

PrimaryTimes

KEEPING THE TEACHER INFORMED

Always learning, always enjoying life – always enjoying life, always learning!

One way or the other, it is always true! We live our lives enjoying what we do and we learn new things... and the other way round: we learn new things and these will help us enjoy what we do even more!

But we all know we learn in many different ways, not only when somebody is purposely teaching something. The 'learning by doing' approach is the most effective, as it lets children (but not only them, of course) try things with their own senses. Everybody, whatever their age is, learns mostly by doing things, but this is particularly true with young children, who might find it harder to focus on a theoretical subject while will enjoy learning in a stimulating situation where they are actively involved.

This is the reason why we always provide materials like Worksheets, Class Projects and games in **Pearson Primary Times**: if children are invited to build their own folder to keep materials during the school year (see page 14) they will probably remember all the specific lexis used, whereas they might forget something if the only exercise was to read and repeat the same words over and over.

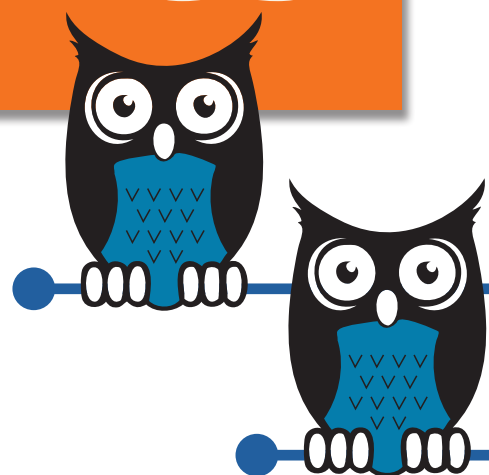
This issue of **Pearson Primary Times** offers many tips for an active lesson which will allow children to do things in order to learn: the *Educazione alla salute* article offers worksheets that can also be used as projects, and the Class Project on page 15 – which is also linked to the article – helps children build their awareness of the environment they spend their days in.

The article about Continuity (see page 2) is addressed to all those teachers who want to try and bridge the gap between primary and lower secondary school: isn't there anything better to try and do something, as there is no official model available? Teachers really have to roll up their sleeves and start working by trying and trying again!

You will also find a four-page Entry Test Worksheets in which children will be able to test what they can remember from the previous year: self assessment is also learning by doing!

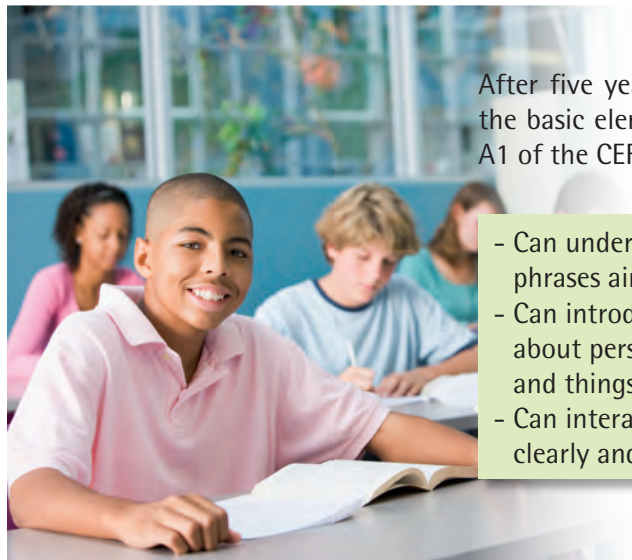
"For the things we have to learn before we can do them, we learn by doing them."
Aristotle

Giulia Abbiati
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Primary ELT



CONTINUITY: A bidirectional form of cooperation

Giselle Pons



After five years of English in primary school, students should have learnt the basic elements of the language which correspond more or less to level A1 of the CEFR (Common European Framework of Reference):

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Which can be identified also as:

- Grammar: personal subject pronouns, personal object pronouns, possessive adjectives, possessive pronouns, possessive 's, present simple and present continuous, including subject and verb agreement.
- Basic vocabulary: parts of the body, left and right, clothes, food, animals, family, games, sport, hobbies, days of the week, months, time, common verbs, numbers, colours.
- A working knowledge of spelling and the English alphabet.
- Basic knowledge of pronunciation and intonation.

It is essential that the foundations of English be acquired at this level, because what is learnt in primary school - multiplication tables, basic grammar of mother tongue, etc. - is never forgotten. I feel that the value of primary school English is far greater than anything acquired later on, because it becomes an indissoluble part of the *persona*. How many times have I encountered lower secondary school students with only an extremely vague notion of what the agreement of singular/plural verbs with their subjects is or how the male/female possessive adjectives function in English, but who burst out laughing if I mistakenly call a boy 'ragazza' instead of 'ragazzo'. This means they are capable of linguistic awareness in their own language, *which they had learnt at primary school*.

A Modest Proposal

Thanks to the existence of the *Istituti Comprensivi* uniting primary and lower secondary schools, it would be simple to organize a committee of primary and lower secondary school teachers who could cooperate to devise a functional pre-entry test to be given to primary school fifth years before the Easter holidays, when teachers have usually reached the end of their curriculum. The test should feature essential elements of the aforementioned vocabulary, functions and grammatical structures. At this point, teachers will still have sufficient time to fill in eventual gaps in



their students' know-how and revise their weak points because they know exactly what needs to be taught.

A useful instrument for teachers in the last year of primary school, but also for teachers in the first year of lower secondary school, is the *libri ponte*, such as *Jump Ahead* and *New Skipper*: books that will help pupils to revise everything they have learnt so far and which are designed to introduce the graphics and structure of lower secondary school books.

Even though they undergo a 'vertical drop' after two months' holiday, students entering lower secondary school will be better prepared to move on and hopefully avoid the discomfort they so often feel because of the different approach and evident dissatisfaction of their new teachers, who are 'scandalized' by their failings due to 'inappropriate' preparation at primary school.

So what can practically be done to bridge the gap? It would be most useful to introduce a transitional stage of language learning that closes the gap, creates overlap and builds a bridge between the two schools.

On a large scale, teachers can:

- Improve communication between schools
- Set up teams of primary teachers from fifth year and lower secondary teachers from first year to work together
- Exchange ideas on methodology, aims and objectives
- Discuss benefits of students adopting similar approaches at higher and lower levels
- Teachers from both schools have copies of each other's materials

On a smaller scale, teachers can:

- Introduce exercises and activities that reflect those used in lower secondary school, in other words that have grammar analysis or writing as their focus or that use longer, more complex reading activities.
- Introduce writing activities for an audience, such as short letters, blog posts, newsletters, invitations, daily diary...

For their part, lower secondary school teachers can begin the first year with their pupils recycling not only vocabulary, functions and grammar taught in the primary school, but also recycling the style and pattern of the exercises, so as to help students to get acquainted with the new school.

However, the essence of such a project lies in the willingness to cooperate of both sides. The drafting of the test should be perceived as an extraordinary opportunity to finally put an end to the time waste spent on pointless repetition.

This also means that more attention could be devoted to phonetics and intonation, thus creating a greater familiarity with spoken English. If students do not pronounce English correctly, they will never understand native speakers who do. The best way to create familiarity with the real language is, of course, by using videos, stories, theatre plays, real-life language use. As for exercises, they are useful only when children have acquired the basis of the spoken language.

It might also be interesting to share a CLIL (Content and Language Integrated Learning) project beginning in primary school which continues into lower secondary school. The subject could be one of many: science, history, geography, astronomy, anatomy, etc. Technical vocabulary – as it is usually consistent – easily lends itself to implementing language acquisition. Cooperating in a project will also be a wonderful way to have children learn without realising they are doing so, as cooperative learning and experiential learning are most successful in primary school.

The importance of language studied in these first eight years, which form the basis of students' linguistic awareness and will accompany them through secondary school, university and their working lives, should never be underestimated.

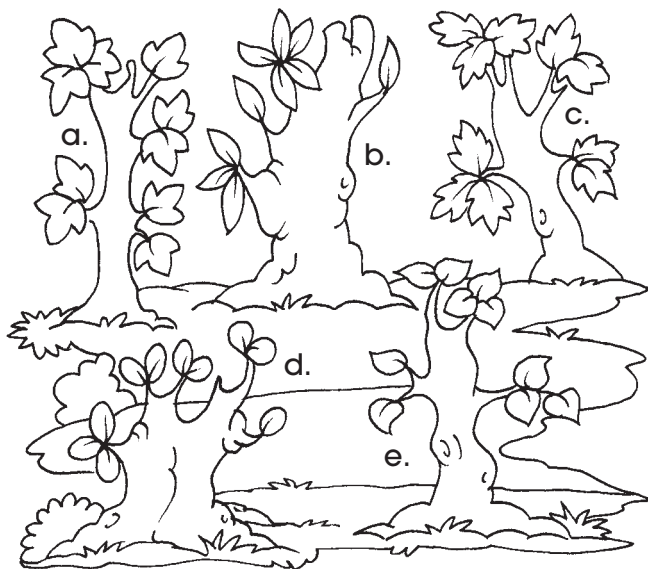
To sum up, I warmly urge all teachers to give vent to their experience and creativity in order to devise innovative projects that will foster true continuity in these vital eight years of school.



Giselle Pons was born and raised in New York. She has taught English in Italian public schools at all levels: from nursery school – using the narrative format method – to primary and secondary schools in the provinces of Viterbo and Grosseto. She is a Cambridge University ESOL Speaking Examiner.

Year 2

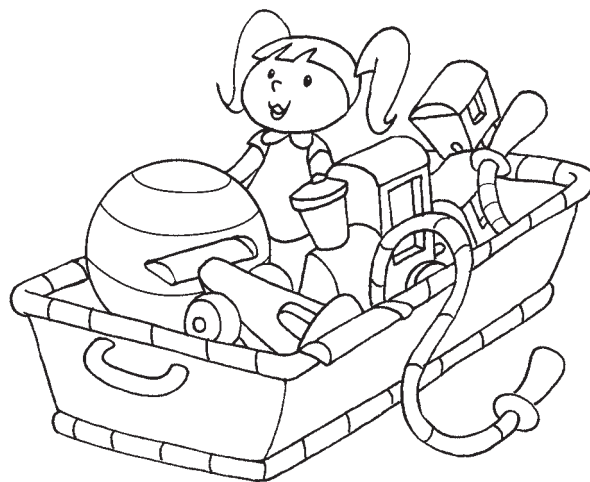
1. Colour the correct number of autumn leaves left on each tree.



- a. two c. one e. seven
b. five d. eight

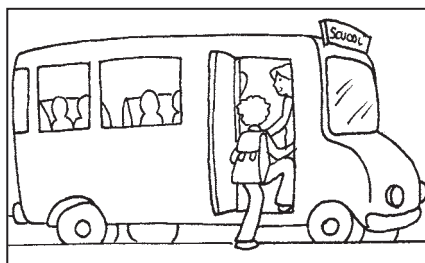
2. Match the correct word to the correct toy.

- a. doll b. car c. train



- d. ball e. skipping rope

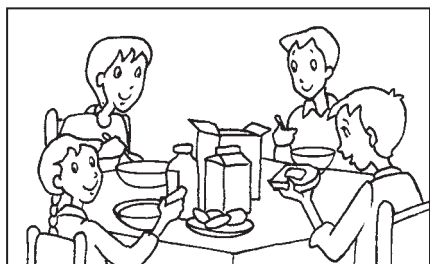
3. Copy the correct word.



1. _____
a. hello b. goodbye



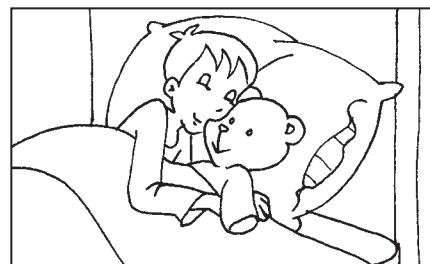
2. _____
a. hello b. goodbye



3. _____
a. good morning
b. good afternoon



4. _____
a. good morning
b. good afternoon

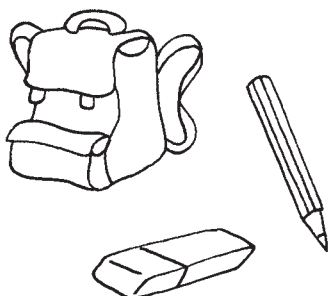


5. _____
a. good morning
b. good night



Year 3

1. Complete the sentences.

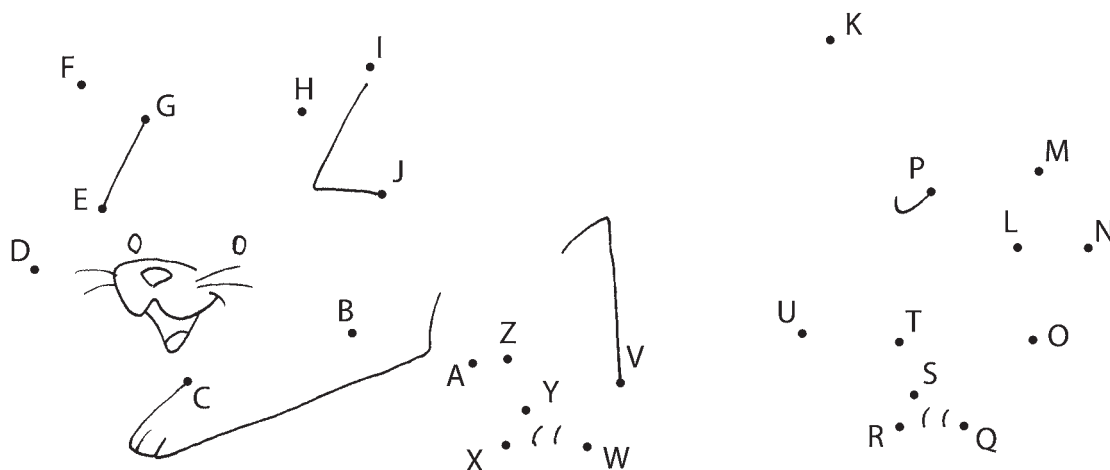


say repeat sorry door open

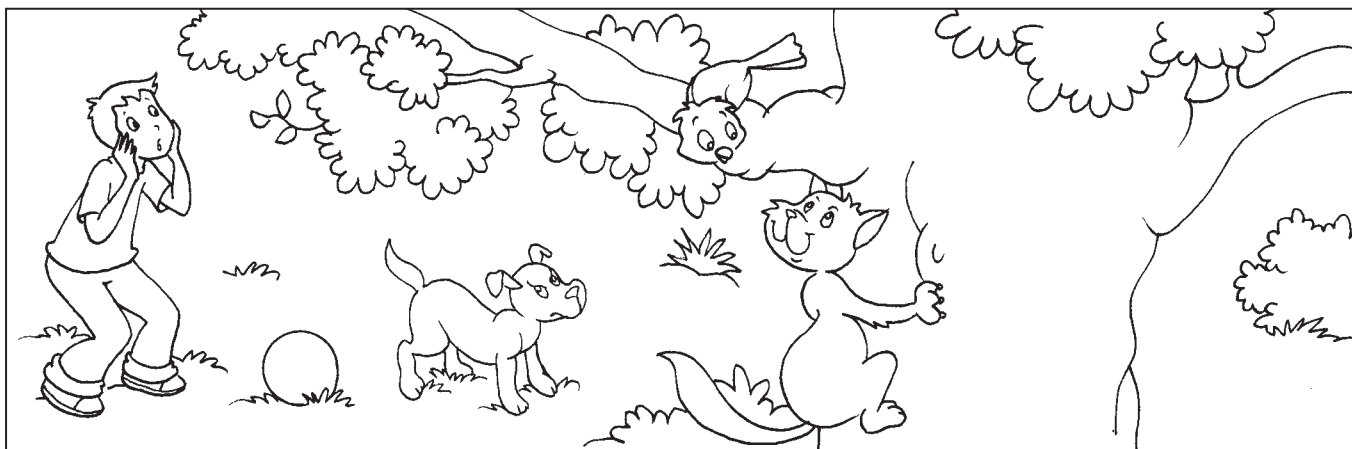
- I'm _____, I don't understand.
- How do you _____ 'libro' in English?
- Can I _____ the window, please?
- Can you close the _____, please?
- Can you _____ that, please?



2. Follow the letters of the alphabet in the right order. What is it?



3. Read and circle the correct preposition.



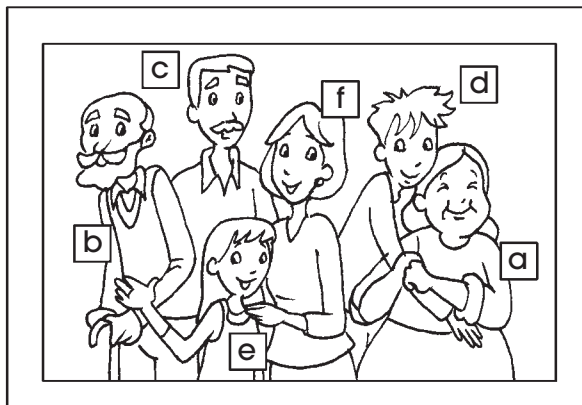
- The bird is next to / in the tree.
- The dog is under / between the tree.
- The cat is on / in the tree.
- The boy is on / next to the ball.
- The ball is between / next to the boy and the dog.



Year 4

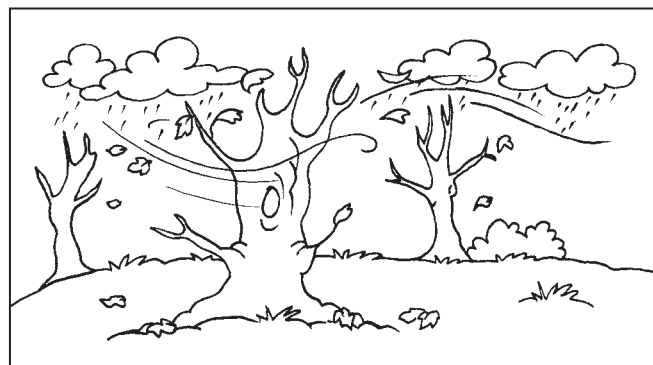
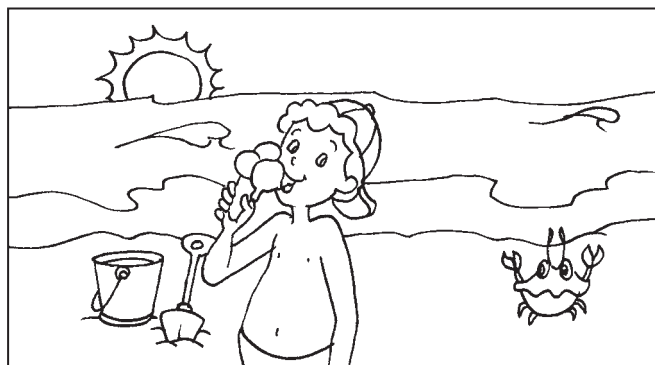
1. Underline the correct word.

- a. grandmother / sister
b. dad / grandfather
c. dad / mum



- d. brother / dad
e. sister / brother
f. sister / mum

2. Match the sentences to the right picture.



1. It's windy 2. It's hot 3. It's sunny 4. It's rainy 5. It's cold

3. Find six classroom words. Copy them.

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



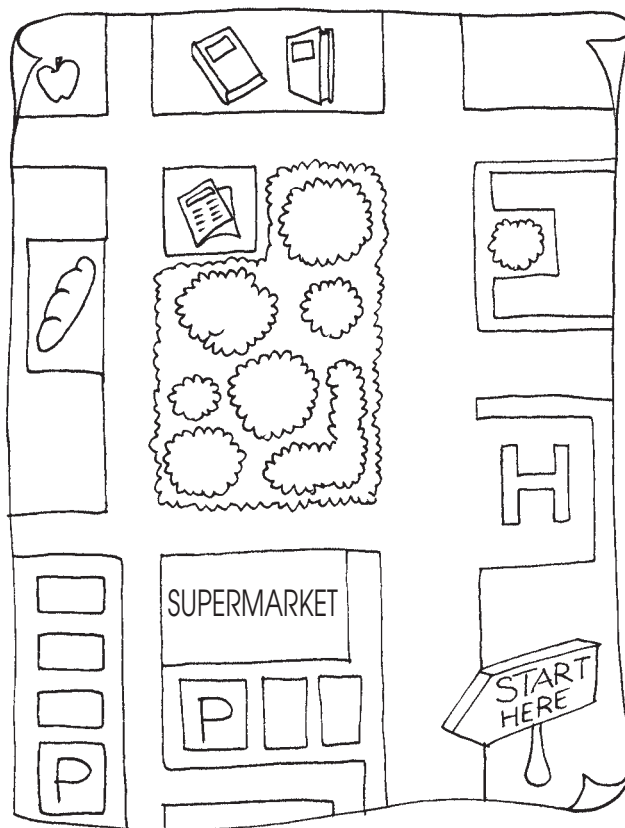
Year 5

1. Write the names of the clothes on the tree.



- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

2. Read the directions and answer the question.



Go straight on. Turn left at the supermarket. Go straight on. Turn right at the park. Walk past the baker's. The newsagent's is on the right.

Where are you? At the _____.

3. True or false? Read and write T or F next to each sentence.

- | | |
|--|--------------------------|
| a. This summer Cindy's favourite clothes are jeans, boots and stripy shirts. | <input type="checkbox"/> |
| b. Cindy doesn't like tracksuits or skirts. | <input type="checkbox"/> |
| c. Cindy wants to buy some new blue jeans. | <input type="checkbox"/> |
| d. Cindy loves jeans. | <input type="checkbox"/> |
| e. Cindy has got five pairs of jeans. | <input type="checkbox"/> |

Hi! My name's Cindy. This autumn my favourite clothes are jeans, boots and stripy shirts. I don't like tracksuits or skirts. I want to buy some new black jeans for my birthday. I really love jeans! I have got five pairs!

A flashcard game

Giulia Abbiati



The great educator John Dewey wrote that interest operates by a process of "catch" and "hold"—first the individual's interest must be captured, and then it must be maintained.

Annie Murphy Paul



We all agree on the sentence above: no exercise, reading comprehension, listening activity can ever be successful in a lifelong perspective if children are not interested in what they are doing. They might be able to complete a task without mistakes, but will they remember what they have learnt in a few days or weeks? There is, of course, no 'right way' of teaching because there are many different ways of learning, so the teacher will always have to put all their resources in practice as to teach most to most pupils.

Here we want to give teachers a tip on how to use TPR (Total Physical Response) to focus and maintain interest on learning different sounds.

In Japan, as kids have to learn many different ideograms, teachers write them onto sheets of paper, then mix them and throw them on the floor. They pronounce the sound of one ideogram and have the kids find it among the cards on the floor. So why not doing the same with flashcards?

SET 1

Choose the sounds you want pupils to learn: ch, sh, th, wh, kn (some or all of them), then write the letters in the middle of an A4 cardboard and, around the letters, glue drawings and/or pictures showing words that use these letter groups.

Here are a few suggestions:

CH chocolate, witch, cherry

SH ship, shoe, fish

TH mother, three, thumb

WH whale, white, wheel

KN knot, knee, knife

SET 2

Show the cards to the class. You can either show them while repeating the sounds/words or hang them onto the blackboard and leave them there for a while, so that pupils can take the time they need to memorise them. A good way to catch their interest would be to hang the cards onto the blackboard without comments. The kids will wonder what they are there for and will be very pleased when they will be told that they will use the cards to play a game.

SET 3

Remove the cards from the blackboard or stop showing them. Divide the class into small groups of maximum 4 children and have them choose a name for their team, tell them that they will have to pick one of the words written on the cards.

SET 4

Start the game. Draw a score grid on the blackboard. Mix the cards and throw them on the floor. Then pronounce a word that contains one of the letter groups and have one team at a time look for it. Every time a team picks the right card, ask the children to pronounce the words on the card. Add one point to the team box in the score grid for each correct picking and one point for each correct pronunciation. The team that gains more points will, of course, be the winner. Give a small prize to all the children in the team.

When, in the future, these kids will need to use these rather difficult sounds, they will have no problems because their interest has been caught and held!

Choose
Top Secret and play
with our wonderful
Alphabet Cards!



Make your life easier with our wonderful 'teacher helpers'!

Starters – Practice Tests Plus

Preparing children for the Cambridge Starters test

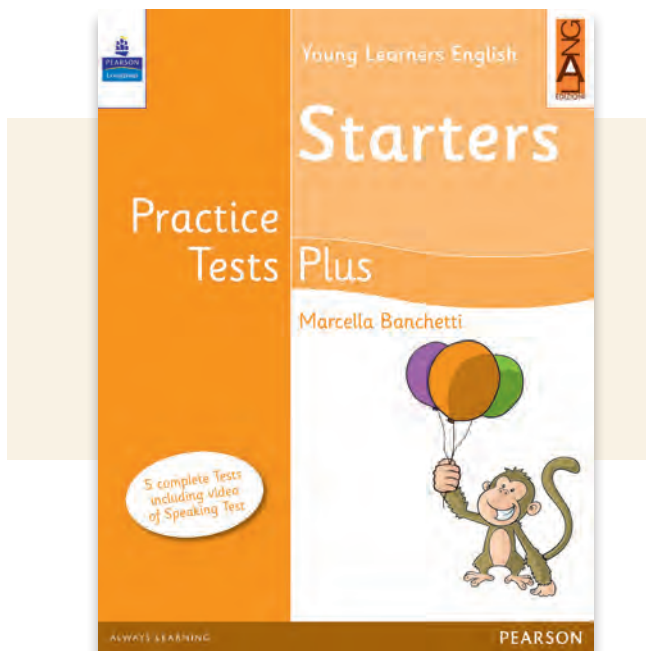
Every year more and more children in the fifth year of Primary school take the Cambridge ESOL Young Learners Starters Test. This test gives an independent assessment of the children's knowledge of the English language.

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.

Starters – Practice Tests Plus is a new collection of **five** full Starters Test. The **Student's Book** gives the children the opportunity to become familiar with all the different types of exercises 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

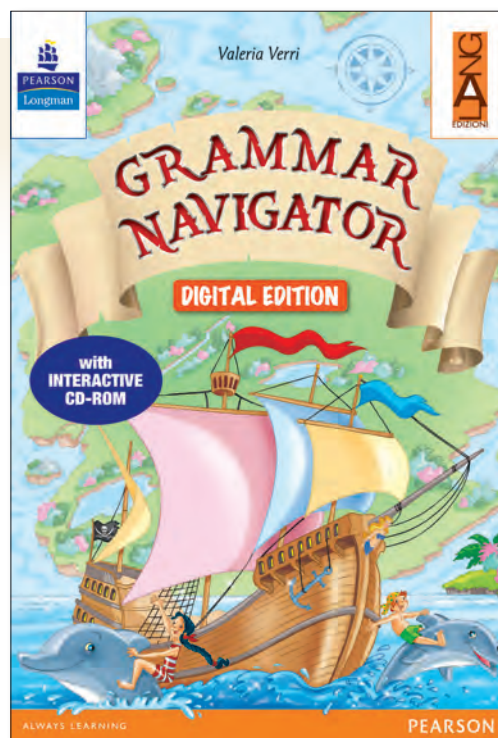


a child taking the Speaking Test, so that the children can understand first-hand what is required of them. The **Teacher's Guide** includes not only the tapescripts and answers, but also numerous teaching ideas for development of the materials.

Grammar Navigator

Grammar Navigator is a grammar guide and includes all the language items and grammar covered by textbooks designed for the Primary school. Children from the second to the fifth year of Primary school can use this guide. Each section opens with an explanation, in Italian, of the uses of a grammar item and includes common errors and exceptions. Stimulating language exercises follow, when the children are motivated to show that they have understood the explanations. The answers to all the exercises are included at the end of the book.

Grammar Navigator Digital Edition is accompanied by a **DVD-ROM** that allows children to do all the exercises in an interactive way, with immediate feedback.



Easy rules for a great healthy life

Gabriella Ballarin and Morena Martignon

There is a lot of discussion these days about the importance of kids keeping fit. Parents, doctors and teachers work to help kids to stay healthy. Everybody should eat well, get a lot of physical exercise and not get overweight. When you're fit, your body works well, you feel good and you can do all the things you want to do. Promoting fitness at school helps children to look after themselves and teaches them to interact in a positive way with the environment.

Here are some rules for kids to follow to feel fit and healthy.

Eat a variety of foods

We all have a favourite food, but the most important thing is to have a varied diet. If you eat different foods, you're more likely to get the nutrients your body needs. Don't forget to eat at least five servings of fruit and vegetables a day – two pieces of fruit and three different vegetables.

Drink water and milk

When you're really thirsty, fresh water is the best drink. Milk is also important for kids, as it is a great source of calcium. You need this mineral to build strong bones and teeth. You can also drink fruit juice, but try and limit sugary drinks like sodas, colas etc. as they contain a lot of sugar, which just adds calories and no important nutrients.

Listen to your body

When you're eating, it's a good habit to notice how your body feels and when your stomach feels full. Eating too much can make you feel uncomfortable and sleepy, and in the long term you can become overweight.

Limit sitting-down activities

The more time you spend watching TV or DVDs, playing video games and using the computer, the less time you have for active stuff, like football, dancing, bike riding and swimming. Try not to spend more than one hour a day in front of a computer or a TV.

Be active

Not everyone loves football or dancing. Maybe your passion is karate, or basketball, or volleyball. Ask your parents to help you do your favourite activities regularly. You can also try a new sports activity and see how you feel. It is also important to learn how to play safely at home, outdoors, in the park during any season of the year.

Knowing General Safety

Our health is often put in danger by different risks. We all need to keep in mind that safety is important no matter how old we are. Learning safety at school helps children develop correct and responsible behaviour through the right information and practice. These are some places where accidents can happen:

At school

School is a place where children spend a lot of time during the day, and following some important safety rules is necessary. Of course, teachers and adults do their best to prevent accidents, trying to make the school as safe as possible, but there are some things that children can do, too. Here are some tips to prevent common injuries.

- Don't run in the classroom, in corridors or on the stairs.
- Don't play with scissors or pencils: you may hurt your friends or yourself.
- Don't climb on chairs or desks.
- Don't lean backwards on your chair: you could fall over.





At home

Home is a special place when you are growing up. It's a place where kids can have adventures, explore and play. The home is also the place where young children are most likely to be injured. The most serious injuries are often preventable. Parents should try to make the home environment as safe as possible by removing any hazards. Here is some useful advice for parents: Keep matches out of reach of children.

Never put dangerous products in soft drinks bottles as children can drink them by mistake.

Keep all medicines, detergents and poisons out of reach of children. Children often think tablets are sweets.

It helps a lot if children:

- Learn to recognize the containers of dangerous substances and learn not to touch them.
- Learn to recognize dangerous objects and use them only in the presence of adults.
- Know how to call the emergency number – 118 – in case of an accident.

On the road

Walking or crossing the road can be very dangerous. It is very important to remember some rules:

- Walk on the pavement.
- Cross the road at the zebra crossing.
- Respect the traffic lights.
- Never cycle on the wrong side of the road.
- Use a cycling helmet when riding a bike.

When children are in a car they must always sit in the back and they must use seat belts. Adults should always use seat belts as well to set an example!

At the playground – in the garden

Playing outside in the open air is something children should do all the time. Whether children meet and play in someone's garden or go to the playground they should know some simple safety tips to avoid injuries:

- Never climb dead trees.
- Don't throw stones or other sharp things.
- Don't play with fire.
- Don't eat fruit, berries or leaves, which may be poisonous.

When talking about general safety we have to keep in mind that there are several people children can ask for help and they should be taught to recognize them in case of need. These are traffic wardens, policemen and policewomen, firemen etc. because accidents can happen anywhere, not only in the home or at school!

The evacuation plan class competition

To make children aware of the school evacuation plan, teachers should organize a class competition. Ask children to draw each stage of the evacuation plan following the rules below. The best drawings will be used to make a poster.

- Keep calm when you hear the alarm.
- Leave everything behind.
- Line up according to the indications decided before.
- Follow the route given by your teachers.
- Go to the assembly point.
- Keep quiet and wait for the roll-call.

Gabriella Ballarin is a primary school teacher in Mogliano Veneto (TV). She has worked as a teacher trainer at primary level.

Morena Martignon is a primary school teacher in Mogliano Veneto (TV). She has been teaching English since 2001.

Activity 1 A danger warning poster

1. Prepare a poster dividing it in three columns.
2. Write TOXIC – FLAMMABLE – IRRITANT at the top of the columns.
3. Draw or glue the related symbols.
4. Glue labels from detergent containers, paint pots, medicine bottles etc. in the correct column.
5. Write the name of the product for each label.
6. In class, discuss why using these products at home can be dangerous.

What you need:

- a big sheet of cardboard
- glue
- labels or photocopied labels of detergent or other products
- scissors
- felt-tip pens



TOXIC



FLAMMABLE



IRRITANT



Activity 2 Recipe for a fruit skewer

preparation time: 15 minutes

Ingredients: 1 apple
1 banana
grapes
1 pear
1 pineapple
1 cup of yoghurt
3 – 4 spoons of dried coconut, shredded

Directions: Wash the fruit and cut it into small cubes or chunks. Put the fruit onto a large plate.
Spread coconut onto another large plate.
Slide pieces of fruit onto the skewer and make your own fruit skewer. Do this until the stick is almost covered from end to end.
Hold your skewer at the ends and roll it in the yoghurt, so the fruit gets covered. Then roll it in the dried coconut.
Repeat these steps with another skewer.

Variations and suggestions: Try rolling your skewers in granola, nuts, or raisins, or... use your imagination.

What you need:

- a knife (you'll need help from an adult)
- wooden skewers
- large plates



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Noi con voi



The Pearson training project for primary school teachers

- **Webinars** we have proposed five in April and May, with professional teacher trainers. We have had more than 3000 teachers online.
- **Pearson Teacher Support Network: local training for ELT teachers** We have been in more than 45 Italian cities, we have travelled thousands of kilometres, we have met more than 1200 teachers.
- **A lezione con la LIM: local digital training on how to use LIMbooks and the Interactive Whiteboard (LIM)** More than 2.000 seminars, 35 trainers, more than 50.000 teachers attending.
Contact us at: formazione.digitale@pearson.it - tel. 011.75021.529/518.
- **Spazio Scuola Primaria: a dedicated web portal for all primary school teachers** Everything teachers may need: direct link to the online catalogue, a complete calendar of all Pearson webinars, seminars and activities, video recordings and slides of previous webinars, extra materials on INVALSI, Specific Learning Difficulties, competences, active citizenship, experiential learning.
- **Pearson Primary Times** a wonderful tool for teachers to stay informed and to communicate with Pearson. Pearson Primary Times has reached 19000 subscribers! To subscribe: www.pearson.it/place.

COMING SOON: a new series of webinars has already been planned by Pearson, as well as a new series of local meetings. Our Teacher Support Network will be soon be growing too. Pearson is working to give primary school teachers the best support for their wonderful and challenging work!

TO KEEP UP WITH WHAT'S NEW, **STAY TUNED IN:** pearson.it/scuola-primaria

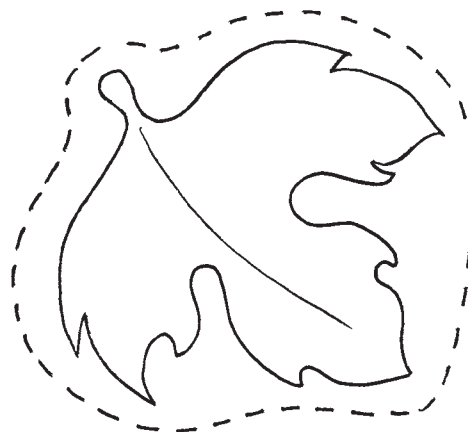
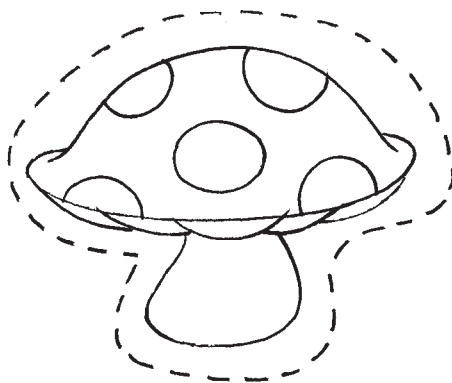
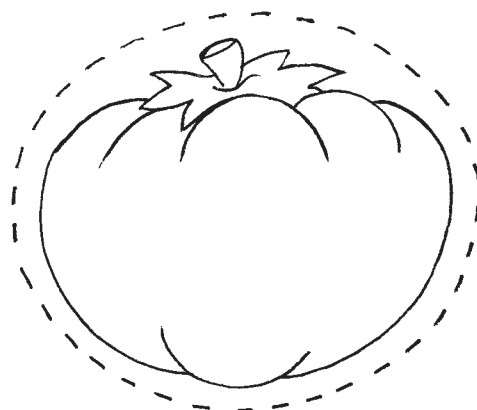
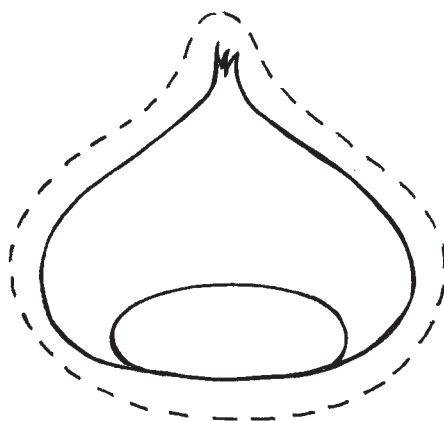
LET'S KEEP WORKING TOGETHER SUCCESSFULLY. AND A BIG 'THANK YOU' TO YOU ALL!

Back to school

Welcome back to school! This is a very stimulating time of the year, when children are full of energy and willing to learn, make things and get involved, whereas – as the school year proceeds – they may get slower and less motivated. So let's start the school year by making a folder for all the hands-on activities they will build during the year. And, of course, let's make it autumn like.

What you need

- one A3 sheet of cardboard
- one white A4 sheet of cardboard
- scissors
- felt tip pen
- glue
- a short wood stick
- a thread
- stapler



What you do:

1. Choose an autumn drawing from those above. The teacher can have the kids copy them or, with younger children, photocopy the page for them and have the kids glue the drawings onto the white cardboard.
2. Cut out the shape of the drawing and colour it.
3. Fold the A3 sheet of cardboard in half to make an A4 size.
4. Glue the leaf, mushroom, pumpkin or other drawing onto the folder.
5. Glue the wood stick on the right side of the folder, near the edge.
6. Fold the thread in two and staple the loose ends together on the back of the folder, near the edge.
7. Use the thread and the wood stick to close your folder.

Safety First

The Project in this issue of Pearson Primary Times is a group project, and it could also be used as a class project if the teachers prefers. It encourages the children to become aware of the school environment as a physical space and as a place which must be safe. It also helps children understanding the value of safety and enhances their awareness of what surrounds them. Go back to the article about *Educazione alla Salute* on page 10 and read carefully the paragraphs about general safety at school and at the playground.

The children will be asked to spend some time carefully observing their school and their school playground in order to check whether the basic and most important safety rules are respected. They will then be asked to

list all the possible dangers they have noticed and to try and write a list of solutions.

Younger children will only be asked to list dangers and to discuss possibile solutions with the teacher, while older children will be asked to work in groups and to write everything down. Depending on their level and the vocabulary they know, they can write complete sentences and/or simple information.

Before starting, revise the lexical sets about school, playground and safety issues. The article on page 10 provides most of the vocabulary that children might need.

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

Pearson Primary Times, Class Projects - Issue 46
Pearson Italia S.p.A. - Via Archimede, 51 - 20129 Milano

The material should arrive in our offices by **15th December 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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A flashcard game
Make your life easier
Easy rules for a great healthy life
Worksheet – Back to school
Class Project

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