



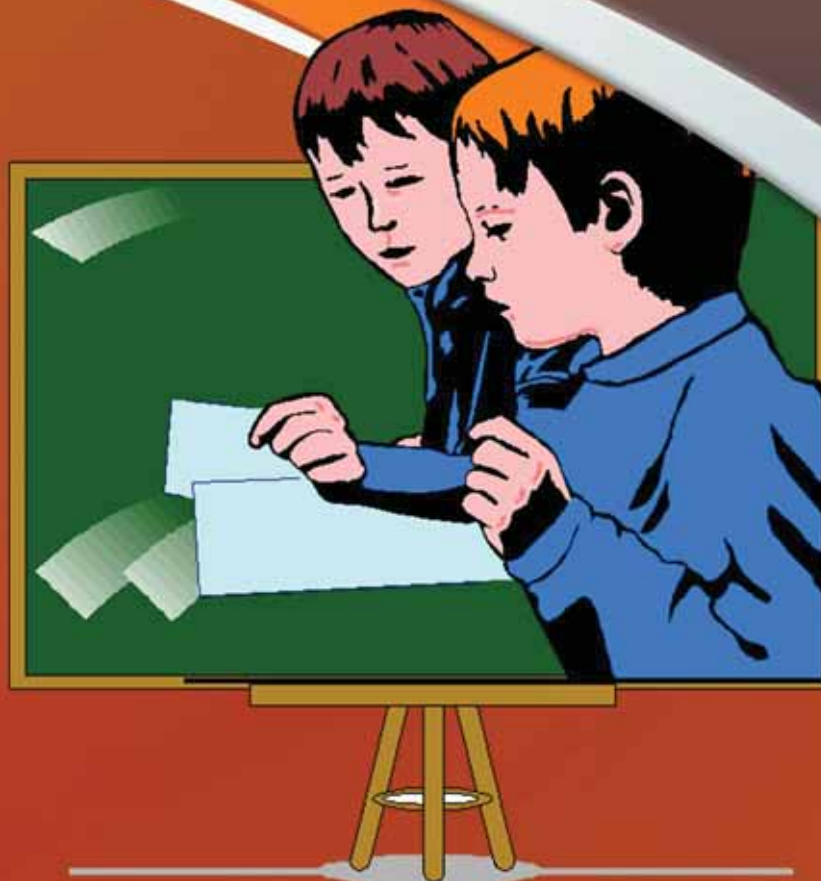
KEMENTERIAN PELAJARAN MALAYSIA

Kurikulum Standard Sekolah Rendah



TEACHER'S GUIDE
SK & SJK

ENGLISH LANGUAGE



YEAR





KEMENTERIAN PELAJARAN MALAYSIA

Kurikulum Standard Sekolah Rendah

**TEACHER'S GUIDE
SK & SJK
ENGLISH LANGUAGE
YEAR 3**

Terbitan



Bahagian Pembangunan Kurikulum

2012

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FOREWORD

The new Malaysian English Language Curriculum for Primary Schools was introduced in stages beginning 2011 starting with Year 1, Year 2 in 2012 and Year 3 in 2013. Therefore to provide help and support to the teachers, CDD has produced this Year 3 guidebook as a useful resource for teachers in implementing the new curriculum.

CDD hopes that this guidebook will help Year Three English Language teachers to get accustomed to the changes in the new English Language Curriculum and act as a valuable teaching resource. Suggested teaching and learning strategies and activities for classroom teaching and learning have been included. We hope that teachers will gain ideas to help them carry out their daily lessons. However, teachers are encouraged not to rely solely on this guidebook only when planning lessons. Teachers are encouraged to use their own creativity and initiative to plan stimulating and enjoyable lessons suitable to their pupils' level and

CDD would like to take this opportunity to acknowledge with gratitude the contributions made by the panel of English teachers involved in making this guidebook a reality.

**Dato' Ibrahim bin Mohamad
Director
Curriculum Development Division**

PREFACE

Your helpful classroom resource



This guidebook is a resource for teachers in showing strategies in which learning standards could be achieved. Some aspects of **language skills, language arts and grammar** that are required to be taught in Year Three are covered in this book.

Section 1 of the guidebook provides an overview of the English Language Curriculum while Section 2 deals with the four language skills, language arts and grammar. Suggested activities are presented in a 3-column table for each module. The first is the activity column where suggested activities for teachers include explanations and teaching steps. The second is the content column which includes teaching points and the suggested word list. The third is the teachers' notes column which includes teaching aids/materials and other instructions for teachers.

Section 3 consists of complete sample lessons. In this section, teachers will be able to see and understand how the different language skills, language arts and grammar modules are presented for each week, based on one particular theme and topic, in a coherent and cohesive manner. These complete sample lessons are provided to help teachers plan effective and enjoyable lessons. Section 4 provides teachers with a glossary.

The guidebook provides suitable and practical suggestions of teaching methods via the materials provided. However, teachers are in a better position to make appropriate and relevant decisions when planning their lessons. There is no single 'best way' and teachers have to use their pedagogical content knowledge, experience, skills and creativity to plan their lessons in order to help their pupils learn better. Teachers should decide on a theme/topic and then select suitable listening and speaking, reading, writing and language arts activities to be used for teaching that topic. Activities from the MOE Teaching courseware, the textbook and other suitable resources are encouraged to be used when teachers are planning their lessons.

This guide book is neither complete nor exhaustive by itself. The activities provided are merely suggestions and teachers are free to improvise and adapt accordingly to the level and suitability of their pupils. A lot of initiative, imagination and creativity are needed by teachers in planning their lessons in order to extend the experiences of their pupils. Therefore, It is hoped that teachers will find this guidebook useful and pupils will enjoy the activities and hence improve their English language proficiency.

SECTION 1

*THE ENGLISH LANGUAGE
CURRICULUM*

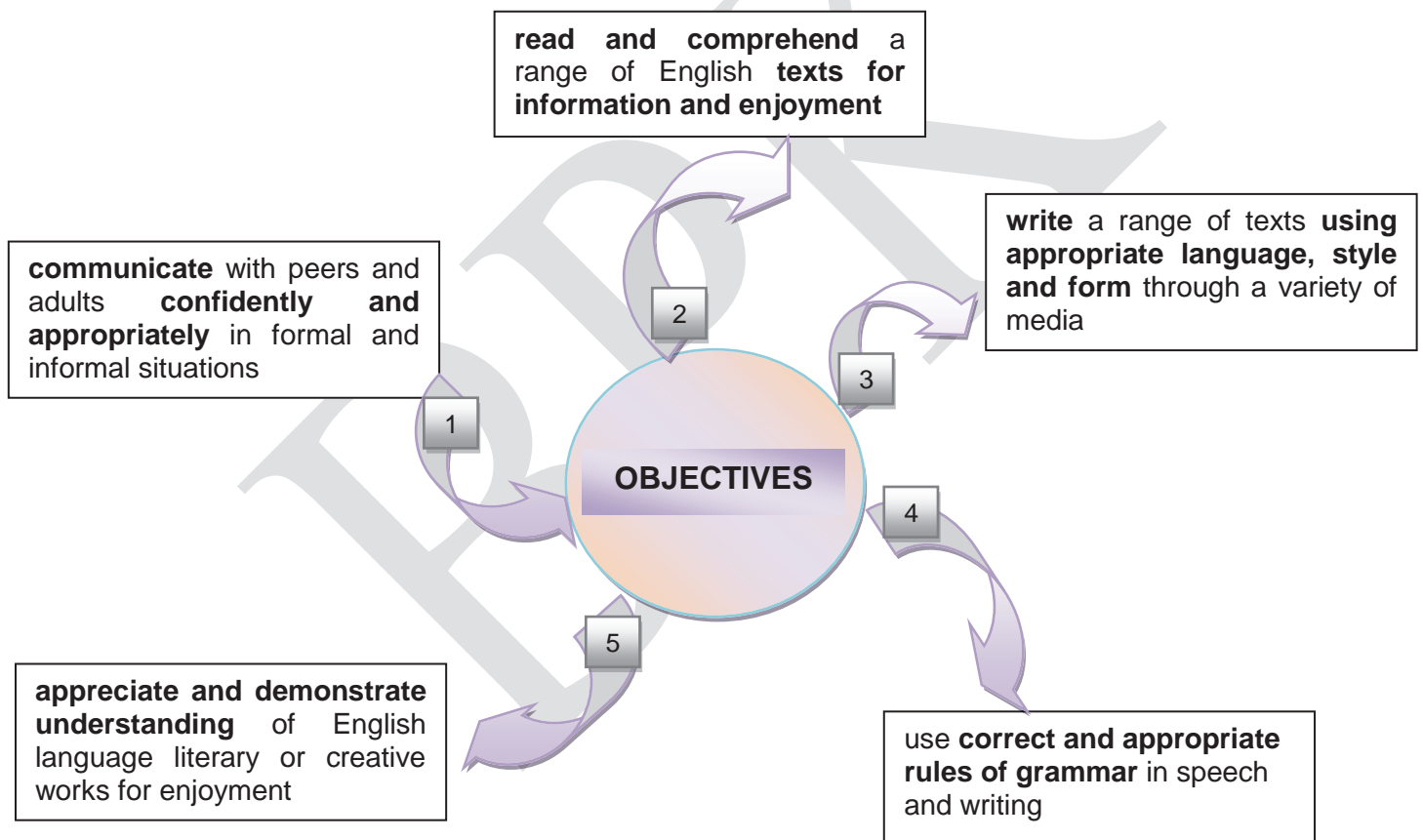
THE ENGLISH LANGUAGE CURRICULUM

AIM

The English Language Curriculum for Primary Schools aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that's appropriate to the pupils' level of development.

OBJECTIVES

By the end of Year 6, pupils should be able to:



CONCEPTUAL FRAMEWORK

Primary education is divided into two stages: Stage One refers to Year 1, 2 and 3, and Stage Two, Year 4, 5 and 6. The English Language Curriculum has been designed in two strands. Strand 1 is the language focus and strand 2 is language arts. Language focus deals with language skills such as listening & speaking, reading, writing and grammar. Language arts deals with music, poetry, drama and children's literature.

As English language learning is developmental, the focus in Year 1 and 2 is basic literacy. This is done by building a strong foundation in basic literacy skills namely reading through phonics, penmanship and basic listening and speaking. Activities are contextualized and fun-filled with integration of language skills in meaningful contexts.

From Year 3 and onwards, pupils will further develop the ability to speak, listen, read and write in English meaningfully, purposefully and with confidence. A grammar module is introduced from Year 3 to enable pupils develop a sound grasp of the language structures and rules of grammar.

The Language Arts module has been added to the English language curriculum from Year 1 to allow pupils to engage and enjoy stories, poems, songs, rhymes and plays written in English.

	STRAND 1	STRAND 2
	LANGUAGE FOCUS	LANGUAGE ARTS
LEVEL 1 (Years 1, 2 & 3)	Listening & Speaking Reading Writing Grammar (from Year 3)	Music Poetry Drama Class Readers
LEVEL 2 (Years 4, 5 & 6)	Listening & Speaking Reading Writing Grammar	Literature English at Play: Music, Poetry & Drama

CURRICULUM ORGANISATION

The curriculum is modular in design and this is reflected in the organisation of the content and learning standards.

In Year 1 and 2, the English language curriculum emphasises the development of basic language skills so that pupils will have a strong foundation to build their proficiency in the language. In this initial stage, there will only be four modules; namely:

1. Listening and Speaking
2. Reading
3. Writing
4. Language Arts

From Year 3 onwards, where pupils build on the skills they have acquired in Year 1 and 2, a fifth module, Grammar, is added to the above four modules. Therefore, the modules for this stage are:

1. Listening and Speaking
2. Reading
3. Writing
4. Language Arts
5. Grammar

The following diagram shows the conceptual framework of the curriculum model.

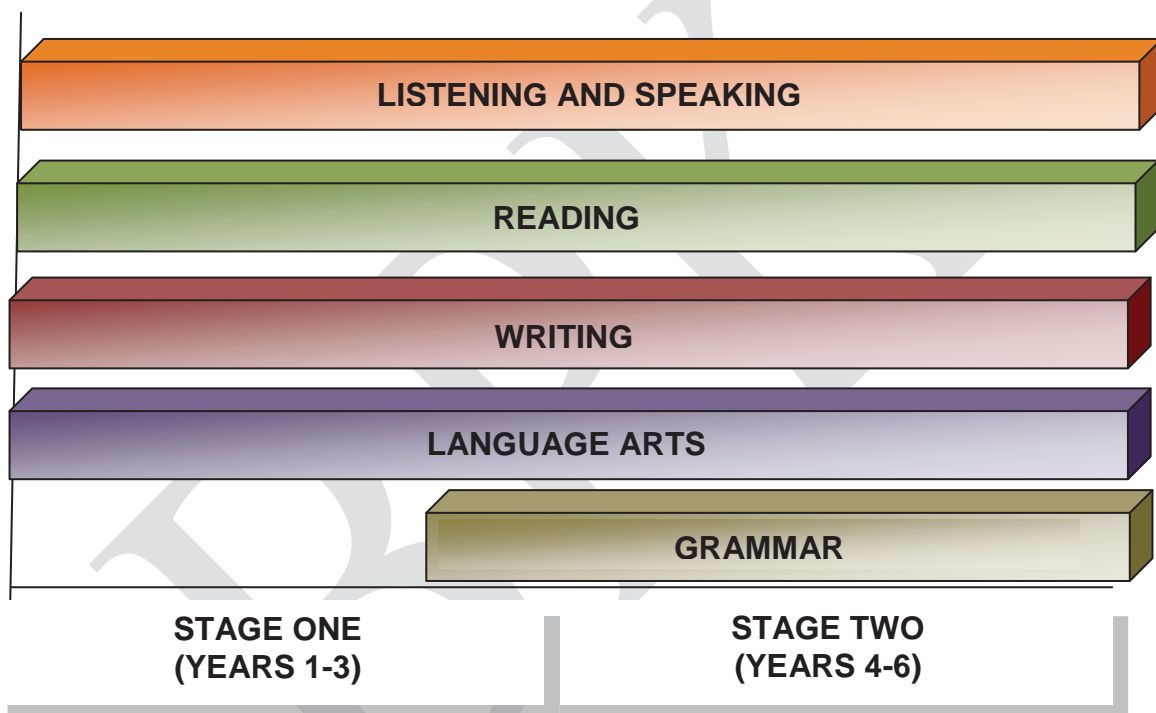


Fig.1 The Modular Configuration

The modularity of the English Language Curriculum Standards for Primary Schools is a modularity of focus. By organising the curriculum standards under five modules in Year 3, pupils will be able to focus on the development of salient language skills or sub-skills under each module through purposeful activities in meaningful contexts. This modular approach does not exclude integration of skills. However, skills integration is exploited strategically to enhance pupils' development of specific and specified language skills as described in the content and learning standards in a module.

The approach taken in this curriculum stresses the need for pupils to develop all the four language skills: listening, speaking, reading, and writing. Teachers are expected to sustain a cohesive and coherent organisation between the listening and speaking, reading and writing skills. For the language arts module, teachers may plan lessons in relation to the language skills taught or they may come up with generic lessons. Teachers should incorporate the fun element in specified contexts to make their lessons meaningful.

In order to make learning more meaningful and purposeful, language input is presented under themes and topics, which are appropriate for the pupils.

Three broad themes which have been used in KBSR have been retained and will be used, namely:

1. World of Self, Family and Friends;
2. World of Stories; and
3. World of Knowledge.

Teachers select topics that are suitable for their pupils' level of development. When planning lessons, topics for teaching are initially based on the immediate learning environment of the child. Later on, these are expanded to town, country and more distant foreign locations.

ROLE OF THE TEACHER

The teacher is the role model of a language user to pupils. Pupils need to be exposed to good language in order for them to learn the language and use it for effective communication. Therefore, the teacher needs to do a lot of talking in order for pupils to listen to good language input. For this purpose, the teacher uses a variety of materials or media to enable pupils to acquire the receptive and productive skills. Fun language activities will have to be devised by the teacher in order to tap pupils' interest and engage them in communication.

The Standard-Based English Language Curriculum for Malaysian Primary Schools is designed to provide pupils with a strong foundation in the English language. Teachers will use Standard British English as a reference and model for teaching the language. It should be used as a reference for spelling and grammar as well as pronunciation for standardisation.

Good time management is also essential. Keeping in mind the time allocated for teaching English in SK and SJK schools is different; lessons should be organized in a manageable form in order to give pupils every opportunity to take part in language activities.

In order to facilitate and maximise learning, language skills must be repeated and used constantly. Some activities have been suggested in this book. However, teachers are encouraged to design more creative and challenging tasks and activities based on the needs and interests of pupils. This is important so that appropriate activities and materials are used with pupils of different learning profiles with the intention of helping them to realise their full potential and enable them to gradually develop the ability, knowledge and confidence to use the language effectively.

LISTENING AND SPEAKING SKILLS

Overview

Listening and speaking are seen as core skills of early literacy. As such, pupils should be taught:

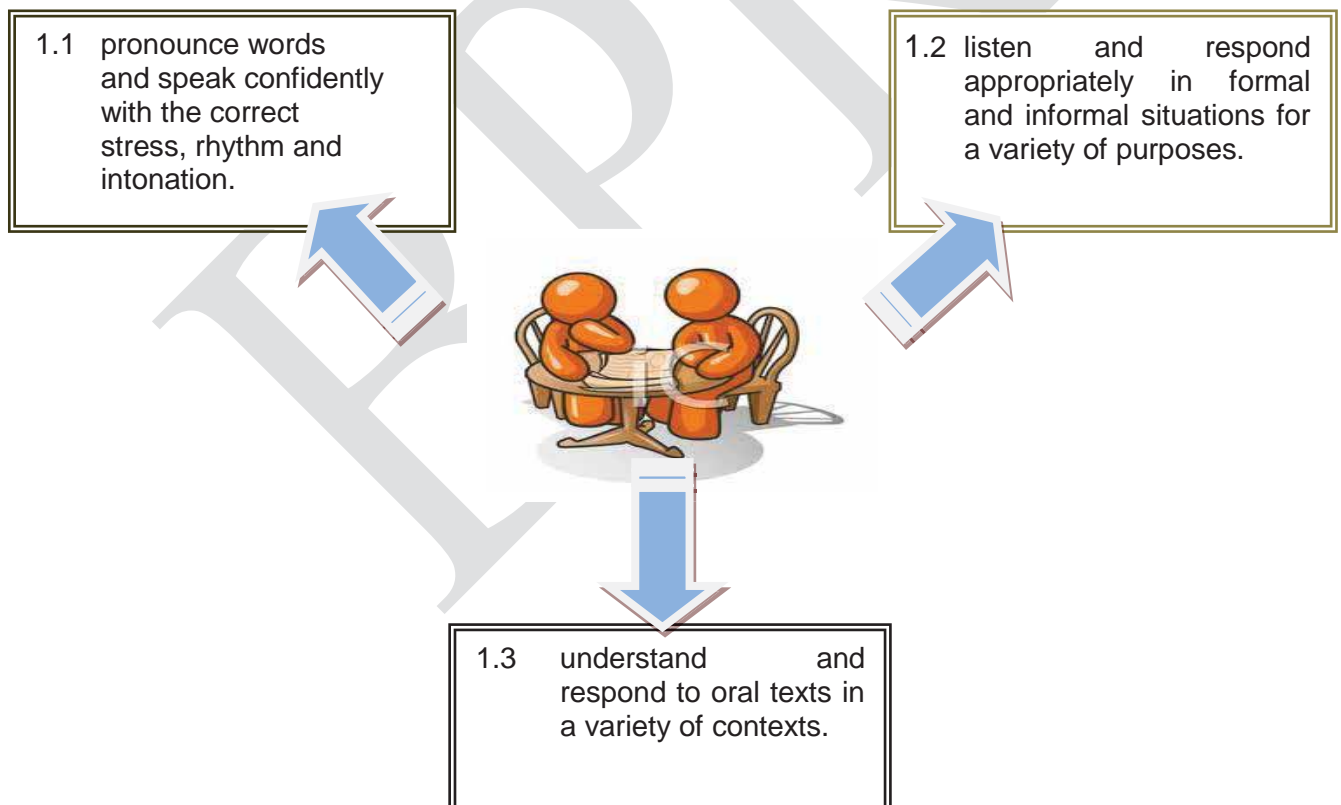
- ✚ how to listen carefully;

- ✚ to speak from the basic level of sound, word, phrase and structural sentences in various situational contexts;
- ✚ the stress, rhythm and intonation patterns and how to use them correctly;
- ✚ to recognise, understand and use not only verbal but also non-verbal communication; and
- ✚ oral communication practice by means of repeating, responding, understanding and applying structures of the language in order to prepare them for communication.

In order to achieve the abovementioned, content and learning standards have been developed from basic listening and speaking, and then progressing to communicating in various situations effectively.

Content Standards

By the end of the six-year primary schooling, pupils will be able to:



The content standards above are achieved through learning standards that have been devised carefully throughout primary schooling. Learning standards have been developed from basic listening and speaking in order for pupils to grasp the sounds of the English language before learning to articulate words and phrases. This is supported with a ‘flooding of English sounds and words’ by the teacher especially in cases where pupils do not have any exposure to the English language.

The learning standards begin with basic listening and speaking skills which have been developed incrementally in this manner :

- ✚ develop pupils' phonemic awareness
- ✚ engage in fun learning activities such as reciting rhymes, poems and tongue twisters as well as singing songs
- ✚ participate in daily conversations
- ✚ follow and give instructions and directions
- ✚ able to participate in conversations
- ✚ talk on topics of interest

Relationships are established through the ability to communicate by listening first then speaking thoughts, ideas and feelings. Pupils should aim at becoming confident speakers who can communicate clearly, appropriately and coherently in any given context using language to explore the possibilities and opportunities. Pupils need to listen carefully and respond to what others say and think about the needs of their listeners. Social conventions in listening and speaking such as turn taking, politeness and courtesy need to be observed. These are crucial especially in group discussions where viewpoints and opinions are exchanged.

READING SKILL

Overview

The teaching of reading skills:

- enables pupils to become independent readers who are able to comprehend a text effectively and efficiently.
- begins at the word and phrase levels before progressing to sentence recognition and reading at the paragraph level.
- focuses on basic literacy with the use of phonics in Year 1 and 2.
- teaches pupils to extract specific information from a text and respond to a text with their own ideas and opinions.

In order to achieve the abovementioned, content and learning standards have been devised progressively. The teaching of reading in the early stages begins at the word and phrase levels before progressing to sentence recognition and reading at the paragraph level. Gradually, pupils are taught to extract specific information from a text and to respond to a text with their own ideas and opinions.

Content Standards

By the end of the six-year primary schooling, pupils will be able to:

2.1 apply knowledge of sounds of letters to recognize words in linear and non-linear texts.

2.2 demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.



2.3 read independently for information and enjoyment.

The content standards above are achieved through learning standards that have been devised carefully throughout primary schooling. Learning standards have been developed from recognition of sounds in order for pupils to acquire the sounds of the English language before learning to blend and segment words. This is further developed through vocabulary activities to widen pupils' vocabulary. By the end of Year 6, pupils are able to read and demonstrate understanding of text for information as well as read for enjoyment.

The learning standards begin with basic literacy which has been developed incrementally in this manner :

- distinguish the shapes of the letters;
- recognise and articulate phonemes;
- blend and segment words;
- apply word recognition and word attack skills to acquire vocabulary;
- read and understand phrases, simple sentences and texts; and
- read independently for information and enjoyment.

The reading aloud strategy is also encouraged in the first two years of primary education:

- Teacher reads aloud a text to pupils. Implementing this strategy allows teachers to model reading.
- Here, articulation and pronunciation of words by the teacher have to be as precise as possible for pupils to efficiently imitate and reproduce correctly.
- This strategy effectively engage pupils in a text that may be too difficult for them to read on their own, hence, pupils sit back and enjoy the story.

Teachers should also carry out shared reading strategies in the classroom:

- During shared reading, the teacher and pupils read together, thus allowing pupils to actively participate and support one another in the process of reading.
- Teachers point to the text as they read slowly for word recognition and to “build a sense of story”.

Ultimately, the objective of getting pupils to read a variety of texts enables pupils to see how grammar is used correctly so that they can emulate them in their productive skills; speaking and writing. Reading for enjoyment and pleasure in seeking information and knowledge should be inculcated in pupils. Pupils are also trained to give their own ideas and opinions in order to become efficient readers.

WRITING SKILL

Overview

It is expected that by the end of Year 6 :

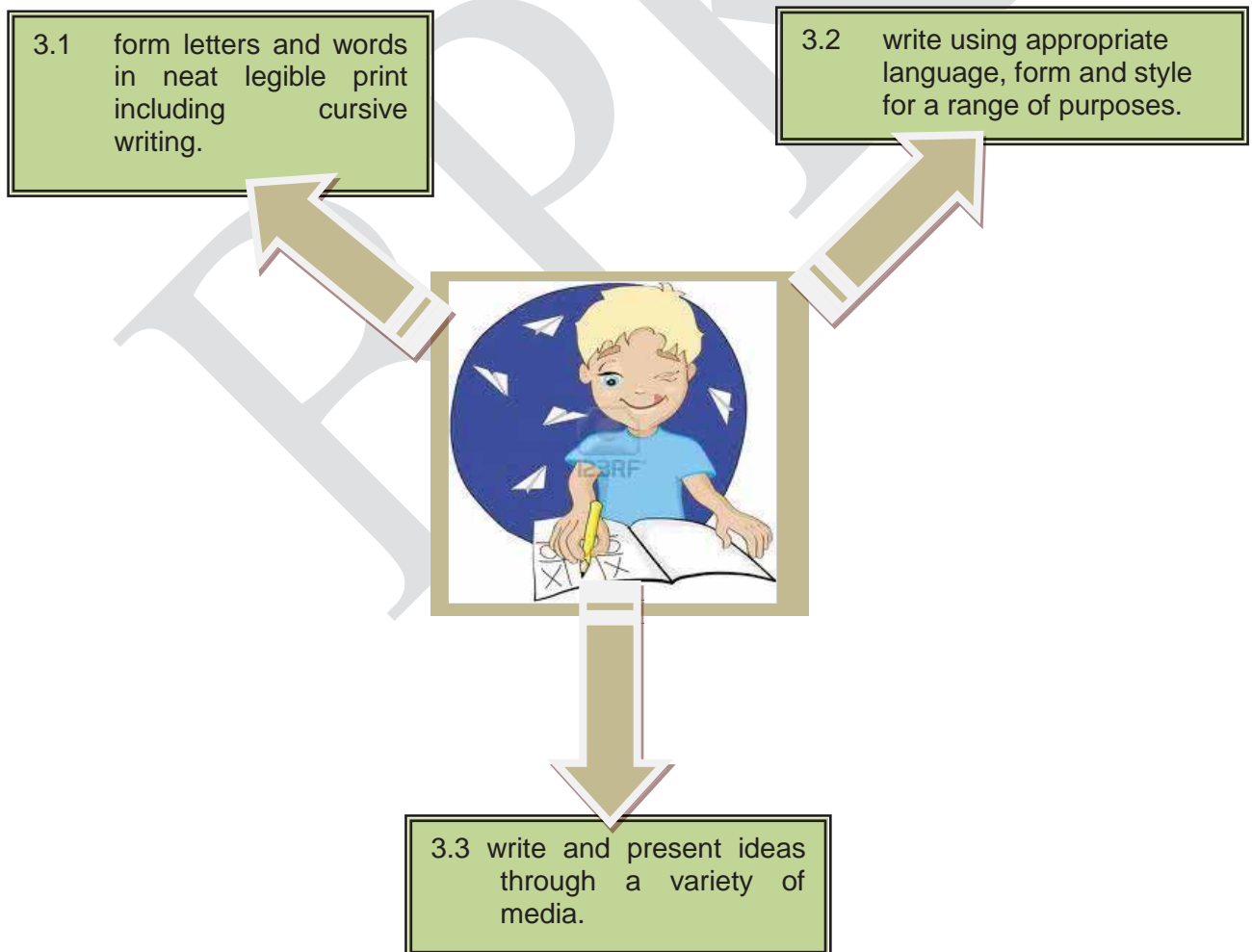
- pupils will be able to express their ideas clearly on paper in legible handwriting or to communicate via the electronic media.
- the focus of writing is on developing pupils’ writing ability beginning at the word and phrase levels before progressing to the sentence and paragraph levels.
- pupils who are capable must be encouraged to write simple compositions comprising several paragraphs.
- attention is also paid to penmanship so that even from a young age, pupils are taught to write clearly and legibly including cursive writing.
- simple compositions and the various steps involved in writing, such as planning, drafting, revising, and editing are taught. In the process, pupils learn the genre approach to writing as they are taught to use appropriate vocabulary and correct grammar to get their meaning across clearly.

- all pupils will be encouraged to write for different purposes and for different audiences.
- although much of the writing at this level is guided, the amount of control is relaxed for pupils who are able and proficient in the language.
- spelling and dictation are also given emphasis.

To achieve the abovementioned, content and learning standards have been devised progressively. The teaching of writing in the early stages begins with pre-writing activities to develop pupils' visual skills as well as develop hand-eye coordination. This is later developed to writing letters of the alphabet and copying words, phrases and simple sentences. Pupils begin constructing simple sentences with the teacher's guidance and later develop to become independent writers by the end of primary schooling.

Content Standards

By the end of the six year primary schooling, pupils will be able to:



Content standards are achieved through learning standards that have been devised carefully throughout primary schooling. Learning standards have been developed progressively, from acquiring fine motor control of hands and fingers to copying

writing activities, before being taught to write with guidance linear and non-linear texts using appropriate language, form and style. The use of various media is also encouraged and pupils can create both linear and non-linear texts with guidance or independently.

LANGUAGE ARTS

Overview

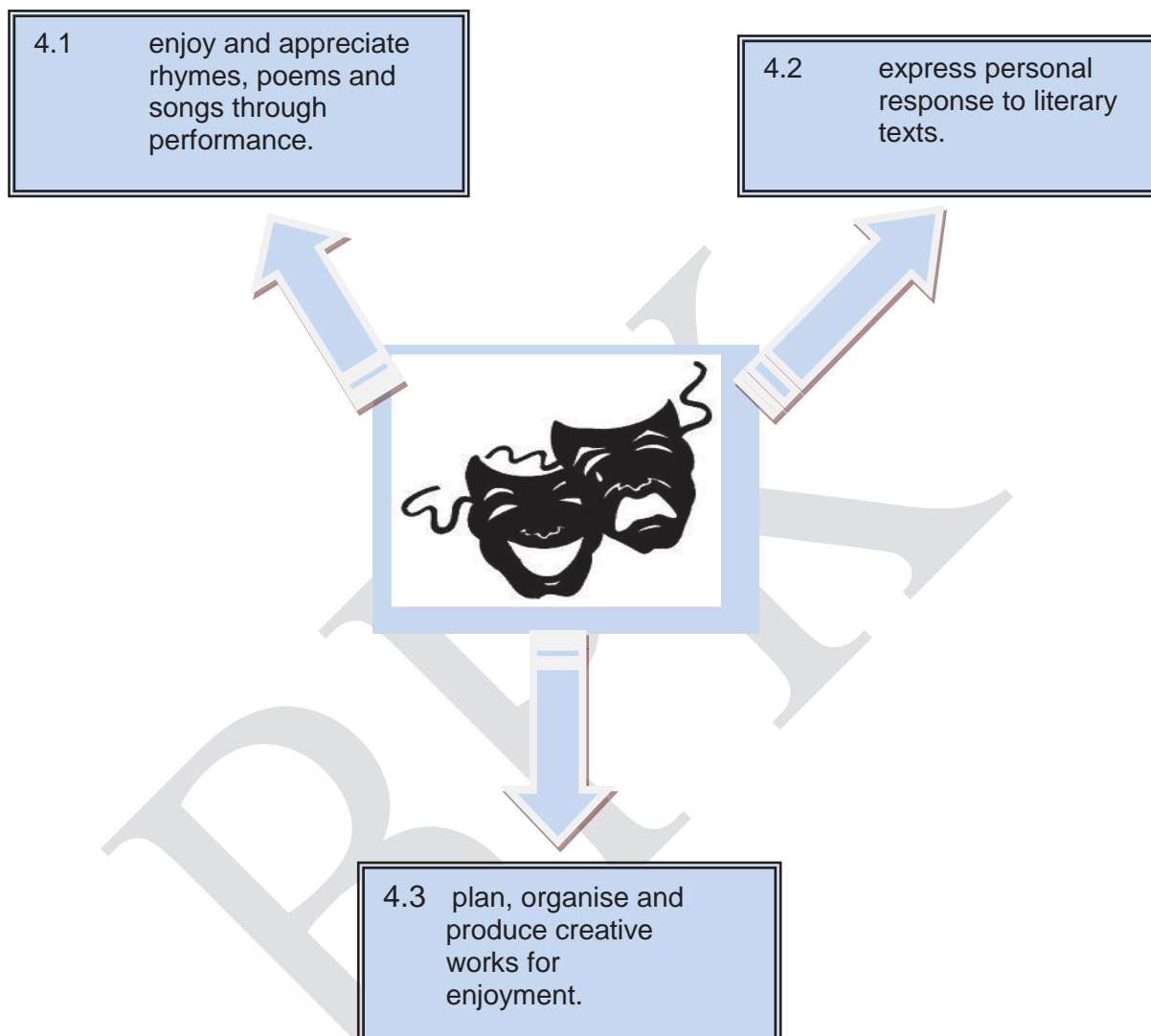
The rationale behind Language Arts is to steer the continuous growth and development of pupils' thinking and language abilities. The standards for Language Arts:

- ✚ cover a range of creative and literary works in English such as rhymes, songs, poems, stories and plays to activate pupils' imagination and interest.
- ✚ allow pupils to benefit from hearing and using language from fictional as well as non-fictional sources.
- ✚ allow pupils to gain rich and invaluable experiences using the English language through fun-filled and meaningful activities.
- ✚ train pupils to be able to appreciate, demonstrate understanding and express personal responses to literary and creative works for enjoyment. Hence they will also be able to use English for both functional as well as aesthetic purposes, confidently and competently by the end of Year 6.

In order to achieve the abovementioned, content and learning standards have been devised progressively. The teaching of language arts will help pupils develop their oral and analytical skills as well as hone their creativity. Language Arts creates ample opportunities for pupils to speak in English in a very relaxed atmosphere and this will help increase pupils' confidence in using the English language.

Content Standards

By the end of the six year primary schooling, pupils will be able to:



The culmination of all content standards in language arts will be shown in practice when pupils are able to come up with their very own production. By the end of Year 6, pupils will learn the art of acting out, play-acting and producing works of creativity such as drawings, poems or singing. Pupils will also learn values of cooperating with people of different race, gender, ability, cultural heritage, religion, economic, social background, and, understand and appreciate the values, beliefs and attitudes of others. Each pupil will also develop knowledge, skills and attitudes, which will enhance his or her own personal life management and promote positive attitudes.

Assessment

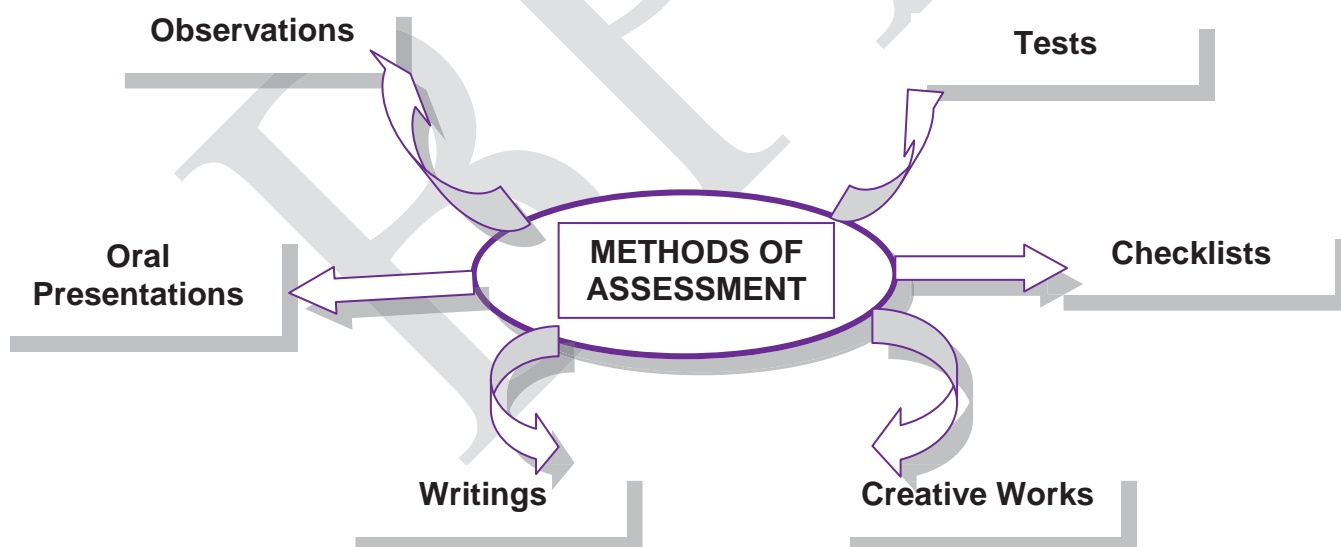
Assessment is necessary to assess pupils' achievement in terms of acquisition of knowledge, skills and the application of values through activities conducted in the

classroom. Assessment also supports pupils' learning and gives pertinent feedback to teachers, pupils and parents about their development and achievement.

There are two types of school-based assessment. Formative assessment is conducted during the teaching and learning process in the classroom to gauge the acquisition of skills and knowledge during the learning process. Summative assessment is usually conducted at the end of learning, usually at the end of a learning unit, month or semester whereby the focus is on the end product.



School-based assessment can be carried out during the teaching-learning process. The teaching-learning process can be conducted in or outside the classroom. Below is a diagram suggesting some types of assessment which can be carried out both in and outside the classroom:



Classroom observations are useful tools for teachers to assess their pupils' performance. Teachers observe pupils' oracy skills as they engage in conversations among peers and when they take part in oral presentations. Teachers can prepare a checklist to record their pupils' progress. Perhaps, pupils can speak during the school assembly, put up a performance in front of an audience, and watch a puppet show or listen to a story. Talking about these events can help teachers assess pupils' listening and speaking skills.

Assessment of reading comprehension can be carried out by setting comprehension questions. Other comprehension activities which can be used to assess comprehension are the use of graphic as well as semantic organisers, story maps, question generation and summarisation. Pupils' writing skills can be assessed through written projects, tests, exams and class exercises. Teachers can also hone pupils' writing skills through journal and diary writing, the production of creative works such as poems, writing scripts, dialogues as well as lyrics of songs.

Creative works such as portfolios, masks, puppets, props and other creative productions produced during the language arts lessons can also be assessed. Activities conducted during language arts lessons such as singing action songs, reciting rhymes or poems, choral speaking, drama, public speaking as well as role-play can be assessed.

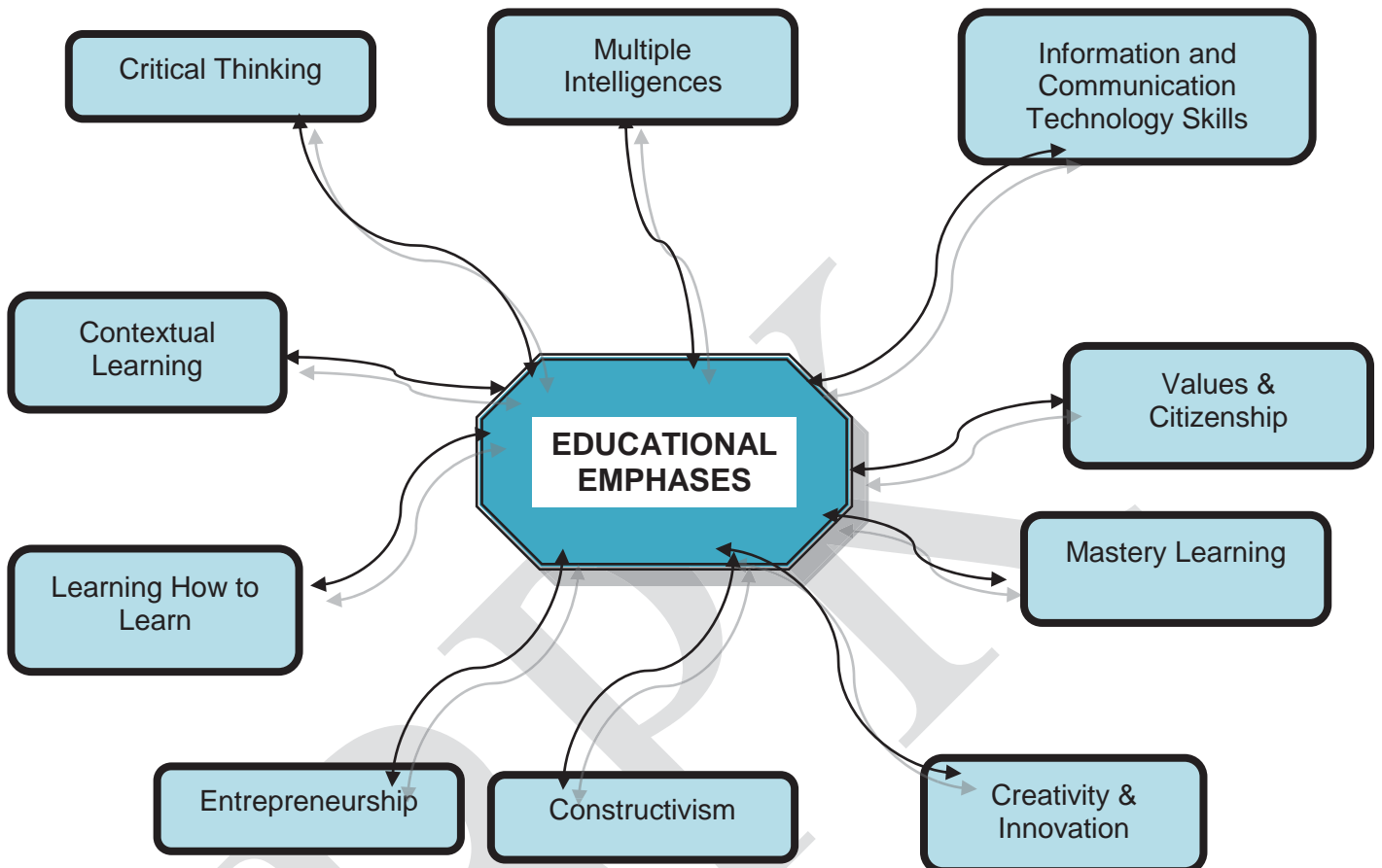
Assessment should also provide pupils with opportunities for self-assessment using known criteria and pupils should be given input on the evaluation process. In a nutshell, teachers should utilise a variety of assessment techniques to monitor their pupils' language growth and development. The on-going process of assessing class exercises and homework should be continued. The main purpose of this is to provide immediate feedback to the pupils in guiding, motivating, correcting and refocusing their efforts.

WORD LIST

The list of words selected for teaching is based on common words and high frequency words that can be used repetitively in different contexts. The suggested word list can be expanded upon if pupils demonstrate an ability to acquire more words.

EDUCATIONAL EMPHASES

Educational emphases reflect current developments in education. These emphases are infused and woven into classroom lessons to prepare pupils for the challenges of the real world.



Critical Thinking

Critical thinking is incorporated in the teaching and learning activities to enable pupils to solve simple problems, make decisions, and express themselves creatively in simple language.

Information and Communication Technology Skills (ICT)

Information and Communication Technology Skills (ICT) include the use of multimedia resources such as TV documentaries and the Internet as well as the use of computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

Learning How to Learn

Learning How to Learn strategies are integrated in teaching and learning activities which aims to enable pupils to take responsibility for their own learning. These skills incorporate study skills and information skills to equip them to become independent life-long learners.

Values and Citizenship

The values contained in the Standard Based Curriculum for Moral is incorporated into the English language lessons. Elements of patriotism and citizenship is also emphasised in lessons in order to cultivate a love for the nation and produce patriotic citizens.

Creativity and Innovation

Creativity and innovation is the ability to produce something new in an imaginative and fun-filled way. Pupils display interest, confidence and self-esteem through performance and producing simple creative works.

Entrepreneurship

Fostering an entrepreneurial mind set among pupils at their young age is essential in this new world. Some of the elements that are linked with entrepreneurship are creativity, innovation and initiative, which are also attributes for personal fulfilment and success.

Mastery Learning

Mastery Learning will ensure that all pupils master the learning standards stipulated in the Standard Based Curriculum. Mastery Learning requires quality teaching and learning in the classroom and teachers need to ensure that pupils master a learning standard before proceeding to the next learning standard.

Multiple Intelligences

The theory of Multiple Intelligences encompasses eight different intelligences human beings possess. These intelligences are essential in order to maximise teaching and learning in the classroom.

Constructivism

Constructivism will enable pupils to build new knowledge and concepts based on existing knowledge or schema that they have. The teacher assists pupils to acquire new knowledge and solve problems through pupil-centred active learning.

Contextual Learning

Contextual Learning is an approach to learning which connects the contents being learnt to the pupils' daily lives, the community around them and the working world. Learning takes place when pupils are able to relate the new knowledge acquired in a meaningful manner in their lives.

SECTION 2

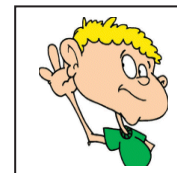
LISTENING & SPEAKING

READING

WRITING

LANGUAGE ARTS

GRAMMAR



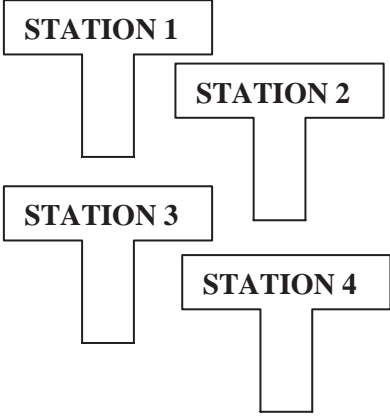
THE LISTENING AND SPEAKING SKILL

The listening and speaking skill is crucial for communication at home, at school, as well as in the community. However, this skill is often neglected or given minimal emphasis during English language lessons. In order to develop this skill, teachers have to provide their pupils with various opportunities to listen and to talk about a range of subjects which may include topics on personal interests, school work and even current affairs. It is hoped that the learning standards will offer teachers some ideas on how they could provide opportunities for pupils to engage in various listening and speaking activities at Year Three. The Content and Learning Standards for listening and speaking for Year 3 are:

CONTENT STANDARDS	LEARNING STANDARDS
<p>1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation.</p>	<p>1.1.1 Able to speak with correct word stress.</p> <p>1.1.2 Able to listen to and enjoy stories.</p> <p>1.1.3 Able to listen to, say aloud and recite rhymes, tongue twisters and sing songs paying attention to pronunciation, rhythm and intonation.</p> <p>1.1.4 Able to talk about a stimulus with guidance.</p>
<p>1.2 By the end of the 6-year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes.</p>	<p>1.2.1 Able to participate in daily conversations:</p> <ul style="list-style-type: none"> (a) express good wishes (b) ask for help (c) respond to someone asking for help (d) offer help (e) talk about oneself (f) introduce family members and friends. <p>1.2.2 Able to listen to and follow :</p> <ul style="list-style-type: none"> (a) simple instructions. (b) simple directions. <p>1.2.3 Able to give:</p> <ul style="list-style-type: none"> (a) simple instructions in school. (b) simple directions to places in school
<p>1.3 By the end of the 6-year primary schooling, pupils will be able to understand and respond to oral texts in a variety of contexts.</p>	<p>1.3.1 Able to listen to and demonstrate understanding of oral texts by:</p> <ul style="list-style-type: none"> (a) asking simple Wh-Questions (b) answering simple Wh-Questions (c) giving True/False replies (d) sequencing with guidance.

Learning Standard:

1.1.1 Able to speak with correct word stress.

Activity	Content	Teacher's note
<p>Look and Say</p> <ol style="list-style-type: none"> Set up the class like a railway track with 4 stations as in Appendix 2. Elect pupils to be the station master for each station. Divide pupils to form a train. <ol style="list-style-type: none"> Blue Train Red Train The trains take turns to move. Blow the whistle to start and stop the train. The station master asks questions. Pupils respond orally. Class gathers to compare responses from the groups. 	<p>Teaching focus: Noun</p> <p>Suggested words:</p> <p>Two syllable words</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">★ farmer</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">★ village</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">★ paddy</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">★ chickens</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">★ ducklings</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">★ whistle</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">★ houses</div> <p>Three syllable words</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">★ buffaloes</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">★ plantation</div> <p>Suggested questions:</p> <ol style="list-style-type: none"> Where are you now? What do you see? 	<p>1. Labels</p>  <ul style="list-style-type: none"> May use other words or substitute the words for this activity. The ★ indicates the stress in the word.

Learning Standard:

1.1.1 Able to speak with correct word stress.

Activity	Content	Teacher's Note
<p>Echo Drill</p> <ol style="list-style-type: none"> 1. Recite the rhyme while flipping picture cards to show the journey. 2. Form five groups. 3. Distribute a set of picture cards to each group 4. Show a picture card to the class. 5. Say the word aloud. 6. Group leaders pick up the picture and repeat after the teacher. 7. Pupils take turns to echo the word in their group. 8. Repeat the activity with the rest of the words 9. Pupils recite the rhyme again. 	<p>Teaching Focus: Nouns Suggested words:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ journey</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ village</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ paddy</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ chickens</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ ducklings</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ whistle</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ houses</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ buffaloes</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ grandfather</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">★ plantation</div> </div> <p>Rhyme : <u>A Joyful Ride (Level1&2)</u></p> <p>Choo....Choo....Choo Journey on a train To a village in the rain Paddy fields and buffaloes along the way What a joyful day</p> <p>Choo....Choo.....Choo</p>	<p>Picture Cards</p> <p>*Teacher may adapt or use other rhymes.</p>

Plantation to see
Rows of oil palm trees
Green leaves in the breeze

Chooo...Chooo...Chooo
Attap **houses** everywhere
Geese and **chickens** here
Noisy **ducklings** there
Hear the **whistle** blowing
Look! **Grandpa** is waving
Ah.... the train is stopping

A Joyful Ride (Level 3)

Choo....Choo....Choo
A journey on a train
To a **village** in the rain
Oh! What a joyful day
See **paddy** fields far away
And **buffaloes** in the mud to stay
Oh ! What a lovely day

Choo....Choo.....Choo
Large **plantation** to see
Rows and rows of oil palm trees
Bunches of fruit and thick leaves
Swaying gently in the breeze

Chooo...Chooo...Chooo
Pretty attap **houses** in rows
Geese and **chickens** near the
burrows
See the noisy **ducklings**
In the pond happily quacking
Hear the **whistle** blowing
Look! **Grandpa** is waving
At last .. at last ...
the train is stopping

Learning Standard:

1.1.2 Able to listen to and enjoy stories

Activity	Content	Teacher's Notes
<p>A Joy Ride</p> <ol style="list-style-type: none"> Put up a chart on the board. Tell the story from station 1 to station 4. Ask questions to elicit pupils' responses at every station. Put up figurines on the chart as the story progresses. 	<p>Teaching focus: Nouns</p> <p>Suggested words:</p> <p>village grandparents orchard station paddy fields buffaloes plantation journey scenery minutes attap houses chickens ducklings</p>	<p>Story (Appendix 1) Chart (Appendix 2)</p> <p>Figurines of the main characters.</p> <p>Pictures of train, paddy fields, oil palm plantation, buffaloes, lorries, attap houses, geese, chickens, ducklings and village (Appendix 3)</p>
<p>Who Stole My Clothes?</p> <ol style="list-style-type: none"> Set up a clothesline. Tell the story of 'Who stole my clothes?' from paragraph to paragraph. 5 pupils take turns to hang up the clothes as they listen to the story. Ask a pupil to pull down the clothes as he listens to the last paragraph of the story. Ask questions to elicit pupils' responses at the end of each paragraph. Allow time for pupils to respond to make different conclusions of the story orally. 	<p>Teaching focus: Past Tense</p> <p>Suggested words:</p> <p>woke was cleaned washed went ran came cooked said started</p>	<p>Story (Appendix 4)</p> <p>T-shirt, trousers, towels, socks and skirts.</p>

<p>The Mouse and the Caterpillar</p> <ol style="list-style-type: none"> 1. Prepare pictures of a caterpillar, mouse and a butterfly. 2. Tell the story part by part. 3. Use different voices for the two characters. 4. Ask questions to elicit pupils' responses. 5. Allow time for pupils to respond. 	<p>Teaching focus: Adjectives Suggested words:</p> <p>friendly beautiful shocked green small sad fat new close busy rich tall</p>	<p>Pictures of a caterpillar, mouse and butterfly.</p> <p>Text (Appendix 5)</p> <p>Chart (Appendix 6)</p>
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Learning Standard:

1.1.3 Able to listen to, say aloud and recite rhymes, tongue twisters and sing songs paying attention to pronunciation, rhythm and intonation.

Activity	Content	Teacher's note
<p>Stress Clap</p> <ol style="list-style-type: none"> 1. Recite the rhyme while flipping picture cards to show the journey. 2. Repeat but this time clap at focus word. 	<p>Teaching focus: Two syllable words</p> <p>journey village paddy chickens ducklings whistle</p> <p>Three syllable words buffaloes plantation grandfather</p> <p>Rhyme</p> <p>Choo....Choo....Choo A journey on a train To a village in the rain Oh! What a joyful day See paddy fields far away And buffaloes in the mud to stay Oh ! what a lovely day</p>	<p>Materials Word cards</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; width: 100%; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">★ plantation</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">★ journey</div> </div> <div style="display: flex; width: 100%; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">★ grandfather</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">★ village</div> </div> <div style="display: flex; width: 100%; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">★ buffalos</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">★ paddy</div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">★ chickens</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">★ ducklings</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">★ whistle</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">★ houses</div> </div>

	<p>Choo....Choo.....Choo Large plantation to see Rows and rows of oil palm trees Bunches of fruit and thick leaves Swaying gently in the breeze</p> <p>Chooo...Chooo...Chooo Pretty attap houses in rows Geese and chickens near the burrows See the noisy ducklings In the pond happily quacking Hear the whistle blowing Look! Grandpa is waving At last ..at last .. the train is stopping</p>	
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Learning Standard:

1.1.3 Able to listen to, say aloud and recite rhymes, tongue twisters and sing songs paying attention to pronunciation , rhythm and intonation.

Activity	Content	Teacher's note
<p>I love to sing</p> <ol style="list-style-type: none"> Put up the song chart. Pupils sing the song 'The Happy Wanderer' with actions. Teacher asks Wh-questions. Pupils answer. Pupils sing the song again with actions. 	<p>Teaching Focus: 'wh' questions.</p> <p>Suggested questions:</p> <ol style="list-style-type: none"> What is the title? Where are you going? What do you see on the way? <p><u>The Happy Wanderer</u></p> <p>I love to go a-wandering, Along the mountain track, And as I go, I love to sing, My knapsack on my back.</p> <p>Chorus: Val-deri, Val-dera, Val-deri, Val-dera-ha-ha-ha-ha-ha Val-deri, Val-dera My knapsack on my back.</p>	<p>Song Chart</p>

	<p>I love to wander by the stream That dances in the sun, So joyously it calls to me, "Come! Join my happy song!"</p> <p>I wave my hat to all I meet, And they wave back to me, And blackbirds call so loud and sweet From ev'ry green wood tree.</p> <p>High overhead, the skylarks wing, They never rest at home But just like me, they love to sing, As o'er the world we roam.</p>	
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Learning Standard:**1.1.4 Able to talk about a stimulus with guidance.**

Activity	Content	Teacher's Notes
<p>1. An Outing</p> <ol style="list-style-type: none"> 1. Prepare a box of items. 2. Ask pupils to talk about the items in the box. 	<p>Teaching focus: Nouns</p>	<p>Suggested Items :</p> <ol style="list-style-type: none"> 1. A Picnic Basket 2. A Set of Art Tools for Painting
<p>2. Advertisement from Newspaper or TV clips</p> <ol style="list-style-type: none"> 1. Choose an advertisement or a video clip focusing on moral values. 2. Ask pupils to talk about the advertisement/video clip. 3. Ask questions to elicit responses pertaining to the advertisement/video clip. 	<p>Teaching focus: Adjectives</p> <p>Suggested words:</p> <p>generous responsible caring</p>	<p>Materials</p> <ol style="list-style-type: none"> 1. Newspapers 2. Video Clips 3. Magazines 4.
<p>2. Advertisement from Newspaper or TV clips</p> <ol style="list-style-type: none"> 1. Choose an advertisement or a video clip focusing on moral values. 2. Ask pupils to talk about the advertisement/video clip. 3. Ask questions to elicit responses pertaining to the advertisement/video clip. 	<p>Teaching focus: Adjectives</p> <p>Suggested words:</p> <p>generous responsible caring</p>	<p>Materials</p> <ol style="list-style-type: none"> 5. Newspapers 6. Video Clips 7. Magazines 8.
<p>Life Cycle of a frog</p> <ol style="list-style-type: none"> 1. Prepare pictures for each phase of the cycle. 2. Ask pupils to talk about each phase. 3. Ask questions to encourage active participation. 	<p>Teaching focus: Sequence connectors</p> <p>Suggested words:</p> <p>first then next finally frog eggs tadpole young frog</p>	<p>Pictures pertaining to the life cycle of a frog.</p>

Learning Standard:

1.2.1 Able to participate in daily conversations: a) express good wishes

Activity	Contents	Teacher's Notes
<p>Listen and Respond</p> <p>1. Dress pupils up as the following characters.</p> <p>A: grandfather holding a birthday cake B: an athlete holding a trophy C: someone looking sad D: someone carrying a luggage E: a new pupil to the class</p> <p>2. Each pupil takes turn to listen to the teacher and say aloud the statement to the whole class.</p> <p>3. Pupils respond orally.</p>	<p>Teaching focus : Social Expressions</p> <p>Dialogues: A : I am 80 years old. R : Happy Birthday!</p> <p>B : Hooray! I won the first prize. R : Congratulations!</p> <p>C : My grandmother is not well. R : We hope she will get well soon.</p> <p>D : I am leaving for Singapore now. R : Have a safe journey.</p> <p>E: Hello, I'm Imran. R: Welcome to our class.</p>	<p>Items for dress-up.</p> <p>*This activity can be done in pairs, groups or as a whole class.</p>

Learning Standard:

1.2.1 Able to participate in daily conversations: b) ask for help

Activity	Contents	Teacher's Notes
<p>What's In the Musical Box?</p> <p>1. Prepare 10 pictures of various situations.</p> <p>2. Play the music and pass the musical box around.</p> <p>3. When the music stops, a pupil picks up a picture.</p> <p>4. Pupil shows the picture to the class.</p> <p>5. Class respond.</p>	<p>Teaching focus : Dialogues</p> <p>Pictures and questions P1- A child asking for help when doing homework. Q : Could you help me with my homework please?</p> <p>P2- A child trying to cross a busy road. Q : Can you help me to cross the road?</p> <p>P3- A girl fell and hurt her</p>	<p>Pictures of situations</p> <p>An attractive box</p> <p>CD player and CD</p> <p>Suggested Responses: Could you please...? Would you mind...? Do you mind...? Please help...</p>

	feet. Q : Can you please help me? P4- An old lady carrying two heavy bags. Q : Please help me to carry these bags.	
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Learning Standard:

1.2.1 Able to participate in daily conversations: c) respond to someone asking for help

Activity	Contents	Teacher's Notes
Please help... 1. Prepare situations on CDs. 2. When the telephone rings, a representative from each group takes turn to pick up the telephone on the teacher's table. 3. Teacher plays the CD. 4. The class listens to the situation. 5. The pupil with the telephone responds loudly and the class repeats the response verbally aloud.	Teaching focus : Social Expressions Dialogues and responses. D1 : Could you please help me with my homework? R : Yes, of course. D2 : Do you mind taking me across the road? R : Of course, I don't mind. Let us cross the road together. D3 : Help! I can't walk. R : Let me help you. D4 : Would you mind helping me with these bags? R : Of course, I wouldn't mind. Let me take the bags for you.	Old telephone Dialogues on CD * Teacher can prepare any appropriate situations to encourage pupils' active responses. Suggested Responses: Of course... Most certainly... Sure... Let me help ... Gladly...

Learning Standard:

1.2.1 Able to participate in daily conversations: d) offer help

Activity	Contents	Teacher's Notes
What would you do? 1. Prepare picture cards of situations. 2. Give each group a picture card. 3. Pupils respond accordingly.	Teaching focus : Social Expressions/Actions	Pic card 1 : pregnant woman in the bus Pic card 2 : a blind man crossing the road Pic card 3 : a teacher carrying heavy books Pic card 4 : mother cooking Pic card 5 : an old man who falls

4. Group members role-play the situation in their picture card.		and injures himself *Teacher can substitute suggested situations with their own.
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Learning Standard:

1.2.1 Able to participate in daily conversations: e) talk about oneself

Activity	Contents	Teacher's Notes
VIP on stage 1. Set up a stage in front of the class. 2. Pupils introduce themselves. 3. Tape it. 4. Replay and let the pupils listen.	Teaching focus : Simple Sentences I am _____. I am _____ years old. I like to eat _____. My hobbies are _____. _____	Microphone Tape recorder Video camera (optional)

Learning Standard:

1.2.1 Able to participate in daily conversations: f) to talk about one's family/friend

Activity	Contents	Teacher's Notes
We love our family 1. In pairs, pupils sit and face each other to form a big circle. 2. Pupils pair up and exchange their family photographs. 3. Pupils talk about their families 4. Call out a few pupils at random to talk about their partner's family.	Teaching focus : Simple Sentences Suggested sentences: 1. This is <u>Johan's family</u> . 2. His father is <u>a banker</u> . 3. His mother is <u>a teacher</u> . 4. His brother is <u>ten years old</u> 5. They like <u>to go to the beach</u> .	Ask pupils to bring photographs of their families.

Learning Standard:

1.2.2 Able to listen to and follow: a) simple instructions

Activity	Contents	Teacher's Notes
<p>Making A Puppet</p> <ol style="list-style-type: none"> 1. Prepare materials to make puppets. 2. Divide pupils into groups of 5. 3. Distribute materials to each group. 4. Read instructions aloud step by step. 5. Pupils listen and follow the steps. 	<p>Teaching Focus: Verbs</p> <p>Suggested Words:</p> <p>cut draw tie paste</p>	<p>Instructions & Materials (Appendix 7)</p> <p>Materials:</p> <ol style="list-style-type: none"> a. egg shells b. plastic bottles c. glue d. skirts e. blouses f. wool g. magic pens
<p>Let's Go to the Garden</p> <ol style="list-style-type: none"> 1. Pupils listen to the teacher's instructions and follow. 2. Pupils can work individually, in pairs or groups. 	<p>Teaching Focus: Imperatives</p> <p>Suggested instructions:</p> <ol style="list-style-type: none"> 1. Wear your gloves. 2. Put on your boots. 3. Wear your hat. 4. Put on your sun glasses. 	<p>gloves boots hat sun glasses</p>

Learning Standard:

1.2.2 Able to listen to and follow: b) simple directions

Activities	Contents	Teacher's Notes
<p>A Maze</p> <ol style="list-style-type: none"> 1. Prepare a maze in the classroom as shown in the picture. 2. Place a basket of balls at the starting point and an empty basket at each exit. 3. Blindfold the pupil. 4. Read the directions to the pupil. 5. Pupil listens to the teacher and follows the direction. 	<p>Teaching Focus: Verb and Preposition</p> <p>Suggested Words:</p> <p>pick take put turn walk left right straight</p>	<p>Materials:</p> <ol style="list-style-type: none"> a. skittles b. balls c. baskets d. cloth to blindfold <p>Maze (Appendix 8)</p>

Learning Standard:

1.2.2. Able to give: a) simple instructions in school

Activity	Contents	Notes
<p>In The Library</p> <ol style="list-style-type: none"> 1. Discuss the do's and don't's in a library. 2. Play "Simon Says" in the classroom. 3. Bring pupils to the library. 4. Choose a pupil to give instructions. 	<p>Teaching Focus: Simple instructions</p>	<p>Suggested instructions</p> <ol style="list-style-type: none"> 1. Take off your shoes. 2. Be silent. 3. Choose a book to read. 4. Return your book to the shelf. 5. Arrange the books neatly. 6. Push the chairs in. 7. Put on your shoes. 8. Line up. 9. Walk quietly to your class.

Learning Standard:

1.2.3 Able to give: b) simple directions to places in school

Activity	Contents	Materials		
<p>Where Am I?</p> <ol style="list-style-type: none"> 1. Put up the school plan. 2. Allow pupils to identify the places in the school. 3. Create situations. 4. Pupils work in pairs. A – to listen to the teacher and give simple instructions. B – to point the route with a pointer as he/she listens to A. 5. Repeat the activity with other pairs. 	<p>Teaching Focus: Simple directions</p> <p>Suggested instructions</p> <ol style="list-style-type: none"> 1. Walk straight ahead. 2. Turn left. 3. Turn right. 4. is on your right. 5. is to your left. <p>Situations Examples:</p> <ol style="list-style-type: none"> 1. <table border="1" data-bbox="730 1503 1007 1637"> <tr> <td>Siti is at the office. She wants to go to the hall.</td> </tr> </table> 2. <table border="1" data-bbox="730 1644 999 1812"> <tr> <td>Muthu is at the field. He wants to go to the Science Garden.</td> </tr> </table> 	Siti is at the office. She wants to go to the hall.	Muthu is at the field. He wants to go to the Science Garden.	<p>A big chart of the school plan.</p> <p>A long pointer.</p> <p>Coloured pointers/magnetic buttons. (to mark the starting and finishing line)</p> <p>School Plan (Appendix 9)</p>
Siti is at the office. She wants to go to the hall.				
Muthu is at the field. He wants to go to the Science Garden.				

Learning Standard:

1.3.1 Able to listen to and demonstrate understanding of oral texts by :

- a) asking simple Wh-Questions
- b) answering simple Wh-Questions

Activity	Content	Teacher's note
<p>Young Reporters</p> <ol style="list-style-type: none"> 1. Divide pupils into groups. 2. Group leaders read the story/Pupils listen to the pre-recorded story in their groups. 3. Each group takes turns to sit in front of the class and class members ask questions to elicit information about the story. 4. Group members answer the questions. 5. Repeat this with other groups. <p>❖ Before the activity, the teacher can drill the questions.</p>	<p>Teaching Focus: 'Wh' questions</p> <p>STATION 1</p> <ol style="list-style-type: none"> 1. What did you see ? 2. Who was the driver ? <p>STATION 2</p> <ol style="list-style-type: none"> 1. What did you see at Station 2? 2. How many buffaloes were in the mud? 3. What colour were the buffaloes? <p>STATION 3</p> <ol style="list-style-type: none"> 1. What did you see at this station? 2. What were in the plantation? 3. What was carrying the oil palms? <p>STATION 4</p> <ol style="list-style-type: none"> 1. What type of houses did you see? 2. What animals were there? 3. Where were the ducklings? 4. What were they doing? <p>STATION 5</p> <ol style="list-style-type: none"> 1. What did you hear? 2. What was grandfather doing? 3. Was your grandfather happy to see you? 	<p>Story (Appendix 1)</p> <p>*Make use of stories such as <i>The Princess and the Dragon</i>, <i>Shoemaker and Mr.King</i> or <i>Anansi the Spider</i> from the reading module.</p>

Learning Standard:

**1.3.1 Able to listen to and demonstrate understanding of oral text by:
c) giving 'True' or 'False' replies.**

Activity	Contents	Materials
<p>A Letter</p> <ol style="list-style-type: none">1. Prepare a letter and put it in an envelope.2. Ask a colleague to send the letter to the class.3. Open the letter in front of the pupils.4. Read the letter aloud.5. Pupils listen to the teacher.6. Ask true/false questions based on the letter.7. Pupils answer true/false.	<p>Teaching Focus: Simple Past Tense</p>	<p>Letter in an envelope.</p> <p>Letter (Appendix 10)</p>

Learning Standard:

**1.3.1 Able to listen to and demonstrate understanding of oral text by:
d) sequencing with guidance.**

Activity	Contents	Materials
<p>Shopping For Mom</p> <ol style="list-style-type: none">1. Prepare a brief story.2. Prepare a sequence of cut out pictures pertaining to the story.3. Put each set of pictures into 5 or 6 envelopes.4. Distribute the envelopes to each group.5. Read aloud the story.6. In groups, pupils arrange the pictures according to the correct sequence.	<p>Teaching Focus: Simple Past Tense</p>	<p>Sequence of cut out pictures in envelopes.</p> <p>Story (Appendix 11)</p> <p>Pictures (Appendix 12)</p>

A Joy Ride

Razak and Chong Keat are good friends. Chong Keat has never been to a village before.

One weekend, Razak decides to take Chong Keat to his grandparents' village. Razak's grandparents own an orchard.

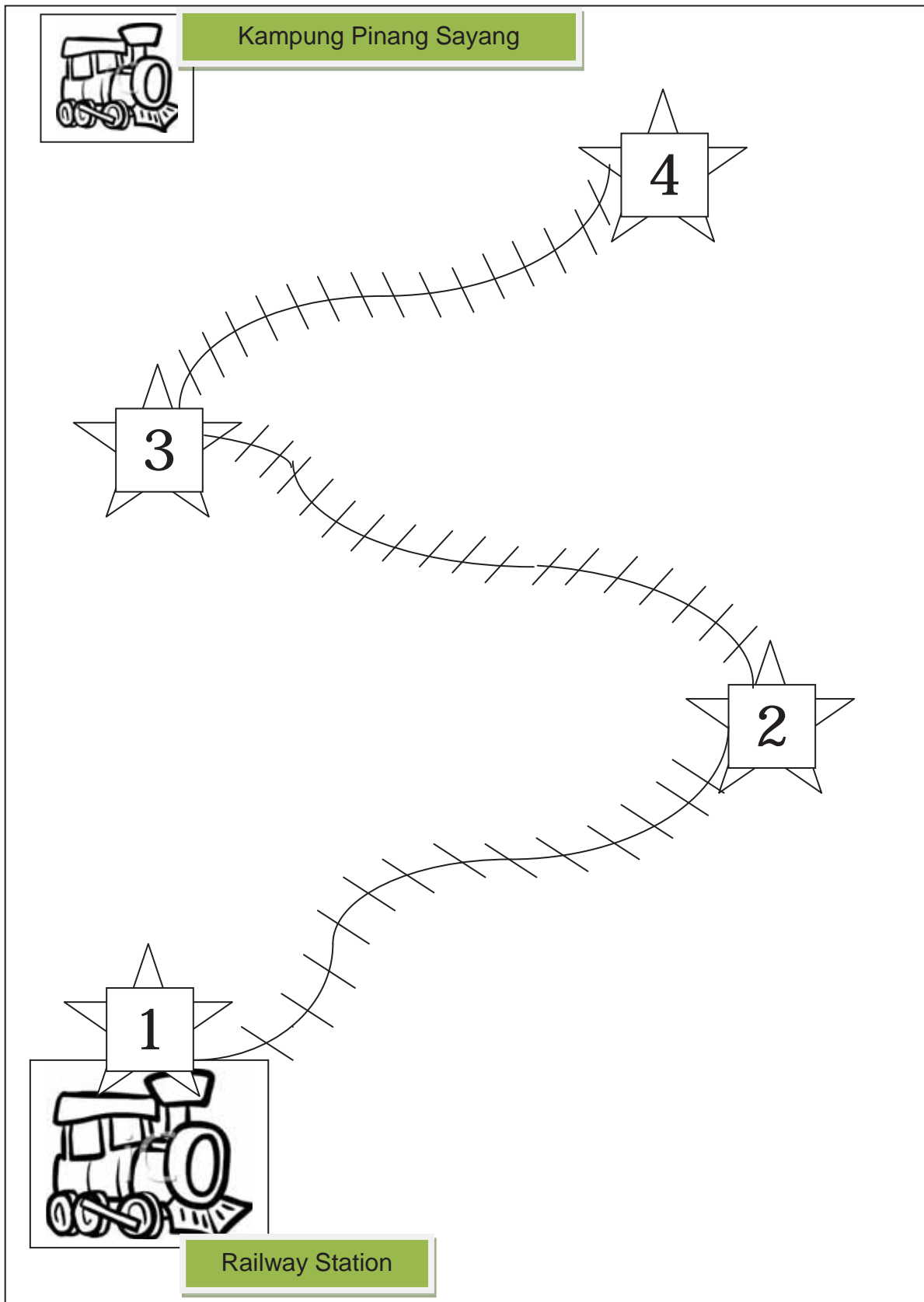
Razak and Chong Keat are at the railway station. Chong Keat is very excited. It is his first time travelling by train.

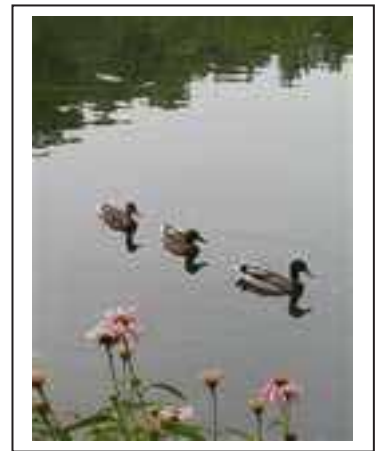
What a journey! Chong Keat and Razak enjoy the beautiful scenery. Soon they arrive at Station 2. They see paddy fields and buffaloes. After five minutes, the train leaves Station 2.

After thirty minutes, the train arrives at Station 3. They see an oil palm plantation and big lorries carrying the oil palms.

Along the way to Station 4, they see many attap houses, a gaggle of geese and a brood of chickens. There is also a flock of ducklings in a pond. Chong Keat is very excited.

Finally, they arrive at Razak's grandparents' village, Kampung Pinang Sayang. His grandparents are happy to welcome them.





Who stole my clothes?

It was a warm morning. Leela woke up early. Her mother was sick and she was resting in bed. Leela cleaned the house and she washed the clothes.

“The sun is up. I must hang up the clothes!”

Off she went outside and started to hang up the clothes.

Up went the T-shirts
Up went the trousers
Up went the towels
socks and skirts.

Then Leela ran into the kitchen and cooked some porridge. She did not see a goat behind the thick green bushes..

“Me...ek! Me...ek!,” said the goat. “What lovely clothes!”

Down came the T-shirts
Down came the trousers
Down came the towels,
socks and skirts.

Soon, Leela came out.

**What do you think happened next?

** Who stole Leela’s clothes?

The Mouse and the Caterpillar

Once upon a time, there lived a friendly mouse in a small cottage. He enjoyed going for walks in the woods. One day, he saw a fat caterpillar on a yellow leaf.

“Hello there! I’ve never seen you here before. Are you new here?”

“Yes, I am new to this part of the woods.”

“Let’s be friends!”

Since that day, the mouse and the caterpillar became close friends. After some time, the mouse went to the busy city to visit his rich cousins.

Three weeks later, the mouse came back and decided to visit the caterpillar. Oh no! The caterpillar was not there. The mouse sat on a small tree stump and waited.

Suddenly a beautiful butterfly emerged from the tall trees.

“Hello Mr. Mousey, why are you so sad?”

“Have you seen my friend Cater? Cater is not here. I don’t know what happened to Cater!”

“Don’t you recognize me, Mr. Mousey? I am your friend!”

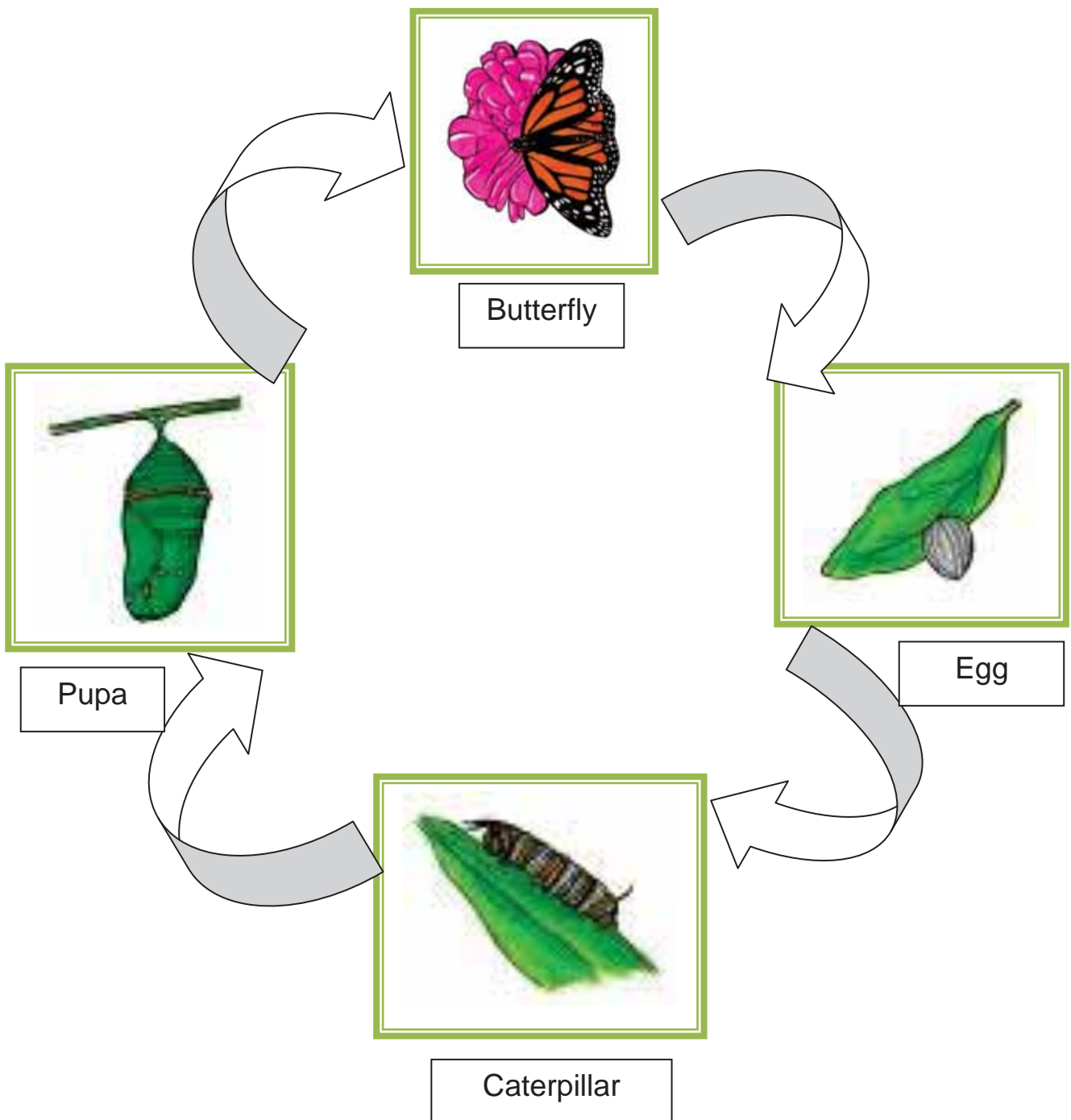
The mouse was shocked and laughed. He could not believe it was Cater. The butterfly explained how Cater became a butterfly.

“Now, listen carefully, Mr. Mouse. I hatched from an egg. People called me caterpillar. I ate a lot of leaves. I became fat. Then, people called me a pupa. I was resting in the pupa for some time. Finally, from a pupa, I became a butterfly.”

“Wow! It sounds like magic and you are more beautiful now.”

Together they laughed happily.

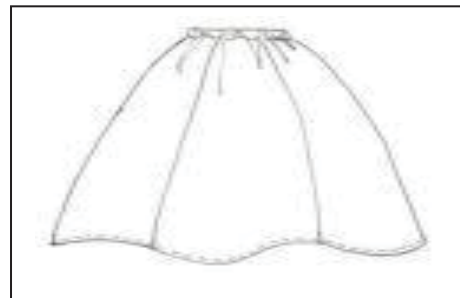
Life Cycle of a Butterfly



Making a puppet

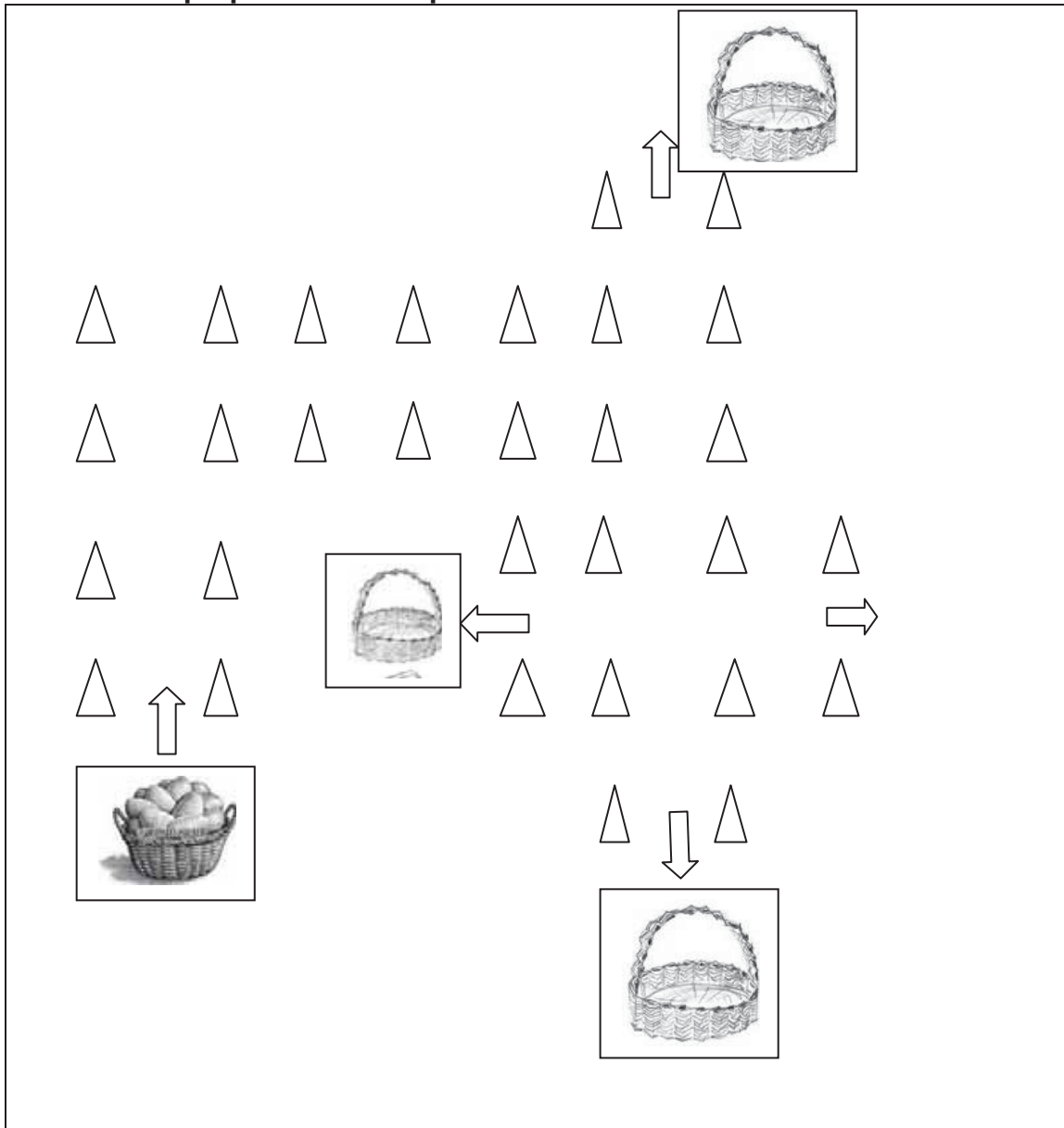
Instructions:

1. Colour and cut out the blouse and skirt.
2. Glue the wool on top of the egg shell.
3. Mount the egg shell on top of the bottle.
4. Glue the blouse and skirt on the bottle.
5. Draw the eyes, nose and mouth on the egg shell.

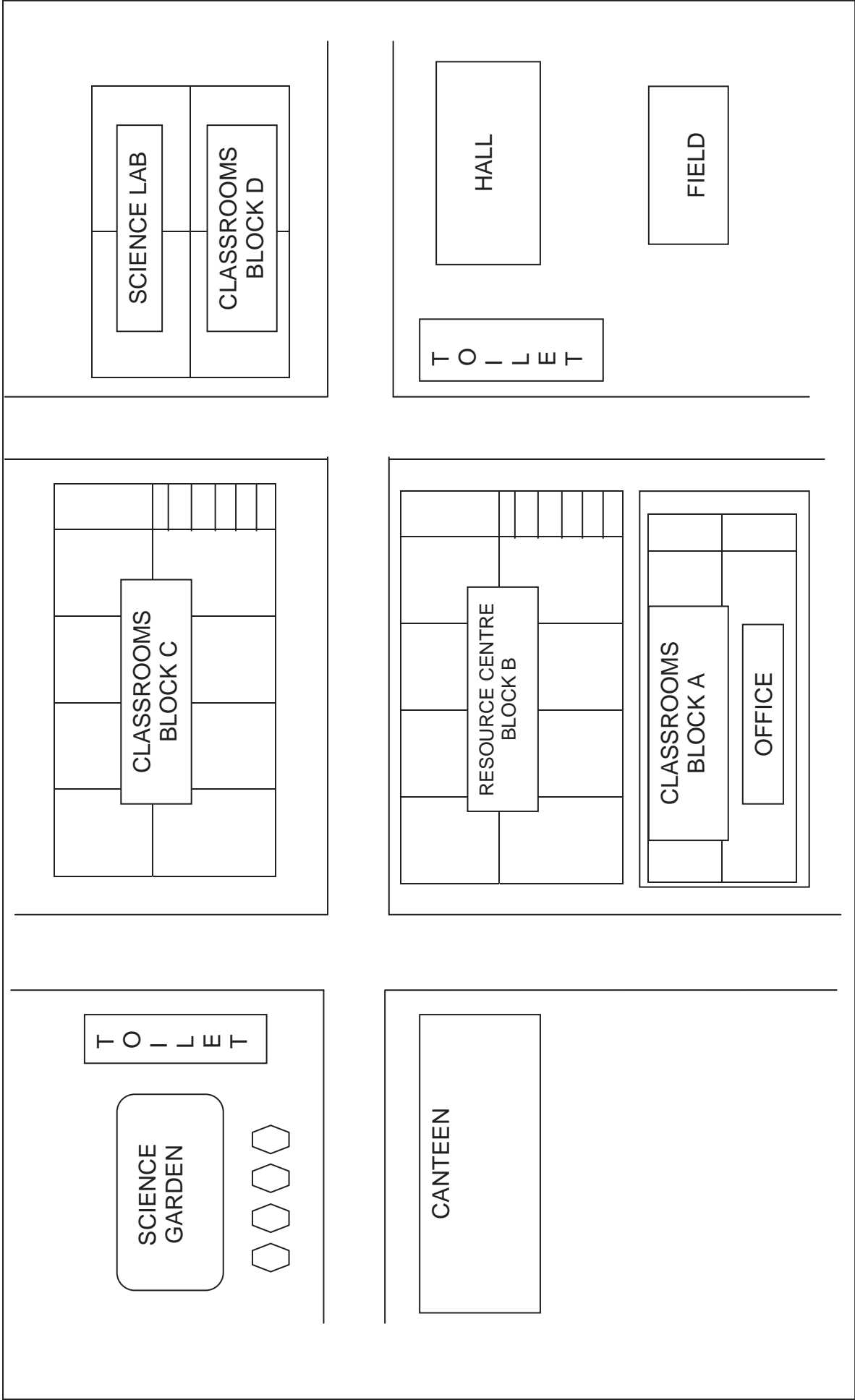


Maze 1.2.2(b)

Note : Teacher to prepare the front portion of the class or field.



APPENDIX 9



Surin Nam Pritsom,
437B, Sonkra Lane,
West Hill, Bangkok.
26 August 2010

Dear Jayanthi,

Thank you for the photographs of your visit to Sabah. I like the photo of Mount Kinabalu.

Last week, I visited my uncle's crocodile farm. There were more than fifty crocodiles. The crocodiles were long and big. Their scales were hard and rough.

I saw some men feeding them with fresh meat. I did not like that. I did not really enjoy the trip. I was glad I did not spend a night there.

Do write soon.

Your friend,
Amelia Farah

Sequencing with guidance.

Listen and arrange the pictures in the correct sequence.

1.	Mr. Tham took his sons shopping.
2.	They waited for the bus at Jalan Utara.
3.	The bus arrived at Jusco Mall at 9.00 a.m.
4.	They bought a lovely purse at Today's Fashion.
5.	Then, they bought a silk shawl at Silk House.
6.	They had lunch at 1.00 p.m.
7.	The children were sure that their mother would be happy with the gifts.
8.	Finally, they went home by taxi.

1.3.1 (d)





THE READING SKILL

At the end of primary education, pupils should be able to apply knowledge of sounds of letters to recognise words in order to begin reading and then move on to the more complex skill using a range of strategies to construct meaning from the text read. The ultimate goal of the reading component in primary school is to produce pupils who will be able to read independently for information and enjoyment. The Content and Learning Standards for Year 3 are:

CONTENT STANDARDS	LEARNING STANDARDS
<p>2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.</p>	<p>2.2.1 Able to apply word attack skills by: (a) grouping words according to word categories. (b) identifying words similar in meaning (c) identifying words opposite in meaning</p> <p>2.2.2. Able to read and understand phrases and sentences in linear and non-linear texts.</p> <p>2.2.3 Able to read and understand simple and compound sentences.</p> <p>2.2.4. Able to read and understand a paragraph with simple and compound sentences.</p> <p>2.2.5 Able to apply dictionary skills to locate words. (a) entry points. (b) exit points.</p>
<p>2.3 By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment.</p>	<p>2.3.1 Able to read for information and enjoyment with guidance: (a) fiction (b) non-fiction</p>

In order to achieve the abovementioned, content standards and learning standards have been devised progressively. The teaching of reading in the early stages begins at the word and phrase levels before progressing to sentence recognition and reading at the paragraph level. Gradually, pupils are taught to extract specific information from a text and to respond to a text with their own ideas and opinions.

Learning Standard :

- 2.2.1 Able to apply word attack skills by:**
(a) grouping words according to word categories.

ACTIVITY	CONTENT	TEACHER'S NOTES												
<p>Animal Hunt</p> <ol style="list-style-type: none"> Paste word cards around the classroom. Divide pupils into groups . Instruct pupils to look for as many word cards as they can. Pupils read aloud the word cards collected. Pupils categorize the animals. Pupils present their work. Feed back on presentations. 	<p>List of animals:</p> <ol style="list-style-type: none"> rabbit monkey squirrel camel goose cow horse elephant. hamster turkey <table border="1"> <thead> <tr> <th>Wild</th> <th>Tame</th> </tr> </thead> <tbody> <tr> <td>monkey</td> <td>rabbit</td> </tr> <tr> <td>squirrel</td> <td>goose</td> </tr> <tr> <td>camel</td> <td>cow</td> </tr> <tr> <td>horse</td> <td>turkey</td> </tr> <tr> <td>elephant</td> <td>hamster</td> </tr> </tbody> </table>	Wild	Tame	monkey	rabbit	squirrel	goose	camel	cow	horse	turkey	elephant	hamster	<p>Word cards on animals (Appendix 1)</p> <p>* other word cards can be used to replace animal cards.</p> <p>Examples:</p> <p>Flowers</p> <p>Vegetables</p> <p>Fruits</p>
Wild	Tame													
monkey	rabbit													
squirrel	goose													
camel	cow													
horse	turkey													
elephant	hamster													

Learning Standard :

- 2.2.1 Able to apply word attack skills by:**
(b) identifying words similar in meaning.

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Find My Twin</p> <ol style="list-style-type: none"> Project/Put up the story “ The Day I Met a Giant” on the screen /board. Distribute 2 synonym cards to each group. Teacher or pupils read the story. Read the words in bold. The group that has the synonym card for the words in bold shows the word card. Repeat with other words. Pupils read the story again with the new set of synonyms. 	<p>Story : The Day I Met a Giant</p> <p>It was a nice day. I was feeling happy. I went for a walk in the woods. Then I met a giant. He was very big. I was scared. I decided to run and look for a place to hide. I climbed a tree. The giant came closer. He found me. “Found you” he said.” Now it’s my turn to hide and you can seek!”</p>	<p>* Synonym word cards (Appendix 2)</p>

Learning Standard:

2.2.1 Able to apply word attack skills by :
(c) identifying words opposite in meaning.

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Antonym Jigsaw</p> <ol style="list-style-type: none"> 1. Divide pupils into groups. 2. Give each group an antonym jigsaw. 3. Pupils complete the jigsaw. 4. Pupils identify and read the words found in the jigsaw. 5. Pupils give the antonyms for the words identified. 6. Pupils read the story given and replace the words in bold with their antonyms. 7. Pupils read the new story. 	<p>Antonyms</p> <ol style="list-style-type: none"> 1. happy-sad 2. fat – thin 3. old – young 4. dirty – clean 5. sunny – gloomy 6. blunt – sharp <p><u>Story text</u> There lived a happy man named Jones. He was fat and old. He always wore dirty clothes. One sunny day, he wanted to eat sugar cane. He could not cut it with his blunt knife.</p>	<p>* Antonym Jigsaw (Appendix 3)</p> <p>Story (Appendix 4)</p>

Learning Standard :

2.2.2. Able to read and understand phrases and sentences in linear and non-linear text.

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>The Princess and The Dragon</p> <ol style="list-style-type: none"> 1. Pupils are given figurines of characters. 2. Paste phrase cards on the board. 3. Pupils match the figurines to the phrase cards. 4. Pupils read aloud all the phrases. 5. In groups, give pupils sentence strips of the story ' The Princess and The Dragon'. 6. Pick a group to start a story chain. (This group identifies and reads the first sentence of the story.) 7. The first group to identify the second sentence continues the story chain. (This activity is repeated until the whole story is completed.) 8. Pupils read the whole story. 	<p>Story (Linear Text)</p> <p>The Princess and The Dragon</p> <p>-Refer to the story ' The Princess and The Dragon'.</p>	<ol style="list-style-type: none"> 1. Figurines 2. Phrase cards (Appendix 5) 3. The story (Appendix 6) 4. Sentence strips (Appendix 7)

Learning Standard :

2.2.2 Able to read and understand phrases and sentences in linear and non-linear texts.

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>What does the message say?</p> <ol style="list-style-type: none">1. Divide pupils into groups.2. Each group is given sentence strips of a message.3. Pupils arrange the sentence strips to form a message.4. The first group to finish, reads the message.5. Ask questions based on the message. Pupils answer orally.6. In groups, pupils draft simple messages to their friends.7. Pupils read aloud their messages.	<p>Message (Linear Text)</p> <div data-bbox="683 465 1086 983" style="border: 1px solid black; padding: 5px;"><p>To : Ah Seng</p><p>From : Alief</p><p>Date : 13 March 2011</p><p>Time : 2:30 p.m.</p><p>I came to your house but you weren't in. I left the book you wanted with your brother. The book is overdue. Call me tonight when you are free.</p></div> <p>Questions:</p> <ol style="list-style-type: none">1. Who wrote the message?2. Who was the message for ?3. What did Ah Seng ask from Alief?4. Why do you think Alief asked Ah Seng to call?	<p>Message: Sentence strips (Appendix 8)</p>

Learning Standard :

2.2.2 Able to read and understand phrases and sentences in linear and non-linear texts.

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>People Work</p> <ol style="list-style-type: none"> 1. Pupils complete a puzzle in groups. 2. Put up the rhyme – People Work 3. Pupils recite the rhyme: <ul style="list-style-type: none"> - model reading - shared reading 	<p><i>People work</i></p> <p>People work in the country People work in the town People work day and night To make the world go round</p> <p>Nigel Naylor, he's a tailor He makes trousers, suits and shirts Penny Proctor, she's a doctor Comes to see you when it hurts</p> <p>Peter Palmer, he's a farmer He's got cows and pigs and sheep Wendy Witter, babysitter Minds the kids when they're asleep</p> <p>Mabel Meacher, language teacher Teaches English, French and Greek Gary Gummer, he's a plumber Call him when you've got a leak</p> <p>Patty Prentice, she's a dentist Keeps your teeth both clean and white Ronnie Ryman, he's a fireman Comes when there's a fire to fight</p> <p>People work in the country People work in the town People work day and night To make the world go round</p>	<ul style="list-style-type: none"> • People Work Rhyme • Puzzle (Appendix 9) <p>http://learnenglishkids.britishcouncil.org/en/</p>
	<p>People Work (simpler version)</p> <p>People work in the country People work in the town People work day and night To make the world go round</p> <p>Nigel Naylor, he's a tailor He sews trousers, skirts and shirts Penny Proctor, she's a doctor Come to see her when you are sick</p>	

	<p>Peter Palmer, he's a farmer He's got cows and sheep Wendy Witter, babysitter Her job is to take care of kids</p> <p>Mabel Meacher, she's a teacher Teaches English to her pupils Gary Gummer, he's a plumber He repairs broken pipes</p> <p>Patty Prentice, she's a dentist She keeps your teeth healthy Ronnie Ryman, he's a fireman He helps to put out fire</p> <p>People work in the country People work in the town People work day and night To make the world go round</p>	
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Learning Standard :

2.2.2 Able to read and understand phrases and sentences in linear and non-linear texts.

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Movie Poster</p> <ol style="list-style-type: none"> Pupils are given a movie poster of BEN 10. Ask questions about the poster . (see discussion questions) Ask pupils to read the information in the poster. Pupils are given a BEN 10 poster. They fill in the name of the characters in groups. Pupils are given a table to complete.(refer to the table on BEN10) Pupils read out the completed table. 	<p>Movie Poster BEN 10 (Non-linear text)</p> <p>Discussion questions.</p> <ol style="list-style-type: none"> This is a movie poster. Can you give me the name of the movie? How many characters do you see in the poster? Can you name the characters? 	<p>BEN 10 Poster (Appendix 10)</p> <p>Incomplete Poster (Appendix 11)</p> <p>Information transfer table. (Appendix 12)</p>

Learning Standard:

2.2.3 Able to read and understand simple and compound sentences.

ACTIVITY	CONTENT	TEACHER'S NOTES								
<p>Read and Draw</p> <ol style="list-style-type: none">1. Put the first sentence strip on the board.2. Ask pupils what they think happened.3. Put the second sentence strip.4. Pupils read aloud the sentence strip and draw on the frame given.5. Repeat steps 3 and 4 with other sentence strips.6. Pupils compare their drawings with each other.7. Teacher shows the correct drawing – discussion.	<p>Sentence strips</p> <table border="1"><tr><td>I came home on a windy day.</td></tr><tr><td>I found all the clothes blown away.</td></tr><tr><td>Dad's shirt and tie flew up in the sky.</td></tr><tr><td>Sister's skirt fell into the dirt.</td></tr><tr><td>My three socks were in the box.</td></tr><tr><td>Brother's jeans ended up in the dustbin.</td></tr><tr><td>Mum's old hat looked good on the cat.</td></tr><tr><td>My shirt and shorts were in a puddle of water.</td></tr></table>	I came home on a windy day.	I found all the clothes blown away.	Dad's shirt and tie flew up in the sky.	Sister's skirt fell into the dirt.	My three socks were in the box.	Brother's jeans ended up in the dustbin.	Mum's old hat looked good on the cat.	My shirt and shorts were in a puddle of water.	<p>* sentence strips (Appendix 13)</p> <p>* frame of a house and a garden (Appendix 14)</p>
I came home on a windy day.										
I found all the clothes blown away.										
Dad's shirt and tie flew up in the sky.										
Sister's skirt fell into the dirt.										
My three socks were in the box.										
Brother's jeans ended up in the dustbin.										
Mum's old hat looked good on the cat.										
My shirt and shorts were in a puddle of water.										

Learning Standard:

2.2.4 Able to read and understand a paragraph with simple and compound sentences.

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Read and Sequence</p> <ol style="list-style-type: none">1. Ask pupils to read the text aloud.2. In groups, they are given worksheets.3. Pupils read the text again and complete the picture.4. Extension: Pupils choose their favourite clown and talk about it.		<p>Text (Appendix 15)</p> <p>Picture (Appendix 16)</p>

Learning Standard:

2.2.5 Able to apply dictionary skills to locate words.

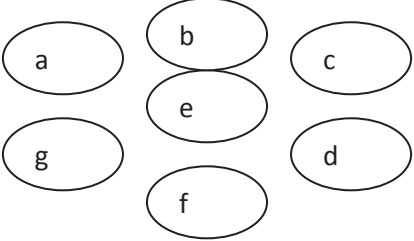
- (a) entry points
- (b) exit points

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Dictionary War</p> <ol style="list-style-type: none"> 1. Guide pupils to look for the meaning of the word 'alien' from the dictionary. 2. Explain entry/exit points to locate words in the dictionary. (refer attachment) 3. Divide class into groups. 4. Each pupil needs a dictionary. 5. Teacher writes four words on the board. 6. Each pupil in the group finds one word in the dictionary and points to it. 7. When all members of the group have located all four words they raise their hands. 8. Then, pupils read out the meanings of the words found. 9. The first group to raise their hands is awarded points. 	<p>Words</p> <p>alien dangerous claws weighs puddle</p>	<p>Sample dictionary page (Appendix 17) (This activity can be done with other words.)</p> <p>Note:</p> <ol style="list-style-type: none"> a. Get pupils to look up the first two letters of the word at the top left hand and right hand corner of the page ; for e.g. for the word 'alien', look for 'al'. b. After you have identified the first two letters and if there are more than one page with the same letters, look for the next letter. For the word 'alien'; you need to look for 'ali'. c. After finding, 'ali' then scan the page and identify the word. d. The word on the top left hand or right hand corner is called the 'entry' point. The word that you have been looking for is called the 'exit' point.

Learning Standard:

2.3.1 Able to read for information and enjoyment with guidance

(a) fiction

Activity	Content	Teacher's Notes
<p>Read and Sequence</p> <ol style="list-style-type: none"> 1. Show a picture of a spider. 2. Ask pupils oral questions. 3. Distribute a set of sentence bubbles to each group. 4. Pupils try to sequence the sentence bubbles to form a story. 5. Each group reads aloud their sequence. 6. Teacher shows the correct sequence on the board. 7. Pupils read the correct sequence from the board. 8. In groups, pupils draw a picture of a hungry and angry spider. 	<p>Sentence in each bubble are:</p> <ol style="list-style-type: none"> a. Anansi really loves eating and he's very fat. b. Anansi first meets the rabbit who is cooking carrots. c. Rabbit tells Anansi that the food is not ready. d. Then, Anansi meets Monkey who is cooking beans. e. Anansi does not like beans. So, he goes to see Andy the Ant. f. Ant is preparing syrup. The syrup is too sweet. g. Finally, Anansi eats nothing. He is hungry and angry. <p>Sample questions:</p> <ol style="list-style-type: none"> 1. What do you see in the picture? 2. Do you like this animal? 3. Where can you find this animal? 	<p>* Story of Anansi the spider.</p> <p>Laminated individual bubbles (Appendix 18)</p>

Learning Standard:

**2.3.1 Able to read for information and enjoyment with guidance
(b) non-fiction**

Activity	Content	Teacher's Notes
<p>Velociraptor</p> <ol style="list-style-type: none">1. Show video clip of a dinosaur movie.2. Brainstorm names of dinosaurs.3. Show text about Velociraptor on power point.4. Guide pupils to read the text.5. Pair work: A pupil reads and the partner completes a mind map.6. Pupils do Velociraptor Quiz.7. Pupils complete the text.	<p style="text-align: center;">Velociraptor</p> <p style="text-align: center;">The</p> <p>Velociraptor is a dinosaur with two legs. It can run very fast. It is two metres long and a metre tall. Its head is about 18 cms long. It weighs 7 to 15 kgs. It has sharp teeth. It has claws on its hands. It is dangerous and only eats meat. It lives in hot and dry places.</p>	<p>Video clip of dinosaur movie</p> <p>Text on power point (Appendix 19)</p> <p>Mind map (Appendix 20)</p> <p>Velociraptor Quiz (Appendix 21)</p> <p>Text</p>

rabbit

monkey

squirrel

camel

goose

COW

horse

elephant

hamster

turkey

beautiful

stroll

cheerful

huge

afraid

nearer

search

discovered

saw

told



Story text for Antonyms.

There lived a **sad** man named Jones. He was **fat** and **old**. He always wore **dirty** clothes. One **gloomy** day, he wanted to eat sugar cane. He *could not* cut it with his **blunt** knife.

Sample answer

There lived a **happy** man named Jones. He was **thin** and **young**. He always wore **clean** clothes. One **sunny** day, he wanted to eat sugar cane. He could cut it with his **sharp** knife.



a king



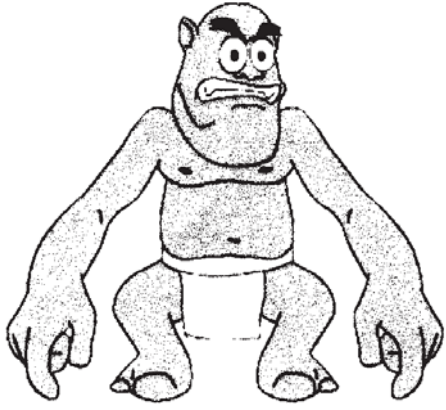
a queen



a princess



a prince



an ogre



a knight



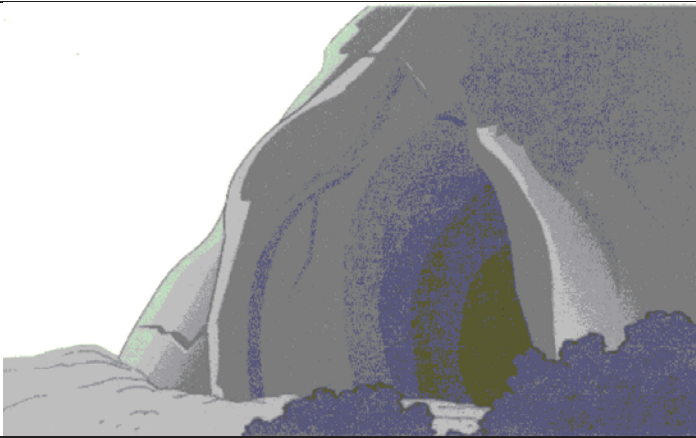
a dragon



a castle



a tower



a cave



a bag of gold



the king's
land

The Princess and The Dragon

Once upon a time there was a king and a queen. They lived in a golden castle with their beautiful daughter. One night an ugly ogre locked the princess in his tower. The king promised to give a bag of gold to the knight who could rescue the princess. All the knights in the lands rode to the ogre's tower. The ogre was so scary that they rode away as fast as they could. The next day a friendly dragon saw the princess in the tower. The dragon blew the ogre into the ocean. The dragon put the princess on his back and flew into the sky. Then, the dragon took the princess back to the castle. The king was so happy with the dragon. He gave the dragon the bag of gold.

Sentence strips for the story - 'The Princess and The Dragon'

Once upon a time there was a king and a queen.

They lived in a golden castle with their beautiful daughter.

One night, an ugly ogre locked the princess in his tower.

The king promised to give a bag of gold to the knight who could rescue the princess.

All the knights in the lands rode to the ogre's tower.

The ogre was so scary that they rode away as fast as they could.

The next day, a friendly dragon saw the princess in the tower.

The dragon blew the ogre into the ocean.

In the end, the dragon took the princess back to the castle.

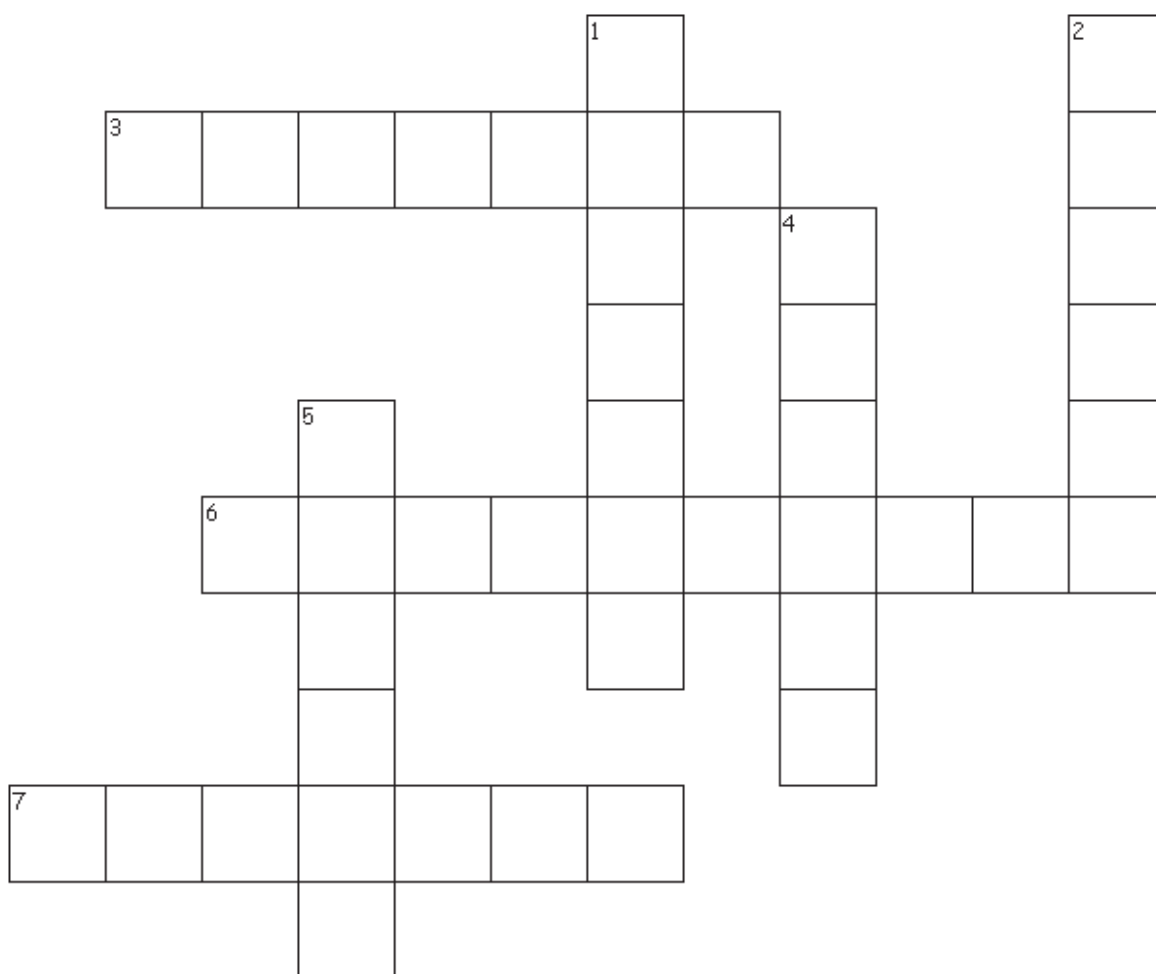
The king was so happy with the dragon.

He gave the dragon the bag of gold.

Message Strips

To: AH SENG
From: ALIEF
Date: 13 March 2011
Time: 2:30 p.m.
I came to your house but you weren't in.
I left the book you wanted with your brother.
The book is overdue.
Call me tonight when you are free.

People Work



Across

3. This person mends things like water pipes, baths and toilets.
6. This person looks after young children.
7. This person fights fires.

Down

1. This person checks your teeth.
2. This person makes clothes.
4. This person treats you when you are ill.
5. This person has sheep, cows and pigs.



Time of show: 12.30 p.m. , 3.30 p.m. , 7.30 p.m.

Place: Cineplex Leisure Mall

Price of tickets:

Adults RM12.00

Children RM 6.00

Ben is a young boy. One day he finds a watch. He wears the watch and he is unable to remove it. When he presses the watch, Ben changes into different types of aliens...



Complete the table.

1. Movie title	
2. Main character	
3. Cinema	
4. Time	
5. Ticket price: Adults Children	
6. Synopsis	<div style="text-align: center;"> <pre> graph TD A[BEN 10] --> B[finds] B --> C[wears] C --> D[unable] D --> E[presses] E --> F[changes] </pre> </div>

I came home on a windy day.

I found the clothes blown away.

Dad's shirt and tie flew up in the sky.

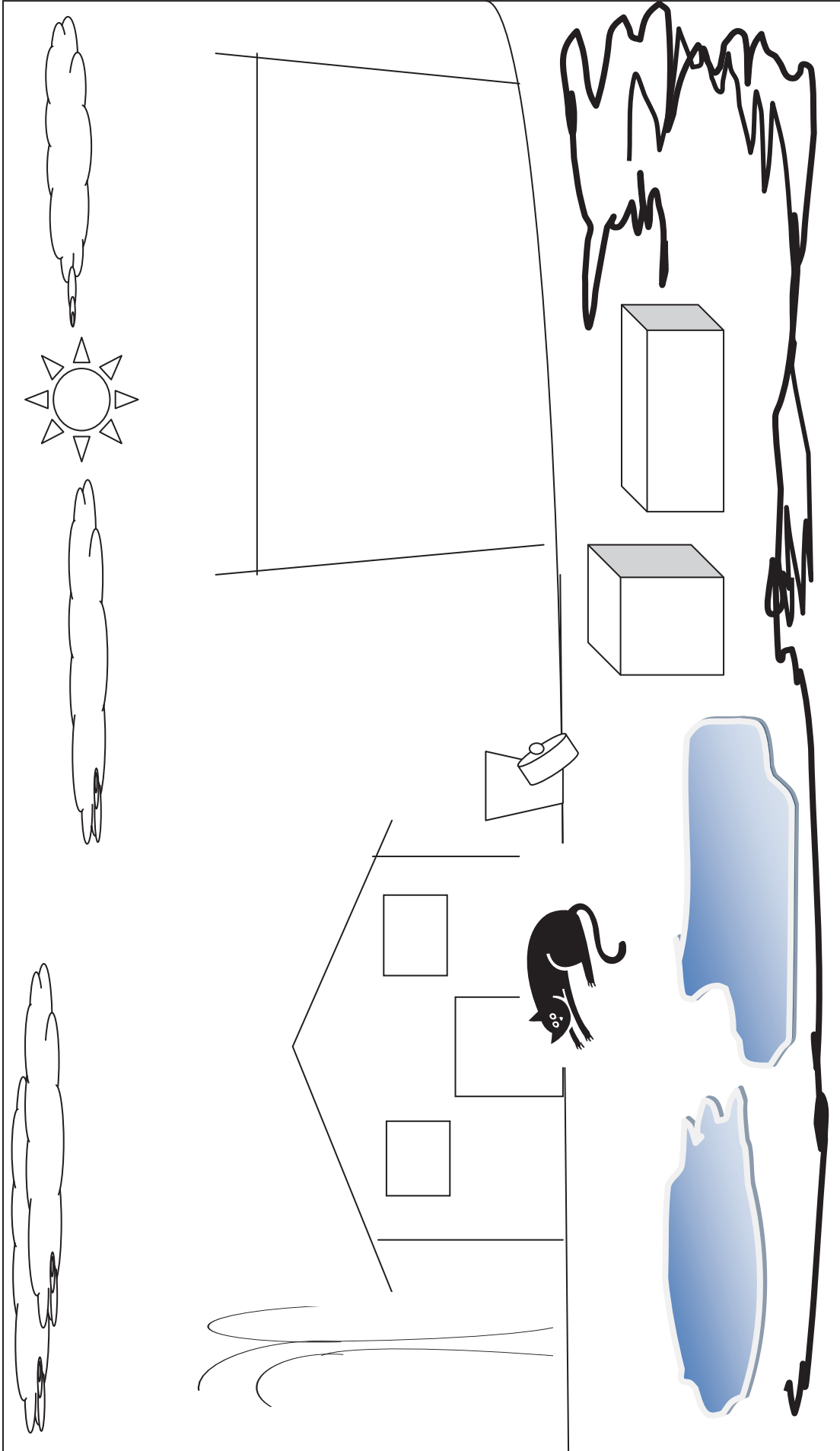
Sister's skirt fell into the dirt.

My three socks were in the box.

Brother's jeans ended up in the dustbin.

Mum's old hat looked good on the cat.

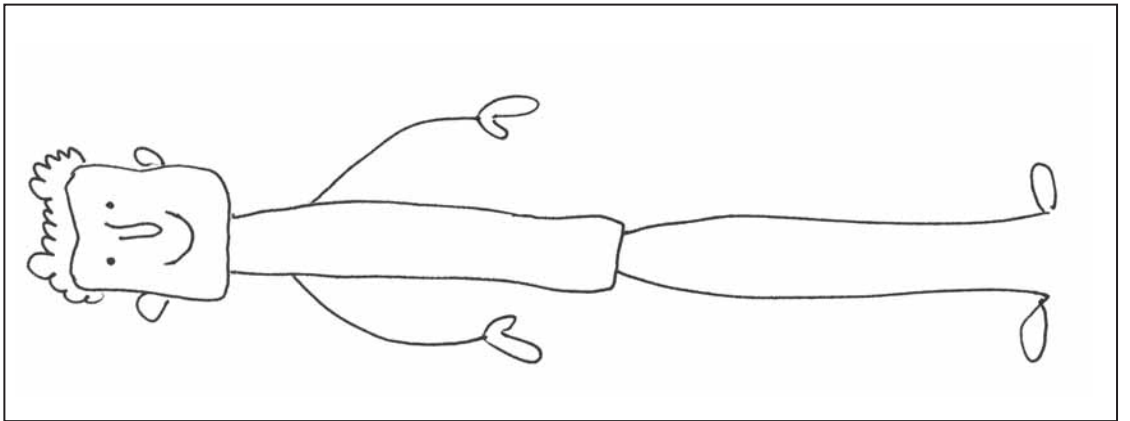
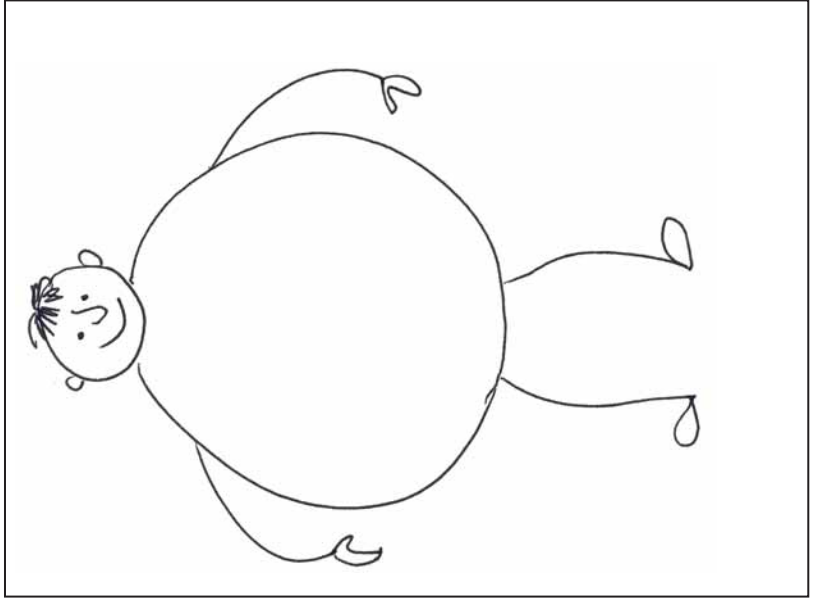
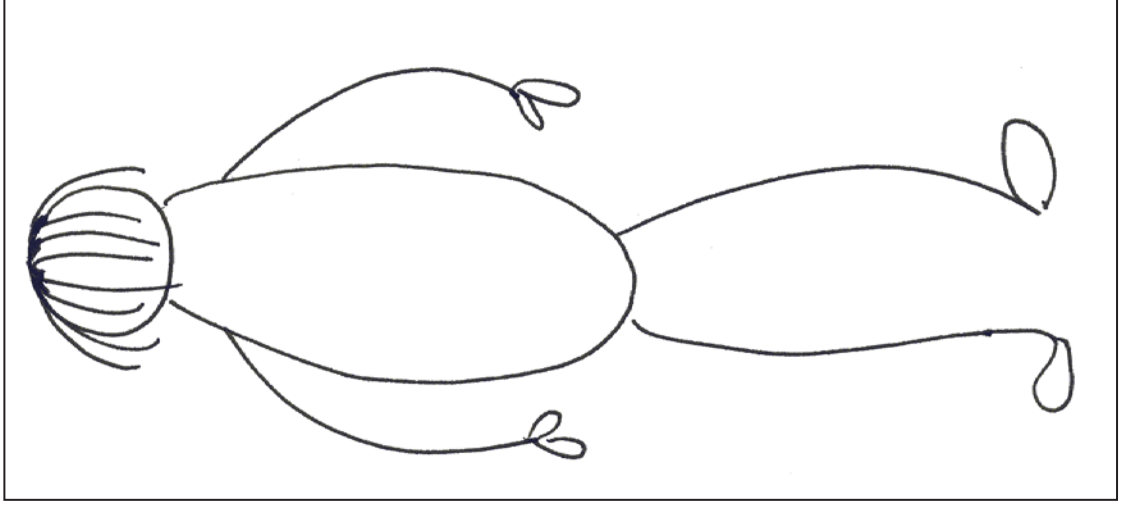
In a big muddy puddle were my shirt and shorts.



Alif went to the circus. He saw three clowns. The first clown was tall and thin with a square face. He was wearing a colourful striped shirt and a pair of baggy purple trousers. He also wore a tall hat on his head.

The second clown was short and fat with a round face. His hair was long and straight. He had a big red nose. He was wearing a blue and green shirt with a pair of red shorts. He wore yellow socks and big green shoes.

The third clown was of medium build with short, curly hair. Alif could not see his face clearly. He was wearing a pink polka dot pyjamas and he had a long orange tail. Hal Hal Hal Alif had a good laugh looking at the three clowns.



a-larm-ing /ə'la:mɪŋ|-ɑ:r-/ *adj* worrying and frightening: *an alarming increase in violent crime* **at an alarming rate** (=happening so quickly that it makes people worried) *The rainforest is disappearing at an alarming rate.* —**alarmingly** *adv*

a-larm-ist /ə'la:mɪst|-ɑ:r-/ *adj* making people unnecessarily worried about dangers that do not exist: *an alarmist report on population growth* —**alarmist** *n* [C]

a-las¹ /ə'læs/*adv* [sentence adverb] *formal* unfortunately: *There is, alas, no short way to success.*

alas² *interjection* *old use* used to express sadness, shame, or fear

al-ba-tross /'ælbətros|-trɔ:s, -trɑ:s/ *n* [C] **1** a very large white sea bird **2 an albatross (around your neck)** something you have done that causes problems for you and prevents you from succeeding: *His friendship with the gangster, Jimmy Hoffa, had become an albatross around his neck.*

al-be-it /ə'lbi:t|n:-/ *conjunction* even though, used to add information or details that are different from what you have already said: *It was a small, albeit very important, mistake.*

al-bi-no /'ælbino|n:-/ *n* [C] a person or animal with an unusual GENETIC condition, light coloured eyes and very white hair and skin

al-bum /'ælbəm/*n* [C] **1** a book in which you put photographs, stamps etc: *a wedding album* **2** a record that has about 20 to 25 minutes music on each side

al-bu-men /'ælbjʊm|n:-/ *n* [U] *technical* the white or colourless part of the inside of an egg

al-che-my /'ælkəmi/*n* [U] **1** a science studied in the Middle Ages that involved trying to change ordinary metals into gold **2 literary magic**: *By what alchemy did he manage to get elected?* —**alchemist** *n* [C]

al-co-hol /'ælkəhɒl|-hɔ:l/*n* **1** [U] drinks such as beer or wine that contain a substance that can make you drunk **2** [C,U] a chemical substance, that can be used for medical or industrial purposes to clean things

al-co-hol-ic¹ /'ælkə'hɒlɪk|-hɔ:l-/ *adj* **1** connected with alcohol or containing alcohol: *alcoholic beverages* **2** caused by drinking alcohol: *an alcoholic stupor* —**alcoholically** /-kli/*adv*

alcoholic² *n* [C] someone who regularly drinks too much alcohol and has difficulty stopping

al-co-hol-is-m /'ælkəhɒlɪzəm|-hɔ:l-/ *n* [U] the medical condition of being an alcoholic

al-cove /'ælkəʊv|-kəʊv/*n* [C] a place in the wall of a room that is built further back than the rest of the wall: *The bookcase just fits into the alcove in the living room.*

al-den-te /'ædenti, -teɪ/*adj* food, especially PASTA that is al dente is still firm after it has been cooked

al-der-man /'ɑ:lɔ:mən|'ɔ:l:dər-/ *n* [C] **1** a member of a town or city council in the US **2** an important member of a town council in Britain in the past

ale /eɪ/*n* [U] **1** a type of beer made from MALT¹ (3) **2 old-fashioned beer** —see also LIGHT ALE

al-eck /'ælk/*n* —see SMART ALECK

ale-house /'eɪlhaʊs/*n* [C] *old-fashioned* a place where people drank beer

a-lert¹ /ə'lɜ:t|-ɜ:r/*adj* **1** always watching and ready to notice anything strange or unusual **2** able to think quickly and clearly: *Despite her years, she still has a lively and alert mind.* **3 be alert to** to realize that you must be careful about something or that something is dangerous: *Tourists need to be alert to the dangers of travelling in the north of the country.*

alert² *v* [T] **1** to officially warn someone of something, especially something dangerous, so that they can be ready to deal with it: *Alert air traffic control and tell them one engine isn't working.* [+ **that**] *Police have been*

someone notice something important or dangerous: **alert sb to sth** *Montessori alerted teachers to the importance of observing children at play.*

alert³ *n* **1** a warning to be ready for possible danger: *a full-scale flood alert* —see also RED ALERT **2 be on the alert** to be ready to notice and deal with a situation or problem: *Be on the alert for pickpockets in the crowds.* **be on full alert** (=completely ready) to deal with a dangerous situation) *police on full alert against terrorist attacks*

A lev-el /'eɪ, 'levəl/*n* [C] an examination in a particular subject taken in schools in England and Wales, usually at the age of 18

al-fal-fa /'ælfæfə/*n* [U] a plant grown especially in the US to feed farm animals

alfalfa sprout /'ælfə'fɑ:spɹaʊt/*n* [C] a young alfalfa plant, eaten raw in SALADS

al-fres-co /'ælfreskəʊ|-kəʊ/*adj, adv* in the open air: *an al fresco meal* *We dined al fresco, on a balcony overlooking the sea*

al-gae /'ældʒi:,-gi:/ *n* [U] a very simple plant without stems or leaves that grows in or near water

al-ge-bra /'ældʒɪbrə/*n* [U] a type of mathematics that uses letters and other signs to represent numbers and values —**algebraic** /'ældʒɪ'breɪ-ɪk/*adj* —**algebraically** /-kli/*adv*

al-go-rith-m /'ælgərɪðəm/*n* [C] *technical* a set of instructions for solving a mathematical problem, making a computer program etc that are followed in a fixed order

a-li-as¹ /'eɪliəs/*prep* used when giving someone's real name together with another name they use: *Velma Johnson, alias Arnie Jones*

alias² *n* [C] a false name, usually used by a criminal

al-i-bi /'ælbai/*n* [C] **1** someone or something that proves that someone was not in the area where a crime happened and therefore could not have done it: *I've got an alibi for Tuesday night.* **2** an excuse for something you have failed to do or done wrong

a-li-en¹ /'eɪliən/*adj* **1** belonging to another country or race; FOREIGN (1): *an alien culture* **2** very different from what you are used to; strange: [+ **to**] *a way of life that is totally alien to us* **3** [only before noun] connected with creatures from another world: *alien life-forms*

alien² *n* [C] **1 technical** someone who lives or works in your country who comes from another country: *illegal aliens entering the country.* **2** a creature from another world: *a film about aliens from Mars*

a-li-en-ate /'eɪliəneɪt/*v* [T] **1** to do something that makes someone unfriendly or unwilling to support you: *The latest tax proposals will alienate many voters.* **2 law** to give the legal right to a particular piece of land, property etc to someone else

a-li-en-a-ted /'eɪliəneɪtɪd/*adj* feeling separated from society or the group of people around you, and often unhappy: [+ **from**] *the psychological effects of being alienated from normal school life*

a-li-en-a-tion /'eɪliə'neɪʃən/*n* [U] **1** the feeling of not being part of society or a group: *the sense of alienation felt by many black people in our culture* **2** separation from a person who you used to be friendly with

a-light¹ /ə'laɪt/*adj* [not before noun] **1** burning: **set sth alight** *Several cars were set alight by rioters.* **2** someone whose face or eyes are alight is excited and happy **3** bright with light or colour

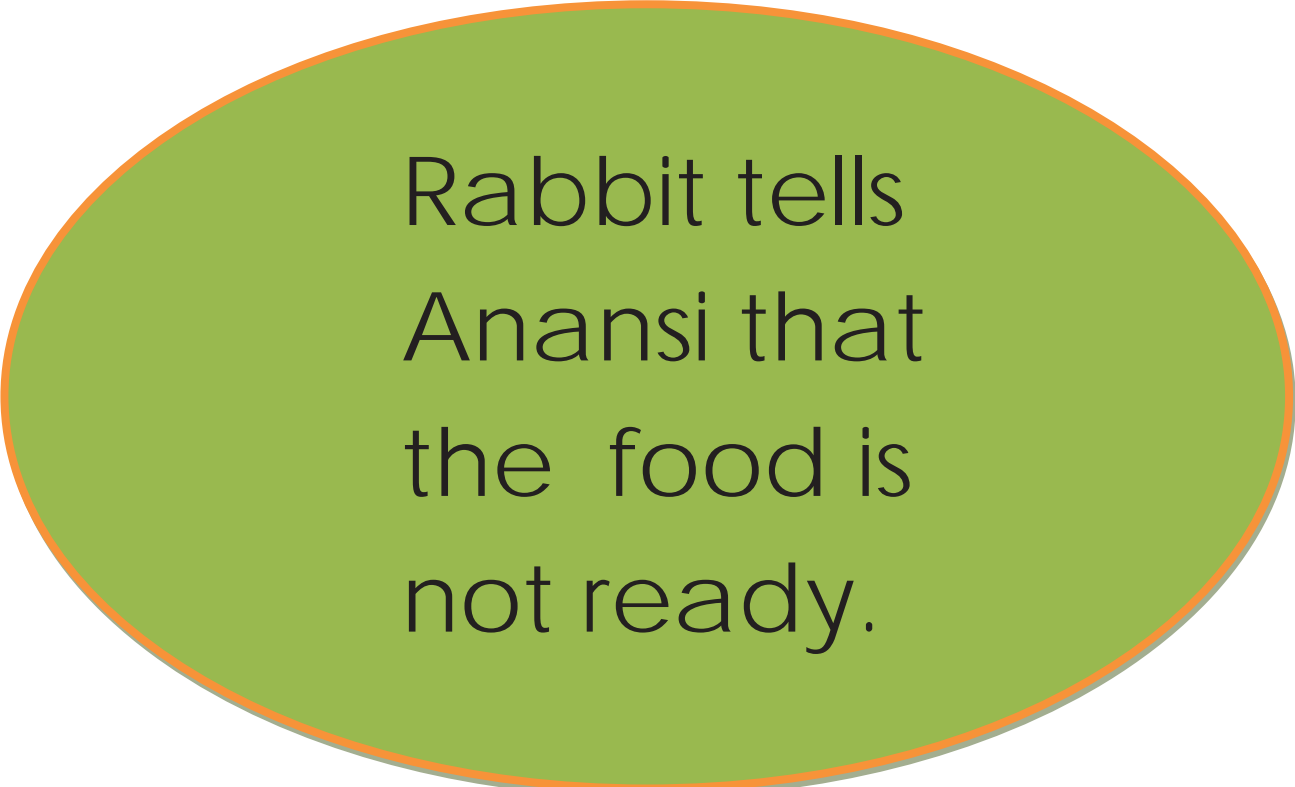
alight² *v* [I] *formal* **1** if a bird or insect alights on something, it stops flying to stand on something **2** to step out of a vehicle after a journey

a-lign /ə'laɪn/*v* [T] **1 align yourself with** to decide to publicly support a political group or country: *Church leaders have aligned themselves with the opposition.* **be aligned with** *A country politically aligned with the West.* **2** to arrange things so that they form a line or are parallel to each other

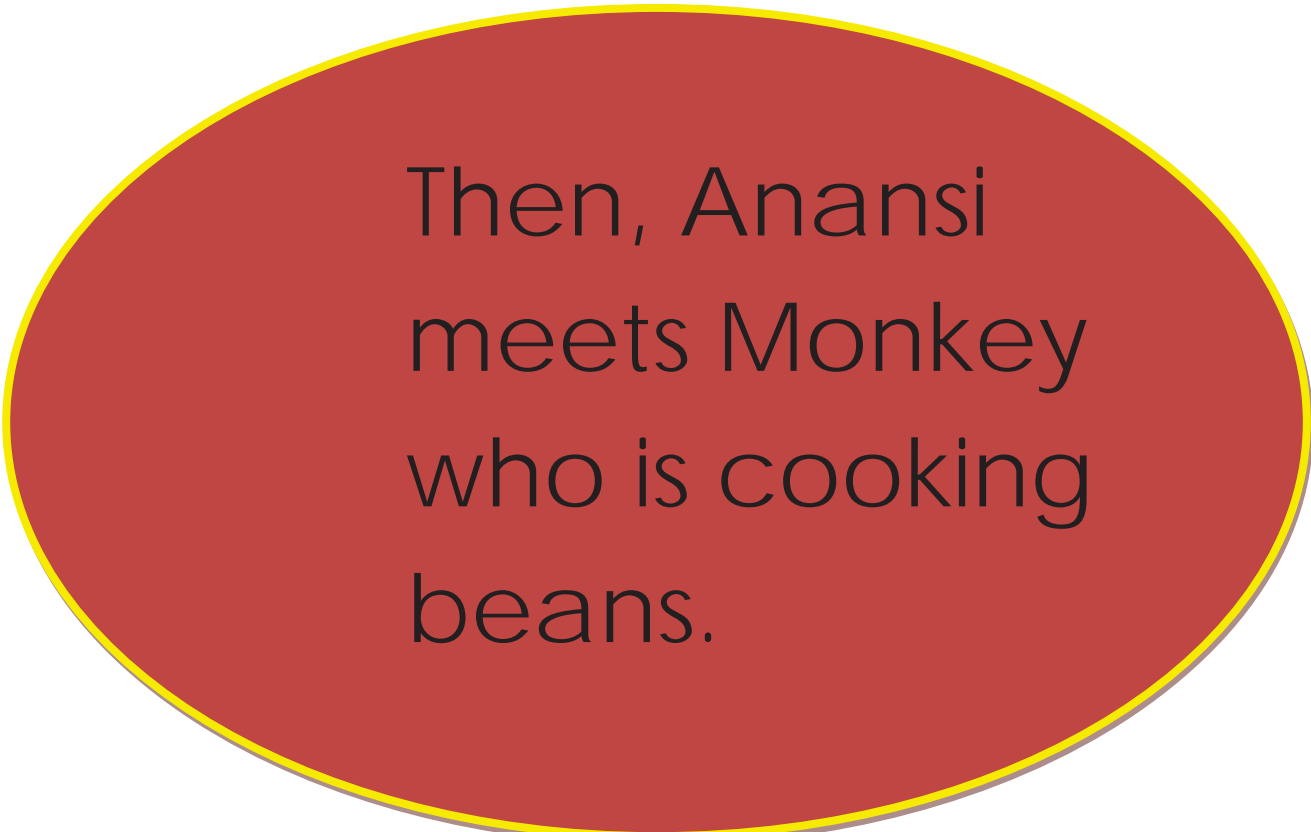
a-lign-ment /ə'laɪnmənt/*n* **1** [U] the state of being

Anansi really
loves eating
and he's very
fat.

Anansi first meets
the rabbit who is
cooking carrots.



Rabbit tells
Anansi that
the food is
not ready.



Then, Anansi
meets Monkey
who is cooking
beans.

Anansi does not like beans. So, he goes to see Andy, the Ant.

Ant is preparing syrup. The syrup is too sweet.

Finally, Anansi
eats nothing.
He is hungry
and angry.

Velociraptor

The velociraptor is a dinosaur with two legs. It can run very fast. It is two metres long and a metre tall. Its head is about 18cms long. It weighs 7-15kgs. It has sharp teeth. It has claws on its hands. It is dangerous and only eats meat. It lives in hot and dry places.



Complete the mind map.

Height:
Weight:

Habitat:



Food:

VELOCIRAPTOR QUIZ

Unscramble the letters.

1. tlal

Velociraptor is two metre long and a metre _____.

2. gesourand

Velociraptor is very _____.

3. saft

Velociraptor can run very_____.

4. slawc

It has sharp _____ on its hands.

5. velis

Velociraptor _____ in hot and dry places.

Fill in the blanks to complete the text.

Velociraptor

The Velociraptor is a dinosaur with two_____.
It can _____very fast. It is _____ metres long
and _____ metre tall. Its head is about 18 cms
long. It weighs 7 to 15 kgs. It has _____teeth. It
has claws on its hands. It is _____and only
eats meat. It lives in hot and dry places.



THE WRITING SKILL

Pupils acquired penmanship and started basic writing in Year 1. Therefore, by Year 3, it is hoped that they would have developed good motor skills and are able to write in neat, legible print words, phrases, simple sentences as well as punctuate correctly. Pupils are expected to write and present their ideas through a variety of media. Therefore, the teacher's role is crucial as she/he needs to teach pupils how to write well. In order to do so, the scaffolding to writing has to be provided so that pupils are guided to write a variety of texts correctly. Model and shared writing are ways in which teachers can guide pupils in their writing experience.

The Content and Learning Standards for writing are:

CONTENT STANDARDS	LEARNING STANDARDS
<p>3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.</p>	<p>3.1.1 Able to write in neat legible print with correct spelling :</p> <ul style="list-style-type: none"> (a) phrases (b) simple sentences <p>3.1.2 Able to write numerals in neat legible print with correct spelling:</p> <ul style="list-style-type: none"> (a) numeral form (b) word form
<p>3.2 By the end of the 6 year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.</p>	<p>3.2.1 Able to complete :</p> <ul style="list-style-type: none"> (a) linear texts (b) non-linear texts. <p>3.2.2 Able to write with guidance</p> <ul style="list-style-type: none"> (a) simple sentences (b) compound sentences (c) questions <p>3.2.3 Able to punctuate correctly:</p> <ul style="list-style-type: none"> (a) exclamation mark (b) comma <p>3.2.4 Able to spell common sight words.</p>
<p>3.3. By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.</p>	<p>3.3.1 Able to create simple texts using a variety of media with guidance :</p> <ul style="list-style-type: none"> (a) non-linear (b) linear

Learning Standard :


3.1.1 Able to write in neat legible print with correct spelling:

- (a) words**
- (b) phrases**
- (c) simple sentences**

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Learning to Write</p> <ol style="list-style-type: none"> 1. Show pictures of different parts of an elephant. 2. Ask questions orally. 3. Pupils spell the words. 4. Pupils label a picture. 5. Talk about the elephant. 6. Ask questions about the elephant. <p>e.g. How many ears does an elephant have? Two ears</p> <p>Are the ears big or small? Big</p> <ol style="list-style-type: none"> 6. Pupils read phrases written on cards. <p>e.g. two big ears four strong legs</p> <ol style="list-style-type: none"> 7. Show a substitution table. 8. Pupils make sentences from the table. 9. Pupils write sentences in neat legible print. 	<p>Words:</p> <p>ear tail tusk trunk legs</p> <p>Phrases:</p> <p>two big ears four strong legs a long trunk a short tail two white tusks</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. An elephant has two big ears. 2. It has four strong legs. 3. It has a long trunk. 	<p>Figurines Word Cards Phrase Cards Substitution table</p> <p>Parts of an elephant (Appendix 1)</p> <p>Worksheet (Appendix 2)</p> <p>Substitution table (Appendix 3)</p>

Learning Standard :

- 3.1.2 Able to write numerals in neat legible print with correct spelling:**
(a) numeral form
(b) word form

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Spell It Right</p> <ol style="list-style-type: none"> 1. Provide pupils with triple lines and letter cards. 2. Say out a number and pupils choose the correct letter cards and place them on the triple line. 3. Repeat with other numbers. 4. Pupils copy them in exercise books. 		<p>Letter Cards</p>

Learning Standard :

- 3.2.1 Able to complete with guidance:**
(b) non-linear texts

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Rebus</p> <ol style="list-style-type: none"> 1. Pupils are given a message with pictures. 2. Pupils rewrite the message by replacing the pictures with words. 3. This activity can be conducted in groups as a competition. 	<p>Words:</p> <p>school rabbit carrots cut refrigerator</p>	<p>Message (Appendix 4)</p> <p>This activity is also known as rebus writing.</p>

Learning Standard :

- 3.3.1 Able to create simple texts using a variety of media with guidance:**
(a) simple message

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Complete Me!</p> <ol style="list-style-type: none"> 1. Pupils are divided into two groups. 2. Group A is given envelopes containing details of a message. 3. Group B is given envelopes containing the framework of the message. 4. Pupils in group A find their partners from group B to complete their message. 	<p>Words:</p> <p>cat feed cat food kitchen late library complete homework 5 o'clock</p>	<p>Message (Appendix 5)</p>

Learning Standards :

- 3.2.1 Able to complete with guidance:**
(a) linear texts
- 3.3.1 Able to create simple texts using a variety of media with guidance:**
(b) linear

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Where to Go!</p> <ol style="list-style-type: none"> 1. Teacher does an activity with pupils outside the classroom and gets pupils to revise directions such as go straight, turn left, and turn right. 2. Pupils look at a map and complete the worksheet given. 3. Next, pupils work in groups to write directions: <ol style="list-style-type: none"> (a) from the bus station to the school (b) from the school to the playground 	<p>Words:</p> <p>go straight turn left turn right on your right on your left</p>	<p>Worksheet (Appendix 6)</p>

Learning Standards:

3.2.1 Able to complete with guidance:

(a) non-linear texts

3.2.2 Able to write with guidance:

(a) simple sentences

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>My Friend</p> <ol style="list-style-type: none"> Pupils talk to a friend and complete a non-linear text pertaining to personal details: <ol style="list-style-type: none"> complete the table given; or draw a friend's picture and complete a graphic organiser. Pupils write simple sentences about their friend from the completed table or graphic organiser. Pupils arrange the sentences into a paragraph in neat legible print. Pupils work can be compiled in a folio. (individual or groups) 	<p>Words:</p> <p>name age address hobby ambition favourite food</p> <ol style="list-style-type: none"> My friend is _____. He is _____. He lives at _____. His hobby is _____. His favourite food is _____. He wants to be _____ when he grows up. 	<p>Worksheet (Appendix 7)</p>

Learning Standards:

3.2.1 Able to complete with guidance:

(a) non-linear texts

3.2.2 Able to create simple texts using a variety of media with guidance

(a) non-linear

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Class Party</p> <ol style="list-style-type: none"> Take pupils to the school notice board. Get pupils to read the notices. Get back to the class and ask pupils to give details about the notices. Show a sample of a notice. Read the details in the notice. Put up a notice/poster of a canteen day. 	<p>Sample questions:</p> <p>What is the notice about? When is the event? Where will it be held?</p>	<p>Notice (Appendix 8)</p> <p>Notice frame & phrase strips (Appendix 9)</p>

<p>7. Provide pupils with details written on strips of paper.</p> <p>8. Get pupils to paste the strips at the correct places.</p> <p>9. Pupils complete the worksheet.</p> <p>Extension: Pupils are given a framework of a notice. (Class Party) Pupils complete the notice.</p>		Worksheet (Appendix 10)
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Learning Standard :

**3.2.1 Able to complete with guidance:
(a) non-linear texts**

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Movie Poster</p> <p>1. Show sample posters from the newspaper movie column.</p> <p>2. Ask questions to get information about the movie(s). (title, time, place)</p> <p>3. Pupils complete text based on the advertisement.</p>		Worksheet (Appendix 11)

Learning Standard :

**3.3.1 Able to create simple texts using a variety of media with guidance:
(a) non-linear**

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Happy Birthday</p> <p>1. Demonstrate how to make a greeting card.</p> <p>2. Pupils make a greeting card and write their own greetings.</p>	<p>Happy Birthday! Selamat Hari Raya Happy Chinese New Year Happy Deepavali Merry Christmas Get Well Soon Thank You</p>	<p>Note: create any greeting card and encourage pupils to write simple messages.</p>

Learning Standard :

**3.2.2 Able to write with guidance:
(c) questions**

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Getting to Know....</p> <ol style="list-style-type: none"> 1. Role play the dialogue. 2. Ask questions based on the dialogue. e.g. Who is Sponge Bob Square Pants? Where is Sponge Bob Square Pants? 3. Teacher provides worksheet according to pupils' ability. 	<p>Wh-Questions:</p> <p>Who What Where How</p>	<p>Dialogue (Appendix 12)</p> <p>Worksheet (Level 1) (Appendix 13)</p> <p>Worksheet (Level 2) (Appendix 14)</p>

Learning Standard :

**3.2.2 Able to write with guidance:
(a) simple sentences
(b) compound sentences**

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Ask Me</p> <ol style="list-style-type: none"> 1. Show picture of a tiger. 2. Talk about the tiger by asking pupils questions. 3. Write down the answers on the board. 4. Get pupils to combine simple sentences to form compound sentences. 5. This is done step by step until a paragraph is written about the tiger. 	<p>What is this? This is a tiger. (simple sentence)</p> <p>Is it a wild or tame animal? It is a wild animal. (simple sentence)</p> <p>This is a tiger, and it is a wild animal. (compound sentence)</p>	<p>Picture (Appendix 15)</p> <p>Scaffolding to writing (Appendix 15)</p> <p>Notes on simple and compound sentences (Appendix 16)</p>

Learning Standard :

- 3.2.3 Able to punctuate correctly:**
(a) exclamation mark
(b) comma

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Punctuate Me!</p> <ol style="list-style-type: none"> 1. Distribute punctuation cards. 2. Read out sentences with the correct intonation to stress on the punctuation. 3. Pupils with the correct punctuation card will hold up the card for each sentence read. 	<p>Sample sentences:</p> <p>Help! Help! I have a teddy bear, a toy car and a ball.</p>	<p>Pupils are taught the use of exclamation mark, comma and other punctuation marks earlier.</p>
<p>Correct Me!</p> <ol style="list-style-type: none"> 1. Provide sentences with punctuation errors. Pupils identify and correct the errors. 	<p>Sample sentence:</p> <p>Mother bought A kilo of fish! A chicken, and some vegetables?</p>	<p>This activity can be done in groups or individually.</p>

Learning Standard :

- 3.2.4 Able to spell common sight words.**

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Walking Spelling</p> <ol style="list-style-type: none"> 1. Words are put around the class. A pupil will 'spy' on a word and say it out; others will spell and write. 	<p>Words learnt in topics covered earlier.</p>	<p>Spelling can be done orally and followed by written work.</p>
<p>Fun Spelling</p> <ol style="list-style-type: none"> 1. Cut out letters from newspapers or magazines. Use the letters to spell words from word list or pictures given. 	<p>Words learnt in topics covered earlier.</p>	<p>Teacher prepares a list of words or pictures.</p>

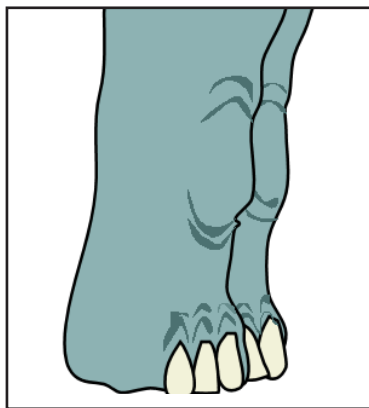
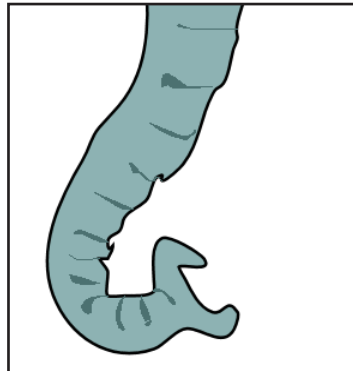
Learning Standard :

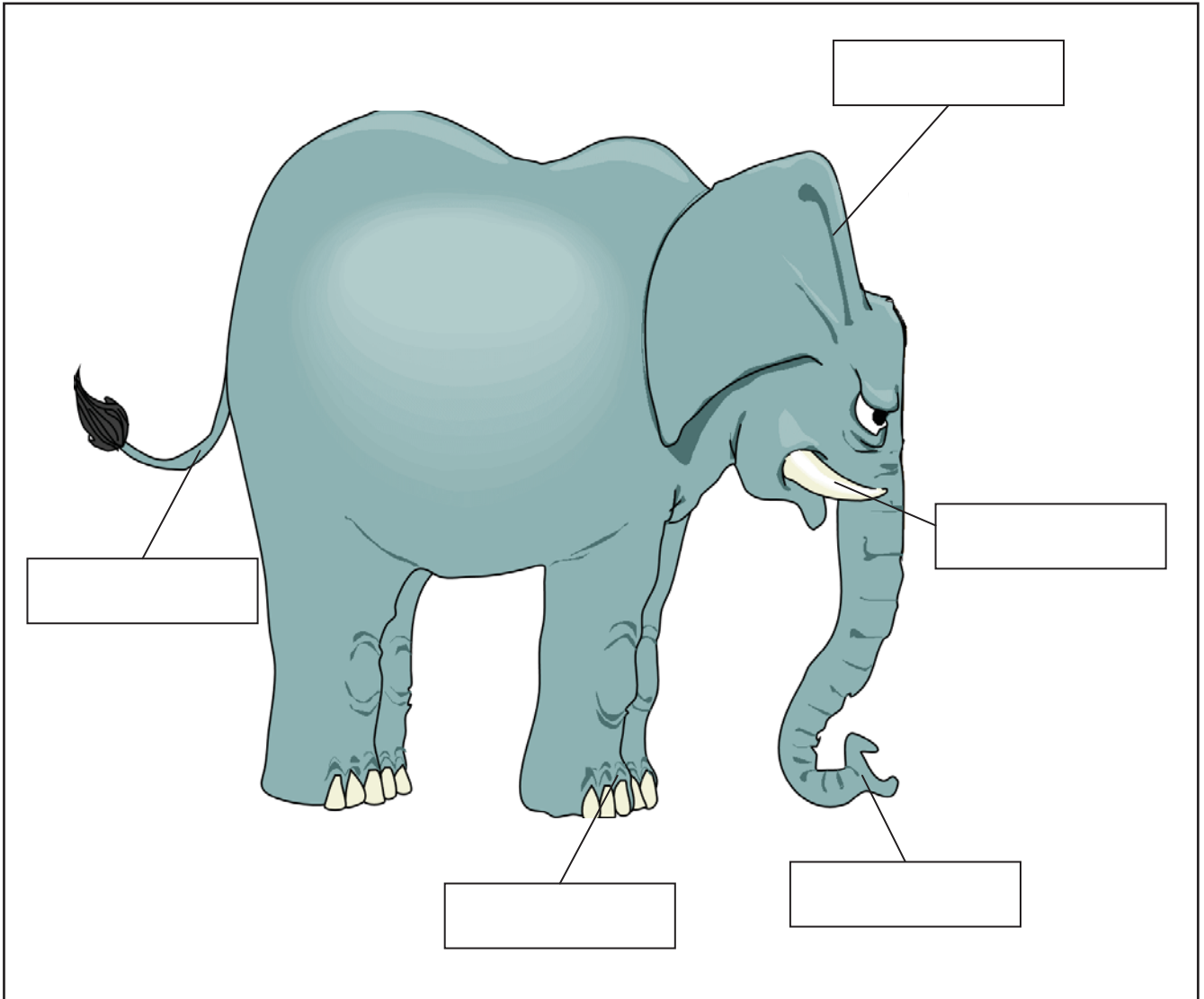
3.3.1 Able to create simple texts using a variety of media with guidance:

(a) non-linear

(b) linear

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Transformers</p> <ol style="list-style-type: none">1. Show a picture of the rafflesia.2. Talk about the flower; its colour, size, characteristic, etc.3. Read a text on the rafflesia.4. Complete the graphic organiser.5. Write a paragraph on the rafflesia. Pupils may construct simple or compound sentences.	<p>Words:</p> <p>biggest weighs blooms stinks flesh petals</p>	<p>Picture (Appendix 17)</p> <p>Text (Appendix 17)</p> <p>Worksheet (Appendix 18)</p>





Make sentences from the table.

An elephant has	two big ears. four strong legs. a short tail. a long trunk. two sharp tusks.
-----------------	--

1. _____

2. _____

3. _____

4. _____


5. _____


Dear ,

I'll be coming late from .

My .

will be hungry. Please feed it with some .

I've .

and put them in the .

Thanks

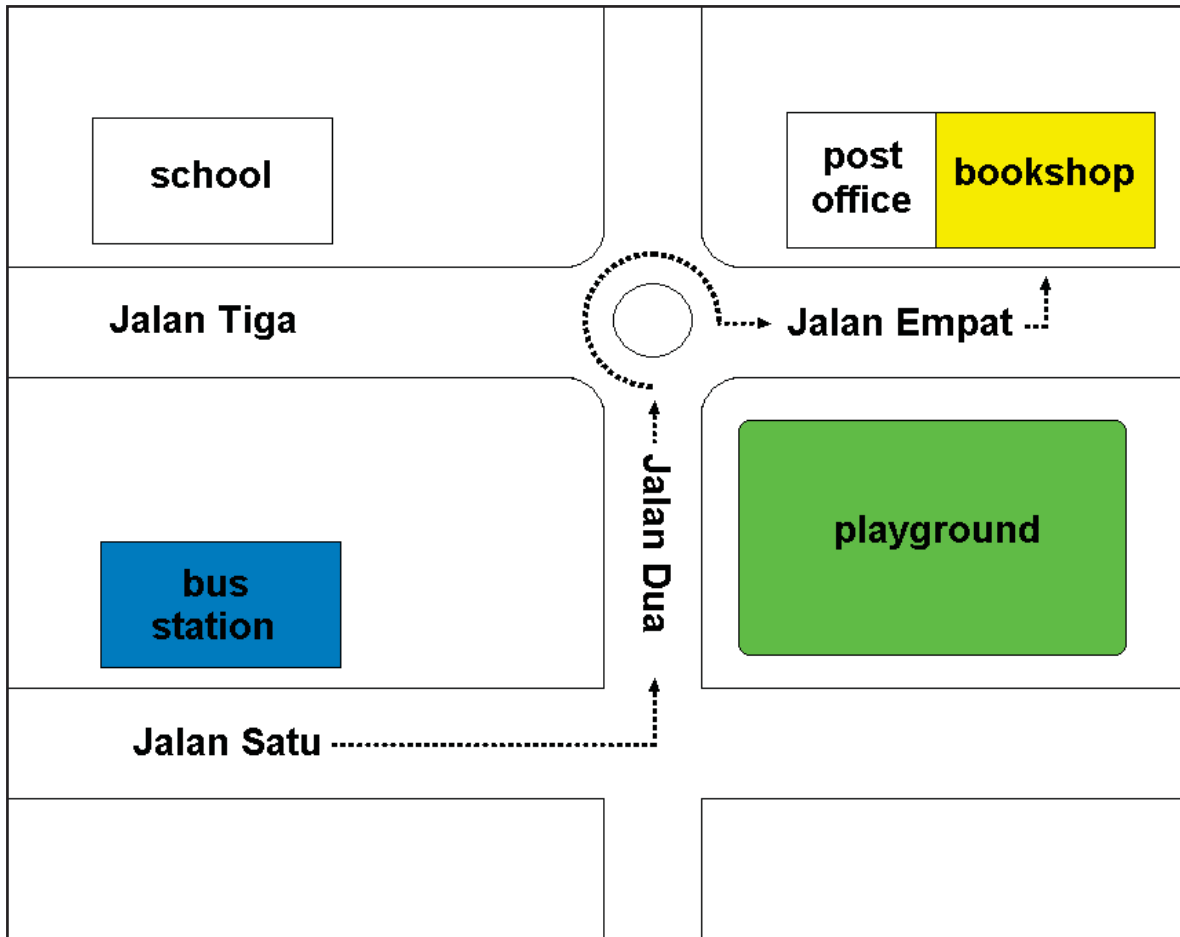
Aiman

Appendix 5

	Group A
Set 1	<p>that</p> <p>football training</p> <p>cat</p> <p>feed</p> <p>cat food</p> <p>kitchen</p>
Set 2	<p>Amy</p> <p>late</p> <p>library</p> <p>complete</p> <p>home</p> <p>homework</p> <p>5 o'clock</p>

Group B
<p>Dear _____,</p> <p>I'll be late from _____. My _____ will be hungry. Please _____ it with some _____. The can is on the shelf in the _____.</p> <p>Thanks.</p> <p style="text-align: right;">Jenny</p>
<p>Dear _____,</p> <p>I'll be _____ from the _____. I need to _____ my _____. I'll be _____ by _____. Please let mum know.</p> <p>Thanks.</p> <p style="text-align: right;">Danny</p>

Look at the map. Complete the worksheet.

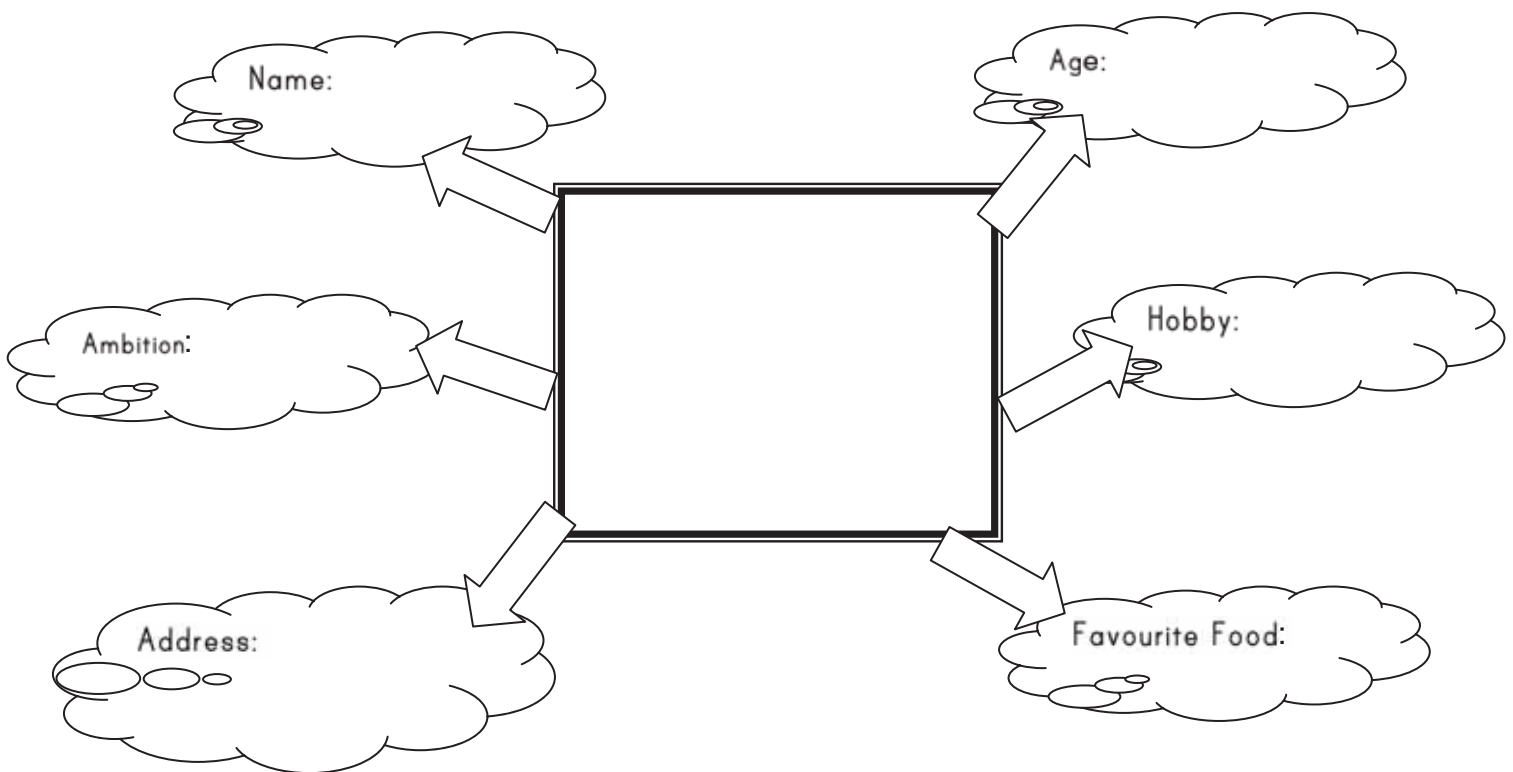


From the bus station, _____ Jalan Satu.
 _____ into Jalan Dua. Then go _____ until
 you reach a _____. _____ Jalan Empat at
 the roundabout. The bookshop is _____ the
 post office.

Complete the table below.

Name	
Age	
Address	
Hobby	
Ambition	
Favourite food	

Draw the picture of your friend. Complete the graphic organiser.



MALAYSIA FUN FAIR



Date : 25 August 2013

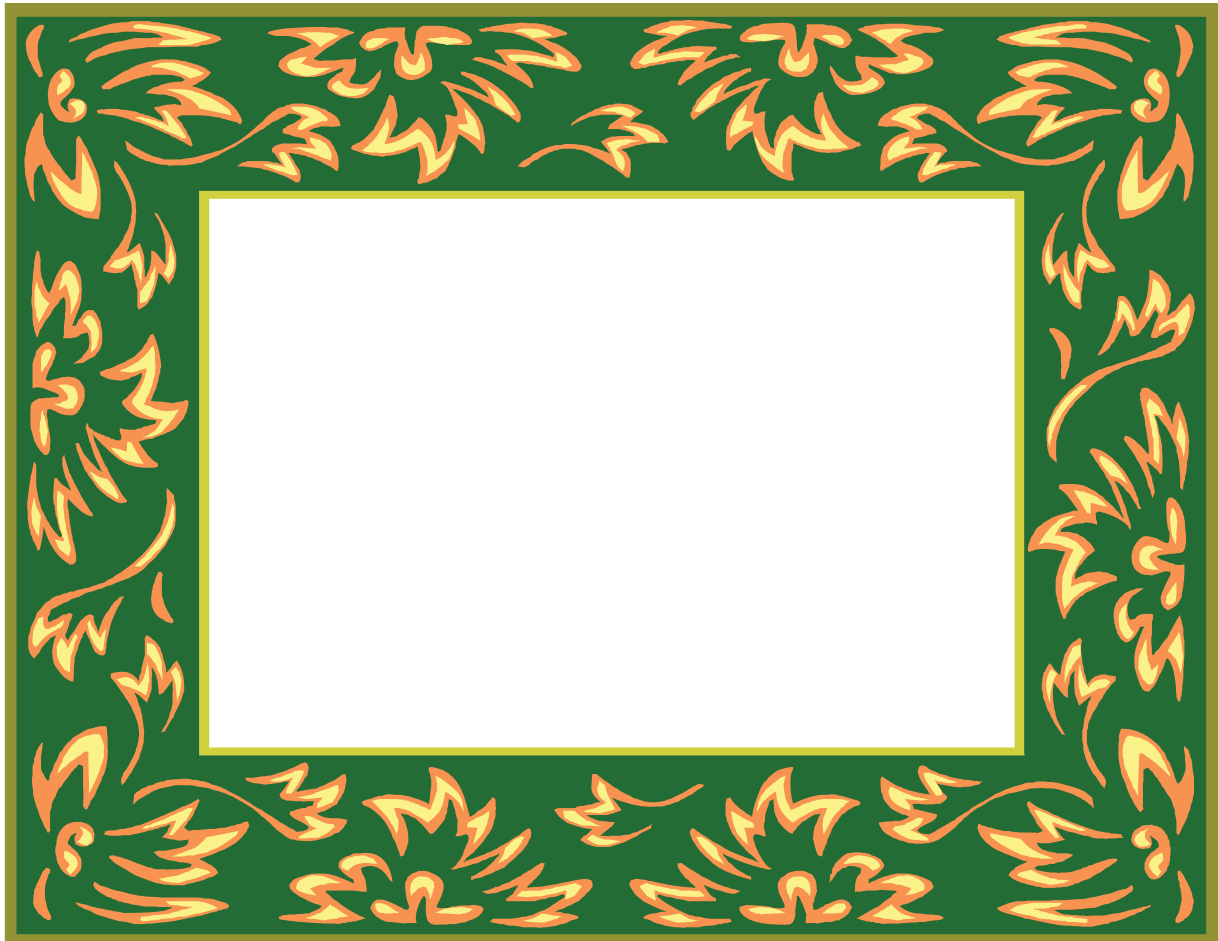
Time : 10.00 a.m. – 10.00p.m

Venue : Merdeka Park

Activities : Games

Horse riding

Merry-go-round



JUMBLE SALE

10 SEPTEMBER 2010

TIME :

ACTIVITIES :

SK TAMAN JAYA

VENUE :

8.00 A.M. TO 2.00 P.M.

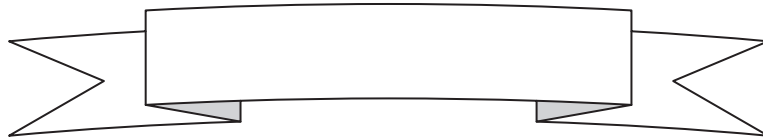
DATE :

HAUNTED HOUSE

GAMES

SCHOOL CANTEEN DAY

FOOD GALLERY



Date :

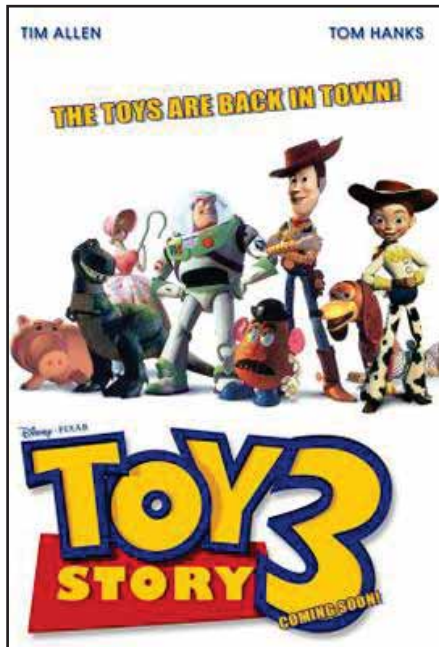
Time :

Venue :

Activities :



Read the advertisement. Complete the table.



Cinema: GSC - MID VALLEY (Phone Reservation: 03-83123456)

Date: Thursday, 17 Mar 2011

Available Dates: Thu, 17 Mar | [Fri, 18 Mar](#) | [Sat, 19 Mar](#) | [Sun, 20 Mar](#) | [Mon, 21 Mar](#) | [Tue, 22 Mar](#) | [Wed, 23 Mar](#)

Toy Story 3 – English (PG 13) Gold Class

11:00 AM 01:30 PM 04:00 PM 06:30 PM
09:00 PM 11:30 PM

Price : RM12.00 (adults)

RM5.00 (school children)

Movie Title :

Time of show :

Place :

Price of tickets:

Adults :

Children :

Role-play

A: Hello. Welcome to our studio. Glad to have you here.

B: Thank you very much.

A: How are you?

B: I'm fine, thank you.

A: I would like to ask you some questions.

B: I'm waiting.

A: First of all, please introduce yourself.

B: As, you all know, I'm Sponge Bob Square Pants.

A: How old are you, Sponge Bob?

B: I'm nine years old, just like you.

A: Where do you live?

B: I live in Bikini Bottom.

A: Who is your best friend?

B: Patrick.

A: Do you have a pet?

B: Yes, I do.

A: What's your pet?

B: It's a snail. It's called Gary.

A: One last question before we end our interview. Why are you square?

B: It's because I'm a sponge.

A: Thank you very much for spending time with me.

B: You are welcome.



- A: Hello. Welcome to our studio. Glad to have you here.
B: Thank you very much.
A: How are you?
B: I'm fine, thank you.
A: I would like to ask you some questions.
B: I'm waiting.
A: First of all, please introduce yourself.
B: As you all know, I'm Sponge Bob Square Pants.
A: How old are you, Sponge Bob?
B: I'm nine years old, just like you.
A: Where do you live?
B: I live in Bikini Bottom.
A: Who is your best friend?
B: Patrick.
A: Do you have a pet?
B: Yes, I do.
A: What's your pet?
B: It's a snail. It's called Gary.
A: One last question before we end our interview. Why are you square?
B: It's because I'm a sponge.
A: Thank you very much for spending time with me.
B: You are welcome.



Form questions from the answers given.

1. _____

My name is Sponge Bob Square Pants.

2. _____

I live in Bikini Bottom.

3. _____

I am nine years old.

4. _____

My best friend is Patrick.

5. _____

My pet is a snail.

6. _____

I'm square because I'm a sponge.

Role-play

A: Hello. Welcome to our studio. Glad to have you here.

B: Thank you very much.

A: _____?

B: I'm fine, thank you.

A: I would like to ask you some questions.

B: I'm waiting.

A: First of all, please introduce yourself.

B: As, you all know, I'm Sponge Bob Square Pants.

A: _____, Sponge Bob?

B: I'm nine years old, just like you.

A: _____?

B: I live in Bikini Bottom.

A: _____?

B: Patrick.

A: _____?

B: Yes, I do.

A: _____?

B: It's a snail. It's called Gary.

A: One last question before we end our interview. Why are you square?

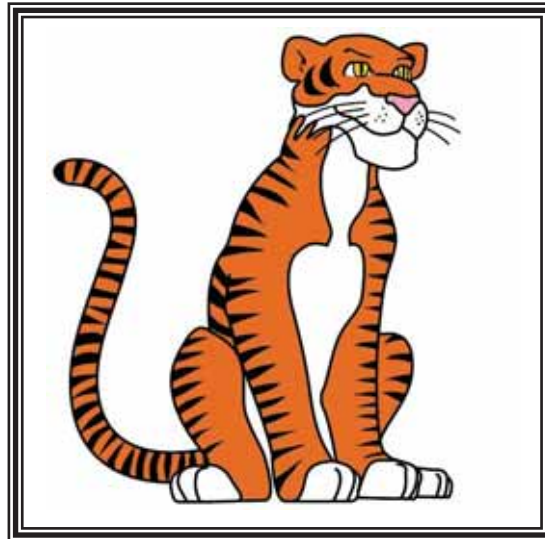
B: It's because I'm a sponge.

A: Thank you very much for spending time with me.

B: You are welcome.



Talk about the tiger.



1. What is this?
2. Is it a wild or tame animal?
3. What colour is its fur?
4. How many eyes does it have?
5. Are they big or small?
6. Does it have a short or long tail?
7. Are its whiskers long or short?
8. Do tigers have claws or nails?
9. Are its claws sharp or blunt?
10. Where does it live?
11. What does it eat?

Scaffolding to writing

1. **This is a tiger.**

2. **It is a wild animal.**

This is a tiger and it is a wild animal.

3. It has orange and black stripes.

4. **It has two eyes.**

5. **They are big.**

It has two eyes and they are big.

6. **It has a long tail.**

7. **It has long whiskers too.**

It has a long tail and it has long whiskers too.

8. **Tigers have claws.**

9. **The tigers claws are sharp.**

Tigers have claws and they are sharp.

10. **It lives in the jungle.**

11. **It eats meat.**

The tiger lives in the jungle and it eats meat.

This is a tiger and it is a wild animal. It has orange and black stripes. It has two eyes and they are big. It has a long tail, and it has long whiskers too. Tigers have claws and they are sharp. The tiger lives in the jungle and it eats meat.

Note for teachers only:

Simple sentence

The basic English language sentence is called a simple sentence. A simple sentence contains a subject and a verb. It constitutes a complete thought which is called an independent clause.

Example:

I like English.

We are playing football.

Compound Sentence

Compound sentences are made up of two or more simple sentences. A compound sentence contains two independent clauses. Each clause can stand alone as a sentence. Each clause is like a sentence with a subject and a verb. It is usually combined using a conjunction such as **and**, **or** or **but**. The conjunction goes in the middle of the sentence, it is the word that joins the two clauses together.

Example:

The sun was setting in the west and the moon was just rising.

I walked to the shops but Latif walked to the playground.

Can I prepare a sandwich or we buy sandwiches at the bakery?

References:

<http://www.iscribe.org/english/sent.html>

Loberger, Gordon & Shoup, Kate. Websters New World. English Grammar Handbook. Second edition. Wiley. 2009



<http://www.arkive.org/rafflesia/rafflesia-spp/>

The rafflesia is the biggest flower in the world. It grows in Malaysia. It is a big flower. It weighs about 7 kilogrammes and grows up to 1.05 metres wide. It has five petals.

The rafflesia blooms only once a year. It lives for five to seven days. The flower has a bad smell.

The rafflesia does not have any roots, stems and leaves. It catches flies and eats them.

Complete the boxes correctly.

1. Name:

2. It grows in _____

3. Weight:


4. Width: _____ metres

5. It lives for:

6. Smell:

7. Does not have:

8. Food:



Now, write a paragraph about the rafflesia.

LANGUAGE ARTS



Language Arts is a new component designed to create appreciation and enjoyment amongst pupils as they learn the English language. This experience should be fun filled and used as a means to create confidence in pupils to use the language without inhibitions. The rationale behind Language Arts is to steer the continuous growth and development of pupils' thinking and language abilities. The teaching of language arts will help pupils develop their oracy and analytical skills, as well as hone their creativity. Language Arts creates ample opportunities for pupils to speak in English in a very relaxed atmosphere. This will help increase pupils' confidence in using the English language.


The Content and Learning Standards for Language Arts are:

CONTENT STANDARDS	LEARNING STANDARDS
<p>4.1 By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs.</p>	<p>4.1.1 Able to enjoy action songs, jazz chants and poems through non-verbal response.</p> <p>4.1.2 Able to sing action songs, recite jazz chants and poems with correct pronunciation, rhythm and intonation.</p>
<p>4.2 By the end of the 6-year primary schooling pupils will be able to express personal response to literary texts.</p>	<p>4.2.1 Able to respond to :</p> <p>(a) characters</p> <p>(b) place</p> <p>in stories with guidance.</p>
<p>4.3. By the end of the 6-year primary schooling, pupils will be able to plan, organise and produce creative works for enjoyment.</p>	<p>4.3.1 Able to produce simple creative works with guidance based on :</p> <p>(a) jazz chants</p> <p>(b) poems</p> <p>(c) action songs</p> <p>(d) stories</p> <p>4.3.2 Able to perform with guidance based on :</p> <p>(a) jazz chants</p> <p>(b) poems</p> <p>(c) action songs</p> <p>(d) stories</p>

Learning Standard:

4.1.1 Able to enjoy action songs, jazz chants and poems through non-verbal response.

ACTIVITY	CONTENT	NOTES
<p>My Shadow</p> <p>Pupils have learnt actions required for the particular action song/ jazz chant/ poem.</p> <ol style="list-style-type: none">1. Position pupils in pairs, facing each other.2. As the action song/ jazz chant/ poem is heard, pupils perform the suitable action with the partner.	<p>Action song/ jazz chant/ poem that the teacher has taught.</p>	<p>Prepare the required action song/ jazz chant/ poem to be heard.</p>
<p>My Favourite Line</p> <ol style="list-style-type: none">1. A pupil acts out a favourite line from the poem learnt.2. Other pupils guess the line from the poem.	<p>Action song/ jazz chant/ poem that the teacher has taught.</p>	<p>Put up the poem on the board.</p>

ACTIVITY	CONTENT	NOTES
<p>Comic Strip [a]</p> <p>1. Pupils rearrange given pictures in the correct sequence according to the jazz chant/ poem learnt to create a comic strip/ story poster.</p>	<p>e.g.</p> <p>When Susie's eating custard'</p> <p>When Susie's eating custard It splashes everywhere – Down her bib, up her nose All over her high chair</p> <p style="text-align: right;"><i>Adapted from When Susie's eating custard by John Foster</i></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">  </div> <p>Action song/ jazz chant/ poem that the teacher has taught.</p>	<p>Prepare pictures and paper.</p>

Learning Standard:

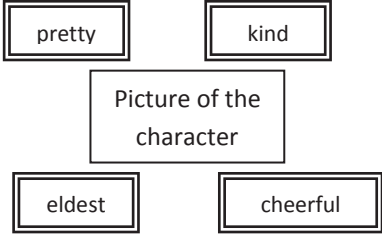
4.1.2 Able to sing action songs, recite jazz chants and poems with correct pronunciation, rhythm and intonation.

ACTIVITY	CONTENT	NOTES
<p>Abacadabra</p> <p>1. Prepare a secret box with tokens in it.</p> <p>2. Inform pupils that only a certain chant can open the box.</p> <p>3. Pupil has to chant with the correct pronunciation, rhythm and intonation to open the box.</p>	<p>Action song/ jazz chant/ poem that the teacher has taught.</p>	<p>Prepare secret box with tokens in it.</p>

4. If successful, then teacher opens the secret box and the pupil may choose a token.		
<p>Class Idol</p> <ol style="list-style-type: none"> 1. Pupils take part in a poem recital competition as contestants and judges with guidance. 2. Pupils are divided into contestants and judges. 3. Judges will indicate with 'happy' or 'sad' face cards for each category – pronunciation, rhythm and intonation [teacher may guide]. 	Action song/ jazz chant/ poem that the teacher has taught.	Prepare score sheets, 'happy' and 'sad' face cards.

Learning Standard:

- 4.2.1 Able to respond to:**
- a. characters
 - b. place
- in stories with guidance.**

ACTIVITY	CONTENT	NOTES
<p>Character Scrap-book</p> <ol style="list-style-type: none"> 1. Pupils look for pictures of the characters in the story/ stories that they have learnt/ read. 2. Pupils start a character scrap-book by pasting the pictures of the characters. 3. Pupils then label the characters with descriptive words. 4. Pupils write why they like or dislike the character. 	 <p>Any story that the pupils know.</p>	<p>Prepare the list of characters of a particular story. Give examples of descriptive words.</p>

<p>Where Am I?</p> <ol style="list-style-type: none"> 1. Divide pupils into groups. 2. Give each group a picture of a specific scene from a story. [Do not show the picture to the other groups] 3. Each group will take turns to act out their assigned scene. 4. The other groups identify the part of the story where the scene is. 5. Teacher leads discussion on the actions of the character/s in the scenes. 	<p>The story that the pupils know.</p>	<p>Prepare pictures of scenes of one or more stories.</p>
<p>In Character</p> <ol style="list-style-type: none"> 1. Show pictures of different settings in different stories that the pupils know. 2. Discuss with pupils the feelings and actions of the characters in the setting. 	<p>Any story that the pupils know.</p>	<p>Prepare pictures of different settings of various stories.</p>

Learning Standard:

4.3.1 Able to produce simple creative works with guidance based on:

- a. jazz chants
- b. poems
- c. action songs
- d. stories

ACTIVITY	CONTENT	NOTES
<p>Singing Market</p> <ol style="list-style-type: none"> 1. Select a scene at the market place. 	<p>e.g. Seller: Good morning Good morning</p>	<p>Dialogues in the form of jazz chants.</p>

<ol style="list-style-type: none"> 2. Pupils are divided into groups to portray the characters found in that scene. 3. Pupils practise the scene. 4. In groups, pupils create other jazz chants based on the one learnt. 5. Pupils are encouraged to make their own props. 	<p>Good morning, good sir.</p> <p>How may I help you? How may I help you? How may I help you today?</p> <p>Buyer: Good morning Good morning Good morning, my good man.</p> <p>A kilo of potatoes Potatoes, potatoes A kilo of potatoes The finest you have.</p> <p>Any story that the pupils know.</p>	
<p>I Am A Composer</p> <ol style="list-style-type: none"> 1. Pupils are given a selection of words. 2. In groups, pupils arrange the words to form a poem. 3. They create a poem poster. 	<p>A poem that the pupils know.</p>	<p>Prepare a selection of words based on poems learnt in different fonts and colours, suitable paper. Eg:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Title:</p> </div>
<p>Totem Pole</p> <ol style="list-style-type: none"> 1. Pupils create masks of imaginary characters based on a story/song that they have learnt. 2. The masks will then be displayed on a totem pole. 	<p>e.g. Masks of 3-eyed cat, 4-legged chicken, a tiger with a trunk</p>	<p>Suitable coloured papers.</p>
<p>Publish Me</p> <ol style="list-style-type: none"> 1. Pupils are given a series of pictures based on a story learnt. 2. Pupils write sentences 	<p>Content is the story/stories that the pupils know.</p>	<p>Pictures, suitable paper, staple, binding tape, glue and scissors.</p>

about the pictures to form a complete story.		
3. The pages are then bound into a book.		

Learning Standard:

4.3.2 Able to perform with guidance based on:

- a. jazz chants
- b. poems
- c. action songs
- d. stories

ACTIVITY	CONTENT	NOTES
<p>Show Time!</p> <ol style="list-style-type: none"> 1. Divide pupils into groups. 2. Each group then selects the jazz chant that they have learnt or created. 3. Each group performs the jazz chant. 	<p>The story that the pupils know.</p>	
<p>Prose Time</p> <ol style="list-style-type: none"> 1. Pupils select their own team members. 2. Each team selects a previously learnt/created poem. 3. Each group recites the poem of their choice. 	<p>The poems that the pupils know.</p>	<p>Suitable paper.</p>
<p>A Whole New World</p> <ol style="list-style-type: none"> 1. Pupils use the imaginary masks created earlier. 2. Pupils dance/act out the actions according to the song played as if they were the characters of the masks they wear. 	<p>e.g. New Friend Found</p> <p>We walk to the right We walk to the left And we walk and we walk And we walk all night</p> <p>With a heel and a toe And a half way turn With a heel and a toe And a new friend found.</p>	<p>Music and lyrics. [Teacher may use other songs]. .</p>

<p>Tell Me Tale</p> <ol style="list-style-type: none"> 1. Based on their work in the Publish Me activity, pupils tell their story to their friends. 2. Pupils hold a book exhibition. 	<p>Story/stories that the pupils know.</p>	<p>Prepare a place for the pupils to exhibit their books.</p>
<p>Let's Choral Speak!</p> <ol style="list-style-type: none"> 1. Pupils choral speak a fairy tale. 	<p>Town Mouse and Country Mouse.</p>	<p>Choral Speaking script. (Appendix 1)</p>
<p>Take 1! Scene 1!</p> <ol style="list-style-type: none"> 1. Pupils perform a short play based on a story. 	<p>The Monkey and the Crocodile.</p>	<p>Script (Appendix 2)</p>
<p>Puppet Master</p> <ol style="list-style-type: none"> 1. Pupils perform a puppet show based on a story. 	<p>The Snake and the Frogs.</p>	<p>Puppets, stage and script. (Appendix 3)</p>

TOWN MOUSE AND COUNTRY MOUSE

Characters:	Narrator [N] Town Mouse [TM]	Country Mouse [CM] Chorus [C]
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N A long time ago, there were 2 mice.

C How many?

N 2 mice.
A long time ago, there were 2 mice.

C 2 mice.
One [*clap*]
Two [*clap clap*]
2 mice.

N Country Mouse and Town Mouse.
Country Mouse lived in the country.
Town Mouse lived in the town.

C Country Mouse in the country. Town Mouse in the town.
Country Mouse in the country. Town Mouse in the town.

N One day, Town Mouse went to see Country Mouse.

C What did Town Mouse do?

N He went to see Country Mouse.
Town Mouse went to see Country Mouse.

C To see Country Mouse. To see Country Mouse.

TM What a funny house!
Funny house, funny house.
What a funny bed!
Funny bed, funny bed.
What funny food!

Funny food, funny food.

C Funny, funny, funny!
Funny house, funny bed, funny food!
Funny, funny, funny!
Funny house, funny bed, funny food!

N Later, the two mice went for a walk.
Suddenly, they heard a noise.

C A noise? What noise?
What noise did they hear?

N Mooooo!

C What? Moo?
What? Moo?
They heard moooo?

TM Ahh! Ahh!
What is that?
What is that?

CM Oh.... I t's only a cow!

C Cow. Cow. Moo. Moo.
Cow. Cow. Moo. Moo.

N Town Mouse was frightened.
Then.....

C What? What?

N Then, they heard another noise.

C A noise? What noise?
What noise did they hear?

N Hissss!

C What? Hiss?
What? Hiss?

They heard hisss!

TM Ahh! Ahh!
What is that?
What is that?

CM Oh.... I t's only a goose!

C Goose. Goose.
Hiss. Hiss.
Goose. Goose.
Hiss. Hiss.

N Town Mouse was frightened.
Then.....

C What? What?

N Then, they heard another noise.

C A noise? What noise?
What noise did they hear?

N Whoooo!

C What? Whooo?
What? Whooo?
They heard whooo!

TM Ahh! Ahh!
What is that?
What is that?

CM Oh.... I t's only an owl!

C Owl. Owl. Whooo. Whooo.
Owl. Owl. Whooo. Whooo.

CM Oh o! Oh o!
Run! Run! Run!

C Run Town Mouse!
 Run Country Mouse!
 Run! Run! Run!
 Run Town Mouse!
 Run Country Mouse!
 Run! Run! Run!

TM I don't like it here.
 I don't like the country.
 No! No! No!

 Come home with me.
 Come home with me.
 Come with me to town.

CM Ok. All right.
 Let's go!

N Off they went.
 Off they went to town.

CM What a funny house!
 Funny house, funny house.
 What a funny bed!
 Funny bed, funny bed.
 What funny food!
 Funny food, funny food.

C Funny, funny, funny!
 Funny house, funny bed, funny food!
 Funny, funny, funny!
 Funny house, funny bed, funny food!

N Later, the two mice went for a walk.
 Suddenly, they heard a noise.

C A noise? What noise?
 What noise did they hear?

N Parp! Parp!

C What? Parp?
What? Parp?
They heard parp! Parp!

CM Ahh! Ahh!
What is that?
What is that?

TM Oh.... I t's only a car!

C Car. Car.
Parp. Parp.
Car. Car.
Parp. Parp.

N Country Mouse was frightened.
Then.....

C What? What?

N Then, they heard another noise.

C A noise? What noise?
What noise did they hear?

N Waiiiiiiiii!

C What? Waiiiii?
What? Waiiiii?
They heard waiiiii?

CM Ahh! Ahh!
What is that?
What is that?

TM Oh.... I t's only a fire engine!

C Fire engine. Fire engine.
Waiiiiiiiii!

Fire engine. Fire engine.
Waiiiiiiiiiii.

N Then, they heard another noise.

C A noise? What noise?
What noise did they hear?

N Meooooow!

C What? Meooooow?
What? Meooooow?
They heard meooooow!

CM Ahh! Ahh!
What is that?
What is that?

TM Oh.... I t's only a cat!

C Cat. Cat.
Meooooow.
Cat. Cat.
Meooooow.

TM Oh o! Oh o!
Run! Run! Run!

C Run Town Mouse!
Run Country Mouse!
Run! Run! Run!
Run Town Mouse!
Run Country Mouse!
Run! Run! Run!

N And run they did.
Town Mouse ran.
Country Mouse ran.
Country Mouse ran all the way home.

C Run! Run! Run!
All the way home!

(Town Mouse and Country Mouse, Ladybird Read It Yourself Series, Level 2)

A SHORT PLAY

The Monkey And The Crocodile

Characters

The Narrator

The crocodile

The monkey

Wife of the crocodile

Narrator Long ago, a huge crocodile named Kara lived in the River Ganges. The river ran through a jungle. A monkey named Rakta lived in that jungle. His home was in a fruit tree. The tree had a lot of delicious fruit to eat. One day, Kara came out of the water. He walked over to the fruit tree.

Rakta Hello, crocodile. You have come over to my tree house. That is my good luck! You are my guest. Here, I will give you some delicious berries.

Kara Thank you, Rakta, my monkey friend. You are good to your guests. I will come back tomorrow. We will talk some more. Goodbye .

Narrator Every day the crocodile visited the monkey. Then he swam home to his wife. One day, the monkey gave the crocodile some fruit for his wife. He took it to her.

Wife Husband, where did you get such delicious fruit? It is so sweet!

Kara I have a good friend. He is a monkey. The monkey's name is Rakta. Every day, Rakta gives me fruit. He said that visitors bring good luck.

Wife These fruits are so sweet! The monkey eats them all day. Maybe his heart is sweeter than the fruit! Go get his heart for me! I want to eat it.

Kara Don't say those things! I am the monkey's guest. He gives me fruit every day from his tree. No one is a better friend to me than the monkey! I can't kill him.

Wife Do you love me?

Kara Of course, my dear! I love you very much. I will do anything to make you happy.

Wife Then go get the monkey's heart! I can't eat anything else. I will die without the monkey's sweet, sweet heart.

Narrator The crocodile was sad. He liked the monkey very much. But he also loved his wife . What was he to do? Kara thought of a way to trick the monkey.

Rakta Hello, my friend. You are late. And, you do not look happy. What is the matter?

Kara Oh, my friend. My wife is angry with me. "Every day the kind monkey gives you fruits," she said, " and you have not invited him to our home." So, Rakta, please come home with me today. My wife has prepared a wonderful feast for you.

Rakta Your wife is so kind. But there is one problem. I am a forest animal. You live in the water. I can't swim. So why don't you invite your kind, beautiful wife to come to my tree?

Kara It's no problem, really. We live in the sand next to a big log. It is a beautiful home. Here , come and sit on my back. I will carry you through the water.

Narrator When the crocodile went out into deep water, the monkey was scared. He told the crocodile to swim slowly. But the crocodile did not listen. He swam faster. Finally, he started to talk.

Kara Now that you are out here, I will tell you the truth. My wife wants you to come to our house so she can kill you. She wants to eat your heart!

Narrator Now the monkey was very intelligent. He quickly thought of a plan to save himself.

Rakta Oh, my friend. You should have told me that your wife wanted to eat my heart! I want to make your wife happy. I will happily give her my heart.

Kara You will?

Rakta Yes, of course! But I don't have my heart with me.

Kara Where is it?

Rakta It is in a hole under my fruit tree! Let's go back and get it! Then I can take it to your wife.

Narrator The silly crocodile took the monkey back to his tree. The monkey jumped up the tree as fast as he could.

Kara Why did you climb *up* the tree, Rakta? You told me your heart was *under* the tree.

Rakta You silly, silly crocodile. You were my *guest!* When you were hungry, I gave you food. Then you want to kill me? Well, now I tricked you! Ha! Who in this world has two hearts? Silly Kara. Go back to your wife and explain it all to her!

A SHORT PLAY

The Snakes And The Frogs

Characters

The Narrator
Old Brown Snake
Frog
King of the frog
Cobra

Narrator **A poisonous snake lived near a lake. His name was Boga. He was old. He moved very slowly. How could he catch frogs for dinner? He had an idea. He would play a trick on the frogs. The intelligent old snake went down to the lake. He rested in the grass. He looked sad and tired.**

Frog Good morning, uncle. Why are you lying there? Aren't you going to chase frogs for your dinner?

Boga Oh, dear me! Last night I was looking for food. I saw a little frog. I tried to catch him. Then the frog jumped into a group of people. I looked for the frog everywhere. But I am old and slow.

Frog Well, what happened?

Boga I thought I saw the little frog near a man. I jumped at the frog and bit him!

Frog Did he die?

Boga No, it was not the frog! I bit the finger of a little boy. His father was very angry!

Frog What did he do?

Boga "You terrible snake!" he said. "You bit my little son! Starting now, you must help frogs! Frogs can ride on your back. You will carry them across the water. You will carry them through the forest. Now, go help the frogs, bad snake!" said the man.

Narrator The little frog believed the snake's story. He swam out into the lake. He called Jaka, King of the frogs.

Frog Guess what, King Jaka? We can all ride on the deadly snake. Boga has to take us where we want to go! That is what he said.

Jaka Great news! Come, all you frogs. Let's go ride on the snake! But remember, I am the king! I will go first!

Narrator **Jaka jumped onto the snake's head. The other frogs swam behind him. Boga started swimming across the lake. First, he swam fast. Then he swam slowly. He swam up and down through the water. He even swam in circles! The frogs were very excited!**

Jaka Yippee! This is more fun than riding an elephant! This is better than riding a monkey! Hurry!

Narrator The next day, Boga returned to the lake. The frogs jumped onto his back again. But this time he did not do tricks or swim in circles.

Jaka Oh, dear! This is no fun. Why are you swimming so slowly?

Boga I'm a poor old snake. And I'm so hungry. I can't swim fast because I have no food. I'm very tired. So today I can't carry many frogs. And I will have to go slowly. I'm sorry, Jaka.

Jaka Poor, poor snake. Don't worry. I can help you find some of the smaller frogs to eat.

Narrator So every day Jaka gave the dangerous snake some small frogs to eat. Soon the snake was healthy and strong. He ate more and more frogs every day. He was comfortable and happy. One day a big cobra came by. He was surprised to see the frogs on the snake's back. He was amazed that the king of the frogs was feeding the snake.

Cobra Hello, Boga. Are you really a friend of the frogs? I have never seen anything like this before!

Boga Shhh! You know that frogs and snakes are enemies. The frogs think I'm their friend. They're wrong! I'm just playing a trick so that I can eat them. It is a very good trick! Look at me. I am fat and strong!

Narrator **The king of the frog heard the two snakes talking.**

Jaka Is that true? Are you playing a trick on me? We like riding on your back! It's fun

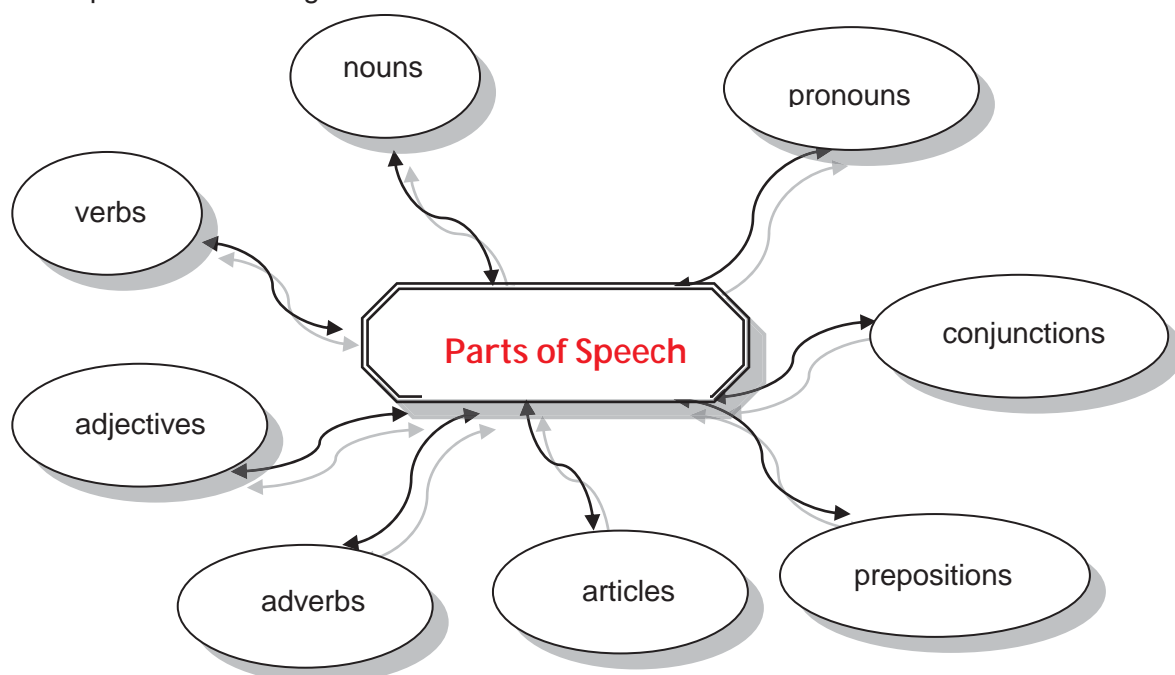
Boga No, no, no, my friend. I was not playing a trick on you. Come a little closer so we can talk! I will even let you ride on my head!

Narrator **The silly frog king believed the hungry snake. He hopped over to get onto the snake's head. Boga ate him. Then slowly the clever snake ate all the silly frogs. Boga lived many more years. He had learned to trick his enemies. And what lesson did the frog learn?**

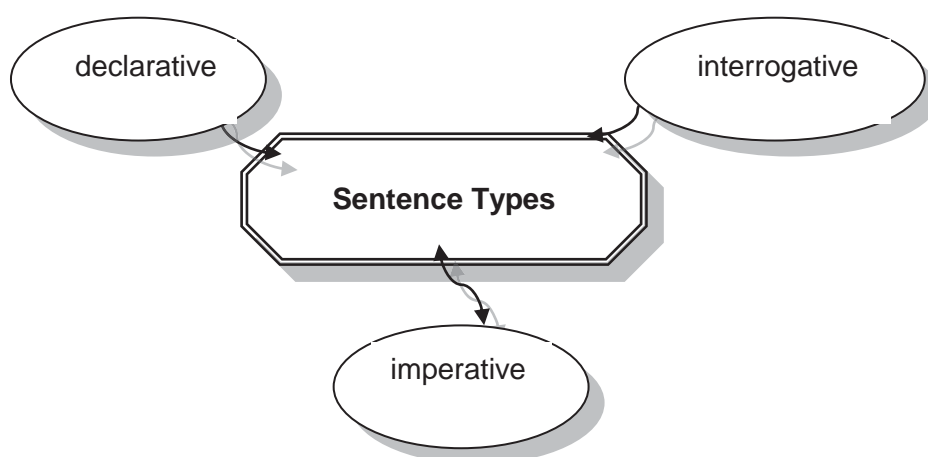
(Adapted from: Panchatantra, Two Short Plays by Ann Evans de Bernard)

GRAMMAR

The grammar component is introduced from Year 3 onwards. Salient and basic language rules are learnt through **meaningful contexts** to enable pupils to **communicate accurately and effectively**. By the end of Year 6, pupils will be able to use these basic rules of English grammar in speech and writing.



These grammar items can be seen as the basics of a language. Pupils need to be aware that in English Language these parts of speech are present. In order to achieve accuracy, pupils need to know and use these grammar items correctly.



The grammar component requires teachers to be able to weave their knowledge of grammar items and pedagogical approaches in the classroom to teach **grammar in context**.

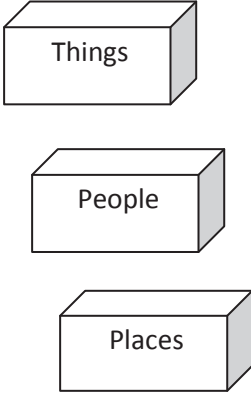
The Content and Learning Standards for Grammar are:

CONTENT STANDARDS	LEARNING STANDARDS
<p>5.1 By the end of the 6- year primary schooling, pupils will be able to use different word classes correctly and appropriately.</p>	<p>5.1.1 Able to use nouns correctly and appropriately: common nouns (a) proper nouns (b) singular nouns (c) plural nouns</p> <p>5.1.2 Able to use pronouns correctly and appropriately: (a) personal (b) demonstrative (c) possessive</p> <p>5.1.3 Able to use verbs correctly and appropriately: (a) regular verbs (b) simple present tense (c) simple past tense</p> <p>5.1.4 Able to use conjunctions correctly and appropriately: (a) and (b) or (c) but</p>
	<p>5.1.5 Able to use prepositions correctly and appropriately: (a) in (b) on (c) under (d) up (e) in front of (f) behind (g) at</p> <p>5.1.6 Able to use adjectives correctly and appropriately: (a) colour (b) shape (c) size (d) opinion</p> <p>5.1.7 Able to use articles correctly and appropriately: (a) a (b) an (c) the</p>
<p>5.2 By the end of the 6 – year primary schooling, pupils will be able to construct various sentence types correctly.</p>	<p>5.2.1. Able to construct declarative sentences correctly.</p>

Learning Standard:

5.1.1 Able to use nouns correctly and appropriately:

(a) Common nouns

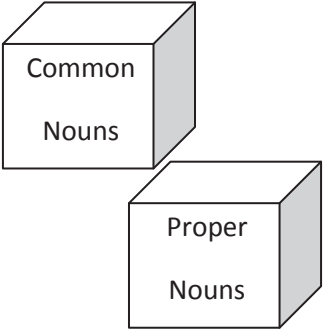
ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Think Things</p> <ol style="list-style-type: none"> Recite the poem. Name the objects in the classroom. Label the objects. Categorise these nouns under "Things". Brainstorm for nouns under the categories, "People" and "Places". Put all the word or picture cards on the table with three boxes or baskets labeled, "Things", "People" and "Places". Get a pupil to pick a card and put into the correct box or basket. Repeat with other pupils till all the cards are put into the boxes or baskets. Check with the pupils by taking the cards out of the box/basket and say the word aloud. 	<p><u>Common nouns (Things)</u> : e.g. bag, book, pencil, ruler, eraser, duster, chalk, clock, basket, chalkboard</p> <p><u>Common nouns (People):</u> e.g. boy, girl, teacher, brother, sister, father, mother, man, woman, driver, gardener</p> <p><u>Common nouns (Places):</u> e.g. school, canteen, toilet, hall, field, classroom, office</p>	<p><u>Poem - Nouns</u></p> <p>A <u>noun</u> is a <u>person</u>, a <u>place</u>, or a <u>thing</u> Three <u>words</u> that cover a lot Once you start to think <u>people</u>, <u>places</u> and <u>things</u> It's hard to find <u>words</u> that are not!</p> <p>Think <u>people</u> : <u>brother</u>, <u>sister</u>, <u>teacher</u>, <u>driver</u>...</p> <p>Think <u>places</u> : <u>classroom</u>, <u>school</u>, <u>canteen</u>, <u>toilet</u>...</p> <p>Think <u>things</u> : <u>animal</u>, <u>flower</u>, <u>pencil</u>, <u>ruler</u>...</p> <p><u>Nouns</u>, <u>nouns</u>, <u>nouns</u> are <u>things</u> you should remember!</p> <p>(Adapted from : 25 Great Grammar Poems)</p> <p>Use realia (real objects) Word cards / picture cards 3 boxes / baskets (labeled : <u>Things</u>, <u>People</u>, <u>Places</u>)</p> <div style="text-align: center;">  </div>

ACTIVITY	CONTENT	TEACHER'S NOTES												
<p>Kim's Game</p> <ol style="list-style-type: none"> Put some objects on the table and cover them with a big piece of cloth. Pupils are required to look and remember the objects while teacher removes the cloth and covers it back after 10 seconds. Pupils will need to identify the objects that they saw on the table a while ago (worksheet). <u>Reinforcement</u> : Put word or picture cards on the table and get pupils to scan them before teacher covers the cards with the piece of cloth. Group the nouns under "Things", "People" and "Places". 	<p>Objects (Realia): e.g. <i>ball, book, pen, pencil, ruler, eraser, pencil case, sharpener</i></p> <p><u>Worksheet:</u> <i>Circle or Tick the objects found on the table.</i> (<u>Alternative:</u> Advanced pupils may write the names of objects)</p>	<p><u>Kim's Game</u> (also known as <i>Memory Game</i>)</p> <ul style="list-style-type: none"> To test the memory of the pupils (how many nouns can they remember) <p>Use realia (real objects). Word/Picture cards (Step 4)</p> <p>Prepare a worksheet:</p> <table border="1" data-bbox="1099 775 1398 1189"> <tr> <td>book</td> <td>ruler</td> </tr> <tr> <td>duster</td> <td>pen</td> </tr> <tr> <td>flower</td> <td>ball</td> </tr> <tr> <td>chalk</td> <td>basket</td> </tr> <tr> <td>pencil</td> <td>eraser</td> </tr> <tr> <td>sharpener</td> <td>knife</td> </tr> </table>	book	ruler	duster	pen	flower	ball	chalk	basket	pencil	eraser	sharpener	knife
book	ruler													
duster	pen													
flower	ball													
chalk	basket													
pencil	eraser													
sharpener	knife													
<p>Word Chain</p> <ol style="list-style-type: none"> Write a noun on the board. e.g. <i>book</i> Pupils will take turns to join the chain by writing another noun, starting with the last letter in the previous word. e.g. <i>book-kite</i> The next person will continue joining the 'word-chain'. e.g. <i>book-kite-egg</i> Those who are unable to join the next word will be out of the game. 	<p>Common nouns: e.g. <i>book, kite, egg, goat, tiger, rabbit, table, elephant, tree etc.</i></p>	<p><u>Word Chain</u> <i>A language game to test the knowledge of vocabulary (nouns).</i></p>												

Learning Standard:

5.1.1 Able to use nouns correctly and appropriately:

(b) Proper nouns



ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Who am I?</p> <ol style="list-style-type: none"> Pupils introduce themselves. e.g. <i>My name is Sarah. I live in Johor.</i> Pupils decorate their name tags. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Sarah Johor</p> </div> <ol style="list-style-type: none"> Pupils wear their name tags. 	<p>Proper nouns (People): e.g. <i>Sarah, Lokman, Daisy, Chong, Joe</i></p> <p>Proper nouns (Places): e.g. <i>Johor, Melaka, Ipoh, Sibul, Taman Bahagia</i></p>	<p><i>Proper nouns</i> – special names for common nouns and they start with capital letters.</p> <p>Prepare small cards (name tags)</p> <p>Note: <i>Teacher may keep the name tags for further use (teaching of pronouns)</i></p>
<p>Group Me!</p> <ol style="list-style-type: none"> Pupils are given a word card each. They are required to group themselves under the respective Proper Nouns (<i>Things/ People/Places</i>). <u>Reinforcement:</u> Pupils write the proper nouns under each respective heading (<i>Things/People/Places</i>) 	<p><u>Word cards:</u> e.g. Proton, National, Maggi, Mary, Daniel, Perlis, Penang, Cadbury, Sang Kancil, Mentos, Putrajaya, Abdul etc.</p>	<p><i>Proper nouns</i> – special names for common nouns and they start with capital letters.</p> <p>Prepare word cards (Proper Nouns)</p>
<p>Common or Proper?</p> <ol style="list-style-type: none"> Put word cards on the table. Pupils are to pick up a card and drop it into the correct box. Pupils can also write their own word cards and put into the respective boxes. 	 <p>The image shows two 3D rectangular boxes. The top box is labeled 'Common Nouns' and the bottom box is labeled 'Proper Nouns'.</p>	<p>Prepare two boxes and label them "<i>Common Nouns</i>" and "<i>Proper Nouns</i>".</p> <p>Prepare word cards: e.g. <i>Proton, motorcycle, National, television, Cadbury, chocolates etc.</i></p>

Learning Standard:

5.1.1 Able to use nouns correctly and appropriately:

(c) Singular nouns

(d) Plural nouns

ACTIVITY	CONTENT	TEACHER'S NOTES																
<p>One or Many?</p> <ol style="list-style-type: none"> Get pupil A to hold a book and pupil B to hold two books. Introduce the concept: Ali has <u>a book</u>. Mazlan has <u>two books</u>. <p>Stress on singular and plural nouns (<i>a book / two books</i>).</p> <ol style="list-style-type: none"> Pupils repeat after teacher. Practise with other examples. 	<p>Sentence structure:</p>  <p>Ali has <u>a book</u>.</p> <p>Mazlan has <u>two books</u>.</p>  <p>e.g. Siti has <u>a pencil</u>.</p> <p>Rozi has <u>two pencils</u>.</p>	<p><i>Plural Nouns :</i></p> <ul style="list-style-type: none"> Add 's' to singular nouns 																
<p>Find Me!</p> <ol style="list-style-type: none"> Pupils are given a composite picture. They are required to identify the nouns and group them under <i>Singular & Plural Nouns</i>. Fill up the grid with correct nouns. 	<p>Worksheet:</p> <table border="1" data-bbox="667 1267 1050 1617"> <thead> <tr> <th>Singular (only one)</th> <th>Plural (more than one)</th> </tr> </thead> <tbody> <tr> <td>broom</td> <td></td> </tr> <tr> <td></td> <td>flowers</td> </tr> <tr> <td></td> <td>boys</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Singular (only one)	Plural (more than one)	broom			flowers		boys									<p>Prepare a composite picture which consists of many nouns (singular & plural) – Appendix 1</p> <p>Prepare a worksheet: (<i>Singular & Plural Nouns</i>)</p>
Singular (only one)	Plural (more than one)																	
broom																		
	flowers																	
	boys																	


ACTIVITY	CONTENT	TEACHER'S NOTES														
<p>Singular & Plural</p> <ol style="list-style-type: none"> Pupils are divided into two groups, namely <i>Single</i> and <i>Double</i>. Show an object/a picture and pupils are to write the name of the object/picture shown on the display paper which is on their side of the wall. Repeat with other objects/pictures. 	<p>Two display papers:</p> <table border="1" data-bbox="667 398 833 645"> <tr><td><i>Single</i></td></tr> <tr><td><i>pen</i></td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <table border="1" data-bbox="890 398 1046 645"> <tr><td><i>Double</i></td></tr> <tr><td><i>pens</i></td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	<i>Single</i>	<i>pen</i>						<i>Double</i>	<i>pens</i>						<p>Prepare two big display papers and paste them on opposite sides of the wall. Objects / Pictures Some marker pens</p>
<i>Single</i>																
<i>pen</i>																
<i>Double</i>																
<i>pens</i>																

Learning Standard:

5.1.2 Able to use pronouns correctly and appropriately:

(a) Personal pronouns (He, She, It)

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>He or She?</p> <ol style="list-style-type: none"> Get a pupil to stand in front of the class. Talk about the pupil. Stress on the pronouns (He/She). Talk about other pupils. <u>Reinforcement:</u> Pupils put on their name tags. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;"><i>Farah</i> <i>Sibu</i></p> </div> <p>Get pupils to talk about their friends.</p>	<p>Sentence structure: e.g. <i>This is Ali. He is Ali.</i> <i>He is standing.</i></p> <p><i>That is Rozie. She is Rozie. She is sitting.</i></p> <p>e.g. <i>This is Farah. She is Farah. She is from Sibu.</i></p>	<p>Pronouns – words used to substitute nouns.</p> <p>Teacher must stress on the masculine (he) and feminine(she) pronouns.</p>
<p>Who is it?</p> <ol style="list-style-type: none"> Pupils form a big circle (in the hall or field). Teacher blindfolds a pupil and puts him in the centre of the circle. The blindfolded pupil will try to catch a classmate and identify that pupil, by saying, "He is Zainal" or "She is Siti". Take turns to be the blindfolded pupil. <u>Alternative:</u> Those pupils who are caught are put in one corner/hoop, namely the He and She group. 	<p>Sentence structure: - He is Suhaimi. - She is Rozana.</p>	<p>Prepare a piece of cloth (for blindfolding).</p> <p>Take pupils to an open space, e.g. the hall / field.</p>

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Is it it?</p> <p>1. Teacher shows a picture of a rabbit and says:</p> <p>“<i>This is a rabbit. It is white. It is fat.</i>”</p> <p>2. Practise with other nouns (animals or objects or places).</p> <p>3. <u>Reinforcement:</u> Recite the jazz chant.</p> <p>4. Substitute with other suitable nouns.</p>	<p>Pronouns (animals & objects):</p> <ul style="list-style-type: none"> - <i>It is a rabbit.</i> - <i>It is white</i> - <i>It is fat.</i>  <p><u>Jazz Chant:</u> <i>Who is he?</i> <i>He is Ali.</i> <i>Who is she?</i> <i>She is Siti.</i> <i>What is it?</i> <i>It is a book.</i> <i>What is this?</i> <i>It's a ball.</i></p>	<p>“<i>It</i>” – a pronoun used to replace nouns (for animals / objects/ places)</p> <p>Substitute the nouns with other suitable nouns.</p>

Learning Standard:

5.1.2 Able to use pronouns correctly and appropriately:

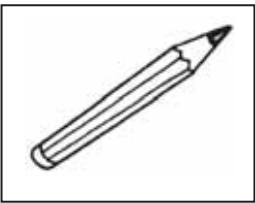
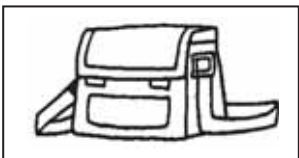
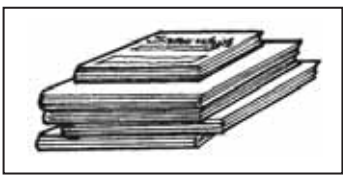

(a) Demonstrative pronouns (this, that, these, those)

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>This and That</p> <ol style="list-style-type: none"> 1. Introduce the action song, "This and that". 2. Pupils sing along with actions. 3. Substitute with other suitable nouns and practise the sentence structure. 4. <u>Alternative:</u> Put some objects in front of the class and also at the back of the class. 5. Practise the demonstrative pronouns (<i>this & that</i>) by pointing to the object(s) and say: "This is a book." "That is a basket." "These are rulers." "Those are balls." 	<p>Parts of the body (<i>nose, fingers, mouth, eyes etc.</i>)</p> <p><u>Action Song: This and That</u> (Tune: Are You Sleeping?) This is my nose. That is your nose. This and that, this and that. These are my fingers. Those are your fingers. These and those, these and those.</p> <p>This is a book. That is a ball. This and that, this and that. These are rulers. Those are baskets. These and those, these and those.</p>	<p>This/ That – singular nouns These / Those – plural nouns</p> <p>Sing while pointing to the parts of the body.</p> <p>(Substitute the nouns with other suitable nouns).</p> <p>Use realia (real objects). Point to the near object and say, "This" Point to the far object and say, "That"</p>

Learning Standard:

5.1.2 Able to use pronouns correctly and appropriately:








(c) Possessive pronouns








ACTIVITY	CONTENT	TEACHER'S NOTES
<p>What do you have?</p> <p>1. Show a pen and say:</p> <p style="padding-left: 40px;"><i>"I have a pen. This is my pen. This is mine."</i></p> <p>2. Repeat with other objects.</p> <p>3. Get a pupil to show his pencil and say:</p> <p style="padding-left: 40px;"><i>"I have a pencil. It is my pencil. It is mine."</i></p> <p>4. Get the class to say:</p> <p style="padding-left: 40px;"><i>"Ali has a pencil. It is his pencil. It is his."</i></p> <p>5. Repeat with other objects and other pupils.</p> <p style="padding-left: 40px;">e.g. <i>Rina has a book. It is her book. It is hers.</i></p> <p>6. <u>Reinforcement:</u> Revise the items learnt (singular & plural nouns, demonstrative pronouns)</p>	<p><u>Sentence structure:</u></p> <p>e.g. <i>I have a pencil. This is my pencil. This is mine.</i></p> <div data-bbox="730 779 986 981" style="text-align: center;">  </div> <p><i>Ali has a pencil. That is his pencil. That is his.</i></p> <div data-bbox="707 1126 1007 1283" style="text-align: center;">  </div> <p><i>That is her bag. That is hers.</i></p> <p><i>These are your books. They are yours.</i></p> <div data-bbox="687 1485 1031 1659" style="text-align: center;">  </div> <p><i>Those are his rulers. They are his.</i></p> <div data-bbox="770 1787 938 1960" style="text-align: center;">  </div>	<p>Possessive – to show possession of objects.</p> <p>Possessive adjectives - <i>my, your, his, her</i></p> <p>Possessive pronouns - <i>mine, yours, his, hers</i></p> <p><u>Revision:</u> Singular & Plural nouns Demonstrative pronouns</p>













Learning Standard :

5.1.3 Able to use verbs correctly and appropriately :

- (a) regular verbs**
- (b) simple present tense**
- (c) simple past tense**

ACTIVITY	CONTENT	TEACHER'S NOTES						
<p>Walk About</p> <ol style="list-style-type: none"> 1. Ask pupils to do some actions. 2. Take pupils around the school. 3. Ask pupils questions. 4. Pupils return to class. 5. Ask pupils to pick word cards on words of what people were doing around the school. 6. Pupils pick the words and put them in a basket labelled "REGULAR VERB". 7. Tell pupils that words showing actions are called verbs. 	<p>Example of Actions: jump, skip, brush, walk</p> <p>Example of Questions :</p> <ol style="list-style-type: none"> a. What can you see in the canteen? b. What are the people in the canteen doing? c. What do you see on the field? d. What are they doing? <p>Example of Words: wash, mop, cook, play, brush, talk, walk, jump, pull, skip</p> <div style="text-align: center;">  <p>REGULAR VERB</p> </div>	<p>Grammar Notes:</p> <p>Verbs can describe actions, feelings and thoughts. Some verbs are also being and having verbs. The verb in a sentence may be one word or more than one word.</p> <p>Example: The boy likes to jump. The lady washes the dishes.</p> <p>Materials: word cards basket</p>						
<p>Find My Name</p> <ol style="list-style-type: none"> 1. Pupils are given pictures each. 2. Pupils need to find the words that match each picture from the baskets. 3. Pupils stick the pictures with the matching words on the board. 4. Pupils are told that the words on the board are action words in the present tense. 5. Tell pupils that we add 's' or 'es' to actions that are done daily. 	<p>Example of Words: washes, mops, cooks, plays, brushes, talks, walks, jumps, pulls, skips, etc</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td data-bbox="536 1547 759 1771" style="text-align: center;">  </td> <td data-bbox="759 1547 820 1771"></td> <td data-bbox="820 1547 1011 1771" style="text-align: center;">mops</td> </tr> <tr> <td data-bbox="536 1771 759 1962" style="text-align: center;">  </td> <td data-bbox="759 1771 820 1962"></td> <td data-bbox="820 1771 1011 1962" style="text-align: center;">wash</td> </tr> </tbody> </table>			mops			wash	<p>Example:</p> <p>Every day, my mother mops the floor.</p> <p>Alina and Aiza wash dishes after dinner every day.</p> <p>Materials: word cards pictures baskets</p>
		mops						
		wash						



ACTIVITY	CONTENT	TEACHER'S NOTES						
<p>Past Actions</p> <ol style="list-style-type: none"> 1. Divide pupils into groups of four. 2. Each group is given an envelope. 3. Some groups are given pictures and some groups are given words. 4. Pupils have to find which picture matches which word. 5. Pupils stick the pictures and the words on the board. 6. Construct a sentence and write them down. 7. Tell pupils that these words are showing an action that had been done in the past. 8. Tell pupils that we add 'ed' to actions that were done in the past. 	<p>Example of Words:</p> <p>washed, mopped, cooked, played, brushed, talked, walked, jumped, pulled, skipped, etc.</p> <table border="1" data-bbox="539 533 1010 920"> <tr> <td data-bbox="539 533 759 741">  </td> <td data-bbox="759 533 820 741"></td> <td data-bbox="820 533 1010 741"> <p>cooked</p> </td> </tr> <tr> <td data-bbox="539 741 759 920">  </td> <td data-bbox="759 741 820 920"></td> <td data-bbox="820 741 1010 920"> <p>skipped</p> </td> </tr> </table>			<p>cooked</p>			<p>skipped</p>	<p>Example:</p> <p>Faezah's mum cooked chicken rendang yesterday.</p> <p>Yesterday, the boys played football.</p> <p>Materials:</p> <p>word cards picture</p>
		<p>cooked</p>						
		<p>skipped</p>						
<p>Charade</p> <ol style="list-style-type: none"> 1. Prepare words in a "magic" bag. 2. A pupil comes out and picks a word from the "magic" bag. 3. The pupil acts the word out and the rest of the class try to guess the action / verb. 4. Pupils spell the verb and make a sentence using the verb. 5. The game continues until all pupils have had a chance. 	<p>Sample of Verbs</p> <p>jump, play, wash, cook, walks, skips, etc.</p> <div data-bbox="715 1406 834 1541" style="text-align: center;">  </div> <p style="text-align: center;">MAGIC BAG</p>	<p>Materials:</p> <p>cloth bag word cards</p>						

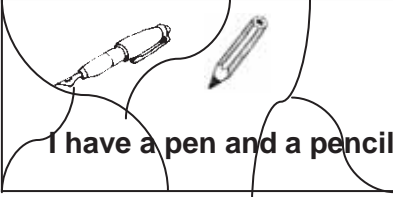

ACTIVITY	CONTENT	TEACHER'S NOTES				
<p>Verb Book</p> <ol style="list-style-type: none"> 1. Divide pupils into groups of four or five. 2. Pupils create their own verb books. 3. Provide pictures of various actions they like. 4. Pupils label each picture with a verb. 5. Pupils make a sentence for each picture using the verb. 6. Compile the verb books and display them in class. 	<p>Sample of Verb Book</p> <table border="1" data-bbox="539 398 1011 1037"> <tbody> <tr> <td data-bbox="539 398 778 734">  <p>cried Siti cried yesterday</p> </td> <td data-bbox="778 398 1011 734">  <p>fishes Pak Mat fishes every morning</p> </td> </tr> <tr> <td data-bbox="539 734 778 1037">  <p>cycles Anne cycles.</p> </td> <td data-bbox="778 734 1011 1037">  <p>laugh I laugh.</p> </td> </tr> </tbody> </table>	 <p>cried Siti cried yesterday</p>	 <p>fishes Pak Mat fishes every morning</p>	 <p>cycles Anne cycles.</p>	 <p>laugh I laugh.</p>	<p>Materials : A4 coloured papers pictures of various actions glue scissors</p>
 <p>cried Siti cried yesterday</p>	 <p>fishes Pak Mat fishes every morning</p>					
 <p>cycles Anne cycles.</p>	 <p>laugh I laugh.</p>					

Learning Standard:

5.1.4 Able to use conjunctions correctly and appropriately:

(a) and

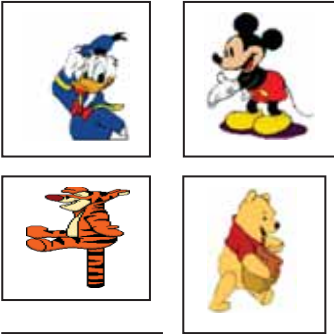
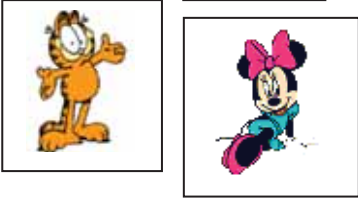
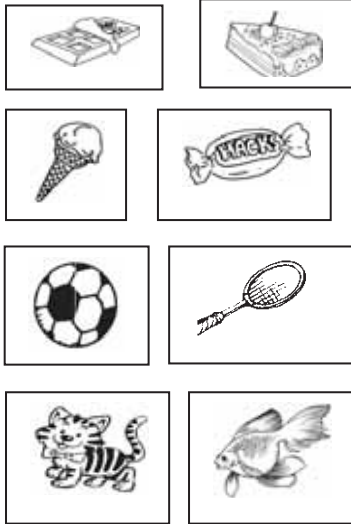
ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Riddle</p> <ol style="list-style-type: none"> 1. Put up a riddle chart. 2. Pupils read the riddle aloud. 3. Show two objects. a pen, a pencil 5. Say: a pen a pencil a pen and a pencil 6. Repeat with other objects and pupils say out. 7. Explain 'and' is used to join two words. 8. Show picture cards 9. Pupils say: eg. boy and girl 10. Distribute the pictures to different pupils. 11. Blow the whistle and pupils must find their partner and shout out the words. 	<p><u>WHAT AM I?</u></p> <p>I have a pet Big and fat Black and white Catches mouse and rat Likes fish and rice Can you guess What am I?</p> <p>Examples Of Objects: pen, pencil, bag, book, table, chair,</p> <p>Sample Picture Cards</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 80px; height: 80px; text-align: center; margin: 5px;">  </div> <div style="border: 1px solid black; width: 80px; height: 80px; text-align: center; margin: 5px;">  </div> </div> <div style="border: 1px solid black; width: fit-content; margin: 10px auto; padding: 5px;"> <p>a boy and a girl</p> </div>	<p><u>Grammar notes for teacher.</u></p> <p>Conjunctions are used to connect words, phrases, clauses or sentences.</p> <p>Use and to join two words of equal importance.</p> <p>e.g.</p> <p>Amran has a pen. Amran has a pencil. Amran has a pen and a pencil.</p>

ACTIVITY	CONTENT	TEACHER'S NOTE
<p>Write A Phrase</p> <ol style="list-style-type: none"> Put the phrase cards in two boxes. Take out one card from each box. Read the phrase on the card. Join the phrases using 'and' Divide pupils into groups. Distribute word card to each group. Call out a group. Pupils come to the front with the word card hanging on their necks. Pupils will rearrange themselves to form the phrase. Teacher writes the phrases on the board. Pupils copy. 	<p>Sample Phrases:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">a cat</div> <div style="border: 1px solid black; padding: 2px 5px;">and</div> <div style="border: 1px solid black; padding: 2px 5px;">a rat</div> </div> <p>a fish and a plate of rice a mouse and a rat a pen and a pencil a boy and a girl a fork and a spoon a table and a chair</p>	<p>phrase cards with strings to hang around pupil's neck</p>
<p>Puzzle</p> <ol style="list-style-type: none"> Divide pupils into groups. Distribute envelopes which contains picture puzzles. Ask pupils to arrange the puzzles to form the picture and sentence. Each group will come forward and paste the picture on the board and read out the sentence in the picture. Repeat the activity with another set of picture puzzles without the sentences. Pupils arrange the puzzles and write a sentence for the picture. 	<p>Sample Puzzle Cards</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; padding: 5px;">  </div>	<p>one set of picture with sentence . Cut them into small pieces.</p> <p>second set of pictures without the sentence.</p>

Learning Standard:

5.1.4 Able to use conjunctions correctly and appropriately:





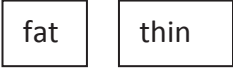


(b) or

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Which One?</p> <ol style="list-style-type: none"> 1. Show the picture card of some familiar cartoon characters. 2. Ask: Do you like Tom or Jerry? 3. Pupils will answer Tom. 4. Repeat with other pictures. 5. Explain– use 'or' when you have to choose. 6. Divide pupils in groups of four. 7. Each group is given a box containing picture cards. 8. The first pupil will take out two picture cards. 9. The pupil will ask the second pupil: "Do you like a sweet or an ice-cream?" 10. The second pupil will choose one. "I like the sweet." 11. The second pupil takes out two pictures and asks the third pupil. 12. The activity goes on until all the pupils finish their turns. 	<p>Picture Cards Of Cartoon Characters</p>   <p>Sample Picture Cards In the Box</p> 	<p><u>Grammar notes for teacher.</u> Conjunctions are used to connect words, phrases, clauses or sentences.</p> <p>Use or to show a choice.</p> <p>Eg: Do you like coffee or tea?</p>

Learning Standard:

5.1.4 Able to use conjunctions correctly and appropriately :

(c) but

ACTIVITY	CONTENT	TEACHER'S NOTE
<p>But, But, But</p> <ol style="list-style-type: none"> Show two different picture cards to pupils. Say: 'Bahar is tall.' 'Nathan is short.' Join the two sentences using 'but'. Read the sentence again. <p>'Bahar is tall but Nathan is short.'</p> <ol style="list-style-type: none"> Repeat the activity with other pictures. 	<p>Sample pictures and sentences</p>  <p>Bahar is tall. Nathan is short. Bahar is tall but Nathan is short.</p>  	<p><u>Grammar notes for teacher.</u> Conjunctions are used to connect words, phrases, clauses or sentences.</p> <p>Use but to join different ideas.</p> <p>Eg: Alex is clever but lazy.</p>
<p>Old But Strong</p> <ol style="list-style-type: none"> Choose a few pupils at random and pair them. Give each pupil a word card. Each pair will come out and stand in front of the class. The other pupils will make a sentence based on the word cards. Give worksheets to pupils. Pupils write simple sentences based on the pictures given. 	<p>Sample word cards</p>  <p>Johan is tall but Dinesh is short.</p>   	<p>Prepare suitable worksheet.</p>

Learning Standard:

5.1.5 Able to use prepositions correctly and appropriately :

- (a) in
- (b) on
- (c) under

ACTIVITY	CONTENT	TEACHER'S NOTE
<p>Rat and Cat</p> <ol style="list-style-type: none"> Put up the rhyme chart. Read the rhyme with the pupils. Then show a toy rat, cat and a mat. As the pupils to read the rhyme, place the animals in the correct location. Put the rat in the hat and ask: 'Where is the rat?' Show the word with the preposition 'in' Pupils will answer 'The rat is in the hat.' Explain that the word 'in' shows the place or location where the rat is . Repeat with the other preposition as in the rhyme. 	<p>Rat and Cat Rat in the hat Cat on the mat Rat ran under the mat Chased by the cat.</p> <p>Sentence Pattern:</p> <p>The rat is in the hat. The cat is on the mat. The rat is under the mat.</p>	<p><u>Grammar notes for Teacher</u></p> <p>Preposition is a word which joins a noun or pronoun to another word and indicates some relation between them.</p>
<p>Where do you put this?</p> <ol style="list-style-type: none"> Divide pupils into groups of four. Give sentence strips and some objects to each group. The first pupil in the group will read the sentence strip and the second pupil will place the object. Then, the second pupil reads the next sentence and the third pupil places the objects. Repeat until all the pupils finish reading the sentences. 	<p>Sample sentences:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">The pencil is under the table.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">The eraser is in the bag.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">The book is on the chair.</div> <div style="border: 1px solid black; padding: 5px;">The bag is under the table.</div>	

ACTIVITY	CONTENT	TEACHER'S NOTE
<p>Bingo</p> <ol style="list-style-type: none"> 1. Divide the class into groups. 2. Give two bingo cards to each group. 3. Blow the whistle, the pupils will write sentences on bingo card 2 based on the pictures on Card 1. 4. The group that finishes first will shout 'Bingo'. 5. Check the sentences and reward the group with the correct sentences. 	<p>Content should be familiar to pupils.</p>	<p>Prepare a bingo card with pictures and another one with lines only. Pupils will have to write three correct sentences in one straight line to win.</p> <p>Bingo Cards 1 & 2 (Appendix 6)</p>

Learning Standard:

5.1.5 Able to use prepositions correctly and appropriately :

- (a) up
- (b) in front of
- (c) behind
- (d) at


ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Hide and Seek</p> <ol style="list-style-type: none"> 1. Choose a few pupils at random. 2. Ask other pupils to close their eyes. 3. Ask selected pupils to stand at certain places: e.g. behind the door in front of the cupboard at the door Give them a card each. 4. Ask pupils to open their eyes and look around the classroom and tell where their friends are. 5. Pupils will tell where their friends are. 6. Repeat the activity with 	<p>Sample Word Cards</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;">in front of</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;">behind</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;">at</div>	<p><u>Grammar notes for Teacher</u></p> <p>Preposition is a word which joins a noun or pronoun to another word and indicates some relation between them.</p>

<p>other pupils chosen randomly.</p> <p>7. Other pupils will tell if they are standing at the correct location.</p>		
<p>Treasure Hunt</p> <ol style="list-style-type: none"> Place objects at selected locations in the classroom before the lesson. Divide pupils in groups. Give each group a set of cue cards. Ask pupils to go around and look for the objects. Pupils return to their groups and report where the objects are found. Pupils complete a chart. <p>e.g. We found a ball under the table.</p>	<p>Sample cue card:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Find:</p> <ol style="list-style-type: none"> ball scissors glass hoops tambourine </div>	
<p>Choose One</p> <ol style="list-style-type: none"> Divide pupils into groups. Give each group a picture with different sentences. Pupils will look at the picture and choose the correct sentence from the sentence card. Each group member will come forward and paste their picture and sentence on the board. Other groups will check the answer. When all the cards have been pasted, the pupils will read the sentences aloud. Give pupils worksheets. Pupils will read and choose the sentence with the correct preposition. 	<p>Sample sentences:</p> <p>En Azmi is standing behind the blackboard. En Azmi is standing in front of the blackboard.</p> <p>The car is in front of the lorry. The car is behind the lorry.</p> <p>The boys are in the field. The boys are under the field.</p> <p>The cat is up the tree. The stars are high up in the sky. The old man climbed slowly up the stairs.</p>	<ol style="list-style-type: none"> Prepare pictures showing the location of nouns according to the preposition. Prepare cards which have three sentences describing the location of the object for the pupils to choose. <p>Prepare a worksheet according to pupils level based on the activity. Pupils will colour the correct sentence.</p>

Learning Standard :

5.1.6 Able to use adjectives correctly and appropriately :

- (a) colour
- (b) shape
- (c) size
- (d) opinion (quality or qualifier)

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>What Colour Am I?</p> <ol style="list-style-type: none"> 1. Pupils are given various objects. 2. Ask pupils to talk about the objects. 3. Explain that colours used to describe the objects are called adjectives. 4. Pupils write the adjectives on word cards and display on the blackboard. 5. Pupils write sentences to describe the object. 	<p>Example:</p> <p>This is a ball. It is blue. It is a blue ball.</p> 	<p>Grammar Notes:</p> <p>An adjective is a describing word. It adds meaning to a noun or a pronoun.</p> <p>Materials:</p> <p>word cards objects (pictures/realia)</p>
<p>Shape up</p> <ol style="list-style-type: none"> 1. Divide pupils into groups of four. 2. Each group is given an envelope. 3. Groups are asked to complete the jigsaw puzzle. 4. Pupils are asked to talk about their puzzle. 5. Pupils write sentences to describe the object. 6. Pupils describe other objects in the classroom. They construct sentences to describe the objects. 	<p>Example:</p> <p>This is a table. It is square. It is a square table.</p> <p>This is a clock. It is round. It is a round clock.</p>	<p>Materials:</p> <p>word cards lap top LCD manila Card jigsaw puzzle (Appendix 2)</p>

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Let's Have Fun</p> <ol style="list-style-type: none"> 1. Divide pupils into groups of four. 2. Each group is given a worksheet with pictures and an envelope containing words. 3. Pupils need to pick a word from the envelope and stick it to the related picture. 4. Pupils construct sentences to describe the objects. 	<p>Examples:</p> <p>long, short, big, small, tall</p> <p>This ruler is long but that ruler is short.</p>	<p>Materials:</p> <p>word cards pictures (Appendix 3)</p>
<p>Story Time</p> <ol style="list-style-type: none"> 1. Tell a story to the pupils. 2. Ask pupils to talk about the story with a picture stimulus. 3. Teacher draws pupils' attention to adjectives used in the story. 4. Distribute story text to pupils. 5. Pupils identify and write the adjectives on word cards and display them on the board. 6. Pupils construct sentences using the adjectives identified. <p>Extension:</p> <p>Teacher asks pupils to give antonyms/synonyms of adjectives identified.</p>	<p>Story of The Shoe maker and Mr King</p>	<p>Materials:</p> <p>word cards lap top LCD manila Card marker pens</p> <p>The Shoemaker and Mr King (Appendix 4)</p> <p>The Shoemaker and Mr King – simplified version (Appendix 5)</p>

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Knowing Me Knowing You</p> <ol style="list-style-type: none"> 1. Teacher asks pupils to find a word to describe themselves. Pupils have to come up with the word using the first alphabet of their names. 2. Pupils stand up and say their names with the words that describe them. 3. Game is played until all pupils have had a chance. 	<p>Example:</p> <p><u>Red</u> Rani <u>Long</u> Laili <u>Square</u> Siti <u>Graceful</u> Grace <u>Gorgeous</u> Geraldine</p>	<p>Pupils can use the dictionary.</p>
<p>Adjective Treasure Hunt</p> <ol style="list-style-type: none"> 1. Pupils are divided into groups of four. 2. Each group is given an instruction card. 3. Pupils go around the school looking for the objects. 4. The first group to return with all the correct objects is the winner. 	<p>Example:</p> <p>A red flower A round ball A small leaf</p>	<p>Materials:</p> <p>instruction cards</p>
<p>Crazy Stories</p> <ol style="list-style-type: none"> 1. Ask pupils to come out with a list of adjectives and write on the board. 2. Pupils use these adjectives to write short stories. 3. Pupils write short stories. 4. Pupils read their stories. 	<p>Example of words:</p> <p>pretty, handsome , orange, short, round</p>	<p>Materials:</p> <p>A4 papers</p>

Learning Standards:

5.1.7 Able to use articles correctly and appropriately

ACTIVITY	CONTENT	TEACHER'S NOTES
<p>Drilling Time</p> <ol style="list-style-type: none"> Show a picture to the pupils Pupils name the things (nouns) in the picture Ask the boys to pick words that starts with consonant sounds, then put the words in a box labelled 'a'. Ask the girls to put the rest of the words with vowel sounds into the box labelled 'an' Explain briefly how articles are linked to the nouns in the picture. 	<p>Word list:</p> <p>carrot apple biscuit banana egg orange</p>	<p>Grammar notes:</p> <ul style="list-style-type: none"> - a and an talk about singular countable noun - a is put before a noun that begins with consonant sounds - an is put before a noun that begins with vowel sounds <p>Picture in MS PowerPoint Presentation (printable) (Appendix 7)</p> <p>Picture cards (Printable Version) (Appendix 8)</p>
<p>Slot Me Right</p> <ol style="list-style-type: none"> A worksheet is distributed to pupils Pupils answer based on the example given. <p>The Appropriate Me</p> <ol style="list-style-type: none"> A task sheet is distributed to pupils. Pupils work in pairs. Take turns to test each other orally. 	<p>Word list:</p> <p>rabbit apple biscuit banana egg orange book umbrella</p>	<p>Thinking skill: Categorising</p> <p>Worksheet 1(a) (Appendix 9)</p> <p>Tasksheet 1(b) (Appendix 10)</p>
<p>Fill Me Up!</p> <ol style="list-style-type: none"> A worksheet is distributed to the pupils. Pupils complete the worksheet by filling the blanks with the correct articles. 	<p>Word list:</p> <p>carrot apple biscuit banana egg orange</p>	<p>Worksheet 2(a) (Appendix 11)</p>

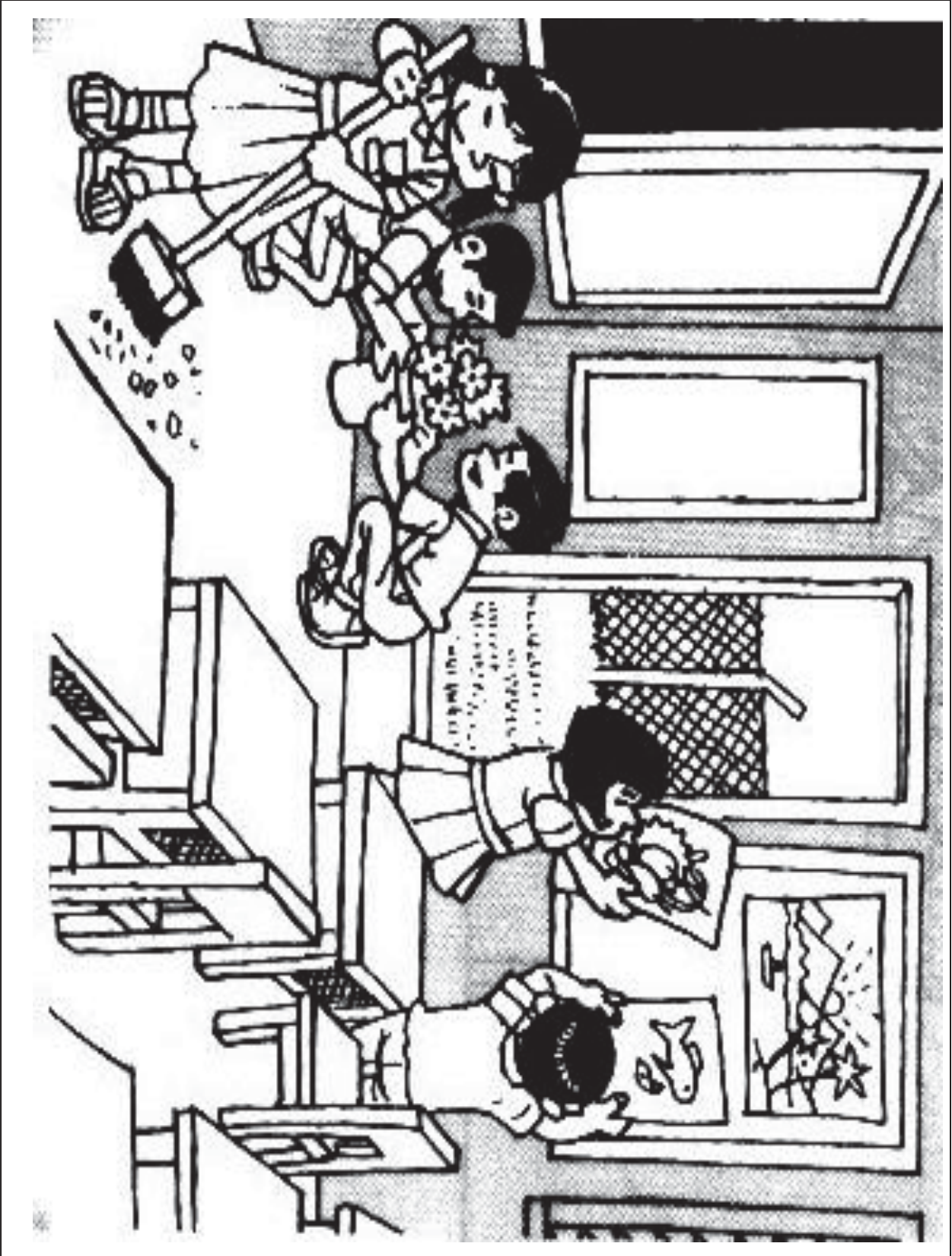
<p>Pick Me Right</p> <ol style="list-style-type: none"> 1. A worksheet is distributed to the pupils. 2. Pupils choose the best answer. 		<p>Worksheet 2(b) (Appendix 12)</p>
<p>Listen and Write Right</p> <ol style="list-style-type: none"> 1. Pupils work in groups of 3. 2. A set of 2 tasks are distributed to each pair. 3. Pupil A and B will read the dialogue in the task sheet. 4. Pupil C will fill in the blanks with correct articles while listening to pupil A. 		<p>Grammar note:</p> <p>- the refers to unique and definite noun</p> <p>Task sheet 3(a) (Appendix 13)</p> <p>Task sheet 3(b) (Appendix 14)</p> <p>Task sheet 3(b) (Appendix 15)</p>
<p>Let's Go Online On Air</p> <ol style="list-style-type: none"> 1. Pupils click on the link given and complete the activities on the web. 	<p>http://a4esl.org/q/f/y/zz94mck.htm</p>	<p>Activities may vary on availability of ICT facilities.</p> <p>Activities in the link are printable.</p>

Notes: All activities are printable.

Learning Standard :

5.2.1 Able to construct declarative sentences correctly.

ACTIVITY	CONTENT	TEACHER'S NOTES														
<p>Happy Family!</p> <ol style="list-style-type: none"> 1. Distribute word cards and sentence strips to all pupils. 2. Pupils find their group members. 3. Construct sentences in groups. 4. Pupils rewrite sentences in a paragraph. 	<p>Set A Word Cards:</p> <table border="1" data-bbox="608 573 916 790"> <tr> <td>trunk</td> <td>sharp</td> </tr> <tr> <td>big</td> <td>ears</td> </tr> <tr> <td>tusks</td> <td>long</td> </tr> </table> <p>Sentence Strips:</p> <p>I am an elephant. I live in the jungle.</p> <p>Set B Word Cards:</p> <table border="1" data-bbox="628 1081 936 1379"> <tr> <td>sharp</td> <td>thorns</td> </tr> <tr> <td>strong</td> <td>smell</td> </tr> <tr> <td>hard</td> <td>shell</td> </tr> <tr> <td>yellow</td> <td>flesh</td> </tr> </table> <p>This is a durian. It is a fruit.</p>	trunk	sharp	big	ears	tusks	long	sharp	thorns	strong	smell	hard	shell	yellow	flesh	<p>sentence strips word cards mahjong paper</p>
trunk	sharp															
big	ears															
tusks	long															
sharp	thorns															
strong	smell															
hard	shell															
yellow	flesh															





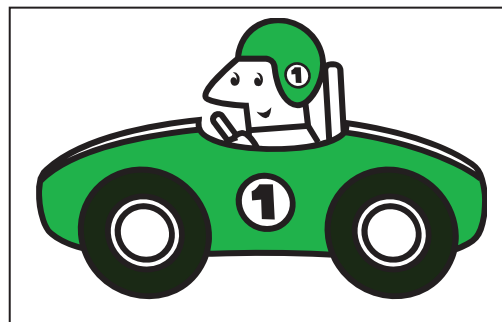


short

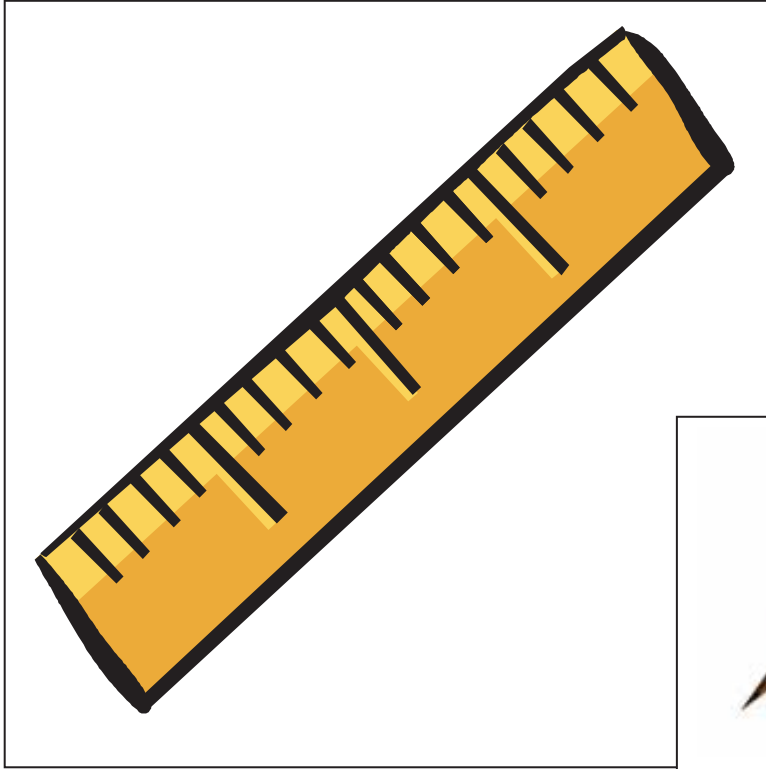
tall



big



small



long



short



heavy



light

The Shoemaker and Mr King

Once there lived a poor thin shoemaker next to Mr King the rich fat man. He was a happy person. Every day, the shoemaker sang lovely songs while he did his hard work. All the young children in that small square town loved to hear the shoe maker sing his songs. They sat and listened to him singing beautiful songs.

Mr King who lived in the big blue house next door, stayed awake every night counting his round gold coins. He tried to sleep during the day because he didn't sleep at night. He was very angry with the shoemakers' singing. He found the songs to be disturbing. He wanted to stop the singing in the small brown house.

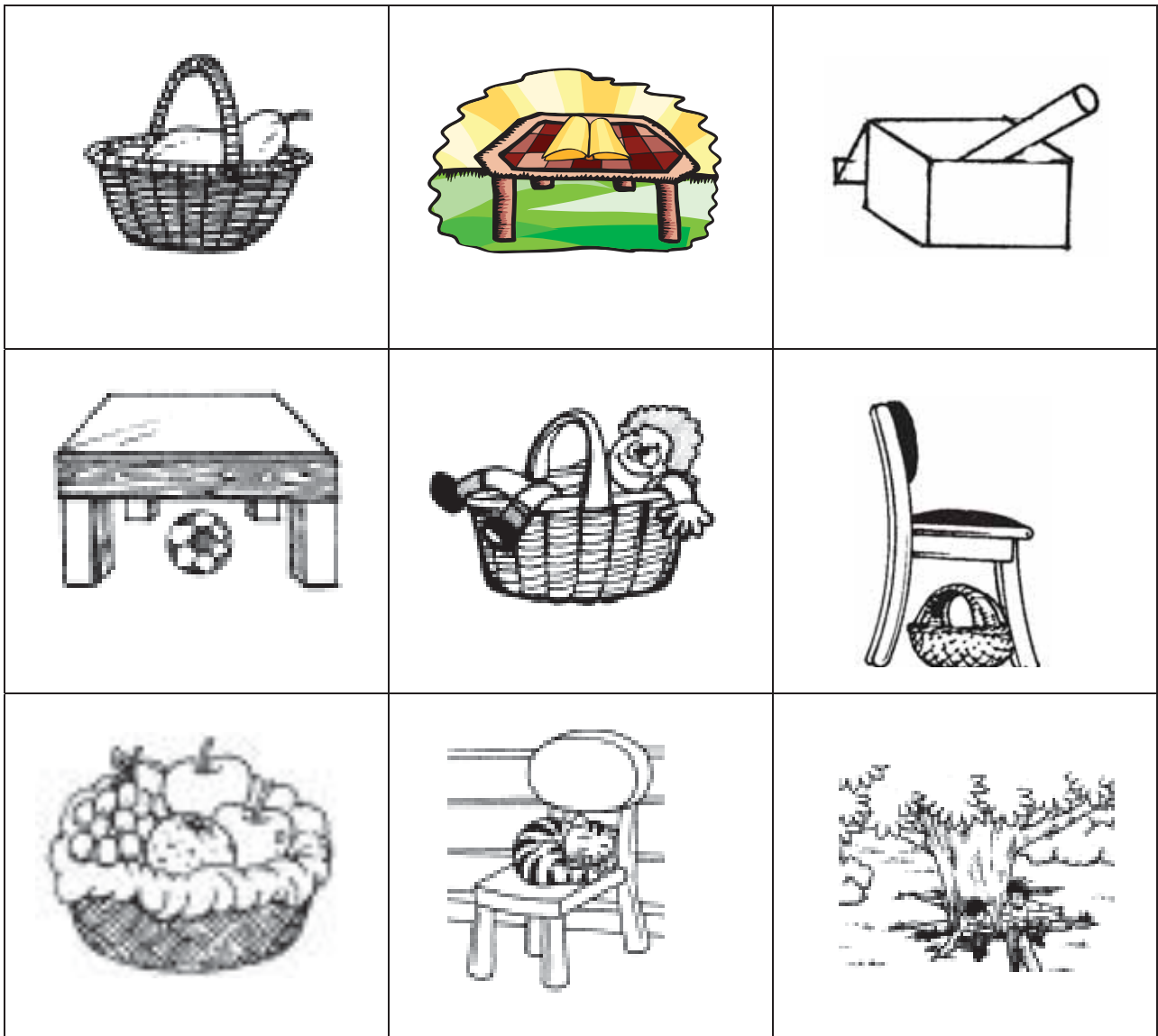
Every day while he was in his oval bed, Mr King used to think, "What can I do to make the shoe maker stop singing?" One day Mr King thought of a wonderful plan. He called for the shoemaker. The shoemaker came and asked him what the matter was. Mr King gave him a bag full of gold coins as a gift. The shoemaker was surprised, but happily took the gold coins. The shoemaker then went home and stored the gold coins in his dirty orange attic. He could not stop thinking and worrying about somebody stealing his precious gold coins. From that day onwards he stopped singing!

The Shoemaker and Mr King

Once there lived a poor shoemaker next to Mr King the rich man. He was a happy man. Every day, the shoemaker sang lovely songs while working. All the children in that town loved to hear the shoe maker sing. They sat and listened to him singing beautiful songs.

Mr King who lived next door, stayed awake every night counting his coins. He tried to sleep during the day because he couldn't sleep at night. He was very angry with the shoemakers' singing. He found the songs to be noisy. He wanted to stop the singing.

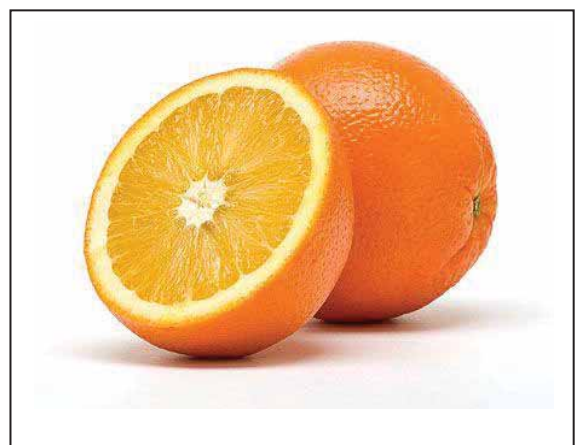
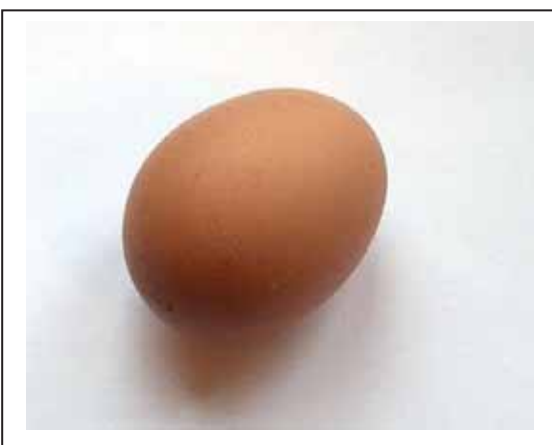
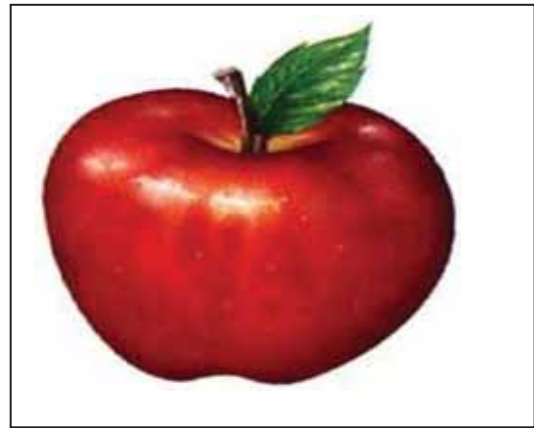
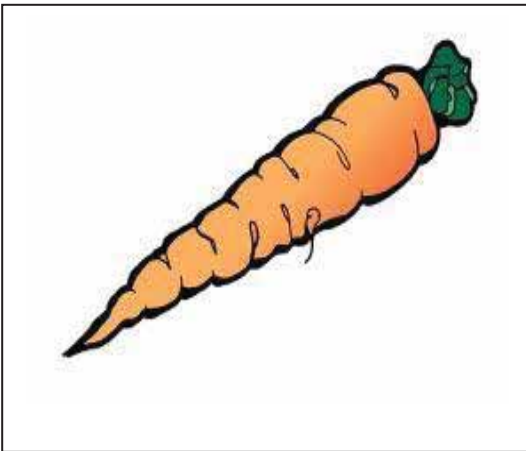
Every day in bed, Mr King used to think, "What can I do to make the shoe maker stop singing?" One day Mr King thought of a wonderful plan. He called for the shoemaker. The shoemaker came. Mr King gave him a bag full of coins as a gift. The shoemaker was surprised, but happily took the coins. He then went home and stored the coins in his attic. He could not stop thinking and worrying about somebody stealing his precious coins. From that day onwards he stopped singing!



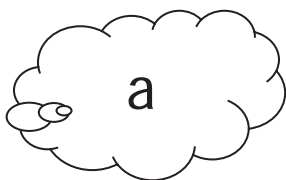
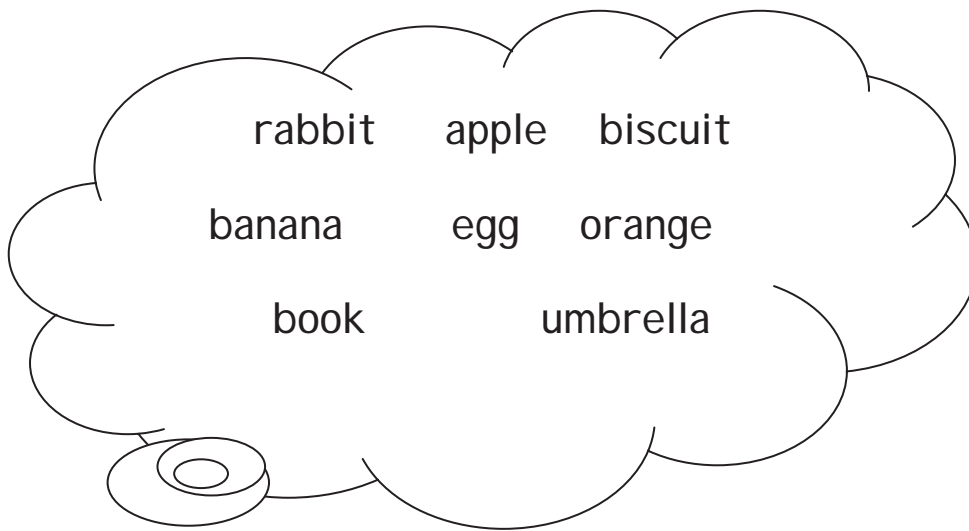
<p>The papaya is in the basket.</p>	<p>The book is on the table.</p>	<p>The chalk is in the box.</p>

What can you see?





Categorise the words correctly.
Write the words in the correct column.

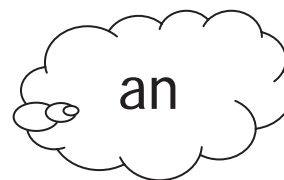


.....rabbit.....

.....

.....

.....



.....apple.....

.....

.....

.....

Work with a partner. Take turns to test each other. Use the words in the speech bubble.

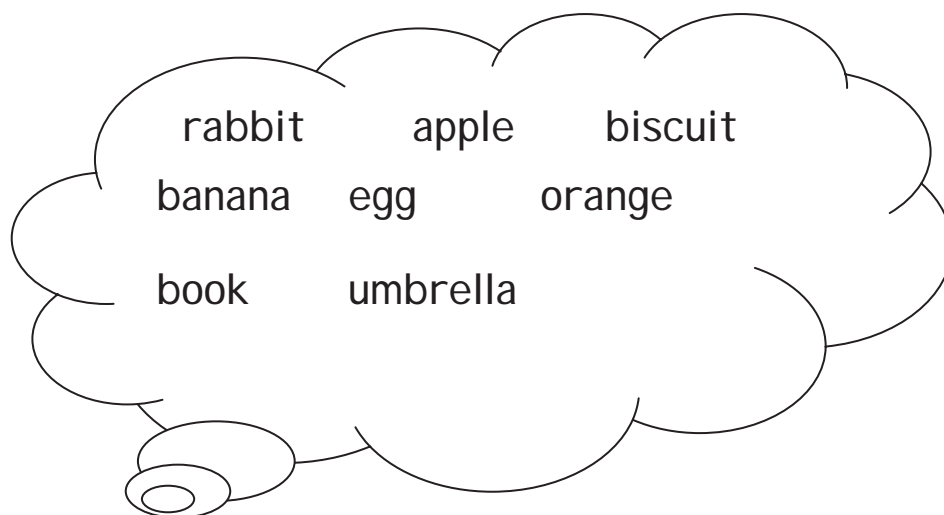
Example:

A: dog







B: a dog

A: arm


B: **an** arm





Fill in the blanks with 'a' or 'an'.


<p>1.</p> 	<p>Amy, the rabbit wants carrot for its breakfast.</p>
<p>2.</p> 	<p>I ate apple yesterday.</p>
<p>3.</p> 	<p>Rosdi dropped biscuit just now.</p>
<p>4.</p> 	<p>The ranger feeds Gobuk the orang utan banana every day.</p>
<p>5.</p> 	<p>My mother boils egg for me every morning.</p>
<p>6.</p> 	<p>The children are given orange each during the Chinese New Year.</p>


- A. Underline 'a' or 'an'. Circle "True" or "False".
 B. Rewrite the sentences correctly.


1.		Amy, the rabbit wants an carrot for its breakfast.	True / false

2.		I ate an apple yesterday.	True / false

3.		Rosdi dropped a biscuit just now.	True / false

4.		The ranger feeds Gobuk the orang utan an banana every day.	True / false

5.		My mother boils a egg for me every morning.	True / false

6.		The kids are given an orange each during the Chinese New Year.	True / false

Read the dialogue.

Splodge: Can Sticky have a carrot?

Ruff: Yes, there are some in the kitchen.

Splodge: Can I give him an apple and a biscuit?

Ruff: Yes. Is he very hungry?

Splodge: He's always hungry. Can he have a banana milkshake, too?

Ruff: No! Rabbits don't like milkshakes.

Splodge: Oh, that's strange. Can he have an egg then?

Ruff: No! Rabbits don't eat eggs.

Splodge: He wants an orange. Have we got oranges?

Ruff: No Splodge. Don't be silly. Give Sticky a carrot and go and read a book.

Splodge: I don't want to. Can I go out?

Ruff: Yes, but it's raining. Take an umbrella.

Splodge: Sticky is coming with me. We want to play a game.

Ruff: All right, but come back in an hour and don't give Sticky any more food.

Fill in the blanks with suitable articles.



Splodge: Can Sticky have carrot?

Ruff: Yes, there are some in the kitchen.

Splodge: Can I give him (1) apple and (2) biscuit?

Ruff: Yes. Is he very hungry?

Splodge: He's always hungry. Can he have (3) banana milkshake, too?

Ruff: No! Rabbits don't like milkshakes.

Splodge: Oh, that's strange. Can he have (4) egg then?

Ruff: No! Rabbits don't eat eggs.

Splodge: He wants (5) orange. Have we got oranges?

Ruff: No Splodge. Don't be silly. Give Sticky (6) carrot and go and read (7) book.

Splodge: I don't want to. Can I go out?

Ruff: Yes, but it's raining. Take (8) umbrella.

Splodge: Sticky is coming with me. We want to play (9) game.

Ruff: All right, but come back in (10) hour and don't give Sticky any more food.

Fill in the blanks correctly.



Splodge: Can Sticky have carrot?

Ruff: Yes, there are some in the kitchen.

Splodge: Can I give him (1) and (2)?

Ruff: Yes. Is he very hungry?

Splodge: He's always hungry. Can he have (3) milkshake, too?

Ruff: No! Rabbits don't like milkshakes.

Splodge: Oh, that's strange. Can he have (4) then?

Ruff: No! Rabbits don't eat eggs.

Splodge: He wants (5) Have we got oranges?

Ruff: No Splodge. Don't be silly. Give Sticky (6) and go and read (7)

Splodge: I don't want to. Can I go out?

Ruff: Yes, but it's raining. Take (8)

Splodge: Sticky is coming with me. We want to play (9)

Ruff: All right, but come back in (10) and don't give Sticky any more food.

SECTION 3

SAMPLE LESSONS

Focus:	Listening and Speaking	
Theme:	World of Stories	
Topic:	The Princess and The Dragon	
Content Standard:	1.1 Pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation. 1.3 Pupils will be able to understand and respond to oral texts in a variety of contexts.	
Learning Standard:	1.1.2 Able to listen to and enjoy stories. (SK) 1.3.1 Able to listen to and demonstrate understanding of oral texts by: (b) answering simple Wh-Questions (SK)	
Objective:	By the end of the lesson, pupils will be able to respond to a story heard verbally.	
Time :	30 / 60 minutes	
Teaching Aids:	figurines, sentence strips	
Extra-Curricular Elements:	MI – Verbal Linguistic	
Activity	Teaching & Learning Strategy	Notes
1. Teacher shows stick puppets to pupils and asks them to name the puppets.	Listening Making interpretations	Puppets of a king, queen, princess, ogre, knight, dragon.
2. Teacher tells the story, “The Princess and The Dragon”. 3. Pupils listen attentively.	Listening	The story (Appendix 1)

Activity	Teaching & Learning Strategy	Notes
4. Teacher asks simple wh-questions pertaining to the story. 5. Pupils answer questions orally.	Answering	Questions: a. Where did the king and queen live? b. Where did the ogre bring the princess? c. What did the king promise? d. Who rescued the princess? e. What did the king give the dragon?
6. Tell the story again. Pupils listen.	Reinforcement	
7. Invite pupils to tell the story.		
8. Give sentence strips to groups. Teacher reads a sentence, pupils listen and pick the correct sentence.	Reinforcement	Sentence Strips (Appendix 2)
Assessment: Able to: a. listen and pick the correct sentence; and b. arrange sentences in order to form a story.		The assessment is carried out as step 8 is carried out.
Remedial: 1. Pupils match pictures and words correctly.	Identify and match correctly.	
Enrichment: Get pupils to re-tell the story using their own words.	Build confidence	Encourage pupils to re-tell a story.

Focus:	Reading	
Theme:	World of Stories	
Topic:	The Princess and The Dragon	
Content Standard:	2.2 Pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.	
Learning Standard:	2.2.4 Able to read and understand a paragraph with simple and compound sentences. (SK)	
	2.2.4 Able to read and understand a paragraph of 5 – 8 simple sentences. (SJK)	
Objective:	By the end of the lesson, pupils will be able to read and sequence the story correctly.	
Time :	30 / 60 minutes	
Teaching Aids:	picture cards, phrase cards, power point presentation, sentence strips	
Extra-Curricular Elements:	Constructivism	
Activity	Teaching & Learning Strategy	Notes
1. Pupils are given figurines of characters. 2. Teacher pastes phrase cards on the board. 3. Pupils match the figurines to the phrase cards.	Read and match	Figurines and phrase cards.
4. Pupils read aloud all the phrases.	Reading	a king, a queen, a princess, a prince, an ogre, a knight, a dragon, a castle, a tower, a bag of gold, the king's land

Activity	Teaching & Learning Strategy	Notes
5. Teacher reads the story, "The Princess and the Dragon".	Presentation	Power point presentation
6. In groups, give pupils sentence strips of the story, "The Princess and the Dragon." 7. Teacher picks a group to start a story chain. (This group identifies and reads the first sentence of the story).	Practice by recalling	Sentence Strips (Appendix 2)
8. The first group to identify the second sentence continues the story chain. (This activity is repeated until the whole story is completed.)	Practice by recalling	
7. Invite pupils to read the story with the correct pronunciation and intonation.	Reinforcement	
8. Distribute worksheets. Pupils complete them.		Level 1 (Appendix 3) Level 2 (Appendix 4) Level 3 (Appendix 5)
Assessment: Able to read the story with the correct pronunciation and intonation.		The assessment is carried out as step 7 is carried out.
Remedial: Pupils are able to re-arrange sentences correctly.		Appendix 4
Enrichment: Get pupils to talk about a person they liked or disliked in the story.	Critical Thinking	

Focus:	Writing	
Theme:	World of Stories	
Topic:	The Princess and The Dragon	
Content Standard:	3.2 Pupils will be able to write using appropriate language, form and style for a range of purposes.	
Learning Standard:	3.2.2 Able to write with guidance: (a) simple sentences (b) compound sentences (SK)	
	3.2.2 Able to write with guidance: (a) simple sentences (SJK)	
Objective:	By the end of the lesson, pupils will be able to write a story using simple or compound sentences with guidance.	
Time :	60 minutes	
Teaching Aids:	figurines, phrase strips, worksheets	
Extra-Curricular Elements:		
Activity	Teaching & Learning Strategy	Notes
1. Tell the story, "The Princess and the Dragon". Pupils listen attentively.	Listening	Figurines
2. Distribute picture cards to groups. Next, distribute pieces of paper. Pupils name the pictures.		Pictures of king, queen, princess, castle, ogre, tower, knights, bag of gold, dragon
3. Next, get pupils to pick the picture of king and queen. 4. Elicit response from pupils about the king and queen. 5. Distribute jumbled phrases. Pupils arrange them.	Building vocabulary	Q : Are they happy or sad? A: They are happy. The king and queen are very happy.
6. Get pupils to pick the picture of the king,		

<p>queen, princess and castle.</p> <p>7. Elicit response about the pictures.</p> <p>8. Distribute jumbled phrases. Pupils arrange them.</p>		<p>Q: Where do they live?</p> <p>A: They live in a castle.</p>
<p>9. Get pupils to pick the picture of a tower, the princess and an ogre.</p> <p>10. Elicit response about the pictures.</p> <p>11. Distribute jumbled phrases. Pupils arrange them.</p>		<p>Q: What did an ugly ogre do?</p> <p>A: An ugly ogre locked the princess in his tower.</p>
<p>12. Get pupils to pick the picture of a bag of gold, king, knight and princess.</p> <p>13. Elicit response about the pictures.</p> <p>14. Distribute jumbled phrases. Pupils arrange them.</p>		<p>Q: What did the King promise?</p> <p>A: The king promised to give a bag of gold to the knight who could save the princess.</p>
<p>15. Get pupils to pick the picture of knights and a tower.</p> <p>16. Elicit response about the picture.</p> <p>17. Distribute jumbled phrases. Pupils arrange them.</p>		<p>Q: What did the knights do?</p> <p>A: All the knights in the lands rode to the ogre's tower.</p>
<p>18. Get pupils to pick the picture of an ogre.</p> <p>19. Elicit response about the picture.</p> <p>20. Distribute jumbled phrases. Pupils arrange them.</p>		<p>Q: What happened at the tower?</p> <p>A: The ogre was so scary that they rode away as fast as they could.</p>
<p>21. Get pupils to pick the picture of a dragon, a princess and a tower.</p> <p>22. Elicit response about the picture.</p> <p>23. Distribute jumbled phrases. Pupils arrange them.</p>		<p>Q: What did a dragon do?</p> <p>A: A dragon saved the princess and brought her to the castle.</p>
<p>24. Get pupils to pick pictures of the king, the dragon, the princess and a bag of gold.</p> <p>25. Elicit response about</p>		<p>Q: What did the king do?</p> <p>A: The king was so happy that he gave it a bag of gold.</p>

the picture. 26. Distribute jumbled phrases. Pupils arrange them.		
27. Arrange the strips together and read the story in groups.	Reading	Appendix 6
28. Distribute worksheets. Pupils complete them.		Level 1 (Appendix 7) Level 2 (Appendix 8) Level 3 (Appendix 9)
Assessment: Able to write the story using simple or compound sentences.		Appendix 7, 8, 9
Remedial: Pupils are able to re-arrange sentences correctly to form the story learnt.		
Enrichment: Get pupils to write the story on their own.	Critical Thinking	

Focus:	Language Arts	
Theme:	World of Stories	
Topic:	The Princess and The Dragon	
Content Standard:	4.3 Pupils will be able to plan, organize and produce creative works for enjoyment.	
Learning Standard:	4.3.2 Able to perform with guidance based on: (c) stories. (SJK)	
	4.3.2 Able to perform with guidance based on: (c) stories. (SJK)	
Objective:	By the end of the lesson, pupils will be able to role-play the story.	
Time :	30 / 60 minutes	
Teaching Aids:	masks, puppets	
Extra-Curricular Elements:	Constructivism, Multiple Intelligences-Kinaesthetic	
Activity	Teaching & Learning Strategy	Notes
1. Divide pupils into groups. 2. Pupils plan for performance. 3. Pupils prepare props such as masks or puppets.		Appendix 1
4. Groups take turns to perform.	Reading	
5. Assess groups as they are performing.		

Focus:	Grammar	
Theme:	World of Stories	
Topic:	The Princess and The Dragon	
Content Standard:	5.1 Pupils will be able to use different word classes correctly and appropriately.	
Learning Standard:	5.1.7 Able to use articles correctly and appropriately: (a) a (b) an (SK)	
	5.1.7 Able to use articles correctly and appropriately: (a) a (b) an (SJK)	
Objective:	By the end of the lesson, pupils will be able to read and identify articles correctly.	
Time :	30 / 60 minutes	
Teaching Aids:	Picture cards, board game, tokens and coins	
Extra-Curricular Elements:	Constructivism, Mastery Learning	
Activity	Teaching & Learning Strategy	Notes
1. Get a pupil to tell the story learnt.	Listen attentively.	
2. Drill pupils with the usage of 'a' or 'an'.	Reading	a king, a queen, a princess, a prince, an ogre, a knight, a dragon, a castle, a tower, a cave, a bag of gold Teacher explains the usage of 'a' and 'an'.
3. Place two boxes, 'a' and 'an' box. 4. Give each pupil an object. Pupils place the objects in the correct box.		boxes objects
5. Next, introduce the 'Articles in the Attic' game to pupils.	Practising articles	board game cards coin markers

Story - 'The Princess and The Dragon'

Once upon a time there was a king and a queen. They lived in a golden castle with their beautiful daughter. One night an ugly ogre locked the princess in his tower. The king promised to give a bag of gold to the knight who could rescue the princess. All the knights in the lands rode to the ogre's tower. The ogre was so scary that they rode away as fast as they could. The next day a friendly dragon saw the princess in the tower. The dragon blew the ogre into the ocean. The dragon put the princess on his back and flew into the sky. Then, the dragon took the princess back to the castle. The king was so happy with the dragon. He gave the dragon the bag of gold.

Sentence strips for the story - 'The Princess and The Dragon'

Once upon a time there was a king and a queen.

They lived in a golden castle with their beautiful daughter.

One night, an ugly ogre locked the princess in his tower.

The king promised to give a bag of gold to the knight who could rescue the princess.

All the knights in the lands rode to the ogre's tower.

The ogre was so scary that they rode away as fast as they could.

The next day, a friendly dragon saw the princess in the tower.

The dragon blew the ogre into the ocean.

In the end, the dragon took the princess back to the castle.

The king was so happy with the dragon.

He gave the dragon the bag of gold.

Match correctly.

1.



a princess

2.



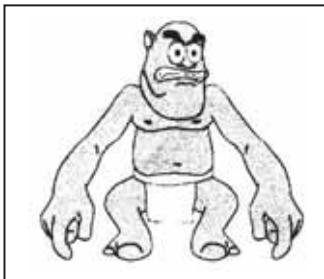
a knight

3.



a king

4.



a dragon

5.



an ogre

Read the sentences.

One night, an ugly ogre locked the princess in his tower.

Once upon a time there was a king and a queen.

They lived in a golden castle with their beautiful daughter.

The king promised to give a bag of gold to the knight who could rescue the princess.

All the knights in the lands rode to the ogre's tower.

The next day, a friendly dragon saw the princess in the tower.

The ogre was so scary that they rode away as fast as they could.

In the end, the dragon took the princess back to the castle.

The dragon blew the ogre into the ocean.

He gave the dragon the bag of gold.

The king was so happy with the dragon.

Now, re-arrange the sentences correctly.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Read the sentences.

One night, an ugly ogre locked the princess in his tower.

Once upon a time there was a king and a queen.

They lived in a golden castle with their beautiful daughter.

The king promised to give a bag of gold to the knight who could rescue the princess.

All the knights in the lands rode to the ogre's tower.

The next day, a friendly dragon saw the princess in the tower.

The ogre was so scary that they rode away as fast as they could.

In the end, the dragon took the princess back to the castle.

The dragon blew the ogre into the ocean.

He gave the dragon the bag of gold.

The king was so happy with the dragon.

Now, write the story in a paragraph.

The king and queen are very happy.

They live in a castle.

An ugly ogre locked the princess in his tower.

The king promised to give a bag of gold to the knight who could save the princess.

All the knights in the lands rode to the ogre's tower.

The ogre was so scary that they rode away as fast as they could.

A dragon saved the princess and brought her to the castle.

The king was so happy that he gave it a bag of gold.

Replace the pictures with words. Write the story.

Once upon a time, there was a  and a . They were very . An ugly  locked the  in his . The king promised to give a  of gold to the  knight who could save the princess. All the  in the lands rode to the ogre's . The ogre was so scary that they rode away as fast as they could. A  saved the  and brought her to the . The king was so happy that he gave it a bag of gold.

Match the sentence halves. Write the story.

The king and queen

locked the princess in his tower.

An ugly ogre

in a castle.

They live

are very happy.

The ogre was so scary

rode to the ogre's tower.

The king promised to give a bag of gold

and brought her to the castle.

All the knights in the lands

that he gave it a bag of gold.

The king was so happy

to the knight who could save the princess.

A dragon saved the princess

that they rode away as fast as they could.

Re-arrange the words to form sentences.

1. very happy The King are and queen .
2. live They . a castle in
3. locked An ugly are ogre . in his tower the princess
4. to give The king promised to the . of gold a bag
 who knight could princess save the
5. in the All the knights lands . to the tower ogre's
6. was The ogre so that they scary rode as fast
 away . could as they
7. dragon saved A brought and . the princess to
 her the castle
8. was so happy The king he . that gave a
 it of bag gold of

Now, write the story.

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