

Student's Book



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Vocabulary: Staff. Facilities. The classroom and the playground **Reading:** Inside a Montessori Classroom

Grammar: *There is/There are.* Questions **Listening:** Ordering classroom supplies

Speaking: An interview **Writing:** A leaflet

Vocabulary

Staff

1 Match the names of the nursery staff members with the tasks they do.

- 1. The headteacher
- 2. The nursery practitioner
- 3. The caretaker
- 4. The cook
- 5. The lunchtime assistant
- 6. The housekeeper
- 7. The secretary
- 8. The receptionist

- a. cleans, mops and does the laundry.
- b. prepares meals for the children.
- c. helps the children to develop their skills.
- d. feeds the babies and takes care of them during lunchtime.
- e. prepares daily paperwork and keeps records up to date.
- f. is responsible for the organization and control of the nursery.
- g. does maintenance tasks such as fixing and putting up furniture.
- h. answers the telephone and arranges appointments.

Facilities

2 Complete the text with the words in the box.

multi-purpose hall - kitchen - indoor play area - classrooms - staff room - clinic - entrance hall - sleep room - dining room - bathrooms - change area - outdoor play

At Happy	Kids Day	Nursery w	e offer the f	following	facilities:
ricituppy	Itiabba	y I daibely vv	c offer the		- Incliffico.

a)	where we park baby strollers.
b) Colourful	with age-appropriate equipment and materials.
c) Cosy	with cots and mats where children can have a nap.
d) Baby	with hygienic equipment for changing nappies.
e)	with musical instruments where children can explore with creative arts.
f)	with low toilets and basins to help children with their toilet training.
g) Fully-equipped	where we prepare nutritious meals.
h)	where children have lunch and learn table etiquette.
i)	with swings, slides, and bikes.
j)	designed to use when the weather doesn't allow us to go outside.
k) Fully-equipped	where our staff gives the proper medication to each child.
1)	where nursery practitioners and assistants meet.



The classroom and the playground

3 Label the pictures with the correct words from the box.

building blocks - climbing frame - fingerpaint - slide - beanbag - shelves - storybook - wheelbarrow play dough - matching and sorting games - swing - jigsaw - crayons - sandpit and sand toys - desk



4 Where do you usually find each object? Classify them. Then write more items on each list.

Classroom	Playground

5 Work in pairs. Look at the pictures and explain what these children are doing. Use the verbs in the box to help you.

build - play - draw - paint - cook



1 What is the difference between a baby, a toddler, a child and a teenager? Match the words to the correct ages.

1) Toddler a) 18 to 36 months old

2) Baby or infant b) 3 to 12 years old

3) Teenager or teen c) birth to 18 months old

4) Child d) 13 to 19 years old

INSIDE A MONTESSORI CLASSROOM

- At the beginning of the 20th century an Italian educator called Maria Montessori designed a method to make children learn independently and think creatively. Today it is not very easy to find schools with these kinds of programs. However, they are beginning to spread because this method is still one of the most innovative for young children.
- ⁵ The design of a Montessori classroom is very important as it creates a learning environment in which students feel calm and enjoy learning. These classrooms are carefully prepared places designed to meet the child's needs at each level of development. They are beautiful spaces full of natural light, **wooden blocks**, books of all kinds, and flowers in glass vases.
- Most schools have an infant room and a toddler room. Freedom is very important to help children to learn. That is why there aren't any **playpens** or **cribs** in a Montessori infant classroom. Instead, they have an area for the youngest babies with soft **mats** and blankets on the floor so that they can move about freely. There are **mirrors** at floor level, and objects such as **rattles** to hold and shake. When the children begin to walk they have a lot of push and pull toys like **walker wagons**, and soft areas to climb and explore. There are also low shelves with fine-motor activities such as puzzles, and some containers to open and close, fill and empty.
- 15 Children move to the toddler room once they can walk steadily, usually when they are 18 months old. In these classrooms there are spaces for group activity and areas where students can learn on their own. Each space has a lot of shelves and tables where children can choose from a variety of materials and work with them for as long as they want. All the elements allow them independence: low furniture, small **couches**, and child-sized kitchen tools, and the children take part in activities that build self-discipline and concentration. For example, they care for classroom plants and pets, and help to maintain order by returning materials to the shelves.

A Montessori class is usually made up of 10 to 12 infants and toddlers, a Montessori teacher and an assistant. Teachers aren't the focus of attention but act as a guide, observing the children while they are working and taking notes about their progress.

Reading comprehension

- **2** Read the text and answer the questions according to the information in the text. Use your own words.
 - a) Why are Montessori programs starting to become more popular?
 - b) Why do babies use mats and blankets instead of playpens and cribs?
 - c) How long can a child work with the same material?
 - d) What is the advantage of using child-sized furniture and tools for toddlers?
 - e) What do teachers usually do during the lessons?

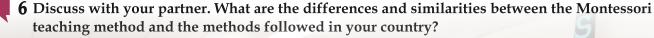
- **3** Read the text again and decide if the following sentences are true or false. Copy the parts of the text that support your answers.
 - a) Nowadays there are a lot of schools with Montessori programs.
 - b) Infants and toddlers are usually in the same classroom.
 - c) Children change to the toddler classroom when they start walking.
 - d) The children can choose the objects that they want to work with.
 - e) In a Montessori class there aren't more than twelve children.

Vocabulary

- **4** Look at the words in bold in the text. Find the right word for each definition. There are two words that you don't need to use.
 - a) A small structure with bars in which babies can play safely.
 - b) A container with wheels that toddlers can push when they are taking their first steps.
 - c) A bed for a small baby.
 - d) A toy that makes a noise when the baby shakes it.
 - e) A small piece of carpet that you put on the floor for protection or comfort.
- **5** Tick the elements that you think belong to a Montessori classroom.
 - a) An electric motorcycle
- d) Soft toys
- g) A rattle

- b) A wooden musical instrument
- e) A tablet
- h) A high shelf

- c) Balls of different sizes and textures
- f) Rings





There is / There are



Affirmative

- There is + a/an + singular noun
- There is + some + uncountable noun
- There are + some + plural noun

There is a book on the desk.

There is some sand in the tray.

There are some books on the shelf.

Negative

- There isn't + a/an + singular noun
- There isn't + any + uncountable noun
- There aren't + any + plural noun

There isn't a crayon on the table.

There isn't any water in the bottle.

There aren't any pencils in the box.

Questions

- Is there + a/an singular noun?
- Is there + any + uncountable noun?
- Are there + any + plural noun?

Is there a bag in the cupboard?

Is there any juice in the glass?

Are there any computers in the classroom?

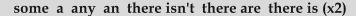
1 Read the examples in the table. Then choose the correct options to make rules.

- a) We use there is for singular / plural and there are for singular / plural.
- b) We use *some* in **affirmative / negative** sentences.
- c) We use *any* in **affirmative / negative** and interrogative sentences.
- d) We use *a* or *an* in affirmative, negative and interrogative sentences with singular **countable** / **uncountable** nouns.

a)	some biscuits in the jar.	
b)	We can't bake a cake because	any sugar.
c)	a present for me on the table?	

- d) It's sunny today and _____ a cloud in the sky.
- e) _____ any toys on the floor?
- f) _____ some stickers in the first drawer.
- g) _____ any cots in a Montessori classroom.
- h) I'm sorry but _____ any money to buy new furniture for the classroom.

3 Choose the correct words from the box to complete the text.





THE BRITISH SCHOOLS MUSEUM

In Hitchin, England, there is (a)	museum called the British Schools N	luseum where you car
see a real school of the 19th century. In the	museum there are (b)	_ classrooms and the
headmaster's room. The biggest one is the Mon	itorial room, where (c)	space for one master to
teach 300 pupils with the help of 30 moni	tors. The classrooms are open to th	e public and there is
(d) exhibition with a collecti	on of more than 47,000 objects of tha	t time such as photos
clothes, desks, benches, schoolbags, and books	. From February to November (e)	also guided
tours for groups and schools to have a real Vi	ctorian lesson but there aren't (f)	tours from
December to January. In the building	(g) also a cafeteri	a but unfortunately
(h) a visitor car park. If you are	re interested, you can visit www.britisl	nschoolsmuseum.co.uk
for further information.		

Questions in present simple and present continuous

Verb to be			
Question word	Verb to be	Subject	
What Who Where When Whose	is	he / she / it / my bag? this / that bag?	Where is she? What is this?
Why How How often How many How much	are	we / you / they / my keys? these / those keys?	Where are they? Whose are those keys?

Other verbs				
Question word	Auxiliary	Subject	Verb	
What Who Where When	am /is / are	I /you he /she /it we /you /they	doing crying	What are you doing? Why is he crying?
Why How How often How many How much	do / does	I /you he /she /it we /you /they	go work	When do you go to school? Where do you work?

4 Complete the questions with the correct question words.

- a) _____ do you go to school? By underground.
- b) _____ does she do the dusting? On Sundays.
- c) _____ students are there in this class? 28.
- d) _____ do you live with? With my boyfriend.
- e) _____ money do you have in your pocket? 20€.

5 Make questions using these prompts.

- a) You / study / in the library at weekends?
- b) Your English teacher / from the USA?
- c) How often / you / feed / the baby?
- d) Why / you / so tired / today?
- e) Whose / this pencil case?
- f) How much / these markers?

6 Write questions for these answers.

- a) The baby is crying because he is hungry.
- b) I work in a nursery school.
- c) <u>Danny</u> is the school's caretaker.
- d) We are buying a new blanket for our baby.
- e) She keeps the soft toys in a big box.
- f) Matt and Paul have more than 20 crayons.
- g) The child is mopping the floor.
- h) Yes, it is raining right now.



Ordering classroom supplies

 \bigcap 1 A teacher and her assistant are talking about ordering classroom supplies. Read the following sentences and decide if they are true (T) or false (F). Correct the false sentences.



- a) A box of 250 paper sheets is £25.
- b) They order pencils, crayons and paints.
- c) They need yellow play dough because it is very dirty.
- d) They buy a child-sized table.
- e) Kathy wants to buy a fishbowl with two fish.
- (1) 2 Listen again and answer the following questions.
 - a) How many boxes of paper are there now in the classroom?
 - b) What do they need poster boards for?
 - c) How much is the wooden kitchen set?
 - d) Why does the teacher not want to buy the kitchen set?
 - e) Where does the assistant want to put the table?



- 3 Read the script on page 122 and make a list of the school supplies mentioned. Then add more words to the list.
- 4 Read the script again and match the suggestions (1-5) to the answers (a-e).
 - 1) Why don't we order some things?
 - 2) What about buying two?
 - 3) How about 10 sheets of each colour?
 - 4) Let's order a low table.
 - 5) Shall I bring it?

- a) That's a great idea!
- b) That'd be fantastic!
- c) Sounds good.
- d) That's a good idea.
- e) All right.
- 5 Read these short dialogues and fill in the gaps with the correct words from exercise 4.

a) A:	we order some poster boards?
B:	good.
b) A: Why	we buy some colouring books?
B: That'd	fantastic!
c) A:	nut the toys in the hoy

B: All ____

d) A: What _____ keeping the balls in that bag? B: That's a good _____

Mal	kino	suggestions
P & AP E 4 P	V4 11 12 2	

What about/how about... + -ing? What about buying a new shelf?

What about/how about... + noun? What about a new shelf?

Why + negative? Why don't we buy a new shelf?

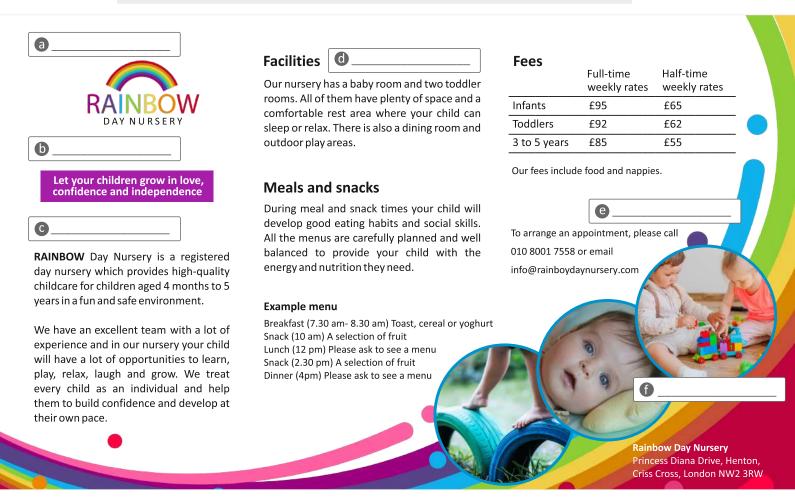
Shall + base form? Shall we buy a new shelf?

A leaflet

1 Read the leaflet and label the parts using the words in the box.

- What is a leaflet and what is its purpose?
- Do you think leaflets are useful for nurseries? Why?/Why not?
- Are there any other ways to advertise a nursery?

photographs - introduction - heading - title - contact information - slogan



2 Work in groups. Search the internet and find two leaflets of day nurseries. Complete the following table to analyse their elements. Which one do you prefer? Why?

	Leaflet 1	Leaflet 2
Does it include the main elements of a leaflet?		
Is the layout clear?		
Is there any important information missing?		
Is it creative?		
Does it have any grammar mistakes?		

3 Work in pairs. Design the leaflet of your own day nursery. Then present it to the class.

2	- Include the main elements of a leafle
	- Put the information in a clear format

- Include useful information for parents.
- Be creative.
 - Check for grammar mistakes.

An interview

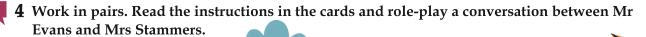
1 What do you think parents should ask when they visit a day nursery for the first time? Write the five most important questions in your opinion.

1)	?
2)	?
3)	?
4)	
3)	· · · · · · · · · · · · · · · · · · ·

2 Mr Evans is calling a day nursery to get some information. Order the conversation between him (M) and the receptionist (R) of the school.

1 R: Good morning, Happy Kids Day Nursery. How can I help you?
M: Yes, could you tell me the fees?
R: It's 110€ per week for the full-day programme, Mr Evans. Would you like to come
one day so that we can meet you and show you around our facilities?
M: I'm interested in the full-time programme.
M: That's okay. I finish work at 5 p.m. And how many children are there in each group?
R: The full-day programme starts at 8 a.m. and finishes at 6 p.m.
R: There are usually 10 children. Is there anything else I can help with?
M: First of all, what are your timetables?
M: Sure, I'd like to see the building and meet the staff. When are you available?
R: Mrs Stammers, the headteacher, is available tomorrow at 5:30. Is that okay?
M: Yes, I'll be there at 5:30. Thank you.
R: Yes, what would you like to know, Mr Evans?
M: Good morning, my name is Marshall Evans. I have a one-year-old son and I'm
thinking of sending him to nursery. I'm phoning for some information about your day nursery.
R: Well, it depends. We have a full-day programme and a half-day programme.

- **3** Read the conversation again and classify the expressions in bold according to their functions.
 - a) Giving the reason for a call
 - b) Making a request
 - c) Making an offer
 - d) Promising action



Student A

You are Mr Evans. You are in Happy Kids Day Nursery because you want to get information about it. Ask the headteacher about:

- The facilities
- The fees
- The classrooms
- The staff
- The timetables

Student B

You are Mrs Stammers. Show the facilities to Mr Evans and answer all her questions about the nursery and the staff.





Dut your seathell on!

1 Translate the following sentences into your language.

- 1. Get in the car! We're leaving in five minutes.
- 2. We're nearly there!
- 3. It's going to take another twenty minutes.
- 4. Let's play some music!
- 5. Why don't you play with your toys?
- 6. Why don't we play a game?
- 7. Do you need to go to the loo?
- 8. Are you feeling sick?
- 9. Put your seatbelt on!
- 10. I don't want you to eat anything in the car.
- 11. Don't lean forward!
- 12. Stop jumping!
- 13. Look! We are coming to a tunnel!
- 14. We've just arrived!
- 15. Wait for mummy/daddy to open your door.

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14





VISITING A NURSERY

Parents usually visit several nurseries in their area in order to choose the one that best meets their child's needs. This will increase the chances of finding the perfect place for their children. The first impressions of a nursery are essential. Is there a friendly and warm atmosphere? Do children look happy? That is why it is so important to visit the place personally. Most parents prepare a list of questions regarding facilities, methodology, staff, activities, teaching and learning processes, among others. Recommendations from other parents are another way to get some feedback from the school. Talking to them may be enough to convince parents that a specific nursery is perfect for their kids.

TASK

Go to a nursery and find out information about it.

PREPARATION

Write down the list of questions you may ask when you visit the nursery.

Consider the following topics and your own ideas: location, staff, activities/routine, rules, likes and dislikes, morning assembly and language skills.

FOLLOW-UP

Give a presentation about the nursery for your classmates.