners
- tape

### What you do:

1. Distribute the enlarged photocopy of the template to the children.
2. Glue the template onto the sheet of cardboard.
3. Cut along the lines of each of the four parts.



4. Use the felt-tip pens to colour the bird.
5. Make holes where indicated and cut out the slit near the tail.
6. Put a piece of thread through one of the holes in each wing and tie it, leaving a long piece hanging down.
7. Attach the wings to the body with paper fasteners. Put the lever through the slit front to back (see drawing).
8. Attach the threads on the wings to the lever with tape. When the lever is pulled, the wings flap up and down!

### My ideal school

The Project in this issue of Pearson Primary Times is mainly a personal one, but it can also be completed in small groups if the teachers prefers. It encourages the children to become aware of the school environment both as a physical space and as a place where they learn, build relationships and spend their time. The children are asked to invent an ideal school in which they would like to grow up as people as well as learners.

The children should be asked to draw their ideal school on a sheet of paper. They will have to write the names of the rooms (not only 'my class' and 'canteen', but all the rooms they would like to find in their ideal school, for instance 'video games room') and of the gyms, fields, pools or anything their imagination can think of. They will also have to list the subjects they would want to learn.

Before starting, revise the lexical sets for school and subjects. Also revise prepositions of place as older children can be asked to describe the school and the places in it.

On the back of the sheet of paper and/or on a different sheet, have the children describe the school they have drawn. Depending on their level and the vocabulary they know, they can write complete sentences and/or simple information.

*In my school there is a gym, a swimming pool...*  
*In my school there is a playground. The playground is in front of the library...*

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

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 material. Send the project material together **with three copies** of the completed project form to:

Pearson Primary Times, Class Projects - Issue 47  
Pearson Italia S.p.A. - Via Archimede, 51 - 20129 Milano

The material should arrive in our offices by **15<sup>th</sup> June 2014**. 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.

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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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