

# Book One

## The Alphabet



### **A Long Time Ago: The First Alphabets**

Thousands of years ago, people didn't use letters like we do today. Instead, they drew pictures to share ideas. These pictures, called pictograms, were used by ancient civilizations like the Egyptians. Over time, people realized it would be easier to have symbols that stood for sounds. The first alphabet that used symbols for sounds was invented by the Phoenicians around 1200 BC. The Phoenician alphabet had 22 symbols, and each one stood for a sound.

## **The Greeks Add Their Touch**

The Phoenician alphabet was later adopted by the Greeks around 800 BC, but the Greeks added vowels, which are the sounds like “a,” “e,” “i,” “o,” and “u.” This was a big improvement because vowels made words easier to read and pronounce. Incidentally, the word “alphabet” comes from the first two letters of the Greek alphabet: “alpha” and “beta,” but

## **The Romans Create the Latin Alphabet**

The Romans later borrowed the Greek alphabet and made even more changes. They created the Latin alphabet, which is the alphabet we use today. The Romans spread their alphabet across Europe as their empire grew. At this time, the alphabet had only 23 letters. Can you guess which ones were missing? The letters “J,” “U,” and “W” hadn’t been invented yet!

## **How the English Alphabet Was Born**

When the Romans invaded Britain in 43 AD, they brought their Latin alphabet with them. Over time, the Latin alphabet mixed with the old English language spoken by the Anglo-Saxons. The Anglo-Saxons added a few letters of their own, like “þ” (thorn) for the “th” sound. But over the centuries, these extra letters disappeared.

## **Adding the Missing Letters**

By the Middle Ages, people started using the letters “J,” “U,” and “W.” For example: The letter “J” was created to replace “I” for certain sounds, like in the word joy. The letter “U” was made to replace “V” for vowel sounds, like in under. The letter “W” was formed by putting two “U”s together, which is why it’s called “double U.”

## **Influences from Other Languages**

The English alphabet didn’t grow on its own. It borrowed words and ideas from other languages, like: Greek words, such as philosophy and school. Latin words, like doctor and animal. French words, such as beauty and ballet.

Today, the English alphabet has 26 letters, and it is used all over the world. People have created fun ways to use it, like acronyms, codes, and songs. The alphabet helps us read, write, and communicate in incredible ways.

# The Alphabet

*Write the capital and lower-case letter below each letter and write the word below each picture.*



**Aa**

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**Bb**

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**Cc**

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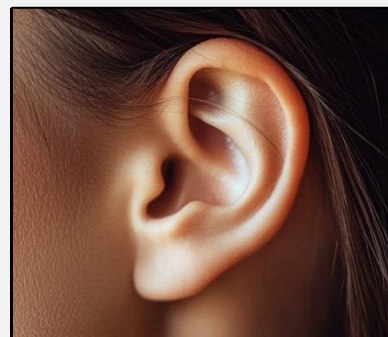
**Dd**

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**Ee**

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**Ff**

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**Gg**

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**Hh**

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**Ii**

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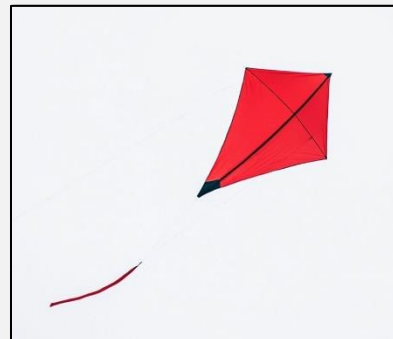
**Jj**

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**Kk**

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**Ll**

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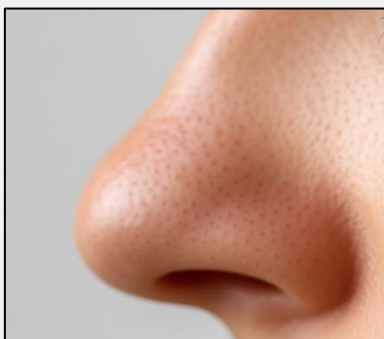
**Mm**

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**Nn**

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Oo

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Pp

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Qq

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Rr

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**Ss**

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**Tt**

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**Uu**

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**Vv**

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**Ww**

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**Xx**

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**Yy**

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**Zz**

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# Writing the Alphabet

*Look at the letters below. For each letter, think of three different words that begin with that letter. Try to use words that you already know, or look for new words in a dictionary. Write your words neatly in the spaces provided.*

Aa			
Bb			
Cc			
Dd			
Ee			
Ff			
Gg			
Hh			
Ii			
Jj			
Kk			
Ll			
Mm			
Nn			
Oo			
Pp			
Qq			
Rr			
Ss			
Tt			
Uu			
Vv			
Ww			
Xx			
Yy			
Zz			

# Speaking Exercise

*Read the following out loud. Learning the alphabet is the first step in your English journey. Keep practicing, and soon you'll be reading, writing, and speaking like a pro!*

A /æ/ is for apple, ant, airplane, animal.  
Read: The ant ate an apple.

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B /b/ is for ball, bat, banana, basket.  
Read: Bob bounces big blue balls.

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C /k/ is for cat and car, or /s/ is for circle.  
Read: Can a cat carry candy?

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D /d/ is for dog, doll, door, day.  
Read: Danny's dog dug deep ditches daily.

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E /e/ is for elephant, egg, eagle, engine.  
Read: Eleven eggs on the elephant.

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F /f/ is for fish, frog, fan, fox.  
Read: The funny frog found food.

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G /g/ is for goat, gift, grapes, garden.  
Read: Green grapes grow in the garden.

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H /h/ is for hat, house, horse, hammer.  
Read: Henry's hat helps him hide.

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I /ɪ/ is for igloo or /aɪ/ as in ice, idea.  
Read: Icy igloos in Italy instantly impress.

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J /dʒ/ is for jelly, jam, jump, jacket.  
Read: Jack jumps joyfully with jelly jars.

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K /k/ is for kite, king, kitchen, kangaroo.  
Read: Kangaroos keep kicking kettles.

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L /l/ is for lion, leaf, lamp, lemon.  
Read: Lovely lions like lemons.

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M /m/ is for mouse, moon, map, mango.  
Read: Many mice make messy milkshakes.

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N /n/ is for nest, nail, notebook, night.  
Read: Nine noisy neighbors never nap.

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O /ɒ/ is for orange, octopus, oven, ostrich.  
Read: Oscar owns an octopus.

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P /p/ is for penguin, pen, pizza, pumpkin.  
Read: Polite parrots practice perfect phrases.

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Q /kw/ is for queen, quilt, quick, quack.  
Read: The quiet queen quickly quacks.

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R /r/ is for rabbit, red, river, rocket.  
Read: Racing rabbits rarely run right.

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S /s/ is for sun, snake, star, snow.  
Read: Six silly songs sang simply.

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T /t/ is for turtle, table, tiger, tree.  
Read: Tiny tigers take turns tasting toast.

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U /ʌ/ is for umbrella, under, uncle, up.  
Read: Unicorns under umbrellas understand.

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V /v/ is for violin, van, vase, volcano.  
Read: Violet vans visit very vast villages.

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W /w/ is for whale, water, window, wind.  
Read: Wendy washed the whale with water.

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X /z/ is for xylophone or /ks/ is for x-ray.  
Read: Xenial Xi x-rayed his xerotic xiphoid.

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Y /j/ is for yo-yo, yellow, yogurt, yard.  
Read: Yu ate yellow yogurt in the yard.

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Z /z/ is for zebra, zoo, zipper, zigzag.  
Read: Zebras zigzag in the zoo.

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# Vowels and Consonants

## What are vowel sounds?

Vowel sounds are the sounds we make when our mouth is open and air flows out smoothly. There are only five vowels in the alphabet, as seen below.

### A

Short Vowel Sound  
/æ/ is for cat, apple, hat, map.

Long Vowel Sound  
/eɪ/ is for day, cake, play, rain.

### E

Short Vowel Sound  
/e/ is for bed, red, head, bread.

Long Vowel Sound  
/i:/ is for tree, bee, green.

### I

Short Vowel Sound  
/ɪ/ is for sit, fish, pick, milk.

Long Vowel Sound  
/aɪ/ is for sky, fly, kite, smile.

### O

Short Vowel Sound  
/ɒ/ is for hot, pot, clock, dog.

Long Vowel Sound  
/əʊ/ is for go, boat, snow, nose.

### U

Short U Sound  
/ʌ/ is for cup, bus, duck, sun.

Long U Sound  
/u:/ is for blue, moon, food, zoo.

## What are consonant sounds?

A consonant is any letter that is not a vowel. Consonants sounds are made when the air is stopped or blocked by our lips, tongue, or teeth as we speak. For example, when you say sounds like “b,” “t,” or “m,” your mouth moves to stop the air. The letters below are vowels. Fill in the blank spaces where the 21 consonants belong.

A, __, __,	__, __, __,	__, __, U,
__, E, __,	__, __, O,	__, __, __,
__, __, I,	__, __, __,	__, __.



# Building Words

*Take one letter out of the first row, the second letter from the second row, and the third letter from the third row. See how many words you can make below.*

<b>R</b>	<b>A</b>	<b>M</b>
<b>H</b>	<b>O</b>	<b>N</b>
<b>M</b>		<b>T</b>

\_\_\_ **Example – Rot** \_\_\_    \_\_\_    \_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Now try four letter words. See how many words you can make.*

<b>R</b>	<b>A</b>	<b>M</b>	
<b>H</b>	<b>O</b>	<b>N</b>	
<b>M</b>		<b>T</b>	

\_\_\_\_\_  
\_\_\_\_\_

*Now try five letter words. See how many words you can make.*

<b>D</b>	<b>R</b>	<b>R</b>	<b>E</b>	<b>N</b>
<b>B</b>	<b>O</b>	<b>I</b>	<b>P</b>	<b>S</b>
<b>G</b>	<b>L</b>	<b>E</b>	<b>C</b>	<b>K</b>

\_\_\_\_\_  
\_\_\_\_\_

# Building Sentences

Take one word out of the first “subject” row, then take your second word out of the middle “verb” row (or some form of the word), then take your third word out of the last “object” row. Use these, filling in the missing words, to create a sentence.



<i><b>Subject</b></i>	<i><b>Verb</b></i>	<i><b>Object</b></i>
<b>He</b>	<b>Play</b>	<b>Cat</b>
<b>Dog</b>	<b>Buy</b>	<b>Flower</b>
<b>Man</b>	<b>Eat</b>	
<b>Baby</b>	<b>Jump</b>	<b>Apple</b>
<b>Chicken</b>	<b>Want</b>	<b>Hat</b>
<b>Car</b>	<b>Like</b>	<b>Ball</b>

**Example:** The hungry dog ate the flower!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Words and Pictures

We often don't think about the power of words, but words create images in our minds, creating thoughts and ideas. A word may create different images to different people. For example, if someone said the word 'hat,' any of the following pictures might come to mind, depending on the person, the context, and the circumstance. That's why we add words to clarify, like 'big brown wide-brimmed cowboy hat.'

**Hat!** – Hey, that's a nice hat!



*Now look at the following word and draw a picture of whatever comes to mind.*

**Amazing!** – I think \_\_\_\_\_ is amazing!



*Reflection: What comes to mind when you think of the word "delicious" or "game" or "famous" or "beautiful"?*

# Words Picture Mind Maps

*The word in the middle of the mind map is your main topic or idea. Look at it closely and think about what words come to mind. In the empty boxes surrounding the central word, write down the best words you can think of related to that word.*

Example: Smoothie			
Delicious		Sport	
Beautiful		Good	



# Practice Exercises

*Words have the power to create positive or negative responses. Words are more than just symbols. They carry meaning and emotion which can uplift, encourage, or hurt, or discourage. The way we use language has a direct impact on those around us. Look at the following sentences and notice the emotions they inspire.*

**Exercise** Match the emoji with the sentence below



**Surprised**



**Silly**



**Happy**



**Scared**



**Angry**



**Romantic**

1. The man tripped over the dog!
2. The man pulled out a gun!
3. The man kicked the car!
4. The man kissed the woman!
5. The man at the flower!

Which emoji? \_\_\_\_\_

Which emoji? \_\_\_\_\_

Which emoji? \_\_\_\_\_

Which emoji? \_\_\_\_\_

Which emoji? \_\_\_\_\_

# Practice Exercises

*Below each letter is a category, such as "Office Supply" or "Color." In the blank space, write a word related to the category starting with the given letter.*

## Starts with the letter S

1. Office Supply
2. Kind of Car
3. Color
4. Shape
5. Number

**stapler** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Starts with the letter D

1. Animal
2. Sport
3. Country
4. Tool
5. Instrument

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Starts with the letter H

1. Part of Body
2. Kind of Car
3. Food
4. Item of Clothing
5. School Subject

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Starts with the letter M

1. Month
2. City
3. Fruit
4. Kind of Flower
5. Person's Name

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# What am I?

*Each topic gives a list of five clues. The clues provide you with hints about the thing that is being described. Carefully read through the list of clues that are given and then try to guess what it is.*

Clue 1. I start with the letter F.

Clue 2. I come in many beautiful colors.

Clue 3. You can find me in a field.

Clue 4. I am pretty to look at.

Clue 5. People like to smell me.

I am a \_\_\_\_\_!

Clue 1. I start with the letter O.

Clue 2. I am typically a gray color.

Clue 3. I can squirt dangerous dark ink.

Clue 4. I live in the ocean.

Clue 5. I have no legs but many limbs.

I am a \_\_\_\_\_!

Clue 1. I start with the letter P.

Clue 2. I am a color.

Clue 3. Yellow is complimentary to me.

Clue 4. I am traditionally the color of royalty.

Clue 5. You get me when you mix red and blue colors.

I am a \_\_\_\_\_!

# Tell Me About It!

Tell about your English journey. How do you learn? Confidence level? Difficulties?

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If you had a 'word for the day,' what would be your word for today, and why?

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*Additional Questions: Tell about a time you mixed-up words and made a funny mistake. Name an idiom you like. What has helped you the most in learning English? If you had to have a 'word for the day,' what would be your word for today, and why? Name five things in the room that start with the letter "S"?*



# Learning Idioms



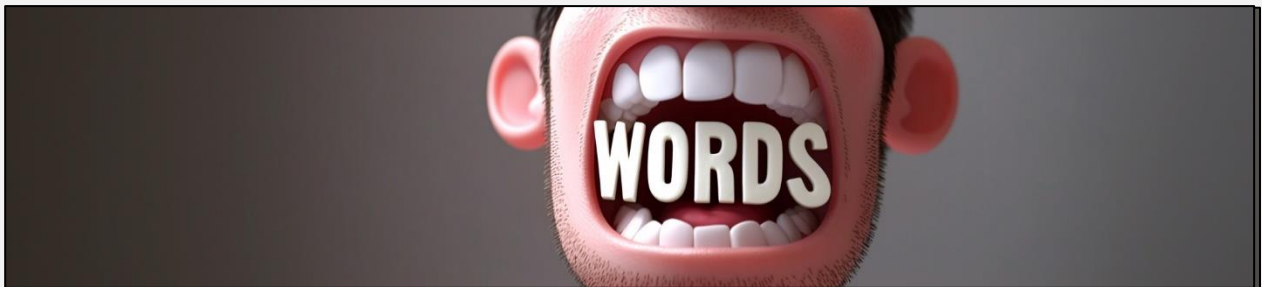
The police officer always “goes by the book.”  
Meaning: Follow rules exactly.



The sunset was breathtaking—“a picture is worth a thousand words.”  
Meaning: A visual image tells more than words.



You can have one if you say the word. What’s “the magic word”?  
Meaning: Often used for “please,” or the right word needed to get what you want.



You say you’ll win, but I’m going to make you “eat your words.”  
Meaning: To regret or take back something you said.

# More Idioms

*Below is a list of sentences with a common idiom, or saying, in quotes. Underneath the sentence is the meaning, or short definition, of the idiom. Read and familiarize yourself with each of the idioms. Practice reading the sentences out loud.*

1. **She didn't actually say it, but you can "read between the lines."**

Meaning: Understand the hidden meaning.

2. **I haven't hidden anything. My life is "an open book."**

Meaning: Someone who is honest and easy to understand.

3. **I'm ready for a new chapter in life. It's time to "turn the page."**

Meaning: Move on from the past.

4. **He told me I got the job "in so many words."**

Meaning: Saying something clearly and directly.

5. **Mom said I can go, but Dad has "the last word."**

Meaning: Have the final decision.

6. **Our team will win. Just "mark my words."**

Meaning: A prediction that something will happen.

7. **I don't understand car and mechanic talk. It's "all Greek to me."**

Meaning: Something that is too difficult to understand.

8. **When someone has cancer, I'm just at a "loss for words."**

Meaning: Don't know what to say, possibly due to shock or surprise.

9. **Here's a little "word to the wise." Stay away from drugs and alcohol.**

Meaning: A small piece of advice.

# Practice Role Play

*Pair up with a classmate and take turns practicing the skit below. Once you have finished, switch roles so that each person gets a chance to practice both parts. Repeat the skit a second time to improve your fluency and expression.*

Person 1: Learning English is so difficult! There are too many words! I don't know if I can do it.

Person 2: Don't worry! Let's start with simple words. Look around—what do you see?

Person 1: I see... desk! And... table!

Person 2: Great! Can you make a sentence with the word “desk”?

Person 1: Umm... “I sit at the desk.”

Person 2: Yes! That's a perfect sentence! Now, try “table.”

Person 1: “The table is big?”

Person 2: Yes! That's right! See? You're already making sentences. Now, do you know what is on the wall that tells time?

Person 1: A clock.

Person 2: See, you are doing great.

Person 1: But what if I don't know a word?

Person 2: Then ask! Say, “What is this?” and point to something.

Person 1: (Points to a chair) What is this?

Person 2: That's a chair. Now you try using it in a sentence.

Person 1: “The chair... is brown!”

Person 2: Yes! You're learning so fast! See, when you learn the basic words, then you can build on those words.

Person 1: This is fun!

Person 2: Right. Try learning some new words every day.

# The English Class



Carlos sat nervously in his first English class. He had always wanted to learn English, but the new language felt strange and difficult. Around him, other students opened their notebooks, ready to begin. The teacher smiled and picked up a marker. She wrote three words on the board: Hello, My name is...

The teacher pointed to the words and spoke slowly. "Hello. My name is Sarah." She gestured toward herself. Then, she looked at the students and said, "Now you try." One by one, the students repeated, "Hello. My name is..." and added their names. Carlos listened carefully and then said, "Hello. My name is Carlos." The teacher smiled. "Great job, Carlos!"

Next, the teacher introduced the alphabet. She wrote A, B, C on the board and said the sounds. The students repeated after her. Some letters were easy for Carlos, but others were tricky. The letter "R" was difficult, but he practiced. The teacher showed a picture of an apple. "Apple," she said clearly. "A is for Apple." Carlos wrote it in his notebook.

During a break, Carlos looked around the room. He saw many words on the walls: Door, Window, Chair, Table. He pointed to a chair and asked another student, "What is this?" The student smiled. "Chair!" Carlos repeated the word.

At the end of the class, the teacher gave each student a small list of words to practice at home. Carlos looked at his list: dog, cat, book, pen, desk. He promised himself he would practice every day. Learning English would take time, but he knew that every word he learned would help him communicate better in the future.



# Questions

## **Answer the following**

1. Why is Carlos nervous at the beginning of the class?
2. What does the teacher write on the board first?
3. What does Carlos say when he introduces himself?
4. Which letters does the teacher write first?
5. What does the teacher show to introduce the letter “A”?
6. What problem does Carlos have with pronunciation?
7. Who helps Carlos learn the word “chair”?
8. What does the teacher give students at the end of the class?
9. What are some words on Carlos’s list?

## **True or False**

10. The students practice saying their names in English. (True/False)
11. The teacher teaches the alphabet by singing a song. (True/False)
12. Carlos finds the letter “R” easy to pronounce. (True/False)
13. There are words written on the classroom walls. (True/False)
14. Carlos learns the word “table” from another student. (True/False)
15. Carlos wants to stop learning English because it is too hard. (True/False)

# Translation

*Carefully read the paragraph below and take note of any words or phrases that are unfamiliar to you, then rewrite the entire paragraph in your own language, choosing the best words to translate the paragraph.*



## Learning New Words

Maria walked into her first English class with a big smile. She looked at the chalkboard and saw new words written in large letters. “Welcome,” “Hello,” and “Good morning” were the first words she read. The teacher pointed to the words and said them slowly. Maria repeated each one carefully. Then, the teacher held up a picture of an apple. “Apple,” she said. Maria smiled and said, “Apple!” She looked around the classroom and saw other objects she wanted to name. She knew that learning English would take time, but she was excited to start.

## Translation

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# Capital Letters

*Capital letters are the large letters in the alphabet. They are used at the beginning of sentences, for the names of people, places, and special things. For example, in the sentence “My name is John,” the words “My” and “John” start with capital letters. Capital letters are also used for the names of countries, cities, and famous landmarks, such as “Brazil,” “London,” and “Eiffel Tower.” In addition, days of the week, months, and holidays always begin with capital letters, like “Monday,” “December,” and “Christmas.” Capital letters help us understand when a new sentence starts and show which words are important.*

**A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z**

# Lower-Case Letters

*Lower-case letters are the smaller letters in the alphabet. Most words in a sentence are written with lower-case letters unless they follow a capitalization rule. For example, in the sentence “This is a book,” the words “is,” “a,” and “book” use lower-case letters. While capital letters are important for structure, lower-case letters are essential for fluent writing and reading. Learning when to use capital and lower-case letters correctly is an important part of writing in English.*

**a b c d e f g h i j k l m n  
o p q r s t u v w x y z**

# Rules for Capital Letters

*Capital letters are used at the beginning of sentences, for proper nouns, for months, and more. Study some of the areas where capital letters are used below.*

## **Start of a Sentence**

Capital letters are always used at the beginning of a sentence. For example, in the sentence "The sun is shining today," the first word "The" begins with a capital letter. This rule helps make sentences clear and easy to read.

## **The Pronoun "I"**

The pronoun "I" is always capitalized, no matter where it appears in a sentence. For instance, "My friend and I went to the park" is correct, while "My friend and i went to the park" is incorrect. This is a unique rule in English.

## **Proper Nouns (Names of People, Places, and Things)**

Proper nouns, which include names of people, places, and things, begin with a capital letter. Examples include "Maria," "New York," "Canada," and "Eiffel Tower." These are specific names and must be capitalized to show importance.

## **Days of the Week and Months**

Days of the week and months are capitalized. For example, "Monday," "Friday," "January," and "October" all begin with a capital letter. However, general words like "yesterday" or "next month" do not need capital letters.

## **Holidays and Special Events**

Holidays and special events also require capital letters. Important celebrations such as "Christmas," "Ramadan," "Thanksgiving," and "New Year's Eve" must be capitalized because they are specific, recognized occasions.

## **Book, Movie, and Song Titles**

Book, movie, and song titles should have their important words capitalized, like "The Holy Bible," "Casablanca," and "A Day in the Life" by The Beatles. Small words like "and" or "in" are not capitalized unless they are at the beginning.