

# The Digital Book on English

for Kindergarten Teachers



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# PreFace

This digital book is the outcome of a collaboration between the English Education Department at Universitas Ahmad Dahlan, Yogyakarta and TK ABA Nitikan, Umbulharjo, Yogyakarta, that dates back to eight years. It is aimed at promoting the English learning. As times are changing, in both areas of Education policy which it is permissible to learn English at the level of early childhood education and the immense use of technology in post COVID-19 period, we believe that digital book would contribute for TK ABA teachers' professional development in improving their English competence.

Multiple people have contributed in some way to its development and refinement. In this introduction, we want to take the chance to thank them. We would first like to extend our sincere gratitude to Dr. Ani Susanti, M.Pd., Head of the Department of English Education, for her ongoing support both as a chair and a colleague. Second, the teachers at TK ABA Nitikan Yogyakarta are the people we are most thankful to for their enthusiasm, courage, and willingness to share the wonderful field experiences of learning English. They also never stop learning, which is something we really appreciate. Also, The Institute of Research and Community Service (LPPM) Universitas Ahmad Dahlan, Yogyakarta for the funding support. Finally, we would like to thank our partners, Naurah, Thoha, Arifin, Mbak Muthi, and Mas Amri, who made our dreams come true and portrayed them in this digital book.

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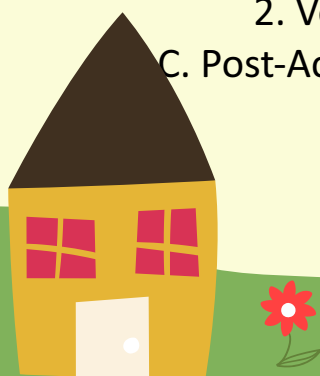
Kholil Amri





# Table of Contents

Preface.....	2
Table of Contents.....	3
Chapter 1.....	5
Greeting.....	5
A. Pre-Activites.....	6
1. Motivation.....	6
2. Warm-Up.....	6
B. Whilst-Activities.....	7
1. English Classroom Instruction.....	7
2. Vocabularies.....	10
C. Post-Activities.....	13
Chapter 2.....	14
Classroom Routines.....	14
A. Pre-Activities.....	15
1. Motivation.....	15
2. Warm-Up.....	15
B. Whilst-Activities.....	16
1. English Classroom Instruction.....	16
2. Vocabularies.....	19
C. Post-Activities.....	21
Chapter 3.....	22
English Classroom Instruction Giving Appreciation and Encouragement..	22
A. Pre-Activities.....	23
1. Motivation.....	23
2. Warm-Up.....	23
B. Whilst-Activities.....	24
1. English Classroom Instruction.....	24
2. Vocabularies.....	28
C. Post-Activities.....	31

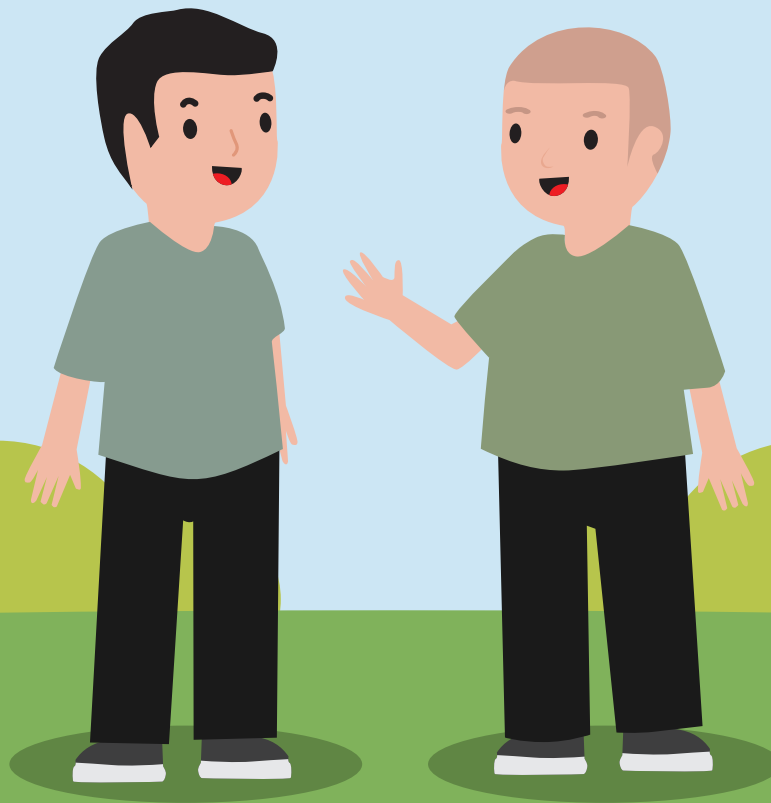




Chapter 4.....	32
English Classroom Instruction Engaging Learners.....	32
A. Pre-Activites.....	33
1. Motivation.....	33
2. Warm-Up.....	34
B. Whilst-Activities.....	34
1. English Classroom Instruction.....	34
2. Engaging Learners.....	37
C. Post-Activities.....	40



# Chapter 1



## Greetings

### Learning Objectives:

1. At the end of the training, the teachers can communicate in English, especially using the expressions of greeting and leave taking.
2. At the end of the training, the teachers can use the appropriate and various vocabulary for greeting and leave taking, especially using pronouns.



# A. Pre-Activities

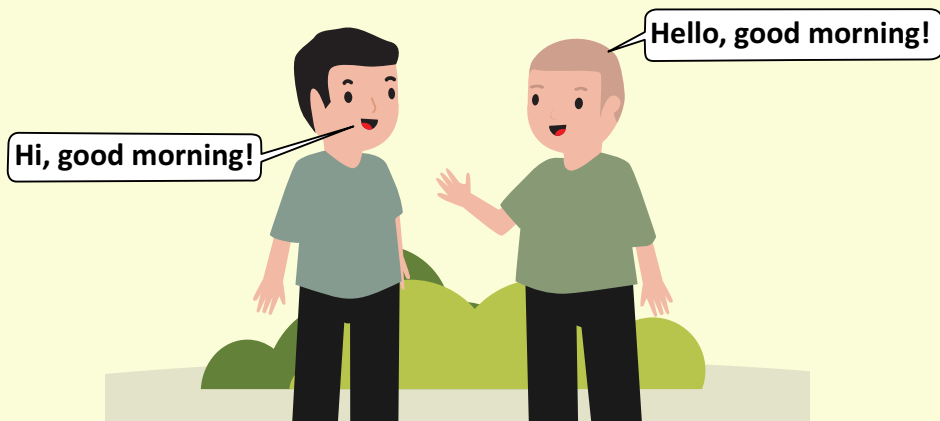
## 1. Motivation



### Questions:

- a. What was said by the main character of the video?
- b. Do you agree with him? Why?
- c. What will you do to your students based on the moral value got from the video?

## 2. Warm-Up



### Questions:

- a. What are they doing?
- b. How can you know your answer for question number 1?
- c. Mention some other similar expressions!





## B. Whilst-Activities

### 1. English Classroom Instruction

#### a. Task 1: Learn the following expressions.

Table 1. Greeting

No.	Greeting	Response
1	Hello, how are you?	Hello, I'm fine.
2	Good morning	Good morning
3	How is life?	Not bad, thanks
4	How do you do?	How do you do?
5	How are you doing	I am very well thanks

Table 2. Leave Taking

No.	Greeting	Response
1	Nice to see you	Nice to see you, too
2	Good bye	Good bye
3	See you tomorrow	See you
4	Take care	You too
5	Good luck	Thank you





**b. Task 2: Complete the following dialogues by using the appropriate expressions.**



**Dialog 1**

Teacher : "Good morning students"  
 Students : " \_\_\_\_\_ "  
 Teacher : " \_\_\_\_\_ "  
 Students : "We are fine. And you?"  
 Teacher : "Fine, too."



**Dialog 2**

Almusto : " \_\_\_\_\_ "  
 Ume : "Hello Mus."  
 Almusto : "How are you doing?"  
 Ume : " \_\_\_\_\_ . By the way, Where are you going Mus?"  
 Almusto : "I'm going to Bandar Swimming pool. Will you join me um?"  
 Ume : "Oh, Sorry I must help my mom in the market."  
 Almusto : "It's Okay Ume. See you next time Ume."  
 Ume : " \_\_\_\_\_ "



[Click Here](#)





c. Task 3: Choose your favourite simple song then change the lyric into some expressions of greeting and leave taking (individual songs)

A large sheet of pink lined paper with a spiral binding on the left side, intended for writing the lyrics of a song.





## 2. Vocabularies

a. Task 1: Learn the following vocabulary.

No.	Subject	Object	Possessive Pronouns
1	I	Me	My
2	You	You	Your
3	We	Us	Our
4	They	Them	Their
5	He	Him	His
6	She	Her	Her
7	It	It	Its

b. Task 2: Complete the following dialogues by using the appropriate words.



### Dialog 1

Lecturer : "Good morning students"  
Students : "Good morning."  
Lecturer : "How are \_\_\_\_\_?"  
Students : "\_\_\_\_\_ are fine. And \_\_\_\_\_?"  
Lecturer : "Fine, too."





## Dialog 2

Tom : "Hi Jane!"

Jane : "Hello Tom."

Tom : "How are \_\_\_\_\_ doing?"

Jane : "Good. By the way, Where are \_\_\_\_\_ going Tom?"

Tom : "\_\_\_\_\_ am going to Bandar Swimming pool. Will \_\_\_\_\_ join \_\_\_\_\_ Jane?"

Jane : "Oh, Sorry \_\_\_\_\_ must help \_\_\_\_\_ mom in the market."

Tom : "It's Okay Jane. See \_\_\_\_\_ next time."

Jane : "See \_\_\_\_\_"

[Click Here](#)





c. Choose your favourite simple song then change the lyric into some expressions of greeting and leave taking (group songs)

A large sheet of lined paper with a spiral binding on the left side and a light blue tab at the top center. The paper is intended for writing the lyrics of a song, modified to include expressions of greeting and leave taking.





## C. Post-Activities

Do the following instructions:



1. Make a group of 6.
2. Choose who will act as teacher and students.
3. Create the script of practicing greeting, teaching songs related to greeting and leave taking, and practicing leave taking.
4. Try to practice the script with your group.
5. Perform it in front of the class



# Chapter 2



## CLASSROOM ROUTINES

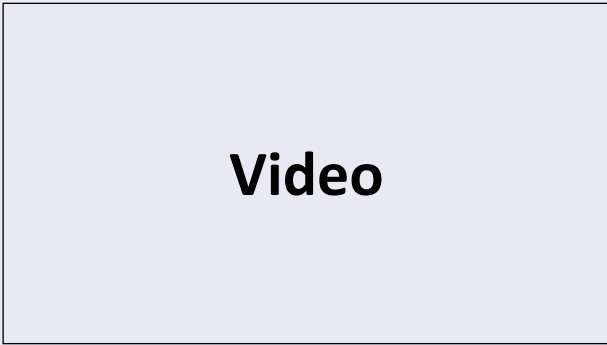
### Learning Objectives:

1. At the end of the training, the teachers can communicate in English, especially using the expressions for classroom routines.
2. At the end of the training, the teachers can use the appropriate and various vocabulary related to alphabets, especially using nouns.



# A. Pre-Activities

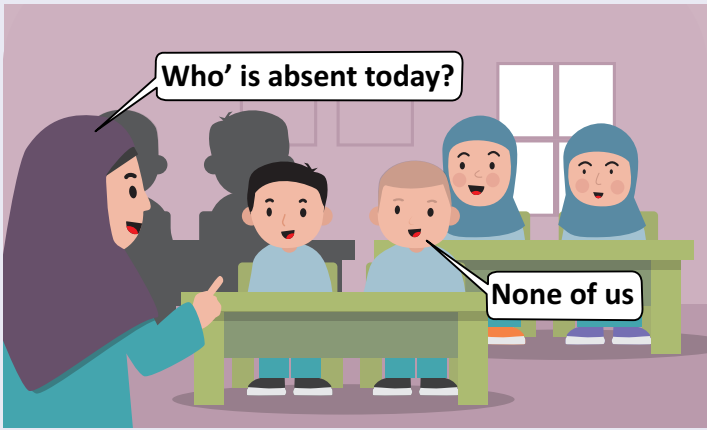
## 1. Motivation



**Questions:**

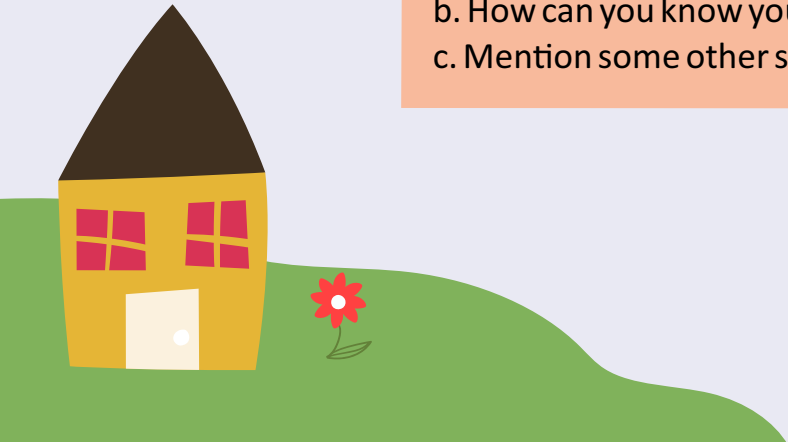
- a. What was said by the main character of the video?
- b. Do you agree with him? Why?
- c. What will you do to your students based on the moral value got from the video?

## 2. Warm-Up



**Questions:**

- a. What are they doing?
- b. How can you know your answer for question number 1?
- c. Mention some other similar expressions!





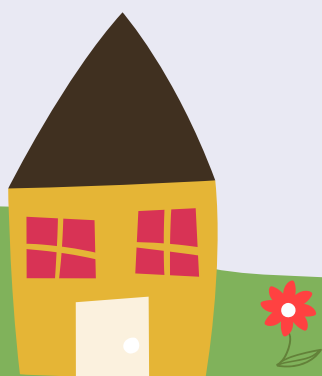
## B. Whilst-Activities

### 1. English Classroom Instruction

#### a. Task 1: Learn the following expressions.

Table 1. Classroom Routines

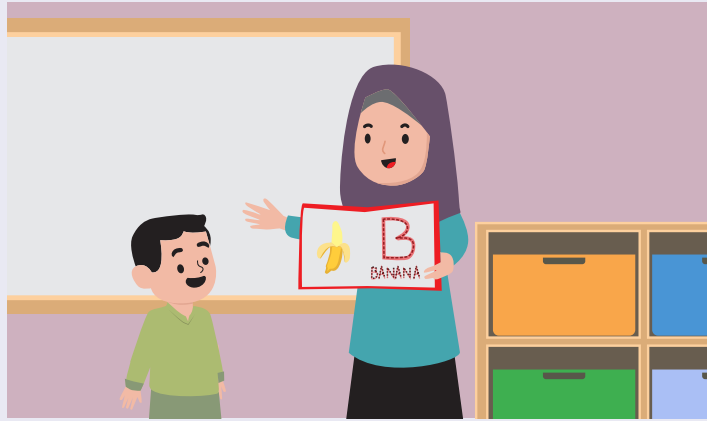
No.	Classroom Routines	Arti
1	Let's line up and go in the classroom	Mari berbaris dan masuk ke kelas.
2	Please, hurry up	Mari bergegas.
3	Come in and sit down nicely	Masuk dan dudklah dengan baik
4	Hurry up, I will start the lesson	Bergegaslah, saya akan mulai pelajarannya
5	Please put your belongings neatly	Tolong letakkan barang milikmu dengan rapi.
6	Now, I will call your name	Sekarang saya akan panggil nama kalian.
7	Raise your hand and say "present"	Angkat tangan kalian dan ucapkan 'datang'
8	Who's absent?	Siapa yang tidak masuk?
9	Who's missing today?	Siapa yang tidak masuk hari ini?
10	What was the problem?	Ada masalah apa?





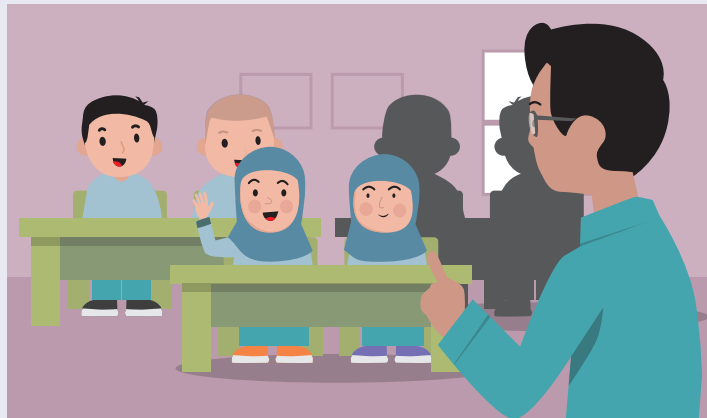


**b. Task 2: Complete the following dialogues by using the appropriate expressions.**



**Dialogue 1**

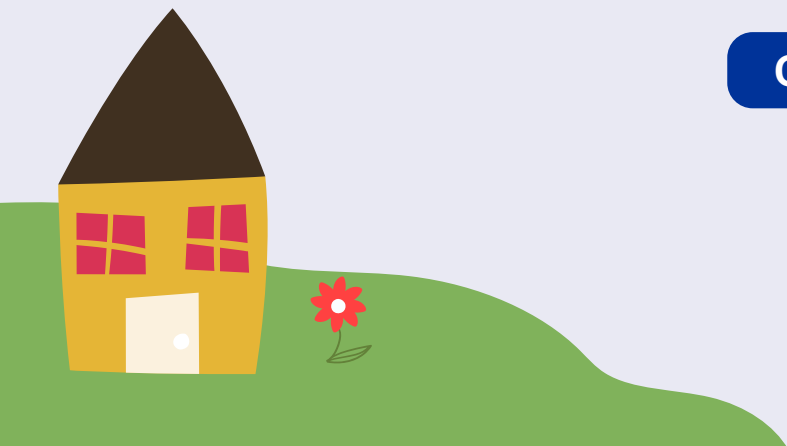
Teacher : "Hello everyone."  
Students : "Hi, Miss."  
Teacher : " \_\_\_\_\_ "  
Students : "Can I go to the toilet first?"  
Teacher : " \_\_\_\_\_ "



**Dialogue 2**

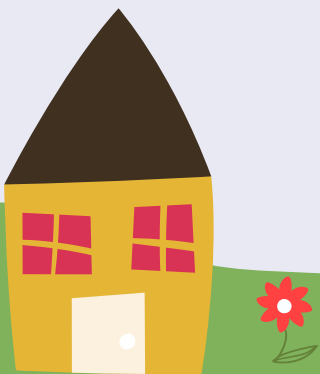
Teacher : " \_\_\_\_\_ "  
Student : "Yes, please."  
Teacher : " \_\_\_\_\_ "  
Students : "Tom."  
Teacher : " \_\_\_\_\_ "  
Students : "He's sick."

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c. Task 3: Choose your favourite simple song then change the lyric into some expressions for classroom routines (individual songs)



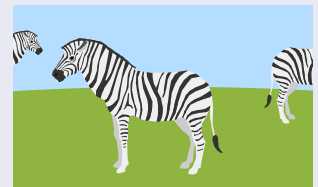
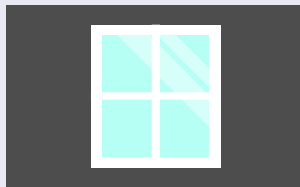
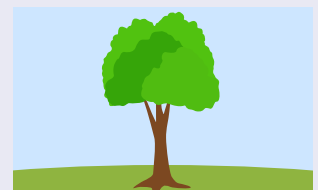
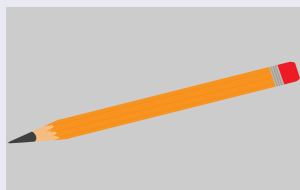
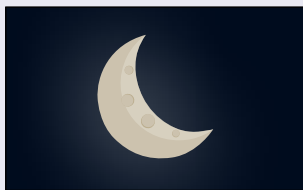
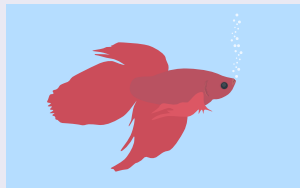


## 2. Vocabularies

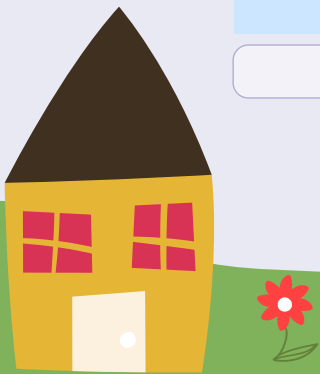
a. Task 1: Learn the following vocabulary.

No.	Vocabulary	Arti	Vocabulary	Arti	Vocabulary	Arti
1	Apple	Apel	Kite	Layang-layang	Umbrella	Payung
2	Banana	Pisang	Lamp	Lampu	Vase	Vas
3	Car	Mobil	Moon	Bulan	Window	Jendela
4	Duck	Bebek	Notebook	Buku Catatan	Xylophone	Xilofon
5	Eagle	Elang	Orange	Jeruk	Yoyo	Yoyo
6	Fish	Ikan	Pencil	Pensil	Zebra	Zebra
7	Giraffe	Jerapah	Quilt	Selimut		
8	House	Rumah	Robot	Robot		
9	Ice	Es	Shoes	Sepatu		
10	Jam	Selai	Tree	Pohon		

b. Task 2: Name the following pictures by using the appropriate words.



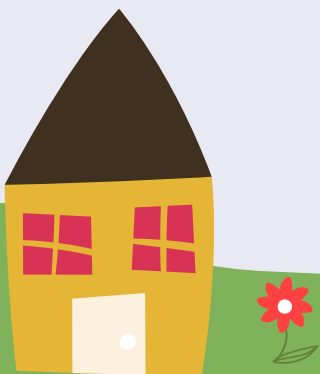
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c. Task 3: Choose your favourite simple song then change the lyric related to alphabet (group songs)

A large sheet of lined paper with a blue tab at the top and a spiral binding on the left side, intended for writing lyrics.



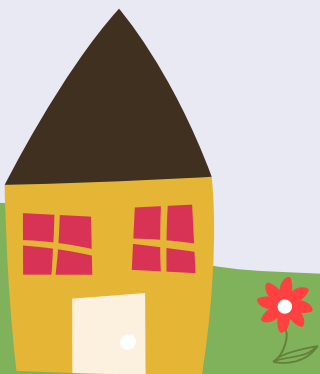


## C. Post-Activities

Do the following instructions:



1. Make a group of 6.
2. Choose who will act as teacher and students.
3. Create the script of practicing classroom routines.
4. Try to practice the script with your group.
5. Perform it in front of the class



# Chapter 3



English Classroom Instruction

## GIVING APPRECIATION AND ENCOURAGEMENT

### Learning Objectives:

1. At the end of the training, the teachers are able to give diverse appreciation and encouragement expression in English.
2. At the end of the training, the teachers can use the appropriate and various vocabulary for complimenting students.



# A. Pre-Activities

## 1. Motivation



**Questions:**

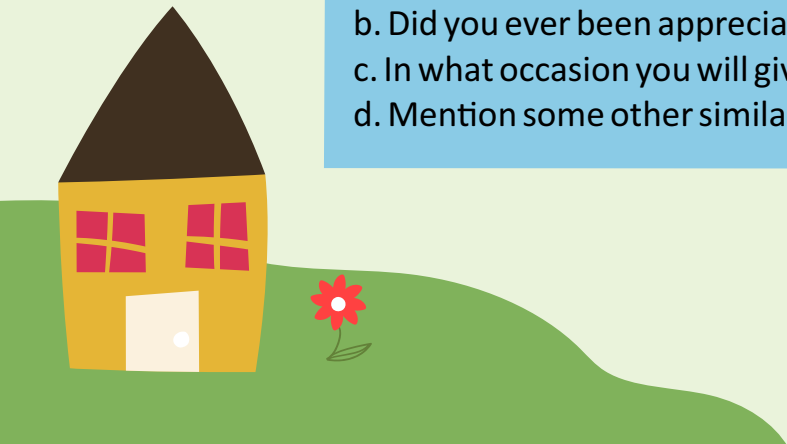
- a. What was the message from the video?
- b. Do you have a similar experience like her? Describe it in brief?
- c. What will you do to your students based on the moral value got from the video?

## 2. Warm-Up



**Questions:**

- a. What are they doing?
- b. Did you ever been appreciated by others? How did you respond it?
- c. In what occasion you will give appreciation to your students?
- d. Mention some other similar expressions!





## B. Whilst-Activities

### 1. English Classroom Instruction

#### a. Task 1: Learn the following expressions.

Table 1. Giving appreciation

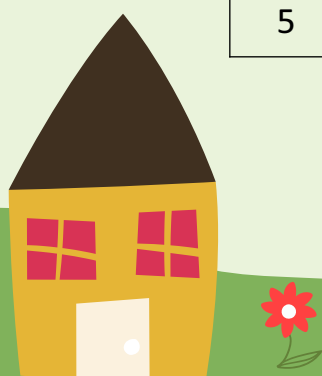
No.	Simple expressions	Meaning
1	Well done	Bagus sekali
2	Good job	Kerja yang baik
3	Nice work	Kerja bagus
4	Great job!	Kerja bagus!
5	Excellent!	Bagus sekali!

Table 1. Giving appreciation for long hard work.

No.	Simple expressions	Meaning
1	You've worked really hard	Anda telah bekerja sangat keras
2	You solved the problem!	Anda memecahkan masalah!
3	Fantastic problem solving!	Pemecahan masalah yang fantastis!
4	I knew you could do it	Saya tahu Anda bisa melakukannya
5	Sensational!	Sensasional!

Table 1. Giving encouragement.

No.	Simple expressions	Meaning
1	One more try	Sekali lagi
2	Come on, you can do it	Ayolah, kamu pasti bisa melakukannya
3	Keep trying my friend	Teruslah mencoba temanku
4	You almost there...	Anda hampir sampai...
5	Go on...	Lanjutkan...







**b. Task 2: Complete the following dialogues by using the appropriate expressions.**



**Dialog 1**

Teacher : “Hello students, I gave a homework last week, how is it going?”  
Students : “It’s almost done teacher.”  
Teacher : “\_\_\_\_\_” (appreciation)  
Students : “Thank you teacher?”  
Teacher : “Let’s get it done.”



**Dialog 2**

Karen : “Hi Airin. Have you finished doing the English tasks?”  
Airin : “Hello Karen. No. I haven’t. How about you?”  
Karen : “I have finished them all yesterday.”  
Airin : “\_\_\_\_\_.” (appreciation)  
Karen : “\_\_\_\_\_.” (encouragement)  
Airin : “Thank you. I will.”

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### Dialog 3

- Vivian : “Hi Andre? Did you remember that we have a Math project?”  
Andre : “Yes, it’s really difficult. By the way, have you accomplished the project?”  
Vivian : “Yes. I just finished it. Let me see your work, I might help?”  
Andre : “\_\_\_\_\_.” (appreciation)  
Vivian : “\_\_\_\_\_” (encouragement)  
Andre : “Thank you for the motivation.”

[Click Here](#)





c. Task 3: Choose your favourite simple song then change the lyric into some appreciation and encouragement expressions (individual songs)

Blank lined paper for writing, featuring a vertical spiral binding on the left side.





## 2. Vocabularies

### a. Task 1: Learn the following vocabulary (sophisticated compliments)

No.	Words	Definition	Meaning
1	Urbane	notably polite or polished in manner	sangat sopan atau terpoles dengan indah
2	Incisive	very clear and direct: able to explain difficult ideas clearly and confidently	sangat jelas dan langsung: mampu menjelaskan ide-ide sulit dengan jelas dan percaya diri
3	Savvy	having or showing perception, comprehension, or shrewdness especially in practical matters	memiliki atau menunjukkan persepsi, pemahaman, atau kelihaihan terutama dalam hal-hal praktis
4	Magnanimous	having or showing a generous and kind nature	memiliki atau menunjukkan sifat murah hati dan baik hati
5	Compassionate	feeling or showing concern for someone who is sick, hurt, poor, etc	perasaan atau menunjukkan kepedulian terhadap seseorang yang sakit, terluka, miskin, dll





**b. Task 2: Choose the correct answers based on the one's personal description.**

No.	Personal Description	Answers
1	<b>Riana</b> is a kid who always listen first, speak second after others. She never leaves her friends behind, and always have her friends' back. In summary, Riana is a _____ kid.	<b>Compassionate (correct answer)</b>
2	<b>Jerry</b> loves making origami by himself in the class. He is able to make five different forms under five minutes. He has a good understanding and practical knowledge of origami. He also has a strong management skill. <b>Jerry</b> can be called as _____ student	<b>Savvy (correct answer)</b>
3	<b>Aziz</b> has a lot of friends. He behaves kindly and generously toward everyone in the class. When he becomes the great achiever in the class, he defeated everyone, but his humbleness shows all over his face. Sometimes, his friends treated him badly. However, <b>Aziz</b> always forgives his friends. <b>Aziz</b> is a _____ person.	<b>Magnanimous (correct answer)</b>
4	<b>Tania</b> loves Mathematic though she's at 2nd grade of elementary school. She could count numbers in accurate and correctly. She has a clear thinking and very well-focused. In summary <b>Tania</b> is a _____ kid.	<b>Incisive (correct answer)</b>
5	<b>Anwar</b> is very polite kid. He smiles a lot, kind and friendly to his friends. He could make his friends' smile back in few second. The teachers also see him as a charming and helpful person. In other word, <b>Anwar</b> is an _____ kid.	<b>Urbane (correct answer)</b>

[Click Here](#)





c. **Task 3: Choose your favorite simple song then change the lyric into some expressions of appreciation, encouragement and compliment. (gambar kertas untuk nulis liriknya)**

A large sheet of blue lined paper with a spiral binding on the left side, intended for writing lyrics. The paper has 20 horizontal white lines and a vertical white margin line on the left. A small white rectangular tab is visible at the top center of the paper.





## C. Post-Activities

Do the following instructions:



1. Make a group of 6.
2. Choose who will act as teacher and students.
3. Create the script of practicing classroom routines.
4. Try to practice the script with your group.
5. Perform it in front of the class



# Chapter 4



## English Classroom Instruction **Engaging Learners**

### Learning Objectives:

1. At the end of the training, the teachers are able to use the appropriate and various expressions related to feelings in order to acknowledge learners' unusual condition in the classroom.

At the end of the training, the teachers are able to engage learners using English, especially using the common expressions for classroom routines.





# A. Pre-Activities

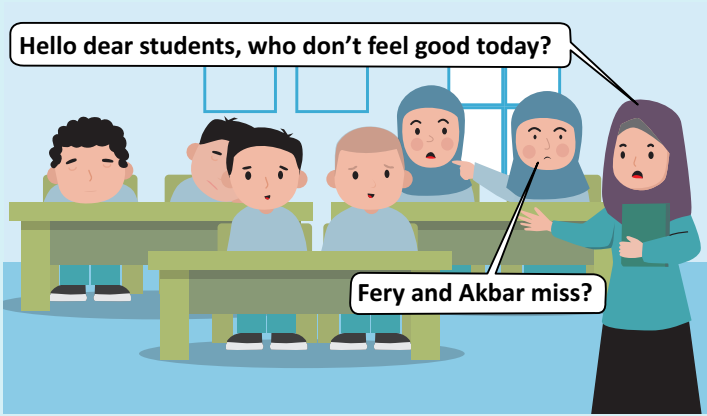
## 1. Motivation



**Questions:**

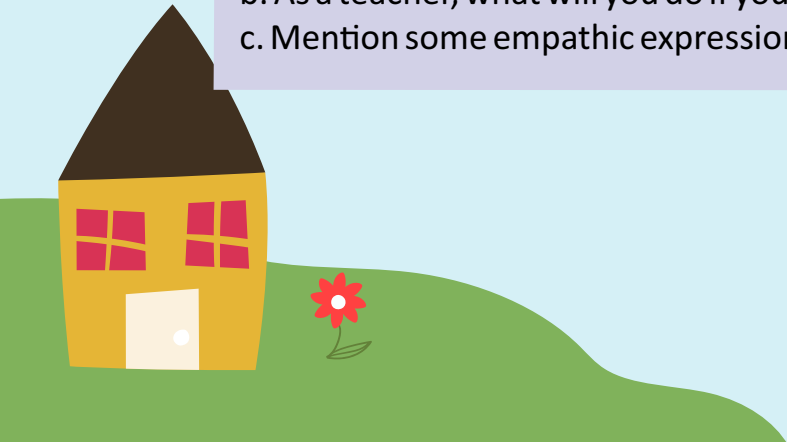
- a. What was said by the main character of the video?
- b. Do you agree with him? Why?
- c. What will you do to your students based on the moral value got from the video?

## 2. Warm-Up



**Questions:**

- a. What happened in class?
- b. As a teacher, what will you do if you find your students feeling unwell in your class?
- c. Mention some empathic expressions!





## B. Whilst-Activities

### 1. English Classroom Instruction

#### a. Task 1: Learn the following expressions.

Table 1. Unusual situations of learners (What to say when you feel unwell) – Emphatic expressions

No.	Students' responses when their feeling unwell	Emphatic expressions
1	I am feeling sick, miss.	I'm sorry you're not feeling well. Maybe you should go home to bed?
2	I don't feel good, teacher.	Is there anything I can do to help?
3	I am not doing too well since this morning miss.	That sounds terrible. Have you seen the doctor at health center?
4	I have been feeling very ill since I ate lunch.	Let me take you to the see the doctor. Hope you feel better soon.
5	I'm feeling unwell miss.	I'm so sorry, please take some rest.





b. Task 2: Complete the following dialogues by using the appropriate expressions.



### Dialogue 2

Teacher : “Good day everyone, how are you doing?”  
Student : “Yes, please.”  
Students : “\_\_\_\_\_” (showing when you feel unwell)  
Teacher : “\_\_\_\_\_” (emphatic expressions)



### Dialogue 1

Teacher : “Hello everyone.”  
Students : “Hi, Miss.”  
Teacher : “How are you?”  
Students : “\_\_\_\_\_” (showing when you feel unwell)  
Teacher : “\_\_\_\_\_” (emphatic expressions)

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c. **Task 3: Choose your favorite simple song then change the lyric into some expressions of feeling unwell and respond them with emphatic expressions (individual songs)**





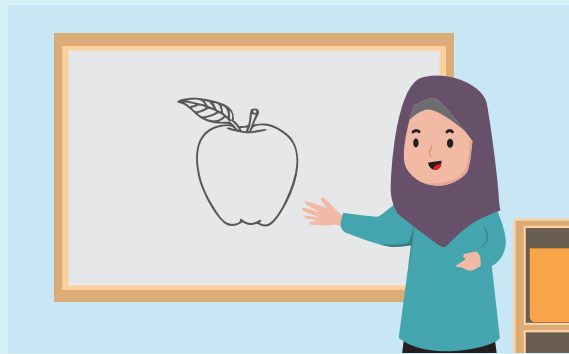
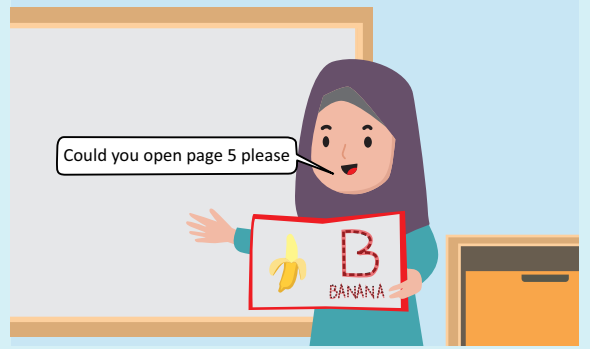
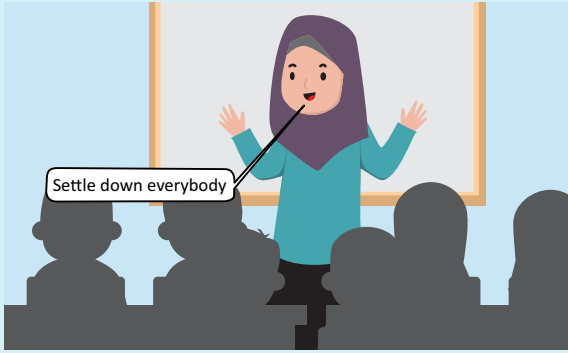
## 2. Engaging Learners

### a. Task 1: Engaging learners

No.	Phrases	Meaning
1	Alright, it's time to start our English lesson	Baiklah, saatnya untuk memulai pelajaran bahasa Inggris kita
2	Let's start the lesson	Mari kita mulai pelajarannya
3	Are you ready to start our lesson?	Apakah Anda siap untuk memulai pelajaran kita?
4	Today we will talk about ...	Hari ini kita akan berbicara tentang...
5	Could you open page 35 please	Silakan buka halaman 35
6	Please stop talking now, so we can start	Tolong berhenti bicara sekarang, jadi kita bisa mulai
7	Settle down everybody	Tenang semuanya
8	We won't start until everybody is quiet	Kami tidak akan memulai sampai semua orang berhenti bicara
9	Please pay attention to the white board here	Mohon perhatiannya melihat papan didepan kelas

### b. Task 2: Name the following pictures by using the appropriate words.





[Click Here](#)





c. Task 3: Choose your favorite simple song then change the lyric related to engaging learners to learn (gambar kertas untuk nulis liriknya)

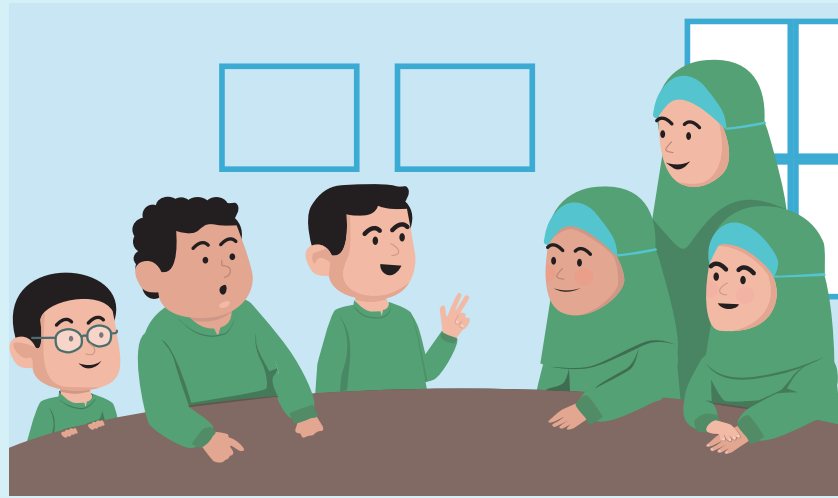
A large sheet of purple lined paper with a spiral binding on the left side, intended for writing lyrics.





## C. Post-Activities

Do the following instructions:



1. Make a group of 6.
2. Choose who will act as teacher and students.
3. Create the script of engaging learners.
4. Try to practice the script with your group.
5. Perform it in front of the class

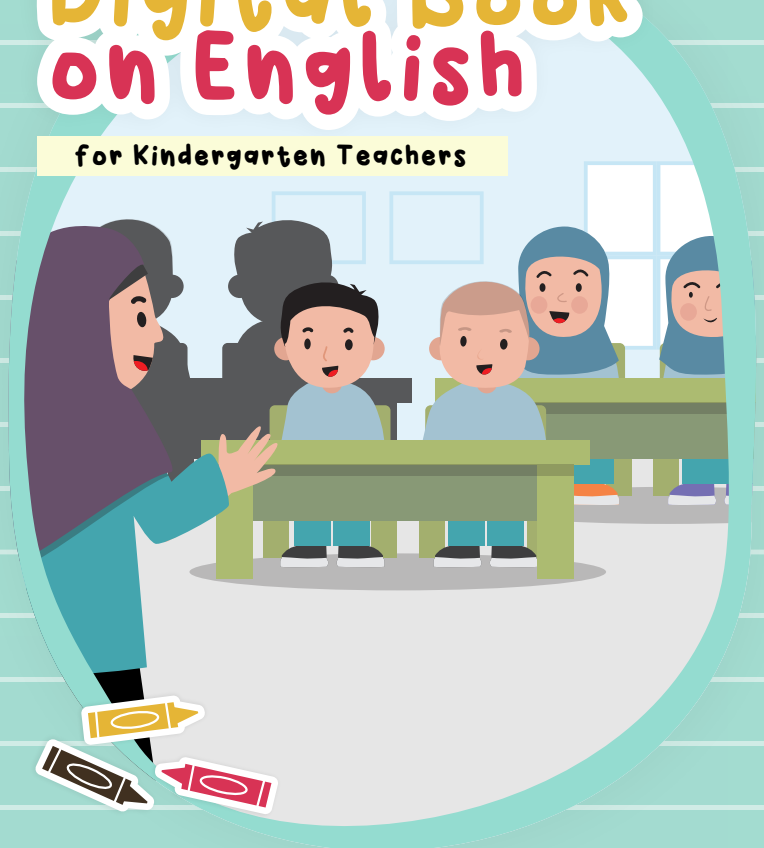






# The Digital Book on English

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