

English Splash 1



Teacher's Book

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ISBN 978-9957-37-287-3

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First Published 2007

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Printed in H.K.J

2007 2008 2009 2010 2011



CONTENTS

Scope and sequence

Unit 1

A, B, C, D
a, b, c, d

Song	Hello, hello	3
Dialogue		4,5
Learn	A — a — Apple	6
	B — b — Ball	6
	C — c — Car	7
	D — d — Dog	7
Learn colours	Blue	8,9
	Blue car	
	Blue bag	
	Blue ball	
Learn	E — e — Eye	10
	F — f — Fan	10
	G — g — Gift	11
	H — h — Hand	11
Think	Match to the suitable option	13
Recognize	big vs small	13
	high vs low	13
Practice	Cross the odd one out	14

Unit 2

E, F, G, H
e, f, g, h

CONTENTS

Scope and sequence

Unit 3

I, J, K, L
i, j, k, l

Learn	I	i	Ice	15
	J	j	Jug	16
	K	k	Key	16
	L	l	Lamp	17, 18

Learn colours	Yellow	8, 9
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Possibility	Circle the thing that may happen	8, 9
--------------------	----------------------------------	------

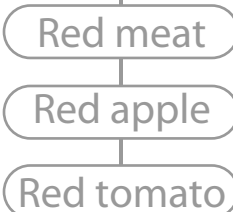
Unit 4

M, N, O, P
m, n, o, p

Learn	M	m	Meat	20
	N	n	Nest	20
	O	o	Orange	21
	P	p	Pencil	21

My family	Mother	This is my mother.	22
	Father	This is my father.	
	Brother	This is my brother.	
	Sister	This is my sister.	

Learn colours	Red	23, 24
----------------------	-----	--------



CONTENTS

Scope and sequence

Unit 5

Q, R, S, T
q, r, s, t

Learn	Q	q	Quill	25
	R	r	Ring	25
	S	s	Sun	26
	T	t	Tap	26

Think Cross the odd one out 27



Song My clothes 28

Recognize Match the animal to its food 29

Unit 6

1, 2, 3, 4, 5,

Learn numbers	1	Cup	30
	2	Spoons	
	3	Glasses	
	4	Forks	
	5	Pans	

Recognize Circle the suitable option 31

Practice counting Count then say 32

Recognize Count then circle 33



Song One and one 34


Unit 7

My things

home	This is my home.	35
bag	This is my bag.	35
bed	This is my bed.	35

CONTENTS

Scope and sequence

	Learn colours	Green	.....	36, 37
		green T.shirt	.....	36, 37
		green frog	.....	36, 37
		green melon	.....	36, 37
Unit 8	Learn	U u	Umbrella	38
U, V, W, X		V v	Vas	38
u, v, w, x		W w	Watch	39
		X x	Xylophone	39
	Think	Cross the picture that doesn't belong		40
	 Song	We can wear all colours		41
Unit 9	Learn	Y y	Yo-yo	42
Y, Z		Z z	Zoo	42
y, z	Action words	Stand up	.....	43
		Sit down	.....	43
		Open	.....	43
		Close	.....	43
	Practice action words	Circle the suitable picture		44
	Review	Practice alphabets		45, 46, 47, 48

Introduction

English Splash

Is a two level kindergarten course designed to prepare very young children for primary levels.

The course makes learning English exciting and fun through games, chants, and role playing.

English Splash components

- ★ Pupil's Book.
- ★ Activity Book.
- ★ Teacher's + Audio CD.
- ★ Flashcards.
- ★ Stickers included.

English Splash Objectives

To create a positive attitude for learners to learn, understand and use English language in a fun way.

To prepare children for the challenges of their primary education and to develop their skills to acquire language in contexts that are meaningful to the children's lives.

English Splash Components

Pupil's Book

English Splash Pupil's Book is a fun, colourful designed and developed context for children in the very young stages. It contains games, chants, drills, colouring which all go hand by hand to achieve the objectives of the course mentioned above.

Teacher's Book

English Splash Teacher's Book provides with a very effective plans of how to express the aim behind each lesson in the Pupil's Book.

Every lesson ends with a Home work activity that should be done as a proof that the children have got the aim from the lesson.

Cassette / CD Audio

English Splash Cassettes/ CD Audio contain readings of all lessons, letters, songs, new vocabularies that given in the book through a native-speaking adults which help children to acquire language with its original and correct pronunciation.

Flashcards

English Splash Flashcards are used to introduce new words, colours, numbers, and letters.



Scope and sequence

Unit 1	Structure	Word target	Phonics	Songs, drills and games
A, B, C, D a, b, c, d	* Hello. ** I am... *** Write A (a) read apple. Write B (b) read ball. Write C (c) read car. Write D (d) read dog. **** What colour is it? It is	* Hello. ** Apple Ball Car Dog Bag Peacock *** Blue	The Letters A a B b C c D d	* Song Hello...hello * Colouring practice

Unit 2	Structure	Word target	Phonics	Songs, drills and games
E, F, G, H e, f, g, h	* Write E (e) read egg. Write F (f) read fan. Write G (g) read gift. Write H (h) read hand. ** It is big. It is small.	* Egg Fan Gift Hand ** Small Big	The Letters E e F f G g H h	* Thinking practice. * Big, small practice.

Unit 3	Structure	Word target	Phonics	Songs, drills and games
I, J, K, L i, j, k, l	* Write I (i) read ice-cream. Write J (j) read jug. Write K (k) read key. Write L (l) read lamp. ** What colour is it? It is yellow	* Ice-cream Jug Key Lamp ** Yellow	The Letters I i J j K k L l	* Colouring practice. * Thinking practice.

Scope and sequence

Unit 4	Structure	Word target	Phonics	Songs, drills and games
M, N, O, P m, n, o, p	<p>★ Write M (m) read meat. Write N (n) read nest. Write O (o) read orange. Write P (p) read pencil.</p> <p>★★ This is my...</p> <p>★★★ What colour is it? It is red.</p>	<p>★ Meat Nest Orange Pencil</p> <p>★★ Father Mother Brother Sister</p> <p>★★★ Red Tomato Jacket Flower</p>	<p>The Letters</p> <p>M m</p> <p>N n</p> <p>O o</p> <p>P p</p>	<p>★ Colouring practice.</p>

Unit 5	Structure	Word target	Phonics	Songs, drills and games
Q, R, S, T q, r, s, t	<p>★ Write Q (q) read quill. Write R (r) read ring. Write S (s) read sun. Write T (t) read tap.</p> <p>★★ This is a blouse. This is a shoes. These are shoes. This is a sock. These are socks.</p>	<p>★ Quill Ring Sun Tap</p> <p>★★ My Clothes Blouse Shoes Socks T- Shirt Jeans.</p> <p>★★★ Banana Carrot Milk Tea</p>	<p>The Letters</p> <p>Q q</p> <p>R r</p> <p>S s</p> <p>T t</p>	<p>★ Thinking practice</p> <p>★ Song My clothes</p>

Unit 6	Structure	Word target	Phonics	Songs, drills and games
1, 2, 3, 4, 5	* Write 1 read one. Write 2 read two. Write 3 read three. Write 4 read four. Write 5 read five.	* Cup Spoon Glass Fork Pan Tree Tringle Star	The Letters A - T	* Counting practice. * Song One and one

Unit 7	Structure	Word target	Phonics	Songs, drills and games
My things	* This is my home. This is my bag. This is my bed. ** What colour is it? It is green.	* Home Bag Bed ** Green	The Letters A - T	* Colouring practice.

Unit 8	Structure	Word target	Phonics	Songs, drills and games
U, V, W, X u, v, w, x	* Write U (u) read umbrella. Write V (v) read vase. Write W (w) read watch. Write X (x) read xylophone. ** Apple and apple are the same. Apple and banana are different.	* Umbrella Vase Watch Xylophone ** Bird Baloon. *** T- Shirt. Dresses. Hats.	The Letters U u V v W w X x	* Thinking practice * Song We can wear all colours.

Unit 9

	Structure	Word target	Phonics	Songs, drills and games
Y, Z y, z	<ul style="list-style-type: none">* Write Y (y) read yo-yoWrite Z (z) Read zoo ** Respond to the instructions: Stand up Sit down Open Close	<ul style="list-style-type: none">* Yo-yo Zoo ** Stand Up Sit Down Open Close	The Letters Y y Z z	<ul style="list-style-type: none">* Action words practice. * Alphabetical practice.

A, B, C, D

a, b, c, d

By the end of this unit A a, B b, C c, D d, the children will be able to:

- ☆ Identify and name the main characters.
- ☆ Greet people using *Hello* and introduce themselves using *I am ...*
- ☆ Identify and write the letters *Aa, Bb, Cc, Dd*
- ☆ Identify the *blue* colour.
- ☆ Colour different things with the *blue* colour.

New words

Hello

Apple

Ball

Car

Dog

Blue

Blue Bag

Blue Peacock

New grammar

☆ I am ...

A (a) → APPLE (apple)

B (b) → BALL (ball)

C (c) → CAR (car)

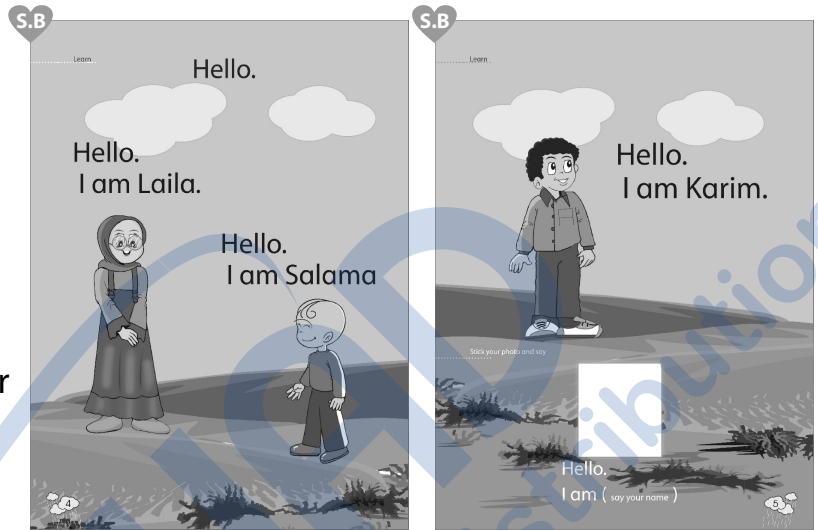
D (d) → DOG (dog)

☆☆ What colour is it?

It is ...

- ★ Say Hello class, point to yourself and say I am ...
- ★ Point to a child. Indicate for the child to stand up and encourage them to say Hello, I'm
The child then points to another child who stands in front of him / her and says Hello. I am (their name).

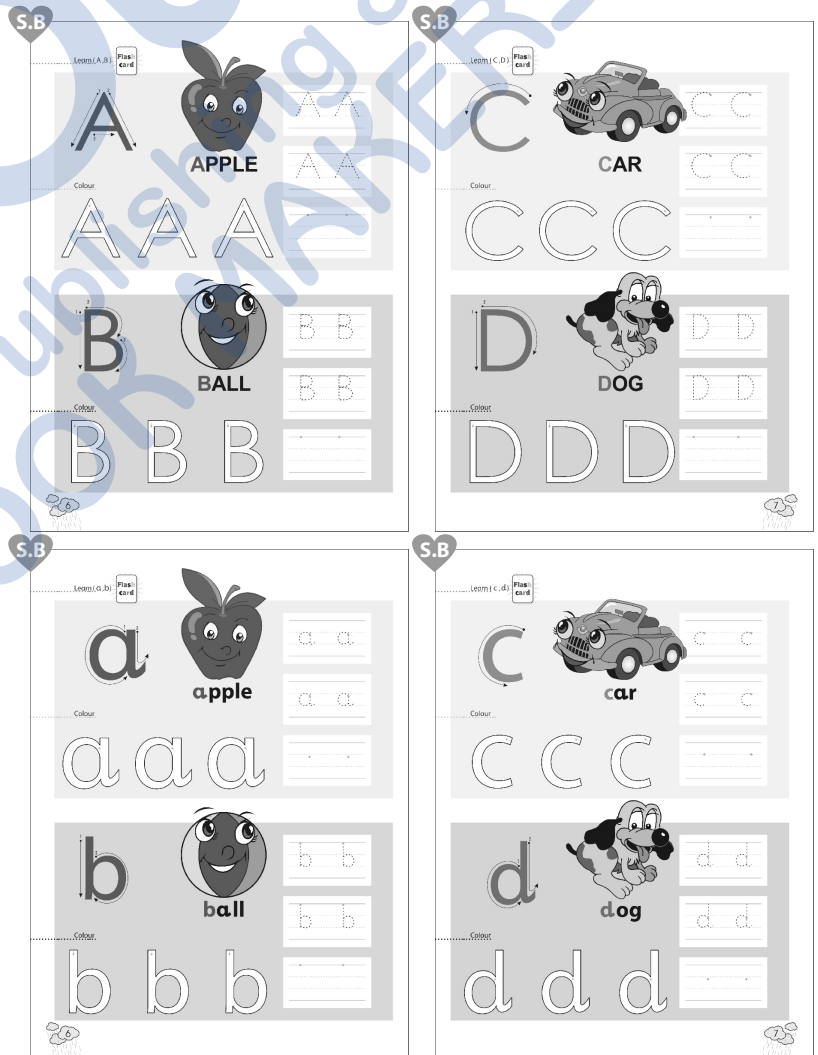
- ★ When everyone has introduced him/ herself ask them to show their photo and stick it on the white box.



Aa, Bb, Cc, Dd

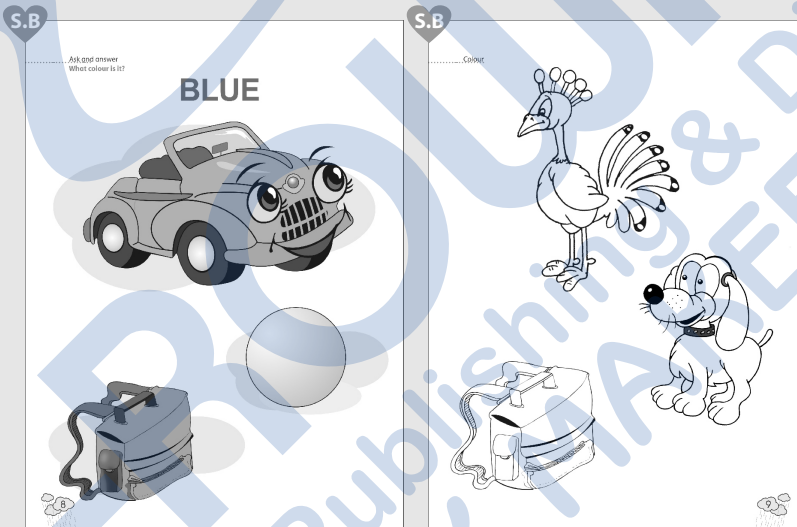
Flash card

- ★ Say *Open your books*, show the class the correct page.
- ★ Invite a group of volunteers to the front to trace over the letters on the board.
- ★ Ask the class to trace the letters in their books with their fingers, starting at the dot and going in the direction of the arrows, making the sounds /Aa / Ba/ Cc/ Dd.



What colour is it?

- ★ Show the children the coloured picture in their books.
Point to the pictures and ask who's this? What's this? Help children to answer.
- ★ Say *Point to the car/ ball/ bag*. Check that the class is pointing to the correct answer.
Then say *What colour is it?*
- ★ Say *Colour the rest of the pictures blue*. Follow the for the rest of the pictures.



E, F, G, H**e, f, g, h**

By the end of this unit *E e, F f, G g, H h*, the children will be able to:

- ★ Identify and write the letters *Ee, Ff, Gg, Hh* and understand their corresponding sounds.
- ★ Identify words beginning with *E, F, G, H*.
- ★ Be able to think in a logical way.
- ★ Identify the concepts *Big/ Small, High/ low* differentiate between them.


New words

Eye

Fan

Gift

Hand

School

Restaurant

Winter

Summer

Small

High

Low

Elephant

Bird

Building


New grammar

- ★ E (e) → EYE (eye)
- F (f) → FAN (fan)
- G (g) → GIFT (gift)
- H (h) → HAND (hand)

★★ It is big.

It is small.

It is high.

It is low.

Learn

Flash card

- ★ Say Open your books, show the class the correct page.
- ★ Invite a group of volunteers to the front to trace over the letters on the board.
- ★ Ask the class to trace the letters in their books with their fingers, starting at the dot and going in the direction of the arrows, making the sounds /Ee / Ff/ Gg/ Hh.

S.B

Learn (E, F) Flash card

E  

EYE 

Colour:   

F  

FAN 

Colour:   

S.B

Learn (G, H) Flash card

G  

GIFT 

Colour:   

H  

HAND 

Colour:   

S.B

Learn (e, f) Flash card

e  

eye 

Colour:   

f  

fan 

Colour:   

S.B

Learn (g, h) Flash card

g  

gift 

Colour:   

h  

hand 









Colour:   

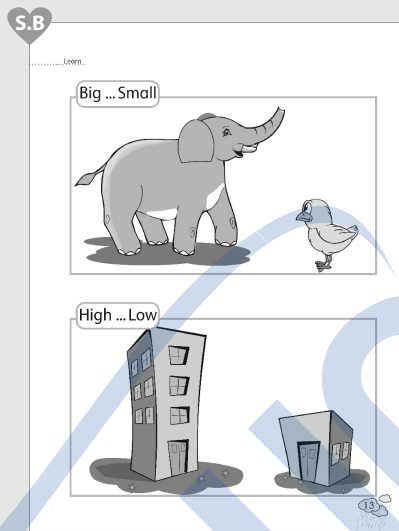
Match

- ★ Say Open your books. Hold up the correct page for the children to see.
- ★ Point to the picture and ask What can you see? Look at the boy he is carrying his Backpack, where is he going to? Let them guess and help them if they can't, and continue this way.

S.B

Match the picture on the left to the suitable one on the right

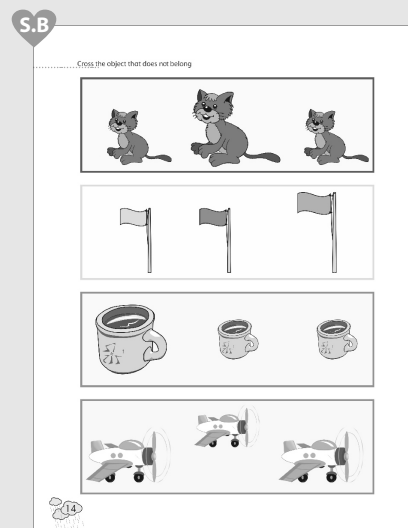
	
	 
	 



- ★ Say *Open your books*, show the children the page and make sure that they opened the correct one.
- ★ Introduce the words Big/ Small, High/ Low by representing things looking like this.
- ★ Show them things that is either big, small, high or low and let them match the description with the suitable adjective.

Cross the unlike object

- ★ Say *Open your books*. Show the children the correct page.
- ★ Ask *What can you see?* Imitate the animal/ thing integral characteristic to motivate them to guess. Help them if they couldn't.
- ★ Ask them is the cat big or small, let them cross the object that does not belong.



I, J, K, L

I, j, k, l

By the end of this unit I i, J j, K k, L l, the children will be able to:

- ☆ Identify and write the letters *I, J, K, L*, and understand their corresponding sounds.
- ☆ Identify words beginning with *I, J, K, L*.
- ☆ Identify the *Yellow* colour.
- ☆ Colour different things with the *yellow* colour.
- ☆ Understand what is *possible* and what is *not possible* to be happened.

New words

Jug

Key

Lamp

Lemon

Sun

Ice-cream

Chick

Yellow

Pear

Pen

Tree

Cloud

Boat

New grammar

- ☆ I (i) → ICE-CREAM (ice-cream)
- J (j) → JUG (jug)
- K (k) → KEY (key)
- L (l) → LAMP (lamp)

☆☆ What colour is it?

It is yellow.

Is it possible?

Yes, it is.

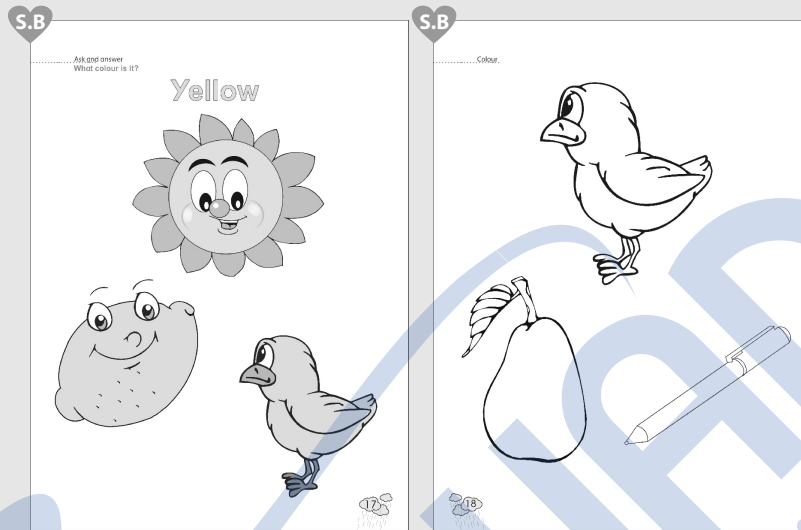
No, it is not.

The image displays four flashcards arranged in a 2x2 grid, each labeled 'S.B' in a heart shape at the top left. Each card is designed for learning a specific letter through tracing and coloring.

- Top-left card:** Features the uppercase letter 'I'. It includes a vertical line with a downward arrow, the word 'ICE-CREAM' with an illustration of an ice cream cone, and three vertical lines for coloring. The bottom right corner has a small '15' icon.
- Top-right card:** Features the uppercase letter 'K'. It includes a 'K' with arrows showing stroke direction, the word 'KEY' with an illustration of a key, and three 'K's for tracing. The bottom right corner has a small '16' icon.
- Bottom-left card:** Features the lowercase letter 'j'. It includes a 'j' with arrows showing stroke direction, the word 'jug' with an illustration of a jug, and three 'j's for tracing. The bottom right corner has a small '15' icon.
- Bottom-right card:** Features the lowercase letter 'k'. It includes a 'k' with arrows showing stroke direction, the word 'key' with an illustration of a key, and three 'k's for tracing. The bottom right corner has a small '16' icon.

- ★ Say *Open your books*, show the class the correct page.
- ★ Invite a group of volunteers to the front to trace over the letters on the board.
- ★ Ask the class to trace the letters in their books with their fingers, starting at the dot and going in the direction of the arrows, making the sounds /li / Jj/ Kk/ Ll.

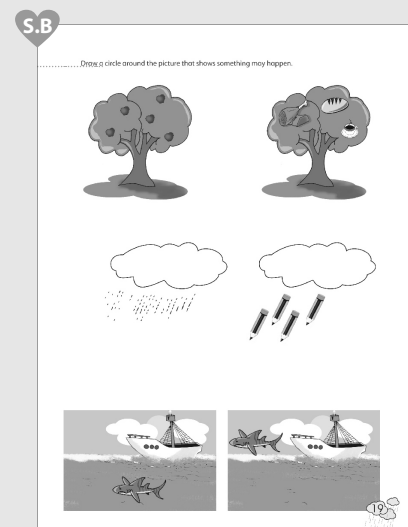
What colour is it?



- ★ Show the children the coloured picture in their books. Point to the pictures and ask *Who's this? What's this?* Help children to answer.
- ★ Say point to the *sun/ lemon/ chick*. Check that the class is pointing to the correct answer. Then say *What colour is it?*
- ★ Say *Colour the rest of the pictures yellow*.
- ★ Follow the same way for the rest of the pictures

Things that may happen

- ★ Say *Open your books*. Show the children the correct page.
- ★ Ask is it possible to have an apple on a tree? Let them think and answer.
- ★ Follow the same way with the rest of the pictures. The Emphasis on *possible or not possible* concept.
- ★ This is a clue Let them think in a similar things, events which may or may not happen.



M, N, O, P

M, n, o, p

By the end of this unit M m, N n, O o, P p, the children will be able to:

- ★ Identify and write the letters *Mm, Nn, Oo, Pp, Hh* and understand their corresponding sounds.
- ★ Identify words beginning with *M, N, O, P*.
- ★ Identify the family members and say. *This is my father, mother, brother, sister.*
- ★ Identify the *Red* colour.
- ★ Colour different things with the *red* colour.

New words

Meat Tomato Orange Flower Pencil Nest
 Brother Sister Father Mother Red Jacket

New grammar

★ M (m) → MEAT (meat)
 N (n) → NEST (nest)
 O (o) → ORANGE (orange)
 P (p) → PENCIL (pencil)

★★ This is my → Family →
 → brother
 → sister
 → father
 → mother

What colour is it? It is red.

Learn

Flash card

- ★ Say *Open your books*, show the class the correct page.
- ★ Invite a group of volunteers to the front to trace over the letters on the board.
- ★ Ask the class to trace the letters in their books with their fingers, starting at the dot and going in the direction of the arrows, making the sounds /Mm / Nn/ Oo/ Pp.

The flashcards are arranged in a 2x2 grid. Each card is labeled 'S.B.' in the top left corner and 'Flash card' in the top right. The top-left card is for 'MEAT' with uppercase 'M' and lowercase 'm'. The top-right card is for 'ORANGE' with uppercase 'O' and lowercase 'o'. The bottom-left card is for 'NEST' with uppercase 'N' and lowercase 'n'. The bottom-right card is for 'PENCIL' with uppercase 'P' and lowercase 'p'. Each card includes a large letter with a directional arrow, a smaller version of the letter with a dotted line for tracing, and a row of three letters for independent practice.

My family

- ★ Say *Open your books*. Hold up the correct page for the children to see.
- ★ Ask who is this? This is mum/ mother, urge them to guess.
- ★ Point to the next picture, ask *Who is this?* Help them if they could not answer, say the word and let them repeat.

The flashcard is titled 'My Family' and is labeled 'S.B.' in the top left corner. It contains four rows, each starting with the text 'This is my' followed by a small illustration of a family member and their name in parentheses: (mother), (father), (brother), and (sister).

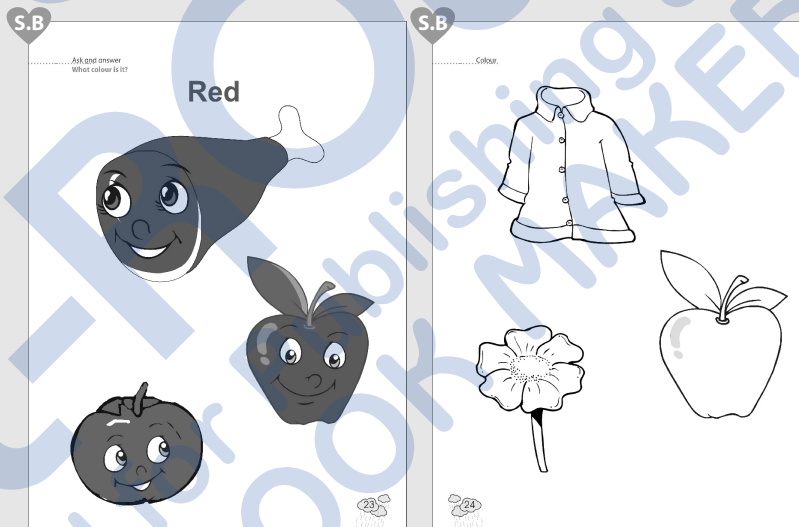
SUGGESTED ACTIVITY FOR FUN

Give each child a piece of paper. Ask the children to draw their own families. Accuracy does not matter, as long as each child can clearly identify his/ her family members. Ask them to colour their pictures. Move around the class as they are working to offer pairs and encouragement.

Ask who's this? About the different family members.

You may take the classroom sessions to do this activity, try to make use of things you have taught.

What colour is it?



- ★ Show the children the coloured picture in their books. Point to the pictures and ask *Who's this? What's this?* Help children to answer.
- ★ Say *Point to the meat/ apple/ tomato*. Check that the class is pointing to the correct answer. Then say *What colour is it?*
- ★ Say *Colour the rest of the pictures Red*. Follow the same way for the rest of the pictures.

Q, R, S, T

q, r, s, t

By the end of this unit Q q, R r, S s, T t, the children will be able to:

- ★ Identify and write the letters Qq, Rr, Ss, Tt and understand their corresponding sounds.
- ★ Identify words beginning with Q, R, S, T.
- ★ Name items of clothing (*blouse, socks, shoes, jeans, T- shirt*).
- ★ Talk about what they have, using *I have ...*
- ★ Understand the concept *possible* and *not possible*.

New words

Quill

Ring

Sun

Tap

Blouse

Shose

Socks

Jeans

T- shirt

Monkey

Cat

Rabbit

Banana

Carrot

Orange

Milk

Tea

New grammar

- ★ Q (q) → QUILL (quill)
- R (r) → RING (ring)
- S (s) → SUN (sun)
- T (t) → TAP (tap)

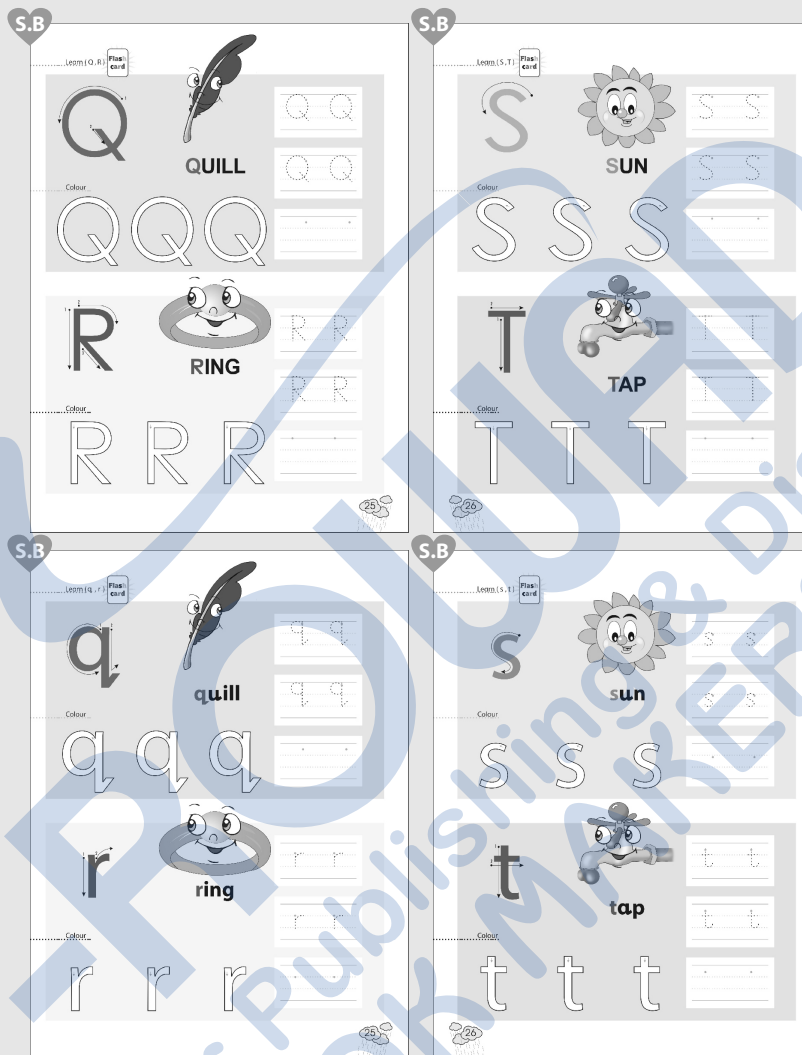
★★ I have a ... (Items of clothing).

Animals food

Cats eat milk.

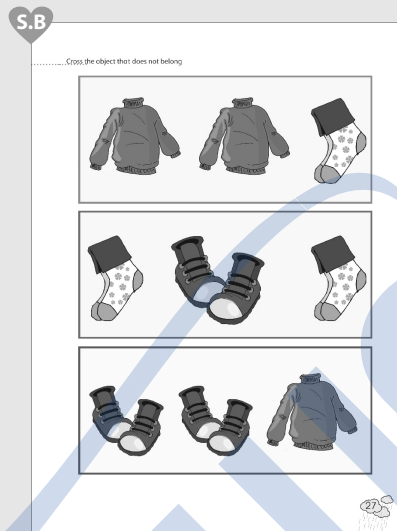
Rabbits eat carrots.

Monkeys eat bananas.



- ★ Say *Open your books*, show the class the correct page.
- ★ Invite a group of volunteers to the front to trace over the letters on the board.
- ★ Ask the class to trace the letters in their books with their fingers, starting at the dot and going in the direction of the arrows, making the sounds /Qq / Rr/ Ss/ Tt.

Cross the odd one out



- ★ Say *Open your books*. Show the children the correct page.
- ★ Have a volunteer at the front, Ask pointing to his/ her top piece of clothing, what is this? Say the word and let them repeat.
" Repetition is an important method for teaching for this age beside the fact that repetition is very preferable for children and they find it more fun more any way els.
- ★ Let them look at the page and say the item of clothing they see, then to cross the odd one out.
- ★ The concept of the same and different taught before could be re used here once again.



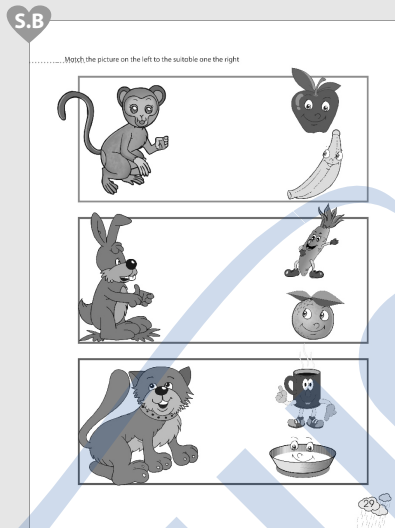
- ★ Stick the numbers flashcards on the board.
- Encourage the children to point to the correct flashcard as they sing.



How to teach songs

- 1- Explain the context for the song. Tell the children to look at the pictures in their Pupil's book and ask them about what they can see and what they think the song about.
- 2- Play the recording to familiarise the children with the song, especially its melody and rhythm.
- 3- Play the song again. Pause after each line and explain the meaning by pointing to the corresponding pictures and by performing actions.
- 4- Repeat. This time ask the class to repeat each line, performing the actions as they do so.
- 5- Divide the class into two or more groups and sing the song using actions, with each group singing its own lines.
- 6- Young children love repetition, so sing familiar songs regularly, especially when your class needs energising. Do not expect the children to memorise the whole song in the first lesson. This will take time.

Match

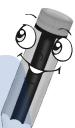


- ★ Say *Open your books*. Make sure that the children have opened the correct page. Point to the animal at the left of the page, ask *What is this?* Tell them if they could
- ★ not guess. Ask what do monkeys eat (using home tongue language is possible for limit scales at this stage of teaching since it can help in elaboration.

1, 2, 3, 4, 5,

By the end of this unit 1, 2, 3, 4, 5, the children will be able to:

- ☆ Identify and write the numbers 1-5.
- ☆ Be able to count objects up to 5.
- ☆ Say and respond to the request of counting things.
- ☆ Identify and name things in the kitchen.
- ☆ Identify and name some farm animals (*dog, cat, rabbit, butterfly*).



New words

- One → Cup
 Two → Spoons
 Three → Glasses
 Four → Forks
 Five → Pans

Garden

Butterfly

Dog

Rabbit

Cat

Tree



New grammar

- One → One cup, One watch.
 Two → Two spoons, Two triangles.
 Three → Three glasses, Three stars.
 Four → Four forks, Four trees.
 Five → Five pans, Five balloons.

Learn

- ★ Introduce number words from *one to five*.
Write number on the board. Say *One*, The class repeats.
- ★ Say: *Let's write number one on numbers from the air*. The class writes number 1 on the air.
- ★ Continue in this way with the written two to five.
- ★ Ask the children to open their books. Ask *What's this?* Elicit *It's a cup*. Then ask *How many? Count!* Elicit *One*.
- ★ Ask the children to hold their pencils and trace then write the numbers.

S.B

From

	1	
	2	
	3	
	4	
	5	
















30

Circle the suitable option

- ★ This activity develops the use of picture counting.
- ★ Point to the first row, Ask *What is this?* Say *It's Tree*. Ask the children to count the trees on each column.
- ★ Let them write the number of things under each picture. Ask them to circle the picture that equal the number given on the left of the page.

S.B

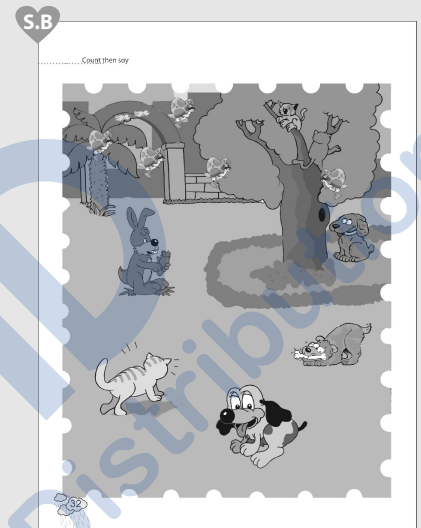
Circle the suitable option

4			
2			
3			
1			
5			

31

Count then say

- ★ Ask the children to open their books on page 32.
- ★ Ask *What can you see? What is this?* Ask about animals in the picture one by one. Help them if they don't know the animal



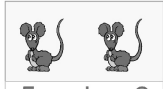
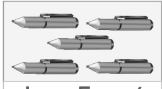

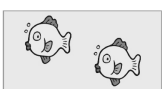


Count then circle

- ★ This activity develops the use of picture counting.
- ★ Point to the first row, ask *What is this?* Say It's a teddy bear.
- ★ Ask *How many teddy bears are there?* Let them count then circle.

S.B

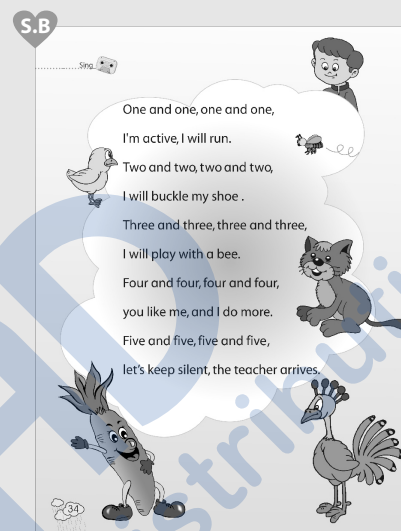
.....Count then circle

 1 3 2	 3 5 4
 5 1 2	 1 5 4
 2 3 1	 4 2 1

Song



- ★ Stick the numbers flash cards on the board.
- Encourage the children to point to the correct flashcard as they sing.



How to teach songs

- 1- Explain the context for the song. Tell the children to look at the pictures in their Pupil's book and ask them about what they can see and what they think the song about.
- 2- Play the recording to familiarise the children with the song, especially its melody and rhythm.
- 3- Play the song again. Pause after each line and explain the meaning by pointing to the corresponding pictures and by performing actions.
- 4- Repeat. This time ask the class to repeat each line, performing the actions as they do so.
- 5- Divide the class into two or more groups and sing the song using actions, with each group singing its own lines.
- 6- Young children love repetition, so sing familiar songs regularly, especially when your class needs energising. Do not expect the children to memorise the whole song in the first lesson. This will take time.

This is my...

By the end of this unit, *This is my...*, the children will be able to:

- ☆ Name *belongings and possessions* (home, bag, bed, book, shirt, pen...
- ☆ Talk about possessions using *This is my...*
- ☆ Identify and colour things with *Green* colour.



New words

Home

Bag

Bed

Green

Almond

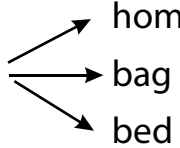
Bug

Melon

Frog



New grammar

☆ This is my 

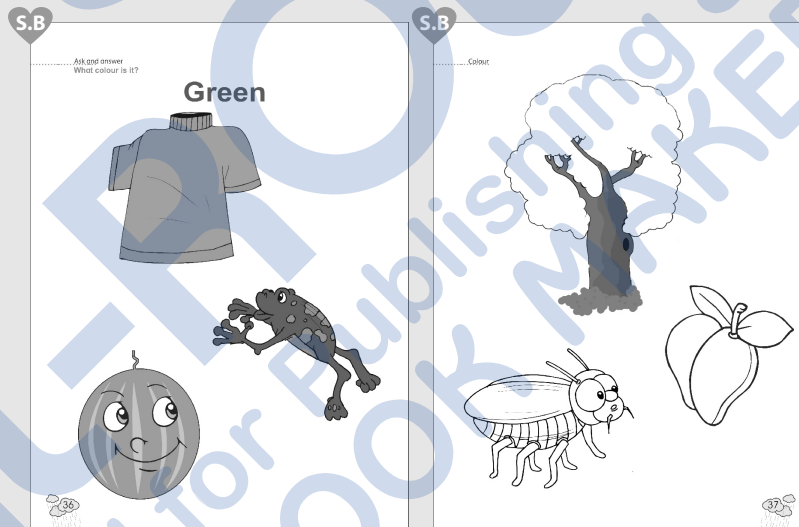
☆☆ What colour is it?
It is green.

This is my

- ★ Ask the children to open their books, point to the first picture, Ask *What is this?* Say the word and do let them repeat after you (Repetition is very important and fun the same time for children.
- ★ Say the whole sentence and let them repeat.



What colour is it?



- ★ Show the children the coloured picture in their books. Point to the pictures and ask *Who's this? What's this?* Help children to answer.
- ★ Say point to the T-shirt/ frog/ melon. Check that the class is pointing to the correct answer. Then say *What colour is it?*
- ★ Say *Colour the rest of the pictures green.*
- ★ Follow the sam way for the rest of the pictures.

U, V, W, X

u, v, w, x

By the end of this unit Uu, Vv, Ww, Xx, the children will be able to:

- ★ Identify and write the letters *Uu, Vv, Ww, Xx* and understand their corresponding sounds.
- ★ Identify words beginning with *U, V, W, X*.
- ★ Identify and differentiate the different colours.



New words

Umbrella Vase Watch Xylophone
 Bird Yo-yo Dress Hat



New grammar

- ★ U (u) → UMBRELLA (umbrella)
- V (v) → VASE (vase)
- W (w) → WATCH (watch)
- X (x) → XYLOPHONE (xylophone)
- ★★ It's different (colour).
- It's the same (colour).

Learn

Flash card

- ★ Say *Open your books*, show the class the correct page.
- ★ Invite a group of volunteers to the front to trace over the letters on the board.
- ★ Ask the class to trace the letters in their books with their fingers, starting at the dot and going in the direction of the arrows, making the sounds /Uu / Vv/ Ww/ Xx.

S.B. U U U UMBRELLA

S.B. W W W WATCH

S.B. V V V VASE

S.B. X X X XYLOPHONE

S.B. u u u umbrella

S.B. w w w watch

S.B. v v v vase

S.B. x x x xylophone

Cross the picture that does not belong.

- ★ Say *Open your books*. Show the children the correct page.
- ★ Ask *What is this?* Elicit it is a bird. Ask *What colour is it?* Let them guess and help them if they can't guess. It is yellow/ orange.
- ★ Urge them to join the adjective (yellow/ orange) to the word (bird).
- ★ Continue this way with umbrella/ baloon/ car/ yo yo.

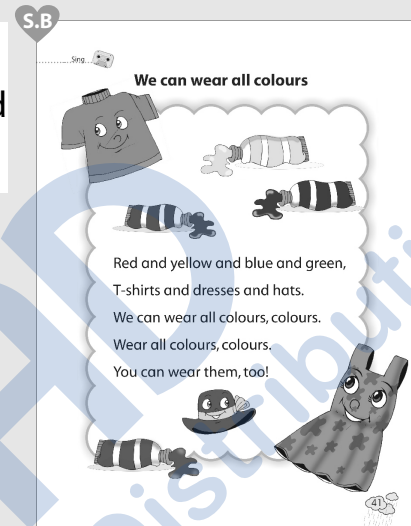
S.B.

..... Cross the picture that does not belong

40



- ★ Stick the numbers flashcards on the board.
Encourage the children to point to the correct flashcard as they sing.



How to teach songs

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- 2- Play the recording to familiarise the children with the song, especially its melody and rhythm.
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- 4- Repeat. This time ask the class to repeat each line, performing the actions as they do so.
- 5- Divide the class into two or more groups and sing the song using actions, with each group singing its own lines.
- 6- Young children love repetition, so sing familiar songs regularly, especially when your class needs energising. Do not expect the children to memorise the whole song in the first lesson. This will take time.

Y, Z

y, z

By the end of this unit, y, z, the children will be able to:

- ☆ Identify and write the letters Yy, Zz, and understand their corresponding sounds.
- ☆ Identify words beginning with Y, Z.
- ☆ Identify some action words that is widely used in his surrounding and respond to them. (*Stand up, Sit down, Open, Close*).
- ☆ Be able to Identify, recognize and give word on each letter in English language from **A to Z**.



New words

Yo Yo

Zoo

Stand up

Sit down

Open

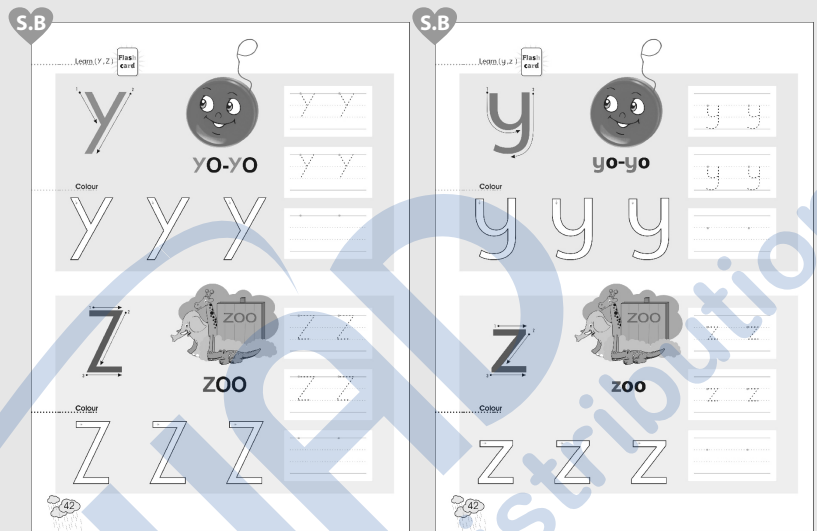
Close



New grammar

- | | | |
|---------|---|---------------|
| ☆ Y (y) | → | YO YO (yo yo) |
| Z (z) | → | ZOO (zoo) |

- ★ Say *Open your books*, show the class the correct page.
- ★ Invite a group of volunteers to the front to trace over the letters on the board.
- ★ Ask the class to trace the letters in their books with their fingers, starting at the dot and going in the direction of the arrows, making the sounds /Yy/ Zz.



Cross the picture that does not belong

- ★ Say *Open your books*. Make sure that each of them has opened the correct one.
- ★ Read the action word *Stand up/ Sit down/ Open/ Close* imitate the action and do urge students to do like you.
- ★ Teach the action words as opposites it will help more to elaborate the meaning wanted.
- ★ Repetition is very effective for students at this age, repeat and do urge them to repeat more than one time.
- ★ You can suggest some games and role playing to make an emphasis on these words and to make sure that the children have got the phrases.

