

මාපා ගුරුගෙදර MAPA Gurugedara

English ABCD

Alphabet, Handwriting and Use of Dictionary

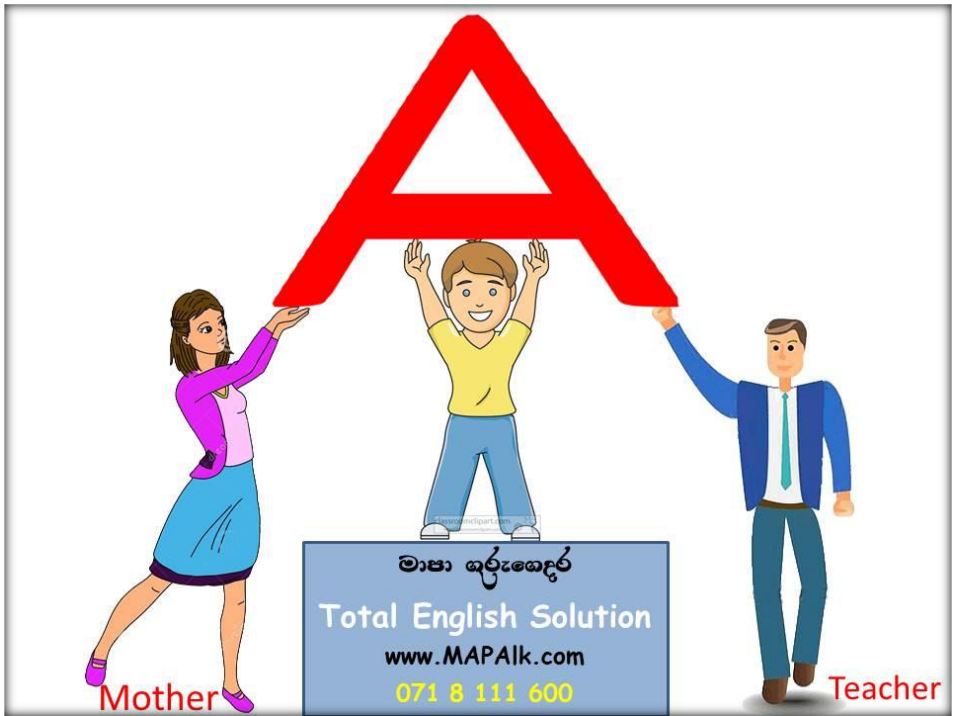
The English course every primary child must follow

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ඉව්වොඟු ඉරාමපප් පිள்ளෙයුම පයිඝ්ඝ වෙණ්ඨය ඉඟ්ඝිල පාඨඟෙඟි

Instructions

English

Please read carefully before following the course.



Message to parents
from the teacher Kanishka Jayathilaka
to act intelligently !!!

5 minutes you spend every day
for your child's learning of English
with the advice of the teacher
will crown your child's head
with "A" one day.

Keep in mind

The main secret
of the success of a little child
is the mother's commitment.

Welcome to “English ABCD” – the English course every primary student must follow.

“English ABCD” is the 1st course in the “Total English Solution”.

This set includes the following.

1. Instructions Manual
(to read carefully prior to the commencement of the course in order to learn how to follow it to get the best result)
2. English Alphabet - book
3. Capital letters - card
4. Simple letters - card
5. Let’s write single letters - book
6. Let’s copywrite I - book
7. Let’s copywrite II - book
8. Stories for children - book (for copywriting only)
9. Alphabetical Order - book
10. Question papers
 - I. Capital simple test (6 sheets)
 - II. Copywriting test (4 sheets)
 - III. Alphabetical order test (2 sheets)
11. More learning aids for a better learning - leaflet

Check and ensure that nothing is missing.

Objectives of this course

There are three objectives of this course.

1. to identify the 26 letters in the English alphabet separately, as capitals and simples
2. to learn how to write beautiful handwriting in the right shape and height
3. to learn how to look up any unknown or dubious English word in a dictionary.

This familiarity with the use of dictionaries will be very useful to get the highest result for G.C.E. (O / L) English.

The relationship of this course with the other courses in the "Total English Solution"

While studying this “English ABCD” course, the student can study "My First 1,000 Words". Start both courses at once. But when the student comes to

"Let's Write and Read Names" in "My First 1,000 Words", "English ABCD" must have been completed.

Motivating the Student

Only if the teacher is satisfied that the student has completed each step in the "English ABCD" course, the teacher can colour the relevant box in the student's progress chart (page 2).

It is important to remember that in order to motivate the student, the task of colouring the boxes in their progress chart should be implemented not only in the "English ABCD" course but also in the other three courses included in the "Total English Solution".

Another way to motivate the student:

When a box is coloured in the progress chart, the student can be rewarded in appreciation of their achievement. The teacher can decide on the gift to be given on his own or in consultation with the parents.

Instructions / Steps to follow the course "English ABCD"

If the child can say with correct pronunciation the 26 letters in the alphabet in the correct order without looking at a printed alphabet (reciting as a poem or without reciting so), that ability is advantageous. It is important to check if the child can correctly pronounce the letters 'S'(es) and 'X'(eks). It may sometimes take some long time to achieve that ability of correct pronunciation.

Step 1 - Identifying Each English Letter Accurately

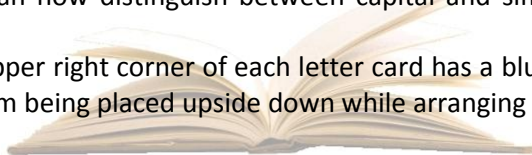
For this, take the book "English alphabet".

1. Firstly, take the two pages that show capital letters.
Help the child say the 26 letters, placing the finger on each letter.
2. Secondly, take the two pages that show simple letters.
Help the child say the 26 letters, placing the finger on each letter.
3. Thirdly, take the two pages that show capital and simple letters.
Help the child say the 52 letters, placing the finger on each letter. (As Capital A, Simple a, Capital B, Simple b, Capital C, Simple c

Although the child says it, the shape of each letter is still not in the child's memory. Take the two English alphabet cards to remember the shape of each letter.

1. Cut each letter on the capital card separate.
2. Help the child arrange the 26 cards in order saying the letters.
(The shape of each capital letter which the child arranges is now there in the child's memory. If the shape of a letter is not still there in the memory, it will be somewhat difficult for the child to arrange it.)
3. Cut each letter on the simple card separate.
4. Help the child arrange the 26 letters in order saying the letters.
(The shape of each simple letter which the child arranges is now there in the child's memory. If the shape of a letter is not still there in the memory, it will be somewhat difficult for the child to arrange it.)
5. Help the child arrange all the 52 cards juxtaposing both capital and simple letters.
(The child can now distinguish between capital and simple letters very well.)

Note that the upper right corner of each letter card has a blue triangle shape to prevent it from being placed upside down while arranging as above.



Additional activities

1. Asking the child to find some random letter
First instance – with the 26 capital cards only
Second instance – with the 26 simple cards only
Third instance – with all the 52 capital and simple cards
2. Asking the child to show the card with the relevant simple letter when the child is shown a card with some capital letter and vice versa.

In this main activity and in the additional activities, it is very important to appreciate the child's correct answers very well and to tell them patiently and graciously the correct answer when they give wrong answers.

When these activities are repeated several times, the child will be able to remember the letters. The number of instances will depend on the level of intelligence and memory of the child. (Intelligence and memory are the result of a number of factors.)

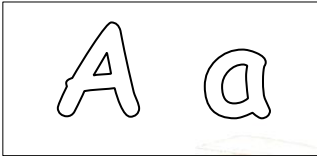
Therefore when doing these activities with the child, such qualities as tolerance, avoiding punishment, compassion, expectation, etc. of the teacher / mother / any other person who assists in those activities will endow a pleasant learning experience to the child.

Activities to be done when shapes of letters are difficult to retain in mind.

1. Displaying the letter or letters that is/are difficult for the child to keep in their mind in a place the child can frequently see.



2. Drawing and colouring capital and simple letters.
(These coloured letters can also be displayed.)



3. Matching capital and simple letters.

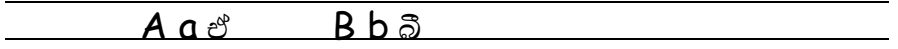
(These exercises can be made mixing two or three letters which the child has retained in his mind by now with one or two letters which are difficult for the child to retain in his mind.)

A d
B c
C b
D a



4. Copywriting

(On this occasion the exact shape and height of each letter is not expected. A single-ruled exercise book which the child uses for ordinary writing can be used for this.)



5. Showing or keeping on display the letter that is difficult to keep in mind with a picture.

(Deviating from the traditional pictures that stand for each of the letters, if pictures that when pronounced give the same sound as the letter does can be selected, the child's ability to keep letters in mind will increase.)



Teaching aids for these activities can be downloaded from the following address.

<http://www.mapalk.com/english/englishabcd/>

A creative teacher or mother has the freedom to make more extra exercises than those mentioned above. But it is very important to be more careful of the suitability of that invented exercise to achieve the objective of keeping the letters in the mind.

Step 2 - writing single letters

In this second step the child can learn how to write each capital and simple letter identified in the first step in the correct shape and height. For this, the book "Let's write single letters" can be used.

By this time, the child needs to be roughly in the third term in grade one.

Usually, a capital letter is twice the height of a simple letter. That is, a simple letter is usually half the height of a capital letter.

The light-coloured line between two black lines in the book "Let's write single Letters" will help the child to write both capital and simple letters in the correct shape and height. In practice, writing has to be done on sheets of paper where there's no extra line between two lines. It is beneficial for the child to practise this intermediate step for some time, as it is very difficult for a child to acquire that ability at once.

Each letter has a beginning and an ending point in writing. These points are important for acquiring a speedy writing in future.

Therefore, when those letters are given to the child for copywriting, it is very important that the teacher writes that letter in the topmost row so that the child can see it.

That's not all. It is also important that the teacher observes the way the child writes the letter. This is because the child may not be able to write the letter in the correct way, even if the child was watching the teacher write it. Once the child has finished writing, though it appears to be in the correct height and shape, there is no way to verify that the child has followed the correct method to write it.

Step 3 - Writing beautiful English handwriting

For this, it is important that the child is at least in in the first term in grade 2.

Handwriting can be written in two ways.

1. Writing skipping a line
2. Writing without skipping a line

Practically the method of non-skipping lines has to be used. Since a little child cannot or finds it difficult to acquire this ability at once, it is important to practise writing skipping a line at the beginning.

For this, the book “Let’s Copywrite I” can be used. The child should learn to write correct and beautiful handwriting, focusing attention here also on the facts (the shape, height and writing direction of each letter) which the attention was focused on when writing single letters in the 2nd step above. As in the previous step, the light-coloured line between the two black lines will help the child to write both capital and simple letters in the correct shape and height in this step, too.

As going deep step by step helps maintain the child's motivation at a higher level, it is important to write single words first when copywriting. After the acquisition of that ability to a considerable level, writing single words and after the acquisition of that ability to a considerable level writing single sentences, and finally copywriting paragraphs, poems, dialogues etc. is important. When it comes to copywriting words, writing three or four-letter words first and then writing words with more letters, one can go from simplicity to complexity. Even in the cases of copywriting sentences and copywriting paragraphs, following the same method one can go from simplicity to complexity.

The book “Stories for Children” which is included in this set of learning aids can be used for copywriting. Or any other storybook could be used. It is important to note the size of the font to suit the child's age.

After copywriting for some time in the book "Let’s copywrite I" where the light-coloured line is there in between two lines, the child may turn to copywrite in a normal-ruled exercise book, skipping lines. Having visualized a line between the lines in that exercise book, the child should write beautiful handwriting similar to the one written in the book "Let’s Copywrite I".

The child should then learn to copywrite without skipping lines. For this the book “Let’s copywrite II” can be used. In that book each line has been divided into three sections as follows.

Instructions for English ABCD

1
2
3
1

The child should not start writing any letter in the section labelled 1 here. Capital letters should be written in the sections labelled 2 and 3. Normally, simple letters should be written in section 3. The parts of the five simple letters “g, j, p, q, y” that go below the line will be written in the section labelled 1 in the next line. The lines and dots at the top of the simple letters “b, d, f, h, l, j, k, l, t” will be written in the section labelled 2. Then the letters in two rows will remain untouched even if writing is done without skipping lines.

Once the child has been trained to write words, sentences and paragraphs in this manner over some period, they should learn to write in a normal exercise book without skipping lines. There, writing should be done visualizing the two light-coloured lines drawn in between each line in the book "Let's Copywrite II". Otherwise the child will be unable to maintain the shape and height of the letters.

As technology advances from moment to moment, we are gradually moving away from paper and pens. Examples include the use of email instead of letters, pdf text books, online applications. In such an environment, it is not advisable to worry too much about the beauty of a child's handwriting. This does not mean that writing beautiful handwriting is not important or that it is useless to make an effort for it.

Step 4 - English Alphabetical order and Using a Dictionary

When this step, which is the final step of the first course in our "Total English Solution", is completed and finished, the child will be nearing the end of the task of studying the words orally in "My First 1,000 Words". After studying those words without spellings, the child has to study the spellings of those words they know and the spellings of the additional words suggested to children who are more interested in learning words and the spellings of any other related words which the child may be interested in.

The role of a dictionary is not limited only to the task of showing correct spellings. Even if we know the correct spellings, we may doubt the correct

pronunciation of the word. In that case, a dictionary may be useful to dispel those doubts.

Here you can also explain to your children what they mean by the terms “English-Sinhala”, “Sinhala-English” and “English-English” found at the beginning of a dictionary. You can further prove this to your children by providing practical examples as well. (Malalasekara, Oxford

In the "More Words" book, which is specifically intended for students who are more interested in learning many more words related to "my first 1,000 words", meanings for some words have not been given. If the child finds the meanings of those words in a dictionary where meanings have been given in their own mother tongue, rather than asking and learning them from the teacher, the child will develop their ability to use a dictionary as well as their vocabulary. Computerized dictionaries can also be introduced here to the child.

“Two Birds From One Stone”

Although it is advisable to use a dictionary where meanings have been given in the mother tongue in the first instance, all the children who wish to pass GCE (O / L) English with best results must have experience of using an international-level dictionary such as Oxford where the meaning of the English word also has been given in English itself. This is because in some years, in the GCE (O / L) Examination English question paper a single page of such a dictionary has been given to find answers for a few questions.

Take all of these into consideration and complete the book “Alphabetical Order” in this set following the instructions therein.

Step 5 - Test

The child can finally be given the “capital simple” test, the “copywriting” test and the “alphabetical order” test. It is better to give the child one sheet of paper at a time because the answers to one question may be contained in another.

I am

Kanishka Jayathilaka - Teacher

Happy Journey with English !!!

To read Sinhala and Tamil translations of this set of instructions:

<http://www.MAPAlk.com/english/englishabcd/>

Use "An" before words starting with "A E I O U".



A? An?

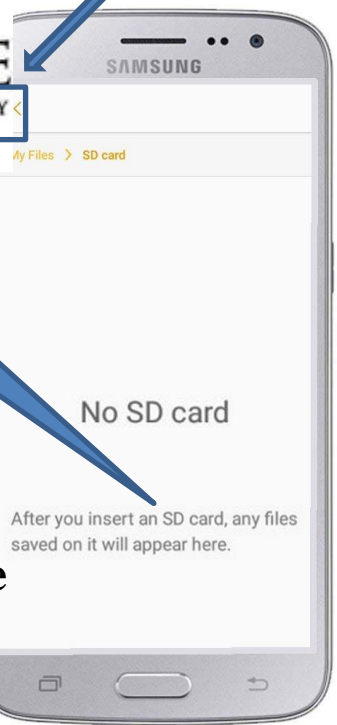
Is it OK?
Then,
why is this?



Using 'A'
before the letter 'U'
Bank mistaken?



UB FINANCE
A UNION BANK COMPANY



an SD card

Using 'An'
before the letter 'S'
World-famous phone
manufacturer mistaken?

For success, learn
the right thing at the right time
from qualified teachers.

Total English Solution

සම්පූර්ණ ඉංග්‍රීසි විසඳුම

Grade 1

-

Grade 5

Grade 6

-

Grade 11



වචන
words



වාක්‍ය
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English ABCD

Let's start from Alphabet



MY FIRST 1000
WORDS

No words – No English

- ✓ First step – 150 nouns
- ✓ Second step – 150 nouns
- ✓ Third step – 175 nouns
- ✓ Fourth step – 175 nouns
- ✓ Fifth step – 300 verbs
- ✓ Sixth step – 50 adjectives

ප්‍රමාණවත් කුමක්ද? - හොඳින් ඉගෙනීමේ අවස්ථාවේදී
Success has no shortcuts. පියවර ගණයට ගෙවිය යුතුය.

English for O/L

For best results

- ✓ Tenses
- ✓ Active voice
- Passive voice
- ✓ Direct speech
- Indirect speech
- And many more ...
- ✓ Letter writing
- ✓ Comprehension
- ✓ Essay writing
- And many more ...
- ✓ Question papers



Basic English

Basic grammar and
writing sentences



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