

ANNUAL TEACHERS' TRAINING COURSE

YEAR 2007 SEMESTER 1 : Multimedia English Language Series

ENGLISH WORDS

<u>Spoken</u>		<u>Written</u>	
24 consonant sounds		21 consonant letters	
20 vowel sounds		5 vowel letters	
-----		-----	
44 speech sounds		26 alphabet letters	

24 Consonant Sounds

/b/ bad	/m/ mop	/j/ yak
/k/ cat	/n/ net	/z/ zip
/d/ dog	/p/ pen	/ʒ/ television
/f/ fan	/r/ rod	/θ/ thumb
/g/ gum	/s/ sun	/ð/ then
/h/ hen	/t/ tub	/ʃ/ shop
/dʒ/ jet	/v/ van	/tʃ/ chimp
/l/ log	/w/ wig	/ŋ/ hang

20 Vowel Sounds

/æ/ cat	/aɪ/ kite	/aʊ/ house
/e/ hen	/əʊ/ rose	/ɔɪ/ coin
/ɪ/ kid	/u:/ moon	/eə/ hare
/ɒ/ dog	/ʊ/ book	/ɪə/ ear
/ʌ/ sun	/ɔ:/ saw	/ʊə/ poor
/eɪ/ cape	/ɑ:/ car	/ə/ letter
/i:/ bee	/ɜ:/ girl	

Course layout

LEVEL	CONTENTS
BRONZE 1 - 5	The alphabet – A to Z
BRONZE 6 - 10	Non-phonics series Simple sentences
SILVER 1 - 5	CVC Simple vocabulary & sentences
SILVER 6 - 10	Blends and digraphs Sentence-picture coordination
GOLD 1 - 5	Phonograms I Basic grammar
GOLD 6 - 10	Phonograms II Basic grammar

How do children learn a language?

- Listening
- Speaking
- Reading
- Writing

It is divided into 3 main stages:

- Logographic**
 - Letters only appear as a symbol/design/logo
- Alphabetic**
 - They begin to figure out words by using the letter-sound relationship
- Orthographic**
 - They are able to analyse how a word is said without referring to the letter-sound relationship

What are the teaching approaches?

Transferring information from short-term to long-term

Short-term	Long-term
Limited	Unlimited
Replaceable	Kept safely in place Retrievable
Based on 3 features: Special Self Emotions	Rehearse/Repeat Organise Elaborate



3-Step Method By Dr. Maria Montessori

Step 1:

Say the word (name the object) and show them the picture (or show them the real object)

Step 2:

Say the word (name the object) and invite them to find the picture (point out the object).

Step 3:

Show them the word (picture/real object) and ask them to say the word (name the picture/object)

What is a chant?

- A rhythmic group recitation.
- Consistent rhythmic repetition encourages children to take part.
- Rich in musical qualities.
- Teach natural rhythm, stress and intonation
- Renew energy – informal
- Increase interaction

Music and movements

- Music and movements – rhythm
- Similar to dancing but systematically combined – educational purpose
- Education through music : develop children’s audio-visual, cognitive and physical abilities
- Music trains spontaneity, reflexes, self-awareness and control, accuracy, memory etc.

Songs

- Develop language abilities
- Variety – sentence, vocab, pronunciation, rhythms etc
- Develop multiple intelligences
- Promote active learning
- Enhance learner’s involvement

BRONZE LEVEL

Listening

- Each letter with simple objects with stress on the beginning sound
- Utilise flash cards (begin with pictures, then only words)

- Suggestion:*
1. Flash card activity
 2. Picture game
 3. Sing songs

Pic/Object:

What is this?

What is this?

Apple

Apple

Apple

This is an apple.

Use chants

Word:

What is this?

What is this?

Apple (pic)

Apple (word)

What is this?

What is this?

Apple (word)

Picture Game

- Distribute pictures
- Use a character to talk to children
- Tell children that this character only likes certain things that start with a particular letter.
- The children are supposed to show the pictures that share the same beginning sound with the things that the character likes.

A-E-I-O-U

The vowels of the alphabet
I know them all by name, oh!
a-e-i-o-u
a-e-i-o-u
a-e-i-o-u
I know them all by name, oh!

The vowels of the alphabet
I know them all by name, oh!
[clap]-e-i-o-u
[clap]-e-i-o-u
[clap]-e-i-o-u
I know them all by name, oh!

The vowels of the alphabet
I know them all by name, oh!
[clap]-[clap]-i-o-u
[clap]-[clap]-i-o-u
[clap]-[clap]-i-o-u
I know them all by name, oh!

The vowels of the alphabet
I know them all by name, oh!
[clap]-[clap]-[clap]-o-u
[clap]-[clap]-[clap]-o-u
[clap]-[clap]-[clap]-o-u
I know them all by name, oh!

The vowels of the alphabet
I know them all by name, oh!
[clap]-[clap]-[clap]-[clap]-u
[clap]-[clap]-[clap]-[clap]-u
[clap]-[clap]-[clap]-[clap]-u
I know them all by name, oh!

The vowels of the alphabet
I know them all by name, oh!

Writing

- The strokes of the letters.

Utilise software

Suggestion:

1. Sensorial
2. Use dough/string to form the letters
3. Human formations or body movements of the letters

SILVER LEVEL

Introduction to vocabulary

Use chants: Pic/Object:

What is this?

What is this?

Bat

Cat

Cat

This is a cat.

Introduction to conversational skill

Use chants: Pic/Object:

What is this?

What is this?

Bat

Cat

Cat

This is a cat.

Introduction to CVC

- Revise single letter sounds
- Combine two letter sounds
- Introduce a new single letter
- Combine all three

Introduction to Reading: 5-step Method

- Read sentence to children. Explain.
- Read sentence, children follow. Explain.
- Read the sentence to children, let children fill in the blank.
- Let children read on their own. You follow.
- Let children read totally on their own.

GOLD LEVEL
PHONOGRAMS

Books and multimedia

- Vocabulary – new words related to theme
- Long vowel sounds
- Grammar

Suggestion:

1. Find a song related to the theme and sing it with children. Add body movements.
2. Describe new words to them and ask questions.

GRAMMAR

The Classroom – this/that

What is this?

This is a clock.

What is this?

This is a broom.

This is a clock.

This is a broom.

(Point to further objects)

What is that?

That is a lamp.

What is that?

That is an eraser.

That is a lamp.

That is an eraser.

Fruits – Pronouns

(conversational skill)

Jack: Hi. My name is Jack.

Jill: Hi. My name is Jill.

Jack: I am Jack.

Jill: You are Jack.

Jill: I am Jill.

Jack: You are Jill.

Jack and Jill: We are Jack and Jill.

Jack: This is Ted. He is my friend.

(facing Jill)

This is Jill. She is my friend.

(facing Ted)

Jill: Hi, Ted. I am Jill.

Ted: Hi, Jill. I am Ted.

Jill: This is Ken. He is my friend.

(facing Jack and Ted)

Ken, meet Jack and Ted.

They are my friends.

(facing Ken)

My Family – is / are

(conversational skill and comprehension of the reading passage)

He **is** my father

She **is** my mother

They **are** in my family

He **is** my brother

She **is** my sister

They **are** in my family

My father **is**

My mother **is**

My father and mother **are** close to me

My brother **is**

My sister **is**

My brother and sister **are** close to me

My father, my mother

My brother, my sister

They **are** in my family

We **are** a happy family.

Ocean – Conjunctions

(conversational skill and explanatory skill)

I see a whale.

I see a crab.

I see a whale **and** a crab.

a whale **and** a crab

a whale **and** a crab

The whale is big.

The crab is small.

The whale is big **but** the crab is small.

Do you like the whale?

Do you like the crab?
Do you like the whale **or** the crab?
the whale **or** the crab
the whale **or** the crab

I like the crab. It is small.
I like the crab **because** it is small.
I don't like the whale. It is too big.
I don't like the whale **because** it is too big.