

What do you keep where?

- Read the lists below. Add to the lists of things, containers, and places.

Pencils, crayons, felt-tipped pens
markers, rulers, paints, paint brushes,
scissors, glue, plasticine, play-dough,
paper, coloured paper, large sheets
of paper, card, cleaning cloths,
sponges, paper towels...

in boxes,
in jars,
in plastic tubs,

in packets,
in envelopes,
in folders...

on the shelf,
on the top/bottom/
middle shelf,
in the cupboard,

on top of the cupboard,
in the painting corner,
in the book corner,
near the rubbish bin/trash can,
on the tray in the corner...

- Now practise six requests, asking your children to get things out or put them away, using patterns like these:

Can you get the _____ out? Do you know where it is/they are?

Can you put the _____ away? Do you know where it goes/they go?

Yes, on the ...

RECORD Record them on your own cassette.

Pronunciation point

➤ **Sounds /θ/ and /ð/**

- 1 These twelve words all have *th* in their spelling. Say them out loud.

<i>thanks</i>	<i>there</i>	<i>the</i>	<i>Mother's Day</i>	
<i>three</i>	<i>this</i>	<i>that</i>	<i>throw</i>	<i>they</i>

How would you sort them into two groups?

- RECORD 2 Either record yourself or work with a partner and say these pairs of words in any order:

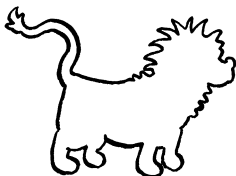
<i>three ... three</i>	<i>three ... tree</i>
<i>tree ... tree</i>	<i>tree ... three</i>

Play back your recording or get someone to listen to you and decide if the pairs you have said are the same or different.

TEACHING TIPS

Making things

- ✓ Let children
 - become familiar with all the names they need for drawing and painting:
crayons, scissors, brushes
 - take charge of materials such as the paper, the colours, the scissors.
 - find materials in the places where you keep them:
on top of cupboard ... in the painting corner.
- ✓ Talk to small groups/individuals while they work.
- ✓ Cut out shapes of all the name sets children are working with – such as animals, monsters, food and drinks, etc. Keep them in envelopes. You can use them for guessing games or for 'mix and match' games or to put labels on.



TOPIC TALK**Festivals and celebrations**

1 Prepare to talk to your classes about a local festival that your children know about.

✎ Write down questions you might ask the children.

🔗 **2** Find out about one or two of these festivals and special days:

Chinese New Year, Divali/Deepavali (Hindu), Christmas (Christian), Yom Kippur (Jewish), Eid el Fitr – end of Ramadan (Muslim), Mother's Day, Father's Day ... and prepare to tell your pupils what happens.

Look for pictures of festivals in books, and plan how you would talk about them.

RECORD If possible plan a short talk about a festival (two minutes maximum), and find some pictures to illustrate your talk. Present it to your colleagues and record it (at the same time) on your cassette.

Further ideas

1 Plan how you would get your children working in groups to make a poster about one particular festival. Plan a series of lessons. Work out what stages you could do in each lesson. Plan how you would explain everything, at each stage.

Write out this plan. Add in samples of language you could use at each stage.

2 Listen again to all the useful phrases you recorded while doing this unit. Practise again the ones you will find most useful.

3 Find a coursebook or resource book with some 'listen and make' activities such as Reilly, Vanessa and Sheila M. Ward. 1997. *Very Young Learners*. Oxford University Press.

Read the Introduction of the book you found, and

— choose a 'listen and make' activity that you might try in one of your classes

— work out how you can introduce and set it up in English

— plan what you will say at each stage

— teach the activity, using as much English as possible

— write down your reactions in your notebook

4 Look back through this unit to find phrases that might have been useful; teach the same activity again but this time take in a cassette recorder with a microphone:

RECORD — record yourself

— listen to your recording and write down what you have learnt from doing this.