



Primary Times



An early Christmas present!

This year Christmas has arrived early for subscribers to **Primary Times** as this, our December issue, includes a special Christmas present for both teachers of English and their classes of children!

Inside the magazine, teachers will find an audio CD with songs and rhymes linked to festivities for the children to learn, sing and enjoy in class.

We have included songs and rhymes for Christmas, Halloween, Easter and even St. Patrick's Day, the Patron Saint of Ireland, when everybody should wear something green! All the lyrics to the songs and rhymes are on pages 4 and 5 and can be photocopied for the pupils or copied onto the blackboard.

On page 13 there is information about a new web site specifically designed for teachers in the Primary school. The **Great Teachers Primary Place** contains hundreds of pages of free downloadable materials for teachers and students in Primary schools throughout the world. When a teacher registers on the site, a **Free Teachers Primary Pack** is immediately available for download.

This issue also includes articles on using songs in the classroom, teaching phonetics and ideas for creating meaningful communicative exercises when a child is asked to pass on information to another student. Photocopiable worksheets on the theme of Christmas and Kids' Corner, a special section dedicated to children in their first year of lessons, when they are not yet able to read or write the new language they are learning, complete this great issue of **Primary Times**.

The editor and all the LANG-Longman staff who are involved in producing this, YOUR magazine, would like to wish you a

Very Happy Christmas and a Prosperous New Year!



Index

Learning Through Songs	p. 2
Supplementary Teaching Materials	p. 3
Festivities – Songs and Rhymes	p. 4
A Phonetic Lesson for Christmas?	p. 6
Worksheets – Christmas	p. 8
Kids' Corner	p. 10
Communicative Exercises	p. 12
Worksheet – Christmas	p. 14
Class Project	p. 15



Learning Through Songs

Joanna Carter

Most, if not all children love music and songs.

Music forms an intrinsic part of their lives from a very early age. During their nursery years, children sing songs with their parents to help them learn about the world around them as well as their own mother-tongue. Later they have exposure to music and songs in all aspects of their lives – through family, television, radio and their lessons at school.

They enjoy songs because they can identify with them, even when songs are in a foreign language.

The value of songs

The enjoyment factor is always an extremely important reason to use something in the English language classroom, but there are other invaluable motives that make **music, rhythm, rhyme** and **songs** an essential part of language learning for young children.

The structure and rhythm of a song makes it much easier to follow, to imitate and to reproduce language. Vocabulary is easier to remember because there are often rhyming words at the end of lines. There is sometimes a simple storyline, which helps put vocabulary into a relevant context. Songs help reinforce language structures because they are full of repetition, so the children have the opportunity to hear words and sentences again and again in a meaningful way.

When to use songs

There are many moments throughout a lesson when a song can be used as a useful learning tool. When starting a lesson, the teacher can ask the pupils to sing a song to show that the subject is changing to English. This has become increasingly important recently, as in many schools the English language teacher also teaches other curricular subjects.

Alternatively, the teacher can use a song at the end of a lesson to *round off* the lesson and practice what the children have learnt.

Another appropriate moment to use a song is during revision of vocabulary or even to introduce new words, as a change from using flashcards or other visual stimuli. The popular song *Head, shoulders, knees and toes* is ideal for this, as the children have to point to parts of the body. In subsequent lessons, if the children forget the vocabulary, it is often enough to just hum the tune to refresh their memories.

Intonation, punctuation and pronunciation are often accentuated in a song, so they can be used to help children to internalise the sounds of English.

Songs can be linked to topics that are being covered - there are plenty of English songs about the weather, animals or parts of the body, for example.

Songs for festivities

Songs are a great way to introduce and illustrate **festivities** celebrated in the English speaking world, and can help practice more specialised vocabulary. Lessons about festivals and traditions often involve craft activities and making things.

Why not play an associated song in the background while children work? It is surprising how much children learn passively and background music has a calming, relaxing effect.

When the teacher teaches the children a new song or rhyme, it is always better that the teacher sings along with the children as this helps the children build up their confidence and helps create a sense of group/class identity. Once the children are familiar with a song, the teacher can give different parts to small groups. This is a very useful technique in big classes and also helps develop listening skills and team work.

Joanna Carter teaches both children and adults in a private language school in Milan. She is a long experienced teacher trainer.



Supplementary Teaching Materials

Most teachers use supplementary teaching materials during the school year. Some spend time photocopying worksheets which are then distributed in class, while others ask their pupils to buy extra books that can be used throughout the school year.

The choice of supplementary books is made by the teacher based on the needs of a particular group of children and on the type of methodology used by the teacher in the class. If a teacher wants to give the children more reading practice, for example, a reader will probably be recommended.

What supplementary learning materials are available for the children?

Here are some observations on the LANG-Longman supplementary materials in our catalogue:

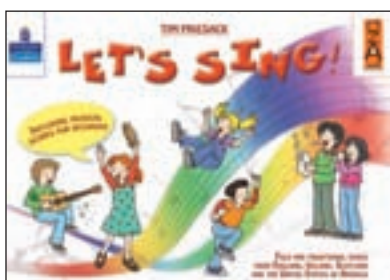


New Skipper

Teachers in the fourth and especially in the fifth class of Primary school will find **New Skipper** a very useful book indeed! **New Skipper** is specifically designed to bring together the language items and grammar taught in the Primary school in exercises similar to those the children will be asked to complete when they begin English language lessons in the Secondary school, where approaches to teaching differ from those used in Primary education. The different teaching methodology takes into account the increased maturity and autonomy of the children as language learners. **New Skipper** functions as a bridge between Primary and Secondary education and can be used either as a summer practice book or as a language revision book throughout the school year.

Grammar Navigator

Grammar Navigator is a grammar guide and includes all the language items and grammar covered by text books designed for the Primary school. This guide can be used by children from the second to the fifth year of the Primary school. 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.



Let's Sing!

Teachers who enjoy teaching songs and children who enjoy singing them will find **Let's Sing!** an invaluable collection of folk and traditional songs. The songs, from England, the United States, Ireland and Scotland, have been specifically adapted for use in the Primary classroom. The lyrics of many of the songs have been simplified for the children. Words that are not generally included in Primary text books have been highlighted and are included in an English/Italian glossary at the end of the book. The songs are accompanied by worksheets with activities based on the lyrics of the songs. The audio CD reproduces the songs in two

formats; a version sung by children and an mp3 file with the instrumental version (the mp3 files can also be downloaded from our web site).

Sing Along!

Sing Along! is an ideal supplementary materials source for children who enjoy integrating song and physical movement. For the children, a Video Companion Book which includes language exercises based on the lyrics of the songs, and for the teacher a pack which includes a copy of the Video Companion Book, a VHS videocassette and an audio cassette. The VHS includes the sung versions of the songs as well as karaoke versions.

The songs have been filmed integrating cartoons with film of children singing and doing actions associated with the music. In this way the children in class are able to watch other children and then sing the songs themselves copying the actions.





Festivities - Songs and Rhymes - audio CD

A free audio CD with a collection of songs and rhymes is included with this issue of Primary Times. The songs and rhymes are linked to some of the festivities celebrated in Great Britain and the United States: Christmas, Halloween, Easter, St. Patrick's Day, Guy Fawkes Day and Thanksgiving Day. The teacher can photocopy the lyrics of the songs and rhymes or copy them onto the blackboard. The number before each title refers to the track number on the CD.

Christmas

1. Jingle Bells - song

Jingle bells, jingle bells
Jingle all the way.
Oh what fun it is to ride
In a one-horse open sleigh.
(repeat)

2. We wish you a Merry Christmas - song

We wish you a Merry Christmas.
We wish you a Merry Christmas.
We wish you a Merry Christmas
And a Happy New Year.
(repeat)

Merry Christmas everybody!

3. Decorate the house - song

Decorate the house with holly
Fa la la la la, la la la la.
It's the season to be jolly
Fa la la la la, la la la la.
Put some tinsel on the tree
Fa la la la la la, la la la la.
And some lights for all to see
Fa la la la la, la la la la.
(repeat)

4. Here is the chimney - rhyme

Here is the chimney,
Here is the top,
Open the lid,
Out Santa will pop!

St. Patrick's Day

(17th March)

5. Leprechaun - rhyme

Leprechaun, leprechaun,
Bring luck my way!
Leprechaun, leprechaun,
It's St. Patrick's Day!
(repeat)

7. Hopping down the bunny trail - rhyme

Hopping down the bunny trail
I can see a big brown tail.
Hopping here, hopping there,
Hopping, hopping everywhere.

8. Hot cross buns - song

Hot cross buns, hot cross buns,
One a penny, two a penny
Hot cross buns.
If you have no daughters,
Give them to your sons.
One a penny, two a penny
Hot cross buns.
(repeat)

Easter

6. Easter Bunny - rhyme

Easter Bunny, Easter Bunny
I see you,
Paint an egg for me
That's red, green and blue.



Easter

9. One, two, three - song

One, two, three
Hop hop hop.
Four, five, six
Hop and stop.
Seven, eight, nine and ten
Hop again, hop again.
(repeat)

10. Happy Easter - song

Happy Easter, Happy Easter,
Come and see, come and see
All the pretty eggs, all the pretty eggs
For you and me, for you and me.
(repeat)

Halloween (31st October)

11. Ten little witches - song

One little, two little
Three little witches
Four little, five little
Six little witches,
Seven little, eight little,
Nine little witches,
Ten little witches on Halloween night!
(repeat)

12. Look at the witches - song

Look at the witches
Ghosts and monsters,
Ghosts and monsters,
Ghosts and monsters.
Look at the witches
Ghosts and monsters,
Don't be afraid
It's Halloween!

13. The witch and her cat - song

The witch and her cat
The wizard and his hat
Plus the vampire and his bat
They all love Halloween
They are a wicked team.
The witch and her cat
The wizard and his hat
Plus the vampire and his bat
They all love Halloween
Because they're very mean.
The witch and her cat
The wizard and his hat
Plus the vampire and his bat
They all love Halloween
And want to eat the Queen.
They all love Halloween!

14. Trick or treat - rhyme

Trick or treat, smell my feet
Give me something good to eat!

Guy Fawkes Day (Bonfire Night)

15. Remember, remember - rhyme

Remember, remember
The fifth of November
Gunpowder, treason and plot.
(repeat)

Thanksgiving Day (the fourth Thursday in November)

16. Nine little Indians - song

One little, two little
Three little Indians,
Four little, five little
Six little Indians,
Seven little, eight little,
Nine little Indians
Celebrate Thanksgiving Day!
(repeat)



A Phonetic Lesson for Christmas?

Roberta Calboli & Paola Pasini

Teaching and learning pronunciation can be fun!

Primary teachers often think that pronunciation exercises are boring and difficult; the aim of this article is to demonstrate that this is not always the case. At Christmas, for instance, it is possible to plan a really motivating *pronunciation* lesson using the traditional carol *Silent Night*.

Step 1: Listen/Read and colour the clothes.

Explain to the children that in the days leading up to Christmas, children and adults gather to play and sing the songs people associate with Christmas. These songs are called carols.

Photocopy and distribute Worksheet 1 (page 8) in class. This activity can be used to revise the lexis of clothes and ordinal numbers. Possible exercise instructions are:

Listen and colour the clothes. (teachers dictate the sentences)

Read and colour the clothes. (the children read the following sentences on the blackboard)

- The first child on the left is wearing a black coat, a purple scarf and grey gloves.
- The second child is wearing a brown jacket, an orange cap and yellow trousers.
- The third child is wearing a pink hat, a red jacket and a dark green skirt.
- The fourth child is wearing blue jeans and green boots.
- The fifth child is wearing a grey coat and red gloves.
- The sixth child is wearing a light blue jacket, a brown belt and purple shoes.

Ask the children to say sentences using the information on their worksheet.

Step 2: Listen/Read and colour the books.

Teachers can decide to dictate (**Listen and colour the books**), or to write the following instructions on the blackboard (**Read and colour the books**):

- The first child on the left has got an orange book.
- The third child has got a light blue book.
- The fifth child has got a green book.
- The sixth child has got a pink book.

Check the colours the children have used.

Step 3: Listen and sing.

Ask the pupils to listen carefully to the carol *Silent Night* several times and then ask them to sing along (you can sing it or look for an mp3 version of the song on the Internet).

Say the sound /ai/ to the children and ask them to find words in the carol that include this sound.





Ask the children to find other words that contain the same sounds.

Together with the children, focus on the four main sounds in the song (/h/, /ai/, /i:/, /l/).



Step 4: Read, find and colour.

Photocopy and distribute Worksheet 2 (page 8). Depending on the linguistic competence of the children, organize the task in different steps. Children can focus on a single sound or on two or more. Working in pairs, let them find the same sound/sounds in different words. To help children recognise the first sound in the written text (it could be the /ai/ or /h/ sound) the pupils have to use the same colours they used to colour the books in Worksheet 1:

-  /h/ sound orange;
-  /ai/ sound light blue;
-  /i:/ sound green;
-  /l/ sound pink.

Get the children to colour all the words with these sounds.

It is also important that pupils learn that in the English language the same sound can be written using different letters, i.e. /ai/ sound: "i" (silent), "y", (fly), "igh" (night), "ye" (bye), "ie" (tie).

Remind the students that the opposite is also true; the same letter can be pronounced in different ways, i.e. "i" in infant /l/ sound, "i" in child /ai/ sound.

Check the completed worksheets and/or colour the words on the blackboard.

The correct combination of colours is:

SILENT NIGHT

Silent night, holy night,
all is calm, all is bright.

Round yon Virgin Mother and child

Holy infant so tender and mild,

Sleep in heavenly peace,

Sleep in heavenly peace.

Step 5: Write the words in the right space.

Photocopy and distribute Worksheet 3 (page 8). Children have to copy the words they have coloured in the appropriate spaces according to each phonetic symbol.

Check the words in the spaces.

Invite the children to sing the carol again reading the words from their completed Worksheet 2. The students' pronunciation should have improved a lot!

Roberta Calboli has been teaching English to young learners for many years. Paola Pasini is a Primary school teacher in Forlì (FC) and has been teaching Music to young learners and adults since 1995. Paola and Roberta are co-authors of Cheese, please and Primary Teaching Files, LANG-Pearson Longman.

Primary Times

keeping the teacher informed

E-mail address

Did you become a subscriber to Primary Times before you got an email address?

Have you changed your email address recently?

If you have, please send your current email address to

primarytimes@pearson.it

so that we can keep you up-to-date with the EFL world in Italy.



WORKSHEET

Worksheet 1

Colour the clothes and the books.

/h/

/ai/

/i:/
/I/

Worksheet 2

SILENT NIGHT

Silent night, holy night,
 all is calm, all is bright.
 Round yon Virgin Mother and child
 Holy infant so tender and mild,
 Sleep in heavenly peace,
 Sleep in heavenly peace.

Worksheet 3

Write the words in the appropriate box.

/i/

/ai/

/I/

/h/

.....
.....
.....

.....
.....
.....

.....
.....
.....

.....
.....
.....



WORKSHEET

Christmas Rhyming Words

- Write the words and colour the pictures.
- Link the pictures on the left with the pictures on the right with rhyming words.

TREE – TEDDY BEAR – PEAR – ~~DOG~~ – THREE – TOWER – CAR –
FLOWER – BOYS – ~~LOG~~ – STAR – TOYS

LOG

.....

.....

.....

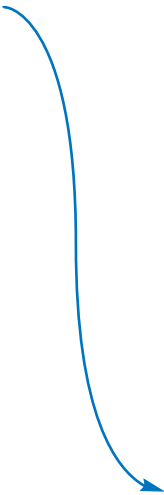
.....

.....

.....

.....

.....



.....

.....

DOG

.....

.....

.....

.....

.....



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



Kids' Corner

Giulia Abbiati

Activity 1: Make a kitchen tube Santa

What you need:

- 1 empty kitchen paper roll for each child (the tube in the centre)
- pink paint
- red paint
- a paint brush
- black felt-tip pen
- cotton wool
- a piece of red cloth
- stapler
- glue
- scissors



What you do

1. Paint the upper quarter of the tube pink.
 2. Cut a triangle of red cloth and staple it on the back in order to make Santa's pointed hat.
 3. Glue a small cotton wool pom pom on top of Santa's pointed hat and some cotton wool on the bottom side of the hat.
 4. Glue the hat on top of the tube.
 5. Paint the lower part of the tube red.
 6. Use the black felt-tip pen to draw Santa's belt and eyes. You can also draw his arms and legs. Use the pink paint to colour Santa's hands.
 7. Glue some cotton wool below Santa's eyes in order to make his beard and moustache.
- **Lexical tip:** the teacher can use this activity to teach or revise Santa, felt-tip pen, paint, paint brush, triangle, cloth, hat, pink, red, black, belt, eyes, arms, legs, beard, moustache.
 - **New vocabulary:** paper roll, tube, upper, quarter, pointed hat, triangle, cloth, red, pink, cotton wool, pom pom, side, lower, belt, eyes, arms, legs, beard, moustache.

Activity 2: Make a Christmas tree napkin holder

What you need:

- 1 piece of coloured cardboard (a Christmas colour such as red, green or white)
- pencil
- scissors
- glue

What you do

1. Cut a strip of cardboard and fold it in half.
 2. Draw half of the shape of a Christmas tree on the folded side of the cardboard.
 3. Cut out the shape.
 4. Unfold the cardboard and roll it around something round (an empty toilet paper tube, a pencil holder, a glass...) to make it round.
 5. Glue the two ends of the strips together.
- **Lexical tip:** the teacher can use this activity to teach or revise Christmas tree, napkin, holder.
 - **New vocabulary:** Christmas tree, napkin, holder.





Activity 3: Decorate your pencils for Christmas!

What you need:

- coloured cardboard (yellow, green, white)
- pencil
- scissors
- glue
- small beads
- gold glitter powder
- black and orange felt-tip pen
- adhesive tape

What you do

1. Draw a star on the yellow cardboard, a Christmas tree on the green cardboard and a circle on the white cardboard. Cut out the shapes.
 2. Pour some glue onto the star and glue the gold glitter powder on it. Blow off the excess powder.
 3. Glue the small beads onto the Christmas tree.
 4. With the black felt-tip pen, draw the eyes and the mouth of a snowman onto the white circle of cardboard. With the orange felt-tip pen, draw the carrot-nose of the snowman.
 5. Cut out three small strips of cardboard.
 6. Use adhesive tape to stick the strips of cardboard on the back of each shape, but be careful not to stick the whole strip: just the two ends.
 7. Now you can use these decorations on your pencils, you just need to slip your pencils in!
- **Lexical tip:** the teacher can use this activity to teach or revise yellow, green, white, pencil, scissors, glue, bead, adhesive tape, circle, carrot, star, Christmas tree, snowman.
 - **New vocabulary:** bead, gold, powder, star, blow, Christmas tree, snowman, strip, stick, decoration.



Activity 4: Make your own Santa's Advent Calendar!

Note for the teacher: this is an activity that can be prepared in class, then kids can use their Advent Calendar in class or at home. The activity lasts for the 24 days before Christmas (this is why children may want to take their Calendars home).

What you need:

- 1 A3 sheet of white cardboard
- pencil
- scissors
- 24 cotton wool balls
- pink, red and black felt-tip pens
- glue

What you do

1. On the white cardboard, draw and cut out Santa's face. Don't forget to draw his hat and his beard! The beard must be very big.
 2. Colour the face pink and the hat red.
 3. On the beard, draw 24 small circles and number them in random order.
 4. Every day, before school or after the lessons, glue a ball of cotton wool on the circle marked with the correct number.
- **Lexical tip:** the teacher can use this activity to teach or revise Santa, Advent Calendar, cardboard, scissors, felt-tip pen, pink, red, black, glue, numbers 1-24.
 - **New vocabulary:** cardboard, hat, beard, circle, pink, red, black, numbers 1-24.





Communicative Exercises

When is a two-line dialogue a drill and when is it a communicative act?

In the context of the Primary school, a second language is primarily taught as an instrument of communication. Italian, the children's first language, is not only taught for its communicative benefits, but also for other reasons such as study skills for other curricular subjects as History and Geography.

The English language teacher or, more correctly, the teacher who teaches the English language (the position of English language specialist teacher is disappearing very quickly with the recent reforms of the Primary school), should be including in the lessons language exercises where the children have the opportunity to communicate with each other.

Some questions need to be considered;

- Exactly what is a communicative language exercise in the Primary classroom?
- When the children have completed a communicative exercise, how can the teacher be sure that communication has taken place?

For this discussion we will presume that the children have been divided into pairs (student A and student B) and that the communication skills are oral/aural (speaking and listening).

A very important element in a communicative exercise is that there is a gap of information.

One child must have information that the other student does not know.

The closing of the information gap, the exchange of information, is the first step in a communicative exercise. A language exercise with no information gap cannot be considered a communicative exercise, but a language drill when the children are familiarising themselves with the sequence of words in a sentence.

For example, in the following two-line dialogue it is presumed that A already knows the answer to the question and therefore there is no information gap. This is a language drill.

Student A: What's the weather like today?

Student B: It's sunny.

Student A: What's your favourite sport?

Student B: My favourite sport is badminton.

In this second dialogue we can presume that A does not know the answer to the question being asked, and this satisfies the first requirement for a communicative exercise.

However, if we decide that this is a communicative exercise, we are being very presumptuous. We are presuming that A understands the answer to the question and knows what *badminton* is.

In the classroom reality, when children are working in groups asking and answering questions, it is often the case that children concentrate so intensely on what they have to say that not only do they not understand the

answers to questions, but they don't even listen to them. As soon as they have asked a question, they are concentrating on the next question they have to ask!

The teacher, therefore, needs to check that communication has taken place, but with 24 children working in 12 pairs it is an almost impossible task to check each pair.

One solution is to give the children a task to do with the information they receive. The successful completion of this task will tell the teacher that communication has taken place.

The steps of a communicative exercise therefore are: Student A asks a question.

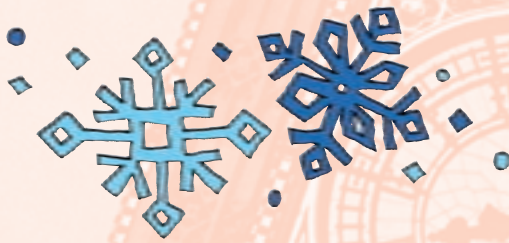
Student B answers.

Student A must use the answer for another activity to prove comprehension.

Returning to the previous two-line dialogue, we can presume that this is part of an exercise when the children have to find out *favourite* things. On the facing page, the Worksheet could be used by both A and B and given to the teacher upon completion. The children are asked to collate the information and draw small illustrations.

Depending on the level of the class the pupils could also be asked to produce written sentences such as:

Franco's favourite sport is badminton.



WORKSHEET

	Favourite	Picture
colour		
sport		
school subject		
singer		
cartoon		
food		
drink		



The Great Teachers Primary Place is the place to go for **free classroom resources** and **countless activities for Primary teachers** everywhere.

Find inspiring ideas for your Primary classroom, discover new techniques and solutions that work, connect with other Primary teachers, and share your own stories and creativity.

Register now at: www.pearsonlongman.com/primaryplace and download your **free Teacher Primary Pack**.

Members of the **Great Teacher Primary Place** will receive exclusive access to:

- Free articles on current trends in the Primary classroom.
- Free photocopiable activity sheets to download and use in your classroom.
- Free Teacher Primary Packs filled with posters, story cards and games to use in class.
 - Exclusive invitations to workshops and presentations.
 - Exclusive access to professional development.



WORKSHEET

Christmas reindeer

- On Christmas Eve, a magic team of reindeer pull the sleigh of Santa Claus through the starry sky. Do you know the names of Santa's reindeer? Use the word bank. Colour the reindeer.



**DONNER – DANCER – VIXEN – PRANCER – RUDOLPH – CUPID
BLITZEN – COMET – DASHER**

Reindeer number ONE is R _ _ _ _ _ .

Reindeer number SIX is _ _ S _ _ R.

Reindeer number THREE is V _ _ _ _ .

Reindeer number TWO is _ _ _ _ D.

Reindeer number EIGHT is P _ _ _ C _ _ .

Reindeer number FOUR is C _ _ _ T.

Reindeer number FIVE is B _ _ _ _ _ .

Reindeer number SEVEN is D _ _ C _ _ .

Reindeer number NINE is DO _ _ _ _ .

- Do you know Rudolph's nickname? Unscramble the letters in the stars and find out!



.....



.....



.....





PROJECTS FOR
CLASS AND TEACHER

Class Project

A river near our town

Our sincere thanks to the many thousands of children and hundreds of Primary schools that regularly take part in the **Primary Times** Class Projects. This is living proof to us that the magazine is of use to teachers in schools. We hope that the children enjoy the little presents we send to all who take part.

To teachers who have not yet asked their children to prepare project materials, **why not try the project in this issue?** The children enjoy preparing the materials and the projects often offer the opportunity to work across the curriculum with History and Geography.

Our project for this issue repeats one of the most popular projects first published some years ago. It encourages the children to become aware of an aspect of the area in which they live and gives the teacher the opportunity to introduce local Geography.

Class Project – December 2010 – Issue 37

Divide the class into groups of five or six children. The groups should prepare materials describing a river near their town.

The children should illustrate with drawings and/or photographs the route of the river from where it begins to where it ends and should include sentences in English about the various villages and towns the river passes near or through.

The materials can be in poster form or on sheets of paper. The cross-curricular nature of this project can also involve work during lessons other than English.

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.

Send the project materials together with the completed project form to:

Primary Times, Class Project – Issue 37
Pearson Italia S.p.A., Corso Trapani 16
10139 Torino

The materials should arrive in our offices by 7.3.2011.

We may publish extracts from some of the projects in future issues of **Primary Times**.

All the materials submitted become the property of Pearson Italia S.p.A. and reproduction rights are reserved.

This form must be completed and attached to the front page of the project materials.

37

Name of school _____

Address _____

City _____ CAP _____

E-mail _____ @ _____

Name of teacher _____

Number of children presenting their materials _____

Signed by the teacher _____ Date _____



Pearson Italia S.p.A.
 corso Trapani, 16 - 10139 Torino
 Fax 011 75021510
 per informazioni:
 tel. 011/75021518
 E-mail: primarytimes@pearson.it
<http://www.lang-longman.it>

Contributors to this issue:

Giulia Abbiati
Patrizia Amerio
Roberta Calboli
Joanna Carter
Paola Pasini
Tim Priesack

Editor
Tim Priesack

Assistant editor
Giulia Abbiati

Layout and Graphics
Costantino Seminara, Torino

Illustrations
Simonetta Baldini

Quality controller
Marina Ferrarese

Printed
Tipografia Gravinese, Torino



End notes

We have a favour to ask you!

In order to model **Primary Times** on your preferences and requirements, we would ask our readers to spend a couple of minutes and answer two questions regarding the contents of **Primary Times**.

Please send your answers by email to:

primarytimes@pearson.it

1. Which are more important for you, articles about aspects of teaching or photocopiable worksheets?
2. In an average month, how many times do you ask the children to construct objects such as those suggested in the section Kids' Corner? Please give a number for each of the classes/levels you teach.

For the time taken to answer these questions, we would like to send a small token of appreciation, so **please include your name and address** in the email!

The more subscribers who send us their answers, the more closely the magazine will reflect your expectations!

Many, many thanks for your help.

The next issue of **Primary Times** will be published in March 2011 and will hopefully arrive well before the Easter season.

IMPORTANT NOTICE

Primary Times is only distributed through a free subscription service and during seminars and conventions for teachers of English.

Primary Times is published three times a year, in March, October and December. Teachers can register subscriptions either on-line at www.lang-longman.it or by using the coupon below. Future issues of **Primary Times** will be posted to home addresses.

If you wish to comment on the articles in **Primary Times, please do not hesitate to write to us.**

37

New subscription

Change of address

Name

Home address

City

CAP

E-mail

@

Telephone no.

School name and address

City

CAP

Course book used

I would like an agent to visit me at school

Yes

No

Ai sensi della Legge 675/96, con la presente vi autorizzo esplicitamente al trattamento dei miei dati personali unicamente ai fini amministrativi per l'invio di materiali scolastici al mio indirizzo.

Signed

Date