

# PrimaryTimes

KEEPING THE TEACHER INFORMED

## New ideas for a new year!

*After nourishment, shelter and companionship,  
stories are the thing we need most in the world.*

Philip Pullman

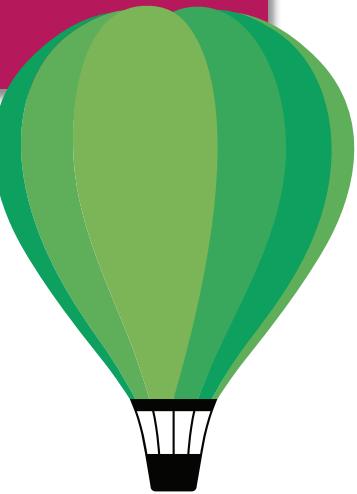
We all know the importance of storytelling in teaching a language, as stories make children learn while having fun and without even realising they are actually learning something. We also know very well how practice and revision are important in order to learn and to remember what has been learnt of a new language. So why not trying to mix these activities together? Storytelling AND revision in one book? Yes, that's it! It's our brand new **StoryLab**, a set of 5 books, starting from a very basic and easy-to-use level 1 and going up to level 5 with activities that become more and more challenging in a fun, child friendly environment. Find a full description of the books on page 6.

What else is important when we teach children? Many things are, of course, but one we strongly believe in is teaching strategies that will help kids to learn. If teachers help children learn to learn, then the learning process will be easy and full of enthusiasm! And this is precisely the reason why we believe that teachers will enjoy the article on page 2.

Summer holidays are over, so why not starting a new school year planning some CLIL lessons? CLIL is also a wonderful way of teaching a new language while children are thinking about something else. Children will remember a huge number of new words if they believe they are "just" studying Maths, or History or Geography... Try it and tell us if it works! You can find tips and ideas in the article on page 11 and a CLIL-based class project on page 15.

Besides reading the articles in this issue of Pearson Primary Times, we invite all teachers to stay tuned on [pearson.it](#) website, as they will find everything that's new here in Pearson: new books (such as **Grammar Time** and **StoryLab**), new Teacher Support Network activities, new webinars, new ELT and primary portals, new online materials in **Pearson Didastore** ([www.pearson.it/place](#)): everything a teacher might want to help children learn English!

Giulia Abbiati  
Pearson Italia  
Primary ELT



# Where there is intention, there is learning

Laura Papetti

*Until one is committed,  
there is hesitancy,  
the chance to draw back,  
always ineffectiveness.*

*Concerning all acts of initiative  
(and creation),  
there is one elementary truth,  
the ignorance of which  
kills countless ideas  
and splendid plans -  
that the moment  
one definitely commits oneself,  
then Providence moves too.*

*All sorts of things occur to help one  
that would never otherwise have occurred.*

*Whatever you can do  
or dream you can, begin it.*

*Boldness has genius,  
power and magic in it.*

*Begin it now!*

*Johann Wolfgang von Goethe*

A British proverb says: "**You can bring a horse to water, but you can't make it drink.**"

Something similar happens to children that are taught a foreign language but they don't get the sense of what they are required to learn. I can hear them shout out loud in their heads: "Why should I struggle with a difficult way to name things I already have names for, listen to recordings with weird voices making sounds that mean nothing to me... ." In those situations, teachers can have them memorize vocabulary or even structures, but no meaningful learning can take place and motivation is totally absent.

The first key idea that I would like to point out here is that teaching English at primary school can only be successful as long as **kids are hooked on learning the new language**. Meaningful learnings only happen if there is intention. And **intention** is linked to motivation. So, first of all, if I had to put a vital element as number 1 in a "learning to learn a second language" path, I would certainly put "meaning."

At the beginning teachers have to stimulate children a lot and show them that the new language can be meaningful to them. We may find it very difficult to give children good reasons to learn English without using expressions like "It is very important for your future," or "English will be useful when you grow up and need to find a job." However, these reasons are not acceptable to the kids because they are not relevant to their "here and now."



We need to find purposes that are perceived as **meaningful to the kids in the present** to have them engaged in learning the language and we find them if we closely observe children and consider their way of being. Among meaningful purposes, I would underline:

- **fun:** children consider fun as part and parcel of their reasons to live; their whole existence is led by the search for pleasure. Why not let English be part of it?
- **doing:** children learn best experiencing the world. Doing things, using their hands, tasting, manipulating are their best ways to get to know things in life. Again, why not give them opportunities to experience the use of English and enjoy doing things with English, even if at a very simple level?

I can assure you children won't forget the language they used to:

- write a postcard to their friends in English;
- follow a recipe in English and prepare a British dessert;
- learn a happy song that they can sing and dance together;
- get to know British or American tales and legends and act them out;
- (further on) prepare a presentation of something they know very well about the British or American culture to their school-mates in lower classes;
- correspond via e-mail with a partner school somewhere in Europe.

In all these cases English is relevant to the children's needs for self-esteem and participation. Any of these experiences, if proposed with enthusiasm and authenticity, is going to be "worth the effort" as it offers a memorable experience.

A second step I would suggest is **always allowing kids enough time to think** about their experiences and the whole learning path they are involved in. Together with reading, writing, listening, speaking, colouring, cutting etc., let's have some reflection time. It is widely known, nowadays, that enhancing **metacognition (the ability to reflect on and monitor one's cognitive processes)** allows kids to learn more effectively and helps them on the road to autonomous learning.

Allowing some time for metacognition means for instance:

- planning enough time for children to reflect on what they liked / didn't like about an activity and why;

- taking enough time to encourage children to identify their strengths and weaknesses in order to be aware of what they are already good at and what they need to practise;
- working hard to create a positive classroom atmosphere, where kids are not in constant competition but feel they can help each other as in a team;
- taking time to praise, reward, celebrate success and good tries;
- always providing feedback, never communicating failure: errors are as precious as bricks to build a house.

A third point: make **the learning in the classroom a good example of how the learning should go on at home (on the train or anywhere!)**: plan ahead short engaging activities, not too long explanations, followed by individual moments where each child takes his/her own time to revise, repeat, manipulate the language; get kids used to different tools (not just the book, but also cartoons, comics, leaflets, popular songs, maps, nursery rhymes...), get them used to repeating, reformulating, going over and over a language point in different ways, using **familiar routines** along the path... but **with a spark of magic and surprise from time to time!**

Last but not least: once the teacher is fully committed and shows authentic enthusiasm for what he/she teaches, children **feel there's something "worth the effort" going on**.

So let's motivate ourselves first, and the benefits will exceed our expectations.



Laura Papetti has worked as an English teacher at pre-primary, primary and secondary school. She works as a primary teacher near Monza and is an editorial consultant for Pearson Italia.



## Reflection Time!

**Year 3 - 4 - 5**



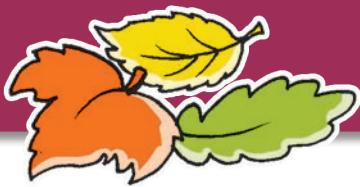
1. I'm very good at \_\_\_\_\_



2. A good thing the English teacher says about me: \_\_\_\_\_



3. I would like to be better at \_\_\_\_\_



## CLASS ACTIVITY

# Autumn leaves scrapbook

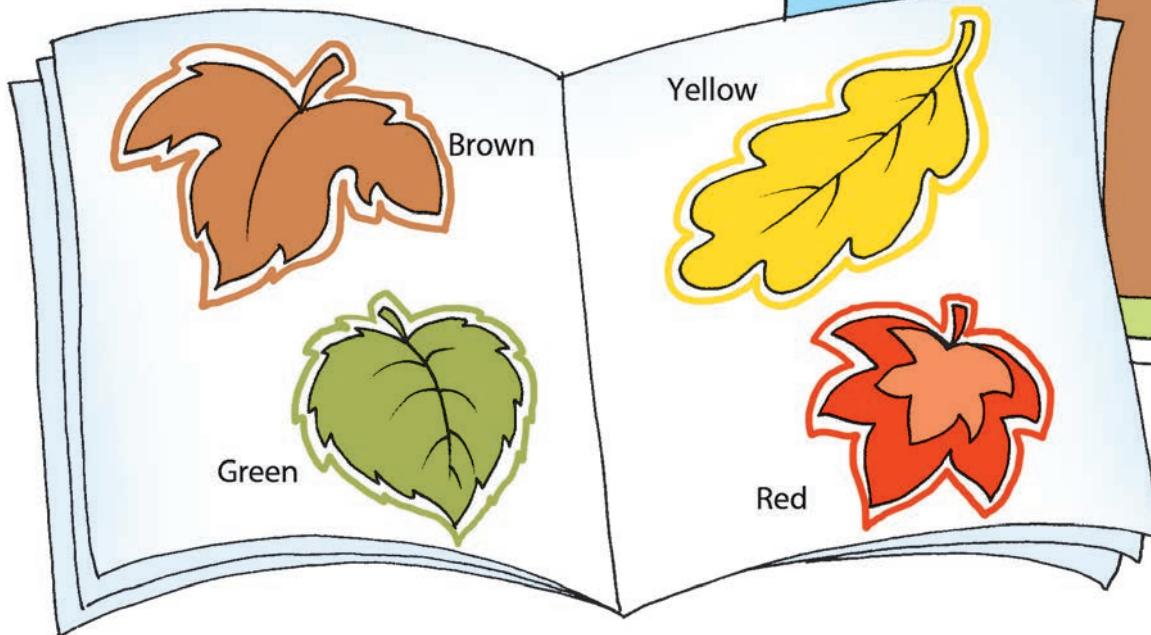
This worksheet can be used with children of all ages, the teacher will only need to adapt the kind of activity (no writing and no CLIL in the first year).

If the school has a garden, take the children out and get them to pick up as many different leaves as they can find on the ground. Tell them to choose leaves of different colours and shapes. If the school does not have a garden and/or trees, ask children to pick up leaves at the park or on their way home and to take them to school on a specific day.

Have the children glue the leaves onto A5 pieces of cardboard (if easier to find, use A4 cardboard cut or folded in half).

Younger children can be asked to trace the outline of each leaf with the colour of that particular leaf and to say out loud the name of the colour they are using. Older children can be asked to also write the name of the colour and, if a CLIL lesson is possible, also the name of the tree.

**Classroom Activity:** another idea is that of making a big classroom tree. Use a big sheet of cardboard and get some kids to draw a tree shape with branches but no leaves. Then have each kid glue one or more leaves between the branches of the tree and, once the tree is ready, put it on the classroom wall. It can be then used to revise seasons, months, colours, weather... It could also be the first of four, one for each season, having kids revise specific lexis linked to each season and also words such as leaves, branches, tree, garden, snow, rain, roots and so on.



# StoryLab: ALL IN ONE!

## Revision and storytelling in brand new practice books!

*Giulia Abbiati*

We teachers know the importance of revision and extra practice and we also know the importance of storytelling. We usually get students to use a practice book, and perhaps a graded reader with comprehension exercises. Now we can have both in one book, which is a practice book and graded reader! Teachers and children can find everything they need for revision, extra practice and fun with storytelling in a single book, and there's also a complete teacher's book and an audio CD.

The teacher's book is full of tips on how best to use and exploit the books, both in class and/or at home as extra practice, and it also gives useful suggestions on how to dramatise the stories for the class to perform: they will have great fun!

The teacher's book also has the keys to all the exercises in the books.

With the audio CD teachers and children have the chance to listen in class to English mother tongue speakers reading the stories.

**StoryLab** is a set of 5 books with supportive, child-centred revision activities, which follow students cognitive development, from a very basic and easy-to-use level 1, up to level 5.

In each level teachers will find two classic fairy

tales that the children will probably already know (except for level 1, where there is one story), making comprehension and practice easier, and many pages of exercises which will help children understand the story, and revise and practise vocabulary and language they have learned in class.

Each level of **StoryLab** is structured to make it easy for children to use on their own, and also to give teachers the chance to use it effectively in class.

The structure of the books is graded: a *Welcome Unit* revises the vocabulary needed to get through the book. This is followed by a *Before Reading* section before each story, which helps children to learn or revise the vocabulary they will need for that particular story. Each story is divided into three sections of pictures (that children can colour) with accompanying texts to listen to and read, and each section has two pages of exercises that go from comprehension to revision to personalisation. At the end of each story, there are *Round Up* pages where children and teachers can review the language revised. At the end of each level, there are four pages of *Final Round Up* which cover both stories.

*The complete text of the story is at the end each **StoryLab** book.*





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# Back to school maze

## What do you need for school?

Follow the right path to get to school and write the names of the objects.



# Bentornati in classe

## Come una colazione a letto, il lunedì mattina

Silvia Bologna

Il libro di lettura aveva tante immagini colorate: non sapevo ancora leggere ma lo sfogliavo incuriosita, così come sentivo la consistenza strana della gomma da cancellare,

e studiavo il colore giallo della mia cartella.  
Quasi stanca per la bellezza un po' monotona degli ultimi giorni di vacanza aspettavo con gioia e timore quel primo misterioso giorno di scuola.

Come dovrebbe essere il rientro a scuola dopo una lunga vacanza? Dopo i saluti, dopo il riposo, dopo il soggiorno al mare o in montagna (per i bimbi più fortunati) e dopo una pausa dai ritmi strutturati del tempo ordinario (per tutti). Dopo l'estate appunto?

Il ritorno deve essere un momento dedicato all'accoglienza, alla ripresa dei ritmi, al gioco educativo. Un ripercorrere abitudini che possono magari essere faticose, ma che al tempo stesso danno ritmo e struttura alla vita dei bambini.

Il rientro può avere il sapore dolce di una coccola. Una colazione a letto di lunedì mattina. I bambini, presi per mano dall'adulto, potranno riabituarsi alla quotidianità e all'impegno. Con dolcezza e determinazione.

### Il caffè: l'ambiente prevedibile

Rientrare a scuola significa tornare alle regole, al ritmo del lavoro e della classe. Per farlo è bene strutturare, soprattutto all'inizio, un ambiente che offra in sé tutti gli elementi per sapere cosa sta per succedere. La prevedibilità dei ritmi, anche se talvolta può essere pesante da rispettare, rende rassicurante e serena la quotidianità dei ragazzi.

Come disporremo i banchi, dove faremo sedere i bambini (in base a come sappiamo possono lavorare meglio), dove collocheremo gli arredi come armadio, cattedra, cestino, saranno elementi fondamentali per aiutare i bambini a trovarsi subito a proprio agio nel luogo in cui sono.

L'ambiente di una classe a settembre deve presentarsi ordinato e rassicurante.

Meglio poi se i bambini possono comprendere in modo intuitivo come funziona. Sì quindi a etichette personalizzate sui banchi con il nome dei bambini, sì a cestini per la raccolta differenziata iconici e che aiutino a essere usati facilmente, sì all'angolo con tutto il necessario per andare ai servizi, sì a un bel cartello delle regole sopra la lavagna. Descritte, queste, da frasi brevi e sempre volte in positivo, commentate da un disegno intuitivo.

### Attività: il planning della giornata

Avere una buona strutturazione dei tempi può dare davvero molto ritmo ai ragazzi, permettendo loro di ritrovarsi nella giornata, essere meno nervosi, più sereni, più tranquilli perché orientati nel tempo. Un planning

sotto forma di cartellone con attività da staccare via via che sono state fatte può essere davvero un'occasione per dare struttura divertendosi.

Ogni attività scritta su un rettangolo di cartoncino plastificato dietro il quale sia stato apposto un pezzo di velcro renderà il nostro planning durevole nel tempo e componibile CON i bambini a inizio giornata.

### Il dolcetto: l'accoglienza

Accogliere significa "ricevere [...], ammettere nel proprio gruppo [...] con riguardo al modo, al sentimento, alle manifestazioni con cui si riceve" (diz. Treccani). Il sentimento, il modo in cui gli alunni verranno accolti faranno la differenza nel loro stare in classe con gli altri e con noi. Per questo è possibile utilizzare una serie di attività legate al gioco di conoscenza e accoglienza. Tutti in palestra quindi, o in aula, per conoscersi meglio e raccontare qualcosa di sé e magari della propria estate. Utile anche il focalizzarsi sulle aspettative e sugli impegni che si vogliono prendere per l'anno scolastico che sta per iniziare.

### Attività: impegni in bottiglia

I bambini vengono portati a riflettere su come sia stato l'anno precedente e come ognuno di noi abbia punti deboli e punti di forza. Si deve far riflettere ognuno su tali caratteristiche che riguardano il carattere (e non solo le abilità) e su come si possa fare qualcosa per migliorare i punti deboli e valorizzare i punti di forza.

È utile appoggiarsi a una narrazione (consiglio ad esempio la lettura di un libro come *Giordano del faro*, di Janna Carioli e Marina Marcolin, Ed. Lapis 2009) per introdurre l'attività successiva: ogni bambino scrive su un foglietto colorato tre impegni che sceglie di prendersi per il nuovo anno scolastico che inizia e lo mette dentro una bottiglietta. Tutte le bottigliette vengono decorate e poi valorizzate dall'insegnante (esposte su un armadietto o appese ad un filo di lana, avvitato al tappo).

A fine anno ogni bimbo potrà portare la propria bottiglietta a casa, ricordando così come sia sempre possibile lavorare su di sé.

## Il carico di vitamine della spremuta: il ripasso in gioco

Un ripasso iniziale è fondamentale alla ripresa della scuola. Diventerà facilmente un momento di gioco e di condivisione se organizzato in modo adeguato. I contenuti da ripassare sono dati dal programma dell'anno precedente, ma attraverso una cornice narrativa e un espeditivo motivante, partecipare al ripasso può diventare un'esperienza divertente.

### Attività: alla spiaggia d'oro Terza B – Ancora qualche giorno in vacanza, nel mare della classe

Un cartellone con un puzzle da completare raffigurante un bellissimo faro (se vogliamo rimanere nella stessa cornice narrativa dell'attività precedente), un pezzo del disegno finale da ottenersi al termine di ogni step/esercizio del ripasso, e un grande gioco ludico-didattico da svolgersi al termine possono essere gli ingredienti per un momento ludico di apprendimento.

Ripassare le tabelline su 5 giorni della settimana, ad esempio, vincendo un pezzo di puzzle a ogni parte rivista e arrivando a una grande tombolata finale, è un modo divertente per giungere al traguardo necessario del ripassare insieme una parte fondamentale del programma dell'anno precedente.

La tombolata finale potrebbe essere organizzata come individuale o a coppie (per meglio supportare eventuali alunni con difficoltà). Ogni squadra (o ogni bambino, se individuale) avrà una cartellina da tombola

con tabelline nelle caselle (es:  $3 \times 8 = \dots$ ). La maestra sortegeggerà i risultati e i bambini potranno segnare la loro cartella secondo le classiche regole della tombola. Ad esempio se la maestra estrae il numero 24, i bambini che hanno  $3 \times 8$  o  $6 \times 4$  segneranno la loro casellina. Potranno essere previsti piccoli premi per le terne, quaterne, cinquine. Al raggiungimento della tombola sarà previsto un adesivo per ogni bambino. Il gioco non termina quindi quando il primo bimbo ha terminato la propria cartellina ma quando CIASCUNO l'ha terminata, anche perché l'obiettivo è il ripasso.

## IN CONCLUSIONE

### Un buon rientro: un regalo per noi e per i bambini

Per i bambini sarà bello rientrare a scuola con il piede giusto, sentirsi accolti e parte di una scuola che non ha solo obblighi pesanti in serbo per loro, ma anche gioia di apprendere e ritmi rassicuranti. Rientrare in classe in modo positivo è importante anche per gli insegnanti: spesso l'energia spesa nell'organizzare un'attività ben strutturata ritornerà in termini di benessere per la classe e per l'insegnante. L'autoefficacia percepita dall'insegnante, la soddisfazione per il proprio lavoro, la fiducia nella propria capacità di far fronte alle difficoltà (*coping*) passano anche da un buon inizio di anno. Rendere speciale il mese di settembre permette all'insegnante e ai bimbi di uscire con fiducia dalle vacanze estive e di ricominciare insieme con gioia.

Per i piccoli ripartire a settembre è sempre una grande prova, accolta spesso con entusiasmo ma anche con timore: timore della difficoltà, del rientro, della stanchezza, dell'inadeguatezza.

Accompagnare, accogliere, regolare dall'esterno, ridare ritmo, sorridere: ecco i verbi giusti per ricominciare con il piede giusto, per dare fiducia a tutti, anche ai bimbi con qualche esigenza in più, ricordando che quelli dei bambini sono tutti bisogni speciali.

Solo così potremo fare del nostro settembre un mese davvero unico, un mese di cui i bimbi conserveranno da grandi il ricordo delle matite temperate di fresco, dei quaderni nuovi e del profumo delle pagine del libro di lettura appena comprato.

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# Spice Up Your Lessons With CLIL

Gabriella Ballarin and Morena Martignon

CLIL stands for Content and Language Integrated Learning. The term CLIL refers to the teaching of a curricula subject through the medium of a language other than the one normally used, and over recent years has increasingly been seen as an effective teaching method. Subjects such as Science, History, Geography and Art can be taught through a foreign language. In CLIL, L2 is used to learn and to communicate, but it is the subject that the teacher intends to deal with which determines the vocabulary and structures used; activities are content led. Pupils can learn through experiencing a variety of classroom situations in a foreign language; this becomes another way of "learning to learn" the contents of other disciplines, and of thinking, doing, speaking and communicating.

It also helps to expand knowledge of other topics such as healthy eating, road safety and environmental education. CLIL is now recognised as a correct response to the need for "natural" and spontaneous language learning at primary school.

The term CLIL was coined by David Marsh, University of Jyväskylä, Finland (1994): "*CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.*"

*CLIL in primary school does not necessarily mean teaching a whole subject in a foreign language, but selecting some significant areas or content, which can be exploited and developed in a foreign language.*

CLIL offers many advantages:

- development of multilingual interests and attitudes;
- creation of intercultural knowledge and understanding;
- improvement of intercultural communicative skills and language skills;
- greater exposure of pupils to the foreign language;

- *an opportunity for using English in practical and motivating contexts;*
- a chance to study a subject from different perspectives leading to enhancement of the subjects themselves;
- diversification of study methods;
- maximum exploitation of available time in that extra teaching hours are not required.

Having said this, CLIL in the Italian Primary School can be seen as a great resource to achieve different aims:

- learning more quickly than using a traditional approach;
- reaching a higher level of knowledge as the foreign language becomes a tool for learning;
- increasing pupils' motivation and confidence with regard to both language and content;
- learning English in a more spontaneous way as it combines naturally with other disciplines;
- economizing on time by putting English learning skills and other contents in the same curricula;
- developing children's mixed abilities and learning styles.

In planning CLIL lessons it would be useful to consider Coyle's 4C's (Coyle 1999):

- **Content** – you focus on a particular area (e.g. the planets).
- **Communication** – you decide what language and vocabulary your students will use during the lesson (names of planets, ordinal numbers, verb to be).
- **Cognition** – you define which thinking skills you ask your students to use (listening and following instructions, matching...).
- **Culture** – you highlight your students' knowledge of the subject (students' previous knowledge of the solar system).

A CLIL lesson combines all four language skills:

	Oral channel	Written channel
Receptive abilities	LISTENING	READING
Productive abilities	SPEAKING	WRITING

The teaching strategies used will relate to the different methodologies adopted:

- active method – the linguistic stimulus is transmitted not only orally but by physical movement;
- concrete method – a lot of illustrative material is used;
- mimic method – games, songs and dramatization are used.

The teacher who uses the CLIL method can propose the use of:

- Images
- Authentic objects
- Storytelling
- Games (word games, movement, cards...)
- Songs
- Audio
- Video
- Computers
- Materials produced by pupils

## Teaching Tips

Teaching using CLIL materials doesn't really differ much from what you would normally do in your English class. Using pair work and group work is always a way to make your lessons active and motivating. If you want to create a cross-curricular lesson don't worry about focusing on grammar! And bear in mind that the Internet is a prime source of material for CLIL, especially when the language medium is English.

Here are a few ideas for the first classes:

### Singing and miming the weather

Prepare a weekly poster about the weather. Remember to write everything in both languages.

The poster will be used every day to create a routine and to enhance knowledge of the days of the week and the daily weather.



SUNNY



CLOUDY



RAINY



SNOWY



WINDY

Children can begin the activity by singing a song.

You can find some ideas here:

- [www.youtube.com/watch?v=hQCt\\_tDh3s4](http://www.youtube.com/watch?v=hQCt_tDh3s4)
- [www.youtube.com/watch?v=dG91cq4B9F4](http://www.youtube.com/watch?v=dG91cq4B9F4)

Every day two children will ask their classmates questions related to the weather and choose the right symbol to put on the poster for that day.

This activity should be carried out by all the class teachers. In fact, it can be used for different subjects such as History for learning the progression of the days

of the week, Science for learning the weather, and Music for singing.

As a daily routine, children could also learn the months of the year and the seasons by working on another poster where every month is coloured according to the season as indicated in the key. To liven up the activity pupils can learn the months by singing them to the tune of the "Macarena," moving their hands and their bodies according to the twelve different gestures of the song and singing "These are the months" at the end of the song.



Another way of creating a CLIL lesson is starting by reading a story focusing on a particular topic.

### The Very Hungry Caterpillar by Eric Carle

This is a very popular children's story. You can find a great variety of material related to it on the Internet. The story describes the life cycle of a butterfly using specific vocabulary, which can also be used during a Science lesson when talking about animals. The story will also help children to learn the progression of the days of the week and numbers. It could also be used for a healthy eating lesson about eating fruit as a snack.

### The Bad-Tempered Ladybird by Eric Carle

This is another great cross-curricular resource that can be used by the Science teacher to teach pupils about animals in their local environment. It also explores the concept of size, which is part of the Maths curriculum, and that of time, which is part of the History curriculum. The story will also help teachers to talk about the importance of good relationships between children.

### The Little Red Hen

This is an old folk tale about a hen who decides to make bread and asks her friends for help. The story can be exploited in teaching children about the different stages in the bread making process, from planting wheat to baking the dough. English teachers can work together with the Science, History and Technology teachers.

For older students, teachers could start off by selecting a subject area like History, Science, Geography or Art and proposing activities in English narrowing down the topic to a particular aspect. They could look for texts, images, authentic objects, videos etc. and think about the best way of exploiting them. The students can work on simple comprehension questions, True/False statements, gap-filling or matching activities, games etc.

When teaching The Egyptians, for example, teachers could talk about the fertile Nile valley and the silt left by the waters of the river Nile. Pupils could work on which fruit and vegetables the Egyptians cultivated and on the animals they domesticated for their meat supply. They could also see which other animals the

Egyptians worshipped. Teachers could also talk about the Rosetta Stone, on display at the British Museum in London, and show images taken from the internet. Further information can be found on the following websites:

- [www.bbc.co.uk/schools/primaryhistory/  
worldhistory/rosetta\\_stone](http://www.bbc.co.uk/schools/primaryhistory/worldhistory/rosetta_stone)
- [www.ancientegypt.co.uk/writing/rosetta.html](http://www.ancientegypt.co.uk/writing/rosetta.html)

When studying the Roman Empire, teachers could present the Roman towns in England from the south to the northern border of the empire. For more information see:

- [www.primaryhomeworkhelp.co.uk/romans/  
towns.htm](http://www.primaryhomeworkhelp.co.uk/romans/towns.htm)

A further interesting subject could be Hadrian's Wall and its famous archaeological sites like Vindolanda and Housesteads Roman Fort. The Internet offers a wide choice of information and photos about these places. Interesting material can be found at:

- [www.primaryhomeworkhelp.co.uk/romans/  
hadrianswall.htm](http://www.primaryhomeworkhelp.co.uk/romans/hadrianswall.htm)

When studying the human body, and the digestive system in particular, teachers could talk about good and bad eating habits, good food and junk food, presenting the food pyramid by watching this video on youtube:

- [www.youtube.com/watch?v=hS8pb8IRBc4](http://www.youtube.com/watch?v=hS8pb8IRBc4)

and working with other material such as:

- [www.nourishinteractive.com/nutrition-  
education-printables/category/2-food-groups-  
and-healthy-eating-learning-sheets](http://www.nourishinteractive.com/nutrition-education-printables/category/2-food-groups-and-healthy-eating-learning-sheets)

Working with CLIL can really spice up your lessons: try it, it's easier than you think!

For further ideas see the following link:

- [www.pearson.it/place](http://www.pearson.it/place)

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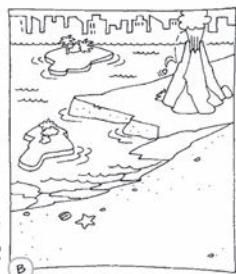
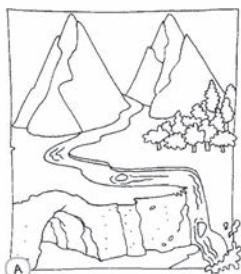
## A few ideas for CLIL lessons

### A LOT OF PLACES

**1** Choose the correct word.

- a. A \_\_\_\_\_ is a place where not much rain falls. (desert/river)
- b. The water in the sea is \_\_\_\_\_. (hot/salty)
- c. A wood has a lot of \_\_\_\_\_. (trees/beaches)
- d. A town is a place where a lot of \_\_\_\_\_ live. (people/sheep)
- e. A volcano is a \_\_\_\_\_ with a crater. (mountain/cave)
- f. An \_\_\_\_\_ is surrounded by water. (hill/island)
- g. The coast is where the land meets the \_\_\_\_\_. (sea/countryside)

**2** Look at the pictures, read and choose A or B.



- |                           |                            |                            |
|---------------------------|----------------------------|----------------------------|
| 1. There is a wood.       | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 2. There are two islands. | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 3. There isn't a volcano. | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 4. There is a beach.      | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 5. There is a town.       | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 6. There is a river.      | <input type="checkbox"/> A | <input type="checkbox"/> B |

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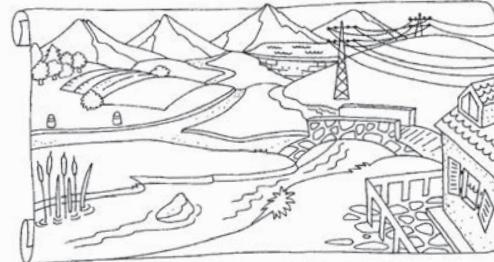
### NATURAL AND HUMAN ELEMENTS

**1** Be a painter. Read, draw and colour.

- There are two mountains and a lake.
- There is a road from the lake to the sea.
- There is a beach on the coast.
- There is a river between the mountains and the lake.
- There is a wood on the left of the lake.
- There is an island in the sea.



**2** Colour the natural elements green and the human elements red.

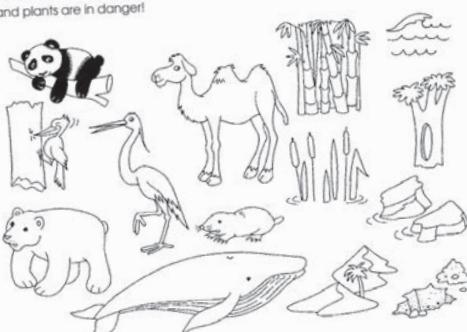


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### HOME SWEET HOME

**1** Read. Match the animals to their habitats.

A habitat is a place where an animal or a plant lives and where it can find everything it needs. When a habitat changes or is polluted, animals and plants are in danger!



**2** Unscramble the letters and write the names of different habitats. Use the word bank.

WORD BANK

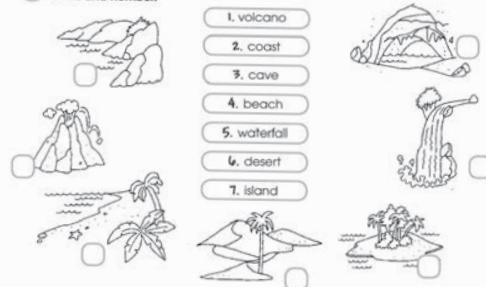
mountain • hill • island • wood • countryside • sea • river • lake • desert • cave

- |                    |                       |
|--------------------|-----------------------|
| 1. ETDERS _____    | 6. VIRER _____        |
| 2. DALSN _____     | 7. DOWO _____         |
| 3. NITAUOMIN _____ | 8. ASE _____          |
| 4. LIHL _____      | 9. SOCUNIERTYED _____ |
| 5. AKEL _____      | 10. VACE _____        |

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### GEO GLOSSARY

**1** Read and number.



**2** Read and complete the chart.

	1	2	3	4	5
A					
B					
C					
D					
E					

- Draw a cave in A3.
- Draw a volcano in B4.
- Draw a desert in E2.
- Draw an island in C1.
- Draw a waterfall in A5.
- Draw a beach in D5.
- Draw a coast in A1.



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## The classroom market

The Class project in this issue of Pearson Primary Times is a class project work, although the children will have to be divided in small groups. It is CLIL-based as it introduces/revises Maths and Science. It can be repeated many times during the school year in order to revise seasons and season products.

The children will have to organize a classroom market. Divide the class into small groups and give each group a lexical set of things that can be sold (fruit, vegetables, clothes, toys...). Choose a season and have the kids draw and cut out products that grow (fruit/ vegetables) or that are suitable (clothes) for that specific season.

Get the children in each group to also draw money (they could also invent their own money, like the 'terza B pounds' or, with younger children, the teacher can download pictures of money from the Internet and cut them out).

Each group should use a desk to build their own market stand: they should put all the cut-outs on display, they should write the prices and one child from each group should be the seller. All the other children should be buyers and should go around the classroom with their money and should buy products. Children will have to speak English while selling and buying and they will have to use some easy Maths.

The teacher should have to take pictures and, if possible, make a video of the market day. The pictures should then be used by the children to make posters with a short caption for each. The videos can be sent to Pearson Italia along with the posters and the best will be published on our website.

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 51 - Pearson Italia S.p.A. - Corso Trapani, 16 - 10139 Torino

The material should arrive in our offices by **15<sup>th</sup> February 2016**. 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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