



Tomas Bata University in Zlín
Faculty of Humanities

ENGLISH LANGUAGE FOR PRE-SCHOOL TEACHERS

Anglický jazyk I, II

WORKSHEETS

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POPIS PŘEDMĚTU

Bakalářský studijní program: Učitelství pro mateřské školy

Předmět: Anglický jazyk I.

Forma studia: kombinovaná

Rozsah distanční výuky: 15 hodin

Zařazení výuky: 1. ročník

Forma výuky: cvičení

Ukončení: klasifikovaný zápočet

Vyučující: prof. PaedDr. Silvia Pokrivčáková, PhD.

Mgr. Andera Macková

Bakalářský studijní program: Učitelství pro mateřské školy

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INSTRUCTIONS

The activities below require the students to do the following:



THINK

THINK, CONSIDER, FORM OWN OPINION



PAIRWORK

WORK WITH A PARTNER



REMEMBER

BE CAREFUL! DO NOT IGNORE, REMEBER.



WRITE

FILL IN, TRANSLATE, COMPLETE, REPHRASE.



ANSWER

ANSWER, PROVIDE ANSWERS.



DID YOU KNOW

READ A FUN FACT OR NEW INFORMATION.



SPEAK

READ, REPEAT, DISCUSS, PRACTISE.



STUDY

GO TO (source).

CONVERSATION STARTERS, MAKING CONTACT

WAYS TO SAY HELLO

Hi! Hello! Hello there! Hello stranger! Look what the cat has brought/dragged in!

Well, well, well, look who's here! Long time, no see. How nice to see you (all) here.

When was the last time we saw each other? How is it going? It is so nice to see you (here).

How have you been? (Good) Morning! (Good) Evening! What's up? What a lovely surprise!

Fancy seeing you here! How are things? Welcome back! We've missed you.



TASK 1. With your partner, decide which of the expressions above are formal, rather informal, very informal. Think of synonymous expressions.

DIALOGUE

TASK 2. Practice the following conversation with your partner, change your roles:

Teacher: Oh hello Jimmy, so nice to see you again. Who has brought you here today?

Jimmy: Hi Ms. Brown. My dad brought me this morning.

Teacher: Oh, did he? Now, how did you come here then?

Jimmy: We came by car. He always puts music on and we sing along the radio.

Teacher: Now that's nice. You don't do this with your mummy, do you?

Jimmy: No, mummy always worries about being late.

Teacher: Well, mummy is right, we should not be late, should we? Now, shall we go inside and get ready for the class?

Jimmy: Ok, let's go.

Teacher: Come on then.



TASK 3. Change the dialogue above by asking different things about Jimmy's morning with his dad, for example What kind of music do you listen to? Is daddy a safe driver?, etc.



Did you know the tittle Ms is pronounced /məz/ and is used for a woman in case that we are not sure or do not wish to imply whether or not she is married /Mrs/ or single /Miss/. For male teachers we use Mr as the way of addressing, e.g. Mr. Catchpole.

THE ALPHABET, SOUNDS, NUMBERS, COLOURS AND SHAPES

WHAT'S IN THE NAME

HANA	<i>H is for holidays</i>	<i>or</i>	<i>H as in holidays</i>
	<i>A is for alphabet</i>	<i>or</i>	<i>A as in alphabet</i>
	<i>N is for nose</i>	<i>or</i>	<i>N as in nose</i>
	<i>A is for Africa</i>	<i>or</i>	<i>A as in Africa</i>



TASK 1. With your partner, find words that start with the letters that make up your name.

DIALOGUE

TASK 2. Practice the following conversation with your partner, complete the missing answers and change your roles:

Teacher: X do you know why your parents gave you your name?

Is anyone else in your family called like you? /Does anyone else in your family have the same name as you?

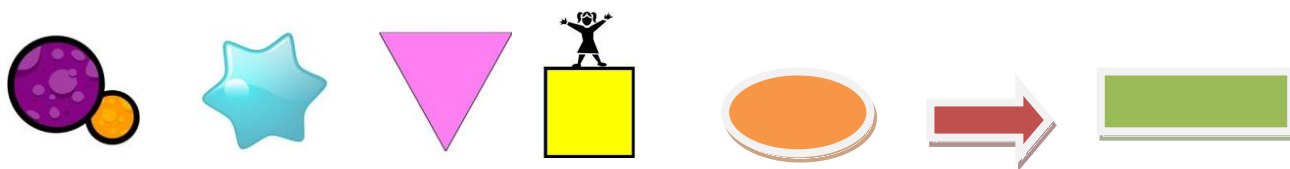
What do you parents call you when you are being naughty? What do they call you when you are good?

Do you have a nickname? How did you get your nickname?

Can you spell your name?

What would your name be in English? Which one do you like more?

SHAPES AND COLOURS



TASK 3. Describe the shapes and colours above. Look around and point or collect as many shapes as you can.



TASK 4. Translate and answer the following sentences:



1. Jaké barvy jsou tvoje oči.
2. Jeho vlasy nejsou tak černé, jako vlasy jeho sestry.
3. Máte ještě pořád ten velký kulatý bazén?
4. Ztratil modrý, pruhovaný svetr. Neviděli jste ho někde?
5. Jaká je tvoje oblíbená barva? Co v této barvě vlastníš?

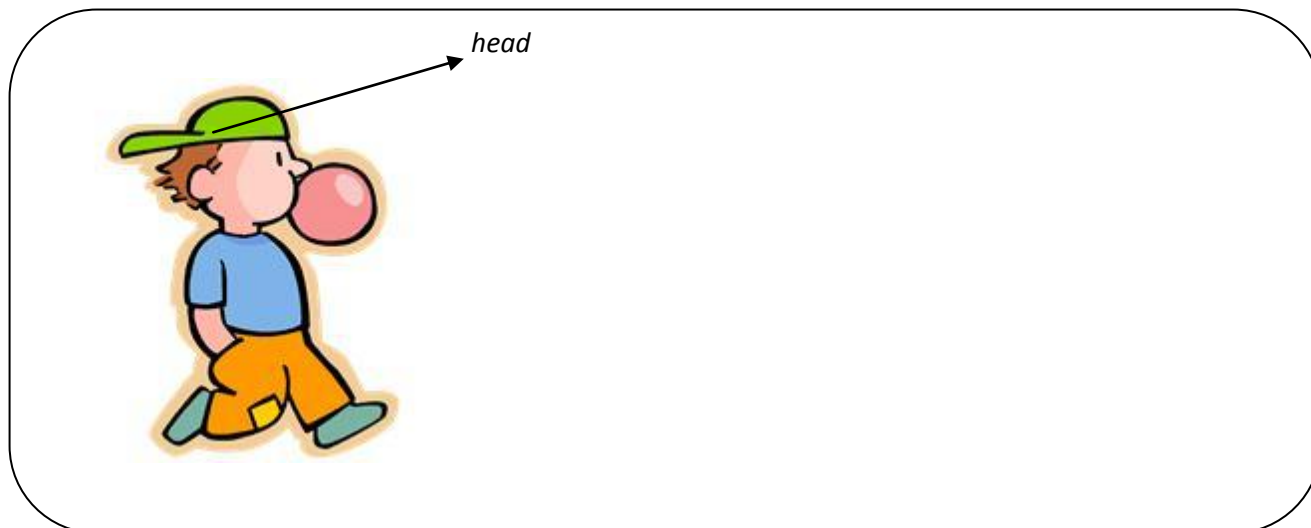
TASK 5. Learn the nursery rhyme below by heart:

One, two, buckle my shoe.
Three, four, shut the door.
Five, six, pick up sticks.
Seven, eight, lay them straight.
Nine, ten, a good fat hen.



Did you know, there is an infinite number of colours and their shades in the world?

THE BODY, PHYSICAL ACTIVITIES, ENVIRONMENT



TASK 1. With your partner, name the body parts in the picture. Practice by pointing to your own body parts.

DIALOGUE

TASK 2. Practice the following conversation with your partner, complete possible answers and change your roles:

Teacher: X , where can we play?

Carie: We can play at home or on a playground.

Teacher: Very good, now would you know what indoors and outdoors mean?

Carie: No, I don't know.

Teacher: Would you like to know what it means?

Carie: Yes, please.

Teacher: Well, it means inside and outside. I'm sure you heard these before, haven't you?

INDOOR AND OUTDOOR ACTIVITIES



TASK 3. Make a list of activities you can perform indoors and outdoors. Test your partner by miming each activity and have your partner guess.



TASK 4. Use various verbs to make commands, requests and orders, follow the examples below:

1. Imperative: Sit down, please. X Do not sit down, please. (Don't sit down, please.)
2. Would: Would you sit down, please?
3. Could: Could you sit down, please?
4. Mind: Would you mind **sitting** down, please?
5. How about **sitting** down?
6. Why don't you sit down?



Did you know, there is no pronoun used in imperatives. (*Come here.*) However, we can use a pronoun to show endearment (*Come here, you.*)

FAMILY, COMMUNICATION, ROLES, ACITIVITIES



MEMBERS

*parents**siblings**off-springs**extended x nuclear*

FUNCTIONS

*support**make laugh**care*

ACTIVITIES

*spend quality time together**play**work***TASK 1. With your partner, complete the categories above.****DIALOGUE MY FAMILY****TASK 2. Practice the following conversation with your partner, complete possible answers and change your roles:**Teacher: X , do you have/have you got any brothers and sisters?

How old are they and what are their names?

What do they do? Do share a room?

Do you look alike?

What does your mummy look like?

Who do you take after? In what ways?

What do you like doing together at the weekend, in the summer, in the winter, in the evening?

What do think mummies/daddies usually do at home?

Do you help at home? What do you do to help?

**TASK 3. Translate the sentences below and think of possible responses:**

1. Vážení rodiče, prosíme o Vaši pomoc v následující otázce.
2. Ve škole se vyskytly vši. Prosím zkontrolujte Vaše dítě.
3. X se často hádá a přetahuje se spolužáky. Všimli jste si doma nějaké změny?
4. X má problém dělit se o hračky s ostatními.
5. X je často nesoustředěná a neposlouchá instrukce.
6. Rádi bychom Vás pozvali do školy k prodebatování celé záležitosti.
7. Máte pocit, že má příliš mnoho domácích úkolů?
8. Máte pocit, že X někdy nerad/a jde do školky? Napadá Vás proč?



Did you know, the word mother is spelled differently in the USA and UK? It is mum/mummy and mom/mommy. Do you know which is which?

THE CLASSROOM, LANGUAGE, PEERS, CLASS ENVIRONMENT



MEMBERS

*classmates**teacher**assistant**janitor*

OBJECTS

*desk**whiteboard*

ACTIVITIES

*learn**read**repeat***TASK 1. With your partner, complete the categories above.**

DIALOGUE IN THE CLASS

TASK 2. Practice the following phrases with your partner, complete possible alternatives and change your roles:Teacher: **Can you** possibly stop making so much noise?**Could you****Why don't you****How about (-ing)****Would you mind (-ing)****I don't think you should****What do you think about (-ing)****Is there any chance that you****Do you think****I would like you to****Would it be possible if you/ for you to****How can we****TASK 3. Think of the most common student phrases you hear in class and think of possible responses:**

Ms, I don't know how/where/what

I cannot

I don't think

How do you say

How do you spell

What do you call

**Did you know that each class has its climate which makes it either very pleasant and easy or quite the opposite to teach and learn in it?**

SAFETY AND EMERGENCY

**FURNITURE**

might get in the way
hit yourself
stub your toe

OBJECTS

choke on
swallow

PEOPLE**SUBSTANCES**

ingest chemicals

ELEMENTS

catch on fire
*gas **might** leak*



TASK 1. With your partner, complete the categories above. Think about possible dangers. Use speculation: may/might.

WOULD YOU KNOW WHAT TO DO?

Providing CPR (stands for Cardio Pulmonary Resuscitation) or First Aid seems to be _____ in the teaching profession. It may save lives or provide enough time till the specialised help arrives. Here is a simple guide to help you cope in any life-_____ situation.

The person who is injured is called a _____. First check whether the person is _____. Try calling their name, if they do not react, try gently tapping them or give them a little pinch or squeeze. In case there is no response, the person is likely to be _____. This is where your assistance begins.

Make sure they can breathe. Open and check airways for any visible _____. Also check for _____, which means the heart is _____ and the blood is _____. The lifeguards use the ABC acronym to help them follow instructions. A stands for Airways, B for _____ and C for circulation. However, it is now believed that circulation is more _____ than breathing as the blood is still oxygenated from the casualty's last breath.

Should you decide to start with CPR start with restoring circulation by initiating chest _____. The ratio of compressions and breaths is 30:2 in an adult. Make sure your hands are straight and you push the rib cage down by 2-3 cm. Never forget about your own safety.

TASK 2. Complete and memorize the text above:



TASK 3. Brainstorm with your partner on what to do and not to do in the following situations:

- 1) A casualty is badly burnt and still wearing clothes.
- 2) A person cannot breathe.
- 3) A baby has swallowed unknown medicine.
- 4) A stray dog has bitten a child.
- 5) There is a fire in the building.
- 6) A person has cut themselves with a knife, bleeding heavily.
- 7) You smell gas.
- 8) The casualty is breathing and is stabilised. The ambulance has been called, what do you do with the casualty?
- 9) A child has fainted, is not responding.



Did you know that human brain can only survive 5 minutes without oxygen, after this the damage is irreparable. However, we can go 40 days without food but only 3 to 4 days without water.

OUTDOOR ACTIVITIES, LANGUAGE AND NATURE

OUTDOOR ACTIVITIES

explore walk collect watch observe hike relax climb do sport



TASK 1. With your partner, complete the list of activities done outdoor in the country.

TASK 2. Practice the following conversation with your partner, change your roles:

Teacher: What are you looking for?

Jimmy: More conkers.

Teacher: Oh, are you? Now, do you know where they come from?

Jimmy: They fall off trees.

Teacher: Yes they do, but how do they get up there, in the tree?

Jimmy: I don't know.

Teacher: Let me tell you a secret, they grow on trees and when they are ripe they fall off and then animals eat them or a new tree grows from them.

Jimmy: Shall we pick up some more and plant new trees?



TASK 3. Change the dialogue above by asking about different things you can find outside, pebbles, flowers, animals, leaves, seeds, rain, etc.

CLOTHES AND EQUIPMENT FOR ALL WEATHER TYPES

SPRING

*parka
wellington boots(wellies)
hat
rain coat
umbrella (brolly)*

SUMMER

swimming costume

AUTUMN

WINTER

TASK 4. Complete the chart above:



Did you know that there is a type of outdoor nursery, a pre-school facility, where children play, explore and learn outside most of the year? It is call forest kindergarten and it is supposed to boost the children's immune system significantly.

RECYCLING, ENERGY CONSUMPTION

TYPES OF WASTE

*plastic**glass**household waste**metal*

TASK 1. With your partner, complete the list above.

TASK 2. Practice the following conversation with your partner, change your roles:

Teacher: What happens to things we no longer need?

Jimmy: Like glass?

Teacher: Yes, glass, old paper, old radios. Where do old things go?

Jimmy: We take them outside, put them in bins.

Teacher: Just any bins?

Jimmy: No, they come in different colours.

Teacher: Now that's interesting, how do we know which colour bin to use?

Jimmy: It says so on the bins.

Teacher: And what happens then?

Jimmy: Then the dustman car takes the garbage away.

Teacher: Where to? It is called a garbage disposal site.

Jimmy: ...yes and they take some of it and use it to make new things.

Teacher: That's right, old things can be recycled and used again to make new things.



RECYCLING BIN COLOURS

YELLOW**BLUE****GREEN****BLACK**

TASK 3. Complete the chart above by putting in the right type of waste products:



Did you know that there is hazardous waste which needs to be disposed of in a special way? For example batteries and light bulb are collected and then carefully recycled by specialists.



MUSIC, TERMINOLOGY, SONGS,

British English**American English****Rests***breve**double whole note**semibreve**whole note**minim**half note**crotchet**quarter note**quaver**eighth note*

TASK 1. With your partner, complete the chart above by drawing the right notes and rests in the stave (BrE) /staff (AmE).

ACCIDENTALS AND KEY SIGNATURES

TASK 2. Practice the following terminology with your partner:

interval Order of sharps: Fat Cats Go Down Alley Eating Birds
scales stave/staff keys minor major chords intervals intonation
harmony tie slur glissando Order of flats: Battle Ends And Down Goes Charles's Father
tuplet arpeggiated chord dynamics accent tenuto
trill mordent the sharp and flat signs
sharp/flat/natural notes



TASK 3. Think of possible translations:

1. V jaké tónině je tato skladba?
2. Umíš vyčkat rytmus?
3. Neumí číst noty.
4. V jakém klíči je to napsáno?
5. Myslím, že je to v rychlejším tempu.
6. Kolik křížků je ve stupnici cis moll? Umíš je vyjmenovat?
7. Nebudeme zpívat slova, jen broukat melodii.
8. Ostatní nás budou doprovázet na nástroje.
9. Umíš zpívat druhý hlas?
10. Nemá hudební sluch.



Did you know that music has healing effects on human body and mind? It is used in music therapy and also in prenatal care to influence fetal development.

MOVEMENT, PHYSICAL ACTIVITIES, TERMINOLOGY



HEAD	BODY	FEET	HANDS/ARMS	OTHER
<i>shake</i>	<i>bend</i>	<i>lift</i>	<i>wave</i>	
<i>turn</i>	<i>dance</i>	<i>stump</i>		
<i>lift</i>	<i>jump</i>	<i>tiptoe</i>		
	<i>twirl</i>			



TASK 1. With your partner, complete the categories above. Think about possible moves.

Twinkle Twinkle

Twinkle twinkle little star, how I wonder what you are?
 Up above the world so high, like a diamond in the sky
 When the blazing sun is gone, when he nothing shines upon,
 Then you show your little light, twinkle, twinkle all the night.
 Then the traveller in the dark, thanks you for your tiny spark,
 He could not see which way to go, if you did not twinkle so.
 In the dark blue sky you keep, and often through my curtains peep,
 For you never shut your eye, 'till the sun is in the sky.
 As your bright and tiny spark lights the traveller in the dark,
 Though I know not what you are - twinkle, twinkle little star.



TASK 2. Brainstorm with your partner on how to express the poem above by Ann and Jane Taylor:

TASK 3. How do you say the activities below in Czech?

- 10) cat's cradle
- 11) chopsticks
- 12) dodgeball
- 13) follow the leader
- 14) I spy with my little eye
- 15) hide and seek
- 16) hopscotch
- 17) leapfrog
- 18) sharks and minnows
- 19) tag



Did you know that skipping rope or jump rope is used in preparation of professional sportsmen?

TRAVELLING, MEANS OF TRAVEL



BY AIR

*fly**flight**plane*

BY LAND

*drive**by car**by bike**to cycle*

BY SEA

boat

PEOPLE

pilot

TASK 1. Complete the categories above with phrases, verbs and nouns.

DIALOGUE

TASK 2. Practice the following conversation with your partner, complete possible answers and change your roles:

Teacher: X , what is travelling?

Why do you think people travel?

How can people travel?

Where do people usually go?

Do you think everybody likes travelling?

Is there anything we should be careful about when it comes to travelling?

Do you like travelling?

Which places/countries have you been to?

Did you like it there, why/why not?



TASK 3. Translate the sentences below and think of possible responses:

1. Kde jsi strávil loňské prázdniny a s kým?
2. Jak jsi tam jel?
3. Víš, kam pojedete toto léto?
4. Kdo u vás řídí?
5. Myslíš, že je důležité mít auto?
6. Chtěl bys bydlet blízko svých rodičů, až budeš velký?
7. Jaké znáš dopravní prostředky?
8. Který způsob cestování je nejbezpečnější?
9. Který způsob cestování je nejdražší?
10. Umíš jezdit na kole? V čem je kolo lepší nebo horší než auto?



Did you know, the word travelling can also be spelled with one l (traveling) in American English? Both forms are correct.

GLOBAL WORLD, FOREIGN COUNTRIES, THE WORLD AROUND US, MEDIA

HOW WE LEARN ABOUT THE WORLD

books television radio travelling media the Internet
 news talking to other people listening asking questions
 touch smell eyesight feelings respect languages
 movies



TASK 1. With your partner, complete the categories above. Think of nouns, verbs, phrases related to senses and learning about the outside world.



TASK 2. Play the following game with your partner. Senses:

Ask your partner to close their eyes or use a blindfold. Place objects into your partner's hands. He/she is allowed to use all senses except eyesight to tell what object it is.

TASK 3. Imaginary objects. Translate and use the following sentences when identifying imaginary objects your partner is supposed to identify.

- 1) Z čeho je to vyrobeno?
- 2) Odkud to pochází?
- 3) Dá se to vypěstovat?
- 4) Je to živočišného/rostlinného původu?
- 5) Dá se to jíst?
- 6) Je to užitečné nebo krásné?
- 7) Používá se to každý den?
- 8) Je to drahé?
- 9) Vlastní to většina lidí?
- 10) Dá se to rozbít?
- 11) Je to nenahraditelné?
- 12) Používá/zná to lidstvo již dlouho? Atd.

Did you know that there is difference in the meaning when using present simple and present continuous for sense?



The roses smell great. X He is smelling the roses.

The soup tastes nice. X He is tasting the soup.

There is not much difference with *look* and *feel*. How do you feel? = How are you feeling?