

3

This unit looks at

how listening to English and making things

- can be done without expecting children to speak English at first
- is an ideal way for children to **absorb** more English
- includes a range of activities that are suited to all levels
- helps interaction in English between teacher and pupils
- allows children to create things they can be proud of
- can include a focus on cultural awareness.

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Listen and make

Introduction

In Unit 2 we looked at 'listening and doing', where children listen and do actions as you tell them and show them. 'Listening and making' involves children in a more creative process.

- The children have to make decisions.
- There is more time to think and comment.
- There are opportunities for **co-operation** between learners.
- The children have something to take home at the end of the class.

How to prepare for 'Listen and make' activities

When children are making things, the language that you use is the reason for the lesson. So, before the lesson,

- prepare what to tell the class about the topic or theme
- collect the things you need so you can show children what to do
- practise explaining in English what they have to make and how they have to make it
- think of **gestures** and actions that will help them understand more clearly
- prepare and practise phrases that will be useful while they are making it
- think of things children might say to you in their mother tongue and plan how you will **recast** their questions and comments in English.

How to set up 'Listen and make' activities

- Begin by introducing the topic and talking a little about it.
- Explain to the class in English (as far as possible) and show them what they are going to do or make. Use gestures and actions to help children understand.
- Repeat your instructions to the whole class and then later to small groups or to individual children.
- While they are colouring or making their things, go round and comment in English on what they are doing.

The activities in this unit go from simple colouring to more complex and more creative activities.

3.1 Listen and colour

Colouring is a very simple activity for language work with VYLs and YLs. Before you begin, make sure that all children have colours, crayons, markers, coloured pencils, or felt tipped pens.

Then prepare your learners for the activity by doing some 'Listen and identify' activities (see page 00) in order to:

- revise the colours they will need
- revise the names of what they are about to colour.

Give out a picture to each child. They have to listen to your instructions. You are going to tell them what colours to use and what to colour.

3 A

Listen and colour

TEACHER: Now look at this picture. OK. It's a clown. OK, I'll give you a picture.

Here you are. Ann and Patricia you can help me ... a picture for Lucy. Give it to Lucy ... a picture for Sam ... give it to Sam ...

OK, now look at your picture and point to the nose. Where's his nose?

Yes there it is. His nose.

Now, colour the nose black.

(Children are talking in their mother tongue while they are colouring.)

TEACHER: OK, everyone. Colour the nose black. Very good. That's really nice. Good.

TEACHER: Now show me the eyes, the clown's eyes. Yes here they are.

Now colour the eyes blue. Great.

TEACHER: Now when you've finished put up your hands. Are you finished? Very good. OK. Everyone has to colour their own picture. OK, Ann, I'll look at it later.

OK, now colour the hands. OK, please sit down Andy, OK. Thanks. Now, good.

(after a while)

TEACHER: OK, let's check now. Show me ... point to ...

Black nose, blue eyes, orange mouth, brown hair, yellow hands.

Very good. Now we'll put up the pictures on the wall today.

Very good, they're lovely.

Now let's count. OK, let's see how many clowns we have. One, two, three, four ...

Brian with seven to eight year olds.



🎧 Listen to the teacher in 3A. His class topic is the circus. The class are going to colour a picture of a clown, starting with his face.

🗨 As you listen, notice how many times the teacher

- a repeats what he says
- b rephrases things

Write down the **phrases** he uses to

- c check understanding of the names for parts of the face (3 phrases)
- d tell the children what colour to use (2)
- e praise their efforts
- f discipline a child who is trying to colour another child's picture and a child who is looking for attention.

TEACHING TIPS

Listen and colour

- ✓ Let the children help you organize and give out the materials for colouring.
- ✓ Display all the children's work – on a wall chart or on the walls.
- ✓ Comment positively on each child's work as you take it and put it up on the wall, e.g. *That's lovely! I like his black nose!*
- ✓ Use plain flashcards for colouring – children can use this set of cards later for word games.
- ✓ Use drawings of animals, food, clothes which can later be cut out.
- ✓ Make the activity more challenging:
 - give out two pictures, one of a girl and one of a boy, and give two instructions at a time, e.g. *Colour his hair brown and her hair black, etc.*
 - give children alternatives, e.g. *Colour his hair either red or yellow.*
 - divide the class in two and give different instructions to each group. Later use these pairs of different pictures for games like 'Spot the difference' (see Unit 5, page 62).



LANGUAGE FOCUS 3.1

Explaining and demonstrating

Read the suggestions in the table. Change some to suit your lessons better. Add some more ideas. Practise saying them out loud or to someone else.

RECORD Choose five to record.

Today we are going to	do some colouring. do some drawing. do some painting. do some sticking.	Look, like this ... Look at what we are going to make. _____
Next, we are going to	make a monster. _____	Here's one Class 3 made. Look, here's a picture for you to colour.
Over the next few lessons we are going to	make an Easter Card. colour some animals. make a farm. make a circus picture.	Here's a sticker sheet for you to share – one between two. We'll start like this ... You can all choose a different animal. _____ _____
Let's do some together as a class first, so you'll see		what I mean. what it might be like. what to do. how to do it. _____

Asking for helpers and giving things out

➔ Practise saying these phrases. If you can, act them out with a partner.

RECORD Choose four to record.

I need two helpers, please.	So, can you give out these pictures? One each.
Who'd like to help? You three? Fine.	Can you pass round these sheets of paper? so everyone has one?
Sachiko, can you help me?	Can you give out the cards? Three for each table.
Ann and Pat – you can help me.	Hand these back down your rows. Can you find the boxes of crayons and give them out? Can you collect in the cards? Thanks.



TOPIC TALK

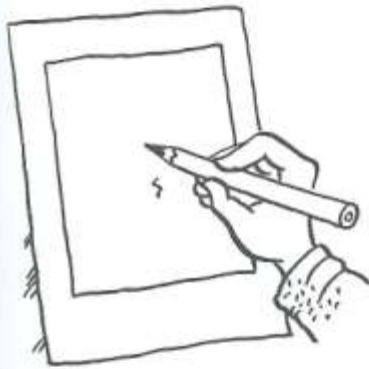
The circus

- 1 Look at the picture on page 33 of the clown in the circus. How many questions can you make about it? For example,
Who can see a white horse galloping round the circus ring?
- 2 Find a simple picture of a circus or a clown in a book. Describe the picture in English to someone else. Ask them to draw it, listening to your description. Watch them draw. Help if they don't understand.
- RECORD Describe the picture again and this time record your description on your cassette. Play it back and listen carefully.
- 3 Plan three or four things to say about circuses that might interest your young learners. If you are working with other people tell each other what you thought of saying.

3.2 Listen and draw

Children can draw by themselves without instructions. But your aim is to get them to listen to some instructions in English.

As in Topic Talk above, you can describe a very simple picture of a familiar scene, with objects children know. The children listen and draw what they hear you describe.



- 1 Listen to 3B but do not read the extract as you listen. The children are going to draw a picture. They have already drawn a large square on a piece of paper, to act as a frame for their picture. Draw an empty frame for yourself. As you listen, try to draw what the teacher says. Then listen again and read the text to check what you have drawn.
- 2 Now listen again to 3B. Pay attention to the **intonation** the teacher uses.
- RECORD Record yourself taking the teacher's part.

Extension ideas

Choose three or four pictures the children have drawn and show them to the class.

- Talk about things in them to the whole class.
- Put two up on the board and talk about the differences or ask the children to spot the difference:
How many differences can you find?
- Make up a story about what is happening or talk about what might happen later:
The cat might eat the birds.

3 B

Listen and draw

TEACHER: So, are you ready to draw? OK, so ... sh. OK, so listen, listen. On the left, this side, the left side, draw a tree, a big tree ... OK, like so, a very big tree! On the left ... OK. Wow – that's a big tree, Mei Li. Great. Fantastic! ... So you've all got a tree in your picture? OK. Shall I go on?

SOME CHILDREN: Yes.

TEACHER: OK, at the top of the tree, draw two small birds ... OK, two little birds. OK, so they are sitting near the top of the tree. OK, two little birds ... Uh uh. Good. Good.

TEACHER: And under the tree, on the right, but very near the tree, is a cat ... OK, a cat ... Ah Hong, what's the matter? Nothing? OK ... That's good. So, a cat under the tree, on the right and ...

What do you think the cat wants to do? OK. Can he see the birds? Maybe he's very hungry ...

(Children are chatting in their mother tongue and some are making cat sounds miaou.)

TEACHER: Right, OK, so you've all got a tree, two birds, and a cat in your picture? That's it, good ... OK, now ...

On the right ... on the right of the picture, draw a bus stop. OK, not a bus, just a bus stop. That's right, Chiu Ming. Look, a bus stop. OK, everybody got a bus stop now? Yes? OK, OK ... So, now draw yourself. OK, draw you, somewhere in the picture. Anywhere. OK. You could be ... eh ... like by the bus stop. OK. You could be near the cat. Stroking the cat, like this ... Yea. Or you could be in the tree. It's up to you. You decide. You decide where you are ... OK.

(Later on when the pupils are finishing their drawing.)

And finally, finally a snake. Anywhere you like. OK, a snake ... Yea, right.

(The children react to the idea of a snake – with mother-tongue comments.)

And now, I want you to write your name in the corner of your picture for me. Here, in the corner. Good. Well done everybody.

(Drawing continues)

Brian with nine to ten year olds.

TEACHING TIPS

Listen and draw

- ✓ After drawing let children compare pictures and then colour them quietly.
- ✓ Go round and talk to them in English as they colour, and comment on their work like this teacher:

Ah, Mei Li, so you have coloured your birds red and green, like parrots. Very pretty ... Mmmm. That's a nice green tree, Eng Soon ... but where's your cat? Oh, I see him, hiding behind the tree.

LANGUAGE FOCUS 3.2a

Phrases describing position

Here are some phrases that are useful for describing pictures.

- 1 a Find seven pairs of phrases that are opposite in meaning.
b Which two phrases are left over?

1 on the left	a in the background, far away
2 in the middle – a bit to the left	b under the tree
3 in the corner, at the front	c at the front
4 at the top of the tree	d in the corner, at the back
5 at the back	e in front of the tree
6 next to the tree	f on the right
7 right at the front of the picture	g in the middle – a bit to the right
8 behind the tree	h by the bus stop

Can you put several phrases together to make a very long one? Add any other words you like, for example:

In the corner, at the top, on the left just behind the top of the tree.

- 2 Practise saying the long phrases fast on your own or to a partner. Give your partner the picture you drew when listening to the CD. Ask them to draw a tiny cross in the place you describe.

RECORD Then record three long phrases on your cassette.

Drawing games

A drawing game helps everyone to work together and the children have to listen. Explain everything clearly at the beginning.

- 3 Listen to Juan in 3C. He is beginning a game called 'Draw the monster'. He has already prepared his class for this game. He has checked to see if the children remember the parts of the body he is going to use in the game. Later he checks these words again to make sure the children remember them. Finally he sticks the picture cards on the board in this order:

a nose – a body – a head – an eye – a foot – an arm – a hand – an ear – a leg – a mouth

3 C

Monster drawing game

TEACHER: OK, everyone's ready ... well, almost. Now, let's see. Here are the pictures on the board. OK, in a line like this, we have a nose, a body, a head, an eye, a foot, an arm, a hand, an ear, a leg, a mouth. And you are in three teams, team A, team B, team C. And we will all count. OK?

OK, OK. This group is the first group. So let's begin. Take out the dice. OK, Laura you throw the dice for your team.

Right, five. OK, let's count together. One, two, three, four, five, OK. Five is foot. So everyone draw a foot. OK, just draw a foot. OK ...

OK, this team now. OK, so throw the dice OK ... four ... OK, continue. One, two, three, four ... a leg.

OK, it's a leg. So, now you draw a leg. Right.

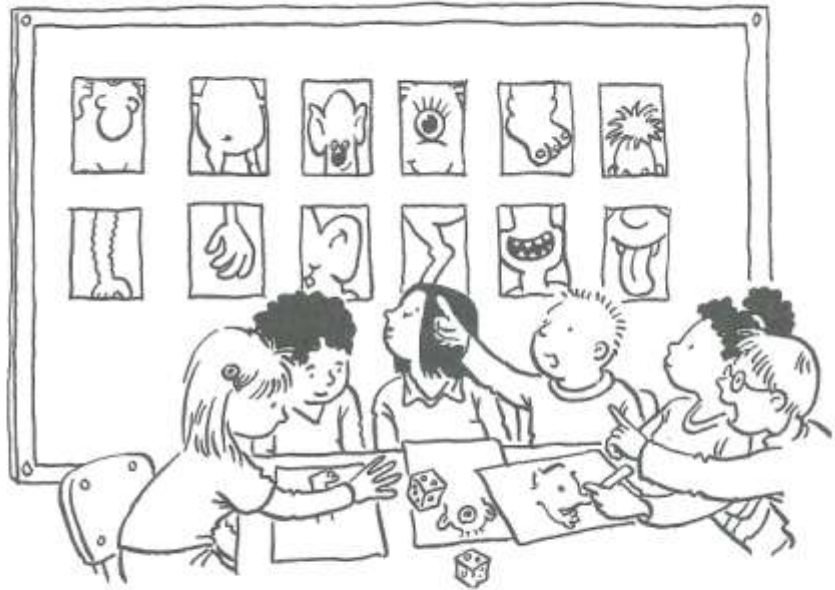
So now we've got a foot and a leg. OK, is there a mistake? Now only one foot and only one leg – fantastic!

OK. Good David. Only one leg and one foot.

OK, this team, team A! Take the dice and throw it. Not at me! Come on!

OK, what have you got?

Juan with eight to nine year olds.



LANGUAGE FOCUS 3.2b

Useful phrases

- Read through the class extracts you listened to in 3.1 and 3.2. Write down any useful phrases you find. Underline the **key words** – the words you would **stress** – and say the whole phrase out loud.
- 🎧 Listen again to these extracts on the CD and pause and repeat each phrase a few times.

RECORD Finally, choose some phrases to record on to your own cassette.

Asking who wants a turn

- 2 In 3C the teams took turns to throw the dice. In 2.4 we looked at expressions for turn-giving – *OK, Paula, you start.* But sometimes you can ask who wants a turn.
- 04 Read out the phrases below, then choose four, and think of what you could say to a learner who responds, for example, *Whose turn is it to do a mime? OK, Mei Li, so you want to show us your mime? Out you come, then.*
 - Who wants to start? Hands up!
 - Whose go is it?
 - Whose turn is it to do a mime?
 - One more go. Who wants the last go?
 - Blue team? But you started last time.
 - Maria again? But you've just had a go.
 - Who has still not had a turn?
 - Who still wants a go?
 - Which group has not been?

Extension ideas

- Make a wall chart of a monster house and let the children put their monsters in different rooms.
- Get the children to draw or stick in cut out furniture. Use other fun topics for drawing, such as witches, ghosts, or clowns.

TEACHING TIPS

- ✓ After drawing monsters ask children to colour them.
- ✓ Hold up a picture and describe the monster to the class. You could make this into a *Right or wrong* game – see 2.5, page 29.

3 D

Making a card

TEACHER: Now, look at what we are going to make. We're going to make a Mother's Day card.

(The children are moving around.)

TEACHER: Alright, we're going to make it. We're going to do it this way.

Now look, take the piece of paper, see the line, cut, fold, colour, write your name. Are you ready? Play a game.

(The teacher uses gestures to explain the words cut, fold, colour, write your name.)

TEACHER: OK, everybody. Listen again, cut, fold, colour, write your name.

Are you ready? Play a game.

Now, OK, now, come here, now Ann and Peter give these out. This is the paper you are going to use. OK, OK ...

Let me see everyone sitting down ...

OK, let me see everyone sitting down.

Alright, now, the scissors. One pair between two desks is enough.

OK, I'll go around and look.

Yes, OK, Lara, yes. Yes Tom, yes.

Look ... cut like this. Only cut that bit.

No Pat. OK, I'll show you. OK, fold it like that ...

Jane with seven to eight year olds.

3.3 Listen and make

There are many things that children can make in class, for example, they can make models out of modelling clay, plasticine, play-dough, paper, or card. They can make posters to go on a wall. And it is always fun making things for a special occasion. Children love celebrations and festivals.

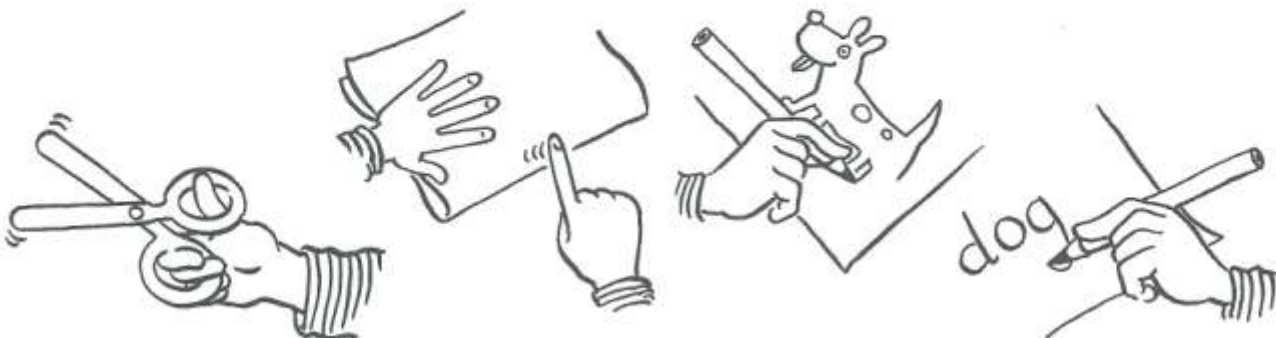
- ☉ Think of all the occasions you can celebrate with children. Make a list of some things your pupils could bring in to school to show you on some of these occasions.
 - Personal events, e.g. birthdays, coming back to school after a holiday ...
 - Festivals and special days
 - in your country
 - in other countries
 - in English-speaking countries.

Use opportunities such as these to talk in English about the things children bring in. Tell the children what happens during celebrations in other countries. Some of the days may be celebrated in your country, as well, but in a different way.

Making greeting cards

In English-speaking countries people send cards on special days such as Christmas, Valentine's Day, Mother's Day, Father's Day, Easter, and on someone's birthday.

- ☉ Think of what materials you would need to make a Mother's Day card, and how you would tell your learners how to make it. Write down some things you might say.
- 🎧 Listen to the teacher in 3D telling her class of eight year olds what to do. Notice how she
 - tells the children what to do and shows them with gestures
 - gives them worksheets with drawings
 - asks the children to share the scissors between pairs
 - tells all the children together
 - walks around and helps each child.



LANGUAGE FOCUS 3.3a

Language for demonstration

- o^a a The teacher in 3D uses a lot of language for demonstration. Read these phrases out loud. Which phrase is the odd one out? Can you explain why?

We're going to do it this way...

Look, cut like this. Only cut that bit...

Now look... see the line...

No Pat. OK, I'll show you...

One between two desks...

OK, fold it like that...

Making an Easter card



Now listen to the teacher in 3E. She is preparing her class to make an Easter card – she is reminding the children of what she told them about Easter and giving them more information. The teacher

- talks about Easter
- talks about what they already know about – the Easter Bunny (see page 12)
- prepares for the 'listen and make' part of the lesson
- shows the children how to cut out the Easter Bunny
- uses words to show where to cut – as she cuts
- repeats to children in groups or individually
- praises their work.



LANGUAGE FOCUS 3.3b

Cutting things out

- o^a b How many phrases can you find in this transcript with the words: *round up down back on*

e.g. *Cut round the head.*

- ➔ Practise saying them very slowly and clearly, as if to a class who are cutting things out.



Listen to the CD again.

RECORD Choose five phrases to record.

3 E

Cutting out and sticking

TEACHER: Lots of lovely Easter Bunnies.

Now watch me first. I take my scissors and cut. Let's see ... I'll start with the bunny's head. OK, I have to be careful. Cut round the head and now his big ears ... his big ears that go flop, flop, flop. And up the ear and down again and round his head. Now, here round the bunny's face and round his shoulder and down round his body and now down to his feet, that go ...

What do his feet do? They go hop, hop, hop.

OK, round this side and back to his head. Now I'm going to stick my bunny on the card. I'll put the glue on the back and stick it now. I'll put my card here on the board.

OK. Now, you take your scissors and you can start and I'll go around and look at you cutting. Now be careful. Go slowly.

OK, John. You're starting at his head. Very good. Now you're going round his head. Very good. And his ears. Good

OK, Lea, let me see. Yes that's good. Do you want me to help? OK...

Cathy with eight to nine year olds.

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 the tray in

on top of the cupboard,
in the painting corner,
in the book corner,
near the rubbish bin/trash can,
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 ten words all have *th* in their spelling. Say them out loud.

thanks	there	the	mother	three
this	that	throw	thin	they

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:

three... three	three... tree
tree... tree	tree... three

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: 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 yourself
 - listen to your recording and write down what you have learnt from doing this.
- RECORD**