To be or not to be... is this the question?

When it comes to grammar in the primary classroom, somebody will think that it's just what the Italian school needs and somebody else will think that it's just what the Italian school does not need... What do we think? We believe that grammar can be taught in the primary classroom if it's taught in a smart and useful way: no boring schemes to learn by heart but nice, funny everyday situations in which children can recognise themselves and feel comfortable!

When we first published a grammar guide for primary school, **Grammar Navigator**, back in 2010, we strongly believed in this project. Teachers welcomed the book with enthusiasm and now, five years later, we are ready to start a new grammar adventure with an international book, adapted for the Italian school by Valeria Verri, the successful author of **Grammar Navigator**. We are proud to announce **Grammar Time**, a brand new grammar book with fun exercises, listening tasks and a CD ROM with extra practice, all the keys and tapescripts for the exercises.

Here in Pearson, we know how important it is to personalise learning, above all for young children who still need to find their learning style. Multiple intelligences is, indeed, a theme we like to focus on, as we believe that helping children learn in their own way will help teachers improve their lessons and will help new generations in their future lives, something Pearson really cares about. This is why you will find an interesting and practical article about different learning styles and their peculiarities on page 6.

What else? Summer is approaching; we don't want to forget about it. That's why we think that everybody, teachers and pupils, needs some time off, without forgetting what we go to school for, though! Enjoy our Spring and Summer worksheets and the Class Project on page 16.

We will be enthusiastically waiting for you next (school) year, after a relaxing holiday, but don't forget to take some **Summer Magic** with you wherever you go!

Giulia Abbiati
Primary ELT
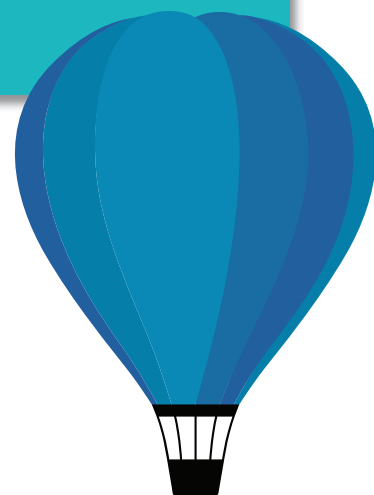
Teaching grammar: getting the balance right in the Primary English classroom

Joanna Carter

The treatment of grammar in general

The emphasis on grammar in teaching English as a foreign language in general has constantly changed over the years as different methodologies and approaches have come in and gone out of fashion. Many years ago grammar-translation methods were more or less abandoned in favour of the communicative approach which paid far more attention to functional aspects of language rather than structure and form and made communicative competence the goal of language teaching. Content-Based Teaching and Task Based Teaching were a development of the communicative approach.

In more recent years, other ideas and opinions on how a language can be taught have developed and come into play, for example whether an inductive or deductive approach to teaching and learning should be used. It seems, however, that in present day EFL teaching, more of a middle ground has been reached, where a balanced mix of approaches and methodologies is seen to be more appropriate. It has been widely accepted that to be completely proficient in a second language we need exposure to an understanding of grammar structures and form and opportunities to practice communication through speaking, listening, reading and writing in equal measure.

The teaching of grammar in Primary schools

These trends in general EFL have of course in turn affected and influenced how educationalists, teachers and publishers have considered the teaching of grammar in the Primary English classroom with one major difference: as the compulsory teaching of languages at this age level is relatively new, opinions and ideas still differ greatly. Some feel that the teaching of grammar is the most important element of learning a language and that structure and form should be explicitly and systematically taught. The method employed should maybe reflect how the children are learning about their L1 (in this case Italian) at school. Others have come to the conclusion that grammar should have no place in the classroom at all as they see it as too difficult for children and not relevant to their needs.

Both these statements, although opposing, have elements of truth. However, to fully appreciate this, a deeper understanding of both statements and the specific primary context needs to be reached.

Not only words

Without grammar we have only words and without grammar words cannot 'hang together' and don't have any real meaning or sense. If we want our students to speak English with a minimum degree of proficiency and be able to begin to express what they want to say, they need to have some grammatical knowledge. As in the words of Brewster and Ellis (2002) 'without the acquisition of basic sentence patterns and attention to form of language, problems with basic structures and, consequently accuracy, will continue and children will be unable to participate in activities which focus on purposeful communication'. So it would seem, teaching vocabulary alone is not enough and grammar most definitely has a place in the primary classroom.

Not only grammar

On the other hand, just as you cannot teach language properly and efficiently through words alone, we cannot make much sense out of grammar without vocabulary.

Furthermore good language use requires the knowledge and understanding of both the form and function of the language. Children should be provided early on with plenty of opportunities to practice and

use grammatical structures within real communicative tasks and activities, which implies the learning, understanding and eventual reproduction of grammar is intrinsically linked to the skills of speaking, listening, reading and writing.

Finally, it is important to remember that in any classroom but above all the young learner classroom, grammar is much more than just a list of labels, tables and rules. For any structure to be used and understood correctly it must be presented in a complete clear context that is meaningful and relevant to children. For example, a child is quite capable of learning a table of all the forms of the present continuous but they will have no idea what it means or when to use it. If on the other hand the teacher shows a child a series of holiday photos and describes what people are doing in the photos using the present continuous, an example of when and how to use this particular structure is immediately clear.

Good course books present structures in clear photo or cartoon strips with dialogue that can be both read and listened to. Supplementary books that deal exclusively with grammar also still have a valid place within the primary teaching context as long as they are used as supplementary material and include grammar in context.

The importance of age

There is one factor that influences how and when we teach English grammar in Primary schools far more than any EFL trend and that is the children's age. No other group of learners undergoes such a massive change in cognitive and conceptual development. Six to eleven year olds are still learning to learn.

Children in their first years at Primary school are quicker to learn vocabulary and slower to learn structures. Maybe because many words are tangible, can be seen and can be represented physically. Structures have less obvious use, for example saying 'Glue!' would probably have the same result as saying

'Can I have the glue?' Furthermore children of 6 and 7 have great difficulty in analysing, breaking down and naming its components.

However, this does not necessarily mean that grammar and structures should be abandoned at this age. Teachers can still introduce grammar but less overtly than with older groups. This is because children are very capable of learning phrases holistically. So for example they will learn 'I've got' as a single item 'Ivgot' or 'Can I have ...?' as the single item 'Canihav'. Therefore teachers should present language and structures as 'chunks' or as single items and set phrases. These 'chunks' of language should be repeated over and over again in different contexts and using different vocabulary.

As children get older, they naturally begin to develop an 'internal grammar' which basically means the ability to recognise patterns and logical sequences and hypothesis about language. They will develop the cognitive ability to take the chunks of language or structures they have previously learnt, break them down and reconstitute them.

At this stage then, from about 9 years old, the teacher can begin to introduce a more formal way of looking at grammar. The students can begin to call components by name in very simple terms, e.g. verb, noun, adjective, and so on. They can be introduced to activities where they have to perhaps separate word types into categories or have to put words into the correct order to form questions, negatives or recognise that adjectives come before nouns. This should still be only part of their grammar learning. New structures and language must still always be presented in a meaningful clear context and practiced and reproduced through communicative activities. But overall there will be a gradual transition from learning apparently no grammar to explicitly and consciously being exposed to grammar that closely follows the children's cognitive development.

Joanna Carter is a freelance teacher and teacher trainer. She is the co-author of *Our Discovery Island* for the Italian Primary School and contributes to other Pearson projects. She coordinates the Primary Teacher Support Network.

GRAMMAR TIME:
# la grammatica divertente!

Valeria Verri

"La matematica? Difficile. La grammatica? Noiosa": è uno dei luoghi comuni più diffusi, ripetuto come un mantra da generazioni di studenti. Eppure, per quanto riguarda la grammatica, la sua "assenza" è vissuta come una sciagura da tutti coloro che affrontano l'apprendimento di una L2, l'inglese in particolare. L'italiano è sicuramente una lingua con una grammatica più complicata e articolata rispetto a quella inglese: basti pensare per esempio alla coniugazione dei verbi o alle concordanze tra nomi e aggettivi. E che cosa c'è di più chiaro di una regola grammaticale scritta, con una serie di esempi a corredo e completata da una tabella? Se poi, nel caso dell'inglese, se ne evince che i verbi regolari, all'indicativo presente, variano soltanto alla terza persona singolare, tanto meglio: quando la regola è esplicitata, sarà ancora più semplice ricordarla e metterla in pratica.

Da questi presupposti nasce Grammar Time, un libro destinato agli allievi che stanno terminando il ciclo della scuola primaria e che hanno al loro attivo quattro/cinque anni di studio della lingua inglese. Un utile strumento per rivedere, in autonomia o con il sostegno dell'insegnante, la grammatica degli ultimi tre anni, uniformando le competenze acquisite al livello A1 di certificazione del *Common European Framework of Reference*.

Grammar Time è stato pensato come un agile compendio, con argomenti e contenuti sviluppati e conclusi in poche pagine: 24 unità monotematiche introdotte da un divertente dialogo iniziale illustrato e corredato da un ascolto, completato da una tabella, affiancata a sua volta da alcune regole grammaticali spiegate in italiano con un linguaggio semplice e chiaro. Gli esercizi sono tutti riferiti all'argomento e non presentano mai strutture e funzioni che non siano già state presentate in una parte precedente del volume. Questo non significa che l'utilizzo di Grammar Time sia necessariamente progressivo: qualora il testo

venga usato in classe e l'insegnante intenda rafforzare o riprendere un unico argomento, lo può fare tranquillamente senza seguire l'ordine delle unità. Lo stesso vale per l'alunno che utilizzi il testo in autonomia. Il CD ROM allegato propone, oltre al materiale audio e multimediale, anche le soluzioni in pdf di tutti gli esercizi.

Gli ambiti lessicali contenuti nel libro sono quelli normalmente attivati nel corso della scuola primaria. Ad accompagnare i bambini in questo divertente riepilogo grammaticale ci sarà un simpatico personaggio guida, il pappagallo Corky, con un gruppo di bambini suoi amici. Il testo prevede anche sei doppie pagine dedicate all'autovalutazione (Use Your English) e, in coda al volume, una sezione di riepilogo specificamente pensata per gli alunni con difficoltà (DSA).
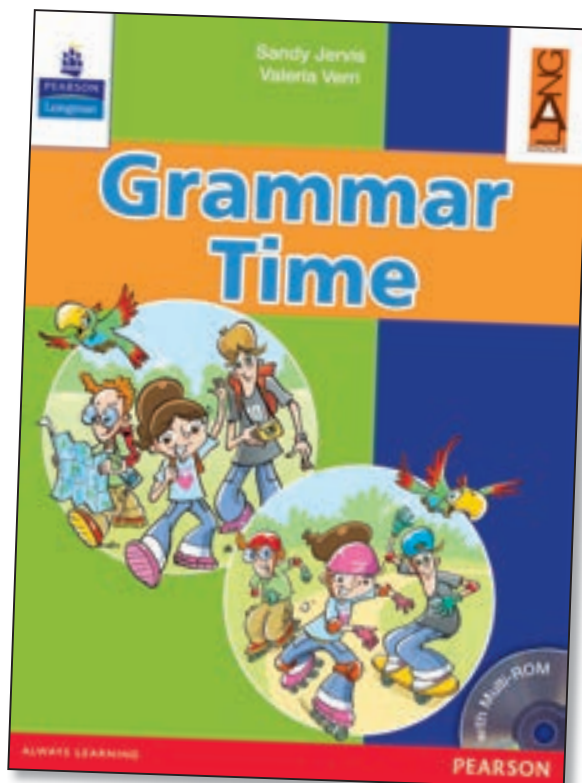
Let your SUMMER be MAGIC!

On holiday with the English language to travel into fantastic worlds!

Each level of Summer Magic is set in a different, fantastic world:
- Level 1: **Fairytale Land**
- Level 2: **Dino Land**
- Level 3: **Galaxy Land**
- Level 4: **Cowboy Land**
- Level 5: **Magic Land**

This will help children enjoy their summer homework even more!

Recycling and **consolidating** are the most important keywords of this project. Children will find stimulating activities such as:
- *Comics Corner* with activities and listening tasks;
- *Going places*: culture in an interesting and amusing section which will help children learn about everyday places (market, park...) in addition to the English speaking countries (from Level 4);
- *self assessment* at the end of each unit will make children aware of their achievements;

- a removable *Games booklet* in Levels 1 and 2;
- *reading pages* from Level 3, along with short listening tasks and comprehension exercises, will help children get used to reading in English;
- *Active Grammar*, in Level 5: a useful section which leads to secondary school learning.

Each level also provides a CD with all the listening activities, keys to the exercises, the audio script of all the listening activities and songs and chants for kids to enjoy on holiday!

PEARSON Longman

LANG EDIZIONI

Teaching to Learners' multiple intelligences

Diane Pinkley

Teachers have long been aware of individual differences among children in any given class, and they rightly recognize the importance of addressing the needs of each individual learner in order to maximize learning potential. The great challenge lies in how to best reach and teach students with different strengths and aptitudes.

The Theory of Multiple Intelligences, developed by psychologist and Harvard professor Howard Gardner, seeks to describe *intelligence* as much more than the traditional standard represented by IQ tests, which focus on verbal and mathematical aptitude only. Instead, intelligence is described as a multi-faceted phenomenon of nine separate but interrelated areas that, taken together, provide "the capacity to solve problems or to fashion products that are valued in one or more cultural settings." According to Gardner, both a biological base anchored in neuroscience research and a cultural base anchored in anthropology and sociolinguistics research support the concept of multiple intelligences.
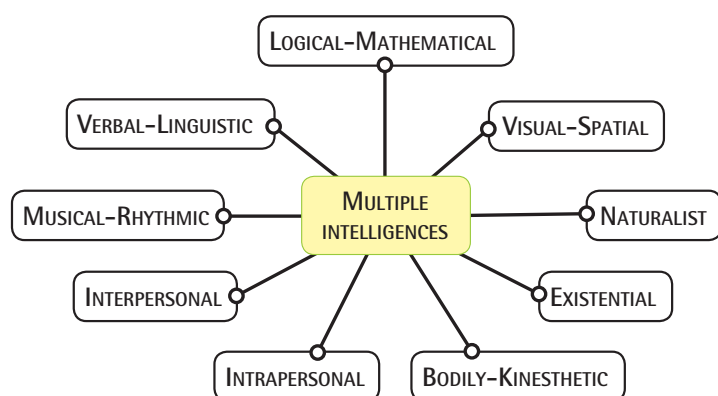
Verbal-Linguistic Intelligence

Learners strong in Verbal-Linguistic Intelligence exhibit the ability to use language to express their thoughts and to understand other people. They comfortably and easily manipulate words and language to express themselves creatively, and use language as a means to remember information. They engage in active listening, fluent speaking and reading, and enjoy story telling, explaining and persuading, and using humor and word play. They have the capacity to analyze language use and language elements in their first language as well as in second and other languages. These learners tend to think in words more than in images.

Logical-Mathematical Intelligence

Students exhibiting strong Logical-Mathematical Intelligence have the capacity to see and understand the concepts and principles behind causal and numeric systems. They are able to use both deductive and inductive reasoning and logic to analyze and solve problems, and they enjoy manipulating numbers in number puzzles, calculations, and formulas. These learners can skillfully make connections among pieces of information, as well as recognize cause and effect and other patterns. They tend to employ classifying, sequencing, questioning and experimenting, and computing as strategies for analyzing and retaining information.

Visual-Spatial Intelligence

Learners with high Visual-Spatial Intelligence have the ability to recognize, create, identify and contemplate deep questions about human existence; use mental questioning as a means to situate and remember information, and use images and patterns of wide space and confined space. Using images as a means to remember information, they can easily visualize and orient their bodies and other objects in space and understand maps, charts, and graphic organizers. They enjoy puzzles and board games, and appreciate detail and color, drawing, painting, and plastic arts. They tend to think in images more than in words.

Naturalist Intelligence

Learners strong in Naturalist Intelligence exhibit the ability to discriminate among, care for, and appreciate living things and other features of the natural world. They are able to understand and manipulate the environment, plants, and animals, and use nature-related analogies as a means to remember information. These learners are keen observers of the characteristics, behaviors, and habitats of living things as well as the characteristics of nonliving things. They enjoy gardening, hiking, and exploring nature, as well as caring for animals.

Existential Intelligence

Those exhibiting strong Existential Intelligence have a tendency to question and reflect upon the great

human concerns of life, death, the universe, and other ultimate realities. Of philosophical mind, they identify and contem plate deep questions about human existence, and are sensitive to the interrelatedness of things and people. These learners enjoy engaging in abstract thinking, analyzing, and problem-solving, as well as investigating paradoxes and mysteries. Self-motivated, they tend to use mental questing as a means to situate and remember information.

Bodily-Kinesthetic Intelligence

Students with high Bodily-Kinesthetic Intelligence have the ability to use their whole bodies and parts of their bodies in optimal ways to retain information through touch and movement, to solve problems, to build, take apart, and make something, or to put on a production. They manipulate the body through controlled fine and gross motor skills, and handle objects with dexterity. These learners enjoy dancing, playing sports, acting, miming, expressing emotions through body language, and hands-on experimenting. They use their mental abilities to coordinate body movements as a way to process and retain information.

Intrapersonal Intelligence

Learners strong in Intrapersonal Intelligence exhibit perceptive understanding of the self, and are knowledgeable about who they are, what they do, and their motives for doing so. They can consciously identify and control their own inner emotions and thinking processes, and recognize their own strengths and weaknesses. Self-analyzing, they dissect their roles in relationship to others, and are conscious of their desires, dreams, and inner feelings. These learners tend to work independently, and use their strengths and self-reflection as a means to remember information.

Interpersonal Intelligence

Those exhibiting strong Interpersonal Intelligence have the ability to understand other people and social relationships. With a facility in communicating with and relating to other people, these learners engage in active listening, and are skilled in receiving and identifying body language and facial expressions as signals. They enjoy working collaboratively, social organizing, and managing discussions and projects. They can sustain motivation in others and have the capacity for empathy. They often work more effectively with others, rather than individually, to learn and retain information.

Musical-Rhythmic Intelligence

Learners with high Musical-Rhythmic Intelligence have the capacity to hear, recognize, and manipulate patterns found in music and rhythmic structures. They are skilled at composing, playing, or conducting music, recognizing tonal patterns, and utilizing the structure and rhythm of music and rhythms. They are good at remembering melodies and chants, and enjoy playing musical instruments, singing, whistling, and identifying environmental sounds. These learners use sound and rhythm to learn and remember information.

Multiple Intelligences Applications in the Primary Classroom

Some teachers may fear that applying Multiple Intelligences in the classroom will require a complex and time-consuming transformation in the way they teach, but this is not the case. Many techniques and activities primary teachers are already familiar with mesh happily with MI theory. Which teacher has not on occasion led the class in a rousing song or chant (Musical-Rhythmic Intelligence)? Who has not involved students in role-plays or readers' theater (Verbal-Linguistic Intelligence)? Who has not invited learners to participate in TPR, race games, card games, or board games (Bodily-Kinesthetic Intelligence)? Who has not used picture cards and posters for presentation, practice, or review with the class (Visual-Spatial Intelligence)? And, of course, a comprehensive and effective primary series such as Our Discovery Island supports the Multiple Intelligence teacher even more, as it incorporates a wide range of Multiple Intelligence activities and suggestions in both the Student Books and the Teacher's Book.

MULTIPLE INTELLIGENCE ACTIVITY TYPES

VERBAL–LINGUISTIC INTELLIGENCE		
comic book stories	picture cards	dramatic reading
content posters	game boards	cooperative groups
created posters, collages	films	graphic organizers
MUSICAL–RHYTHMIC INTELLIGENCE		
content songs	content chants	choral reading
created songs	created chants	echo reading
LOGICAL–MATHEMATICAL INTELLIGENCE		
puzzles, mazes	Venn diagrams	categorizing
counting tasks	sequencing	CD-ROMs
VISUAL–SPATIAL INTELLIGENCE		
comic book stories	picture cards	films
posters, collages	game boards	projects
BODILY–KINESTHETIC INTELLIGENCE		
role-play	mime	dance and movement
chanting with movement	manipulating cards	race games
NATURALIST INTELLIGENCE		
study of wild animals	healthful foods	describing the city
study of farm animals	study of insects	describing the country
describing weather	sea creatures	caring for plants
INTRAPERSONAL INTELLIGENCE		
problem solving	self-reflection	visualization
INTERPERSONAL INTELLIGENCE		
videos and films	CD-ROMs	pair work
group work	class projects	cooperative games
graphic organizers	role-play	modeling tasks
EXISTENTIAL INTELLIGENCE		
questioning	contemplation	visualization

Diane Pinkley is a full-time faculty member in the TESOL Program, and the Department of Arts and Humanities, at Teachers College, Columbia University, in New York. She is a well-known teacher trainer, educational consultant, and author in ESL/EFL. She has made major contributions to several bestselling ESL and EFL textbook programs for both children and adults.

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PEARSON
Longman

LANG EDIZIONI

Worksheet – house and furniture

What you do

1. Photocopy and distribute the worksheet.
2. Have the children cut all the words in the bottom part of the page.
3. Tell children to glue the words in the correct places.

Note for the teacher: this Worksheet can be used as it is, with the proposed lexical sets, or modified in order to revise any other lexical set. If the teacher wants, this worksheet can be used as pair work revision: divide children into couples and ask and answer 'Where are the beds?' 'They are in the bedroom' and so on.

bedroom

bathroom

living room

kitchen

dining room
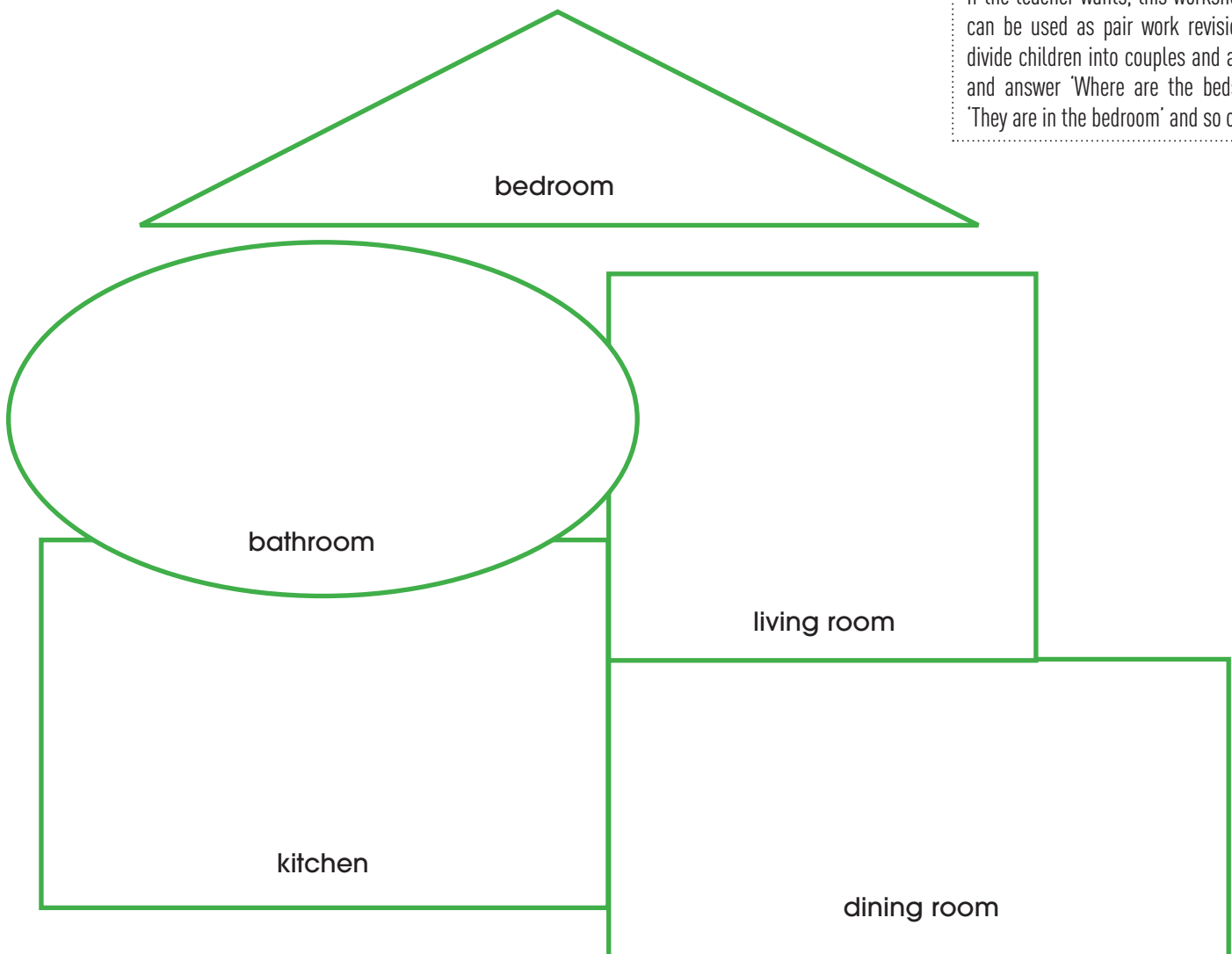
beds	cabinets	chairs	clock	dresser	lamp
mirror	picture	refrigerator	rug	shelves	shower
sink	sofa	stove	table	tub	TV

Worksheet – Spring Maths

Photocopy and distribute the worksheet. Get the children to solve the calculations. Have them colour following the code.

$2 + 1$

$10 - 3$

$8 - 3$

$14 : 2$

$1 + 4$

$8 - 2$

$5 + 1$

$14 - 11$

$3 + 3$

$3 + 2$

$6 - 3$

$1 + 2$

3×2

$15 : 3$

$4 + 3$

$9 - 2$

$12 - 7$

7

7

$4 + 2$

$9 - 6$
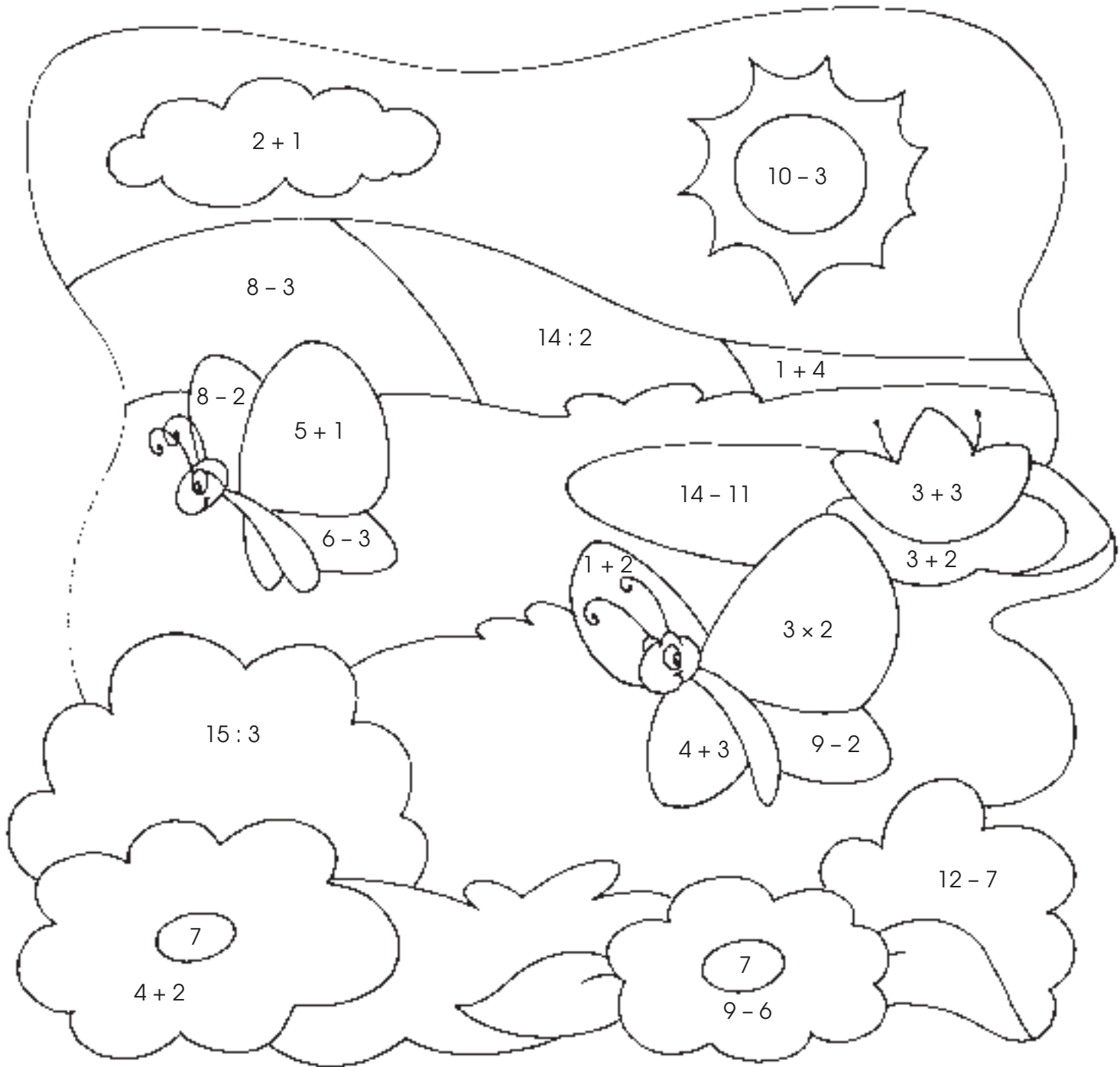
COLOUR CODE: **5** = GREEN **7** = YELLOW **3** = BLUE **6** = RED

Weather poster/booklet

Younger children: worksheet: you can use this Worksheet as a class project and have the pupils record the weather outside the window during a short or long period of time (a week, a month or even more). The chart below is just an example of how you can develop the project, the best would be to have a big poster in class. Get the children draw the chart on the poster. The symbols can either be drawn on the poster everyday (by a different pupil every day) or you can have all the pupils draw and cut out different symbols and then every day one of them will glue one of his own symbols onto the poster.

The chart below is just an example, the poster can contain daily or weekly records, it can contain the days of the week (useful as a revision) or just the date, the time or just the weather… it can be personalised in many different ways!

Note for the teacher: this worksheet can be used both with younger and older pupils as a summer project/ worksheet.
Younger children will need a more guided organisation of the material, whereas older children will be required to work on their own.
Pre-teach and/or revise: sunny, cloudy, rainy, foggy, hot, warm, cool, cold… and the days of the week.

DAY	TIME	WEATHER	
Monday, June 15th	11:30		sunny (and warm)
Tuesday, June 16th	11:30		cloudy
Wednesday, June 17th	12:15		rainy

Older children: booklet: older children can be asked to produce a simple booklet by cutting some A4 sheets of paper in half (the number of pages will depend on the frequency and duration of the recordings/project) and stapling them together. Every day (or every week) they will be required to write in a new page the date, time, day of the week and weather. The project can be used as holiday homework too; in this case it would be nice for the children to write where they are, if in town, at the seaside, in the mountains and so on and to keep trace of the differences in weather they find if travelling around the country/ the world.

Monday, August 17th, 11:30, seaside (Isola d'Elba, Italy), sunny and hot
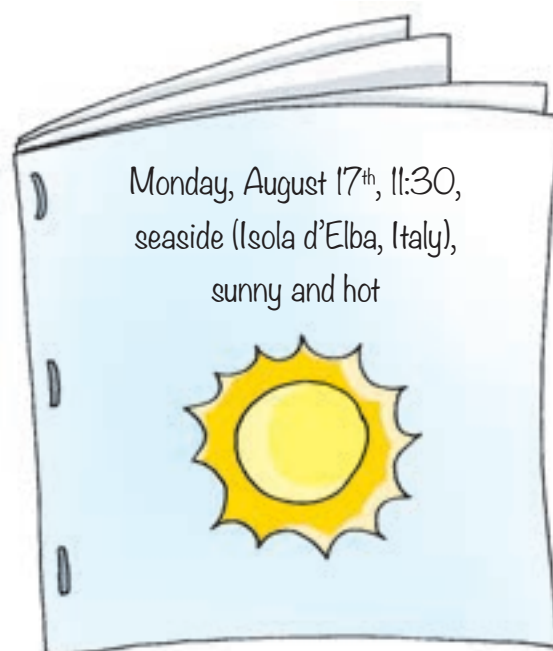
Learning to be a good citizen

Gabriella Ballarin and Morena Martignon

We all learn to be good citizens through living together, but this is not always an easy task.

We need to learn to respect other people's rights and to stand up for our own rights.

Primary school has always been the place where children learn and experiment with such things. Looking through the *Nuove Indicazioni Ministeriali* we read that teachers should put great effort into creating classes as groups of individuals, they should work to develop cooperative bonds between children, aiming to resolve the conflicts that arise inevitably during socialization. The *Indicazioni* emphasize that focusing on the educational advancement of each pupil will in itself lead to educational benefits for the group: we learn better when we socialize, sharing information and knowledge.

Teachers work together with families and students, local councils and voluntary associations to build new generations of citizens who are committed to promoting the common good within their schools, neighborhoods, villages and towns.

School becomes an educational community which makes students aware that they belong to a local, European and global community.

Living together is not enough, we always need to build a better society and we need to do it together.

Teachers encourage children to ask themselves the question "What can I do for myself and for other people?" rather than "What can people do for me?", developing a sense of solidarity and concern for others.

Children live in their own cultural environment, at a specific moment in time, where the present becomes the link between the past and the future, between past memories and future plans. The present provides a connection between different cultures and identities. School tries to enhance diversity, keeping in mind that everybody is unique and important.

The values of citizenship are present in every discipline and involve everyone at school from children to teachers, to non-teaching staff. As a school subject, citizenship has the power to motivate and educate young people into becoming thoughtful, active citizens who engage with, and participate in, public life.

PEARSON Longman

LANG EDIZIONI

The aims of citizenship:

- Respect for common rules;
- Respect for common spaces and common property;
- Safe living;
- Taking care of oneself, of other people and the environment;
- Having cooperative and collaborative attitudes;
- Knowledge of the Italian Constitution (inviolable rights of every human being, equal social dignity...)

The best way to learn is not through theory but through practice. The classroom becomes the place where social roles can be practised and real relationships developed. When school reflects on the life experiences of students it becomes a real educational community. For every age there are different strategies to help children participate and feel useful to others.

With first and second year pupils, it is very important to create games and activities which allow them to feel part of the group and to actively participate in school life. Routine activities are great resources, which should not be taken for granted. Daily roll-calls and school duties make children feel useful and part of the group. Once they learn how to do things correctly, they feel more involved and confident. Teachers who try to make children feel responsible through small daily tasks know that this increases self-esteem and a sense of belonging. For third year pupils, teachers can suggest activities that help children understand the value and the meaning of rules and how to resolve conflicts peacefully. One way to do this is to divide the class into small groups. Each group agrees upon three or four important and useful rules. Children compare the rules chosen by each group, decide which ones are more appropriate for the whole class, and write them on a poster. After a few weeks, they check to see if the rules have been followed. After class discussion, changes can be made if necessary. This task can help children appreciate the value of rules and learn about how they are made and modified. In resolving conflicts it is also important to use ritual actions to indicate reconciliation (shaking hands) and to reestablish communication through words and actions. Conflicts must never be left unresolved.

With fourth and fifth year students, teachers can help children understand the laws and principles upon which all communities, from local to international, are based. They can begin to become familiar with the Italian Constitution and to analyze the principles that regulate our everyday lives. Students can also experiment with examples of democracy in class through concrete activities such as the election of a class representative every two weeks. All students can put themselves up for election and their classmates vote by filling in a ballot paper. The candidate who receives the most votes becomes the class representative and can't be elected more than twice. If two or more students obtain the same number of votes there is a run-off. This task helps children to understand how political elections work. Some schools promote activities for student representatives by working with local councils through "Consigli Comunali dei Ragazzi e delle Ragazze" (CCR). The representatives are allowed to participate in local council meetings and make suggestions which may lead to benefits for children of their own age. They go back to school and report to their classmates and teachers about what was discussed.

Activity 1 Duties rota

What you need:
- 2 pieces of cardboard of different colours
- scissors
- felt-tip pens
- 1 paper fastener

1. Cut a circle out of cardboard.
2. Divide the circle into the same number of segments as there are children. Each segment corresponds to one child.
3. Write in the names at the edge of the circle.
4. Cut some pointers out of the second piece of cardboard.
5. Write the duties on the pointers (assistant, secretary….)
6. Fix the pointers to the centre of the circle using the paper fastener as if to make a clock.
7. The duties are changed every week and each child will try every role.
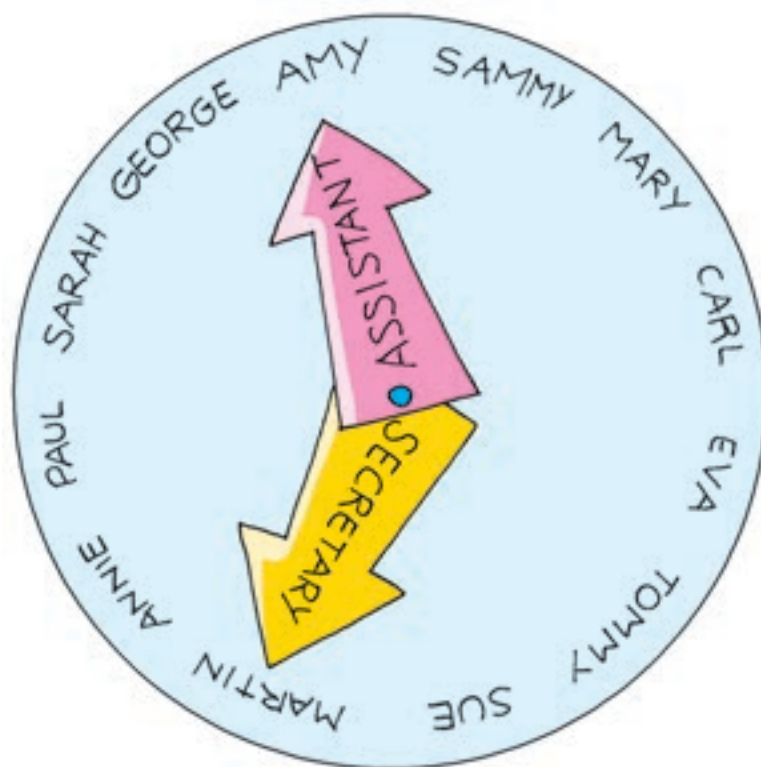
Activity 2 Make a ballot box and ballot paper

What you need:
- 1 shoe box
- paint or wrapping paper to decorate the box
- a cutter
- scissors and glue (if you use wrapping paper to cover the box)
- sheets of paper (to make ballot papers)
- pens
- felt-tip-pens

1. Paint and decorate the box but make sure that it can be opened.
2. Cut a narrow rectangular slot in the top of the box for the folded ballot papers.
3. Invite children to make ballot papers to use as a model for elections.
4. Ask children to compare the papers and choose the one they like best.
5. Elect a class representative.

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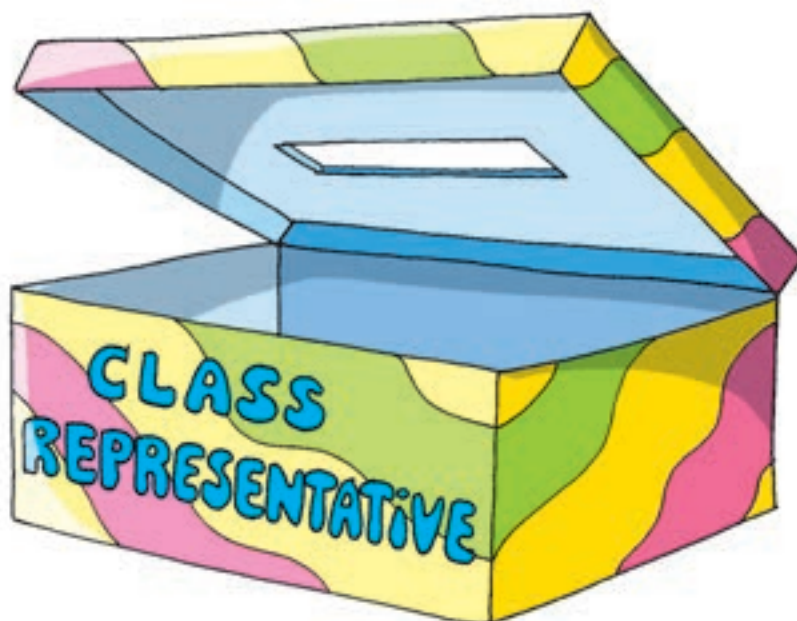
Our own fairy tale

The Class project in this issue of Pearson Primary Times is a whole class task, although the children will have to be divided in small groups. It encourages the children to free their minds and their imagination and will help them revise everything they have learnt in the English classroom.

The children will have to invent a brand new fairy tale: they will invent characters, situations, actions and dialogues and they will have to illustrate it making a small booklet. Younger children can be asked to discuss in Italian and then be helped by the teacher translating and they can illustrate the story writing just simple captions for the pictures instead of the whole story.

The Class project can be completed following these steps:

Step 1: divide the children in small groups and give each group a task. Group 1 will choose one of the characters (the main character for instance), Group 2 will choose another one (the rival – witch, wolf or whatever they like), and so on.

Step 2: once the characters have been invented, named and drawn, have the groups mix up and brainstorm situations and actions. Each small group will come up with one situation or action and then the class all together, helped by the teacher, will have to decide what happens first, second and last.

Step 3: each group writes a short piece of the story.

Step 4: groups mix up again and each group draws a part of the story.

Step 5: make a booklet with the story and pictures.

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 50
Pearson Italia S.p.A. - Via Archimede, 51 - 20129 Milano

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