

Belén Pascual ♦ Verónica Real



English for EARLY YEARS EDUCATION

Student's Book

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2 Nurseries

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 we offer the following facilities:

- 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.
- l) _____ 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

- 1 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.

- Why are Montessori programs starting to become more popular?
- Why do babies use mats and blankets instead of playpens and cribs?
- How long can a child work with the same material?
- What is the advantage of using child-sized furniture and tools for toddlers?
- 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.

- Nowadays there are a lot of schools with Montessori programs.
- Infants and toddlers are usually in the same classroom.
- Children change to the toddler classroom when they start walking.
- The children can choose the objects that they want to work with.
- 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 small structure with bars in which babies can play safely.
- A container with wheels that toddlers can push when they are taking their first steps.
- A bed for a small baby.
- A toy that makes a noise when the baby shakes it.
- 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 | |

6 Discuss with your partner. What are the differences and similarities between the Montessori teaching method and the methods followed in your country?





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.

2 Complete the sentences with the correct form of *there is* or *there are*.

- 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.

some a any an there isn't there are there is (x2)



THE BRITISH SCHOOLS MUSEUM

In Hitchin, England, there is (a) _____ museum called the British Schools Museum where you can 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 Monitorial room, where (c) _____ space for one master to teach 300 pupils with the help of 30 monitors. The classrooms are open to the public and there is (d) _____ exhibition with a collection of more than 47,000 objects of that 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 Victorian lesson but there aren't (f) _____ tours from December to January. In the building (g) _____ also a cafeteria but unfortunately (h) _____ a visitor car park. If you are interested, you can visit www.britishschoolsmuseum.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? | <i>Where is she?</i> <i>What is this?</i> |
| Why How How often How many How much | are | we / you / they / my keys? these / those keys? | <i>Where are they?</i> <i>Whose are those keys?</i> |

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

4 Complete the questions with the correct question words.

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

5 Make questions using these prompts.

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

6 Write questions for these answers.

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



Ordering classroom supplies

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.

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: _____ put the toys in the box.
B: All _____.
- d) A: What _____ keeping the balls in that bag?
B: That's a good _____.

Making suggestions

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.

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

- 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?

a _____



b _____

Let your children grow in love, confidence and independence

c _____

RAINBOW Day Nursery is a registered day nursery which provides high-quality childcare for children aged 4 months to 5 years in a fun and safe environment.

We have an excellent team with a lot of experience and in our nursery your child will have a lot of opportunities to learn, play, relax, laugh and grow. We treat every child as an individual and help them to build confidence and develop at their own pace.

Facilities d _____

Our nursery has a baby room and two toddler rooms. All of them have plenty of space and a comfortable rest area where your child can sleep or relax. There is also a dining room and outdoor play areas.

Meals and snacks

During meal and snack times your child will develop good eating habits and social skills. All the menus are carefully planned and well balanced to provide your child with the energy and nutrition they need.

Example menu

- Breakfast (7.30 am- 8.30 am) Toast, cereal or yoghurt
- Snack (10 am) A selection of fruit
- Lunch (12 pm) Please ask to see a menu
- Snack (2.30 pm) A selection of fruit
- Dinner (4pm) Please ask to see a menu

Fees

| | Full-time weekly rates | Half-time weekly rates |
|--------------|------------------------|------------------------|
| Infants | £95 | £65 |
| Toddlers | £92 | £62 |
| 3 to 5 years | £85 | £55 |

Our fees include food and nappies.

e _____

To arrange an appointment, please call 010 8001 7558 or email info@rainboydaynursery.com



f _____

Rainbow Day Nursery
Princess Diana Drive, Henton,
Criss Cross, London NW2 3RW

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.

- R
E
M
E
M
B
E
R**
- Include the main elements of a leaflet.
 - 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) | _____? |
| 5) | _____? |

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

4 Work in pairs. Read the instructions in the cards and role-play a conversation between Mr Evans and Mrs Stammers.

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.

Put your seatbelt 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.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____





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.