



KEMENTERIAN PELAJARAN MALAYSIA

Kurikulum Standard Sekolah Rendah



THE TEACHER'S GUIDE BOOK

**ENGLISH**



YEAR

**4**





KEMENTERIAN PELAJARAN MALAYSIA

Kurikulum Standard Sekolah Rendah

# **THE TEACHER'S GUIDE BOOK ENGLISH**

Terbitan



Bahagian Pembangunan Kurikulum

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# SECTION 1



*Using the guide book*



*Year 4 curriculum*





# P R E F A C E

## Using the Guide Book

This guide book is divided into three sections; Section 1, 2 and 3.

Section 1 takes teachers through a quick tour of the entire English Language Curriculum for primary schools and details the modularity of focus as well as the principles and educational emphases in the new curriculum. Here, English Language Curriculum for Year 4 pupils are detailed.

Section 2 contains sample lessons which cover the learning standards that must be achieved in the Year 4 classroom. These lessons serve as a resource and guide to teachers when planning their lessons. However, the sample lessons are by no means totally comprehensive nor exhaustive as they do not constitute lessons for the entire year. Instead, they are provided to show how teachers can carry out a full week's lessons comprising listening & speaking, reading, writing, language arts and grammar in a cohesive and integrative manner, following the modular configuration. Thus, teachers will be able to observe how a week's lessons can be planned and executed progressively and developmentally.

Section 3 includes grammar notes and helpful suggestions which are useful for teachers. The grammar notes are meant for teachers only.

All the sample lessons and materials in this guide book are adaptable and teachers should feel free to modify them to suit the learning needs of their pupils. Teachers should incorporate the contemporary literature/children's literature in their daily lessons. As teachers are the best people to decide what works best for their pupils, they should use their pedagogical expertise and experience in adapting and modifying ideas from this book. Since there is no single 'best way' in classroom practices, teachers are encouraged to be creative and innovative so that interesting, meaningful, purposeful and fun lessons can be carried out to help pupils learn better.

## OVERVIEW OF THE ENGLISH LANGUAGE CURRICULUM

The Standard-Based English Language Curriculum for Malaysian National Primary Schools is designed to provide pupils with a strong foundation in the English language. Teachers should 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.

Primary education is divided into two stages: Stage One refers to Years 1, 2 and 3 and Stage Two, Years 4, 5 and 6.

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 stage, there are four modules;

- ▶ Module One : Listening and Speaking
- ▶ Module Two : Reading
- ▶ Module Three : Writing
- ▶ Module Four : Language Arts

In Years 3 - 6, 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 are:

- ▶ Module One : Listening and Speaking
- ▶ Module Two : Reading
- ▶ Module Three : Writing
- ▶ Module Four : Language Arts
- ▶ Module Five : Grammar

English is the second language for pupils in schools. Thus, it is believed prudent and pedagogically sound to defer the learning of grammar to a later stage. Pupils should be given the opportunity to develop an awareness of grammar in their first language and this awareness may then be exploited when English grammar is introduced in Year 3. This approach will reduce the load and stress of learning in the early years where the emphasis is on learning through fun and play.

### A MODULAR CURRICULUM

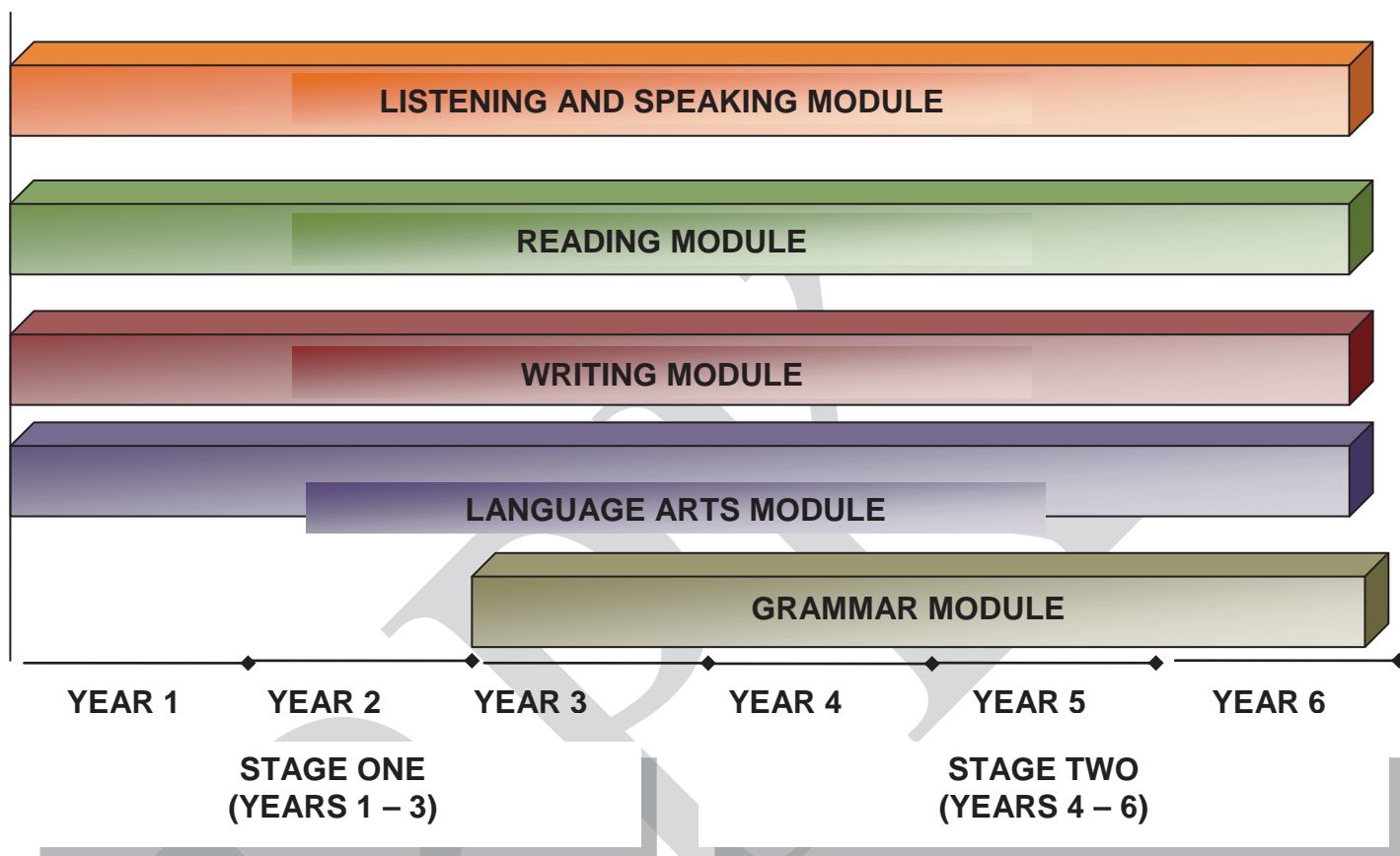
The modularity of the Standard-based English Language Curriculum is of a modular structure. . This modular approach does not exclude integration of skills. However, skills integration is exploited strategically to enhance pupils' development of specific language skills as described in the content and learning standards in a module. on of the content and learning standards.

In order to make learning more meaningful and purposeful, language input is presented under themes and topics which are appropriate for pupils. Three broad themes have been identified in the curriculum.

- ▶ World of Self, Family and Friends;
- ▶ World of Stories and
- ▶ World of Knowledge.

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

### THE MODULAR CONFIGURATION



### UNDERLYING PEDAGOGICAL PRINCIPLES OF THE CURRICULUM

The approach adopted in the Standard-based curriculum is underpinned by the following principles:

- i. **Back to basics** where the emphasis is on basic literacy skills in order to build a strong foundation of language skills. The strategy of phonics is introduced in order to help pupils begin to read and a good foundation in penmanship will help pupils acquire good handwriting.
- ii. **Learning is fun, meaningful and purposeful.** Lessons, which emphasise meaningful contexts and the integration of language skills, allow pupils to learn by doing in fun-filled activities. Contextualised as well as purposeful activities will promote the fun element in language learning.
- iii. **Teaching is learner-centred** so teaching approaches, lessons and curriculum materials must suit the differing needs and abilities of pupils. It is important that appropriate activities and

materials are used with pupils of different learning capabilities so that their full potential can be realised.

iv. **Integration of salient new technologies** in line with growing globalisation. Technology is used extensively in our daily communication. Information available on the internet and other electronic media will be vital for knowledge acquisition. Networking facilities will be useful for pupils to communicate and share knowledge.

v. **Assessment for learning** includes continuous assessment as an integral part of learning which enables teachers to assess whether pupils have acquired the learning standards taught. Formative assessment is conducted as an on-going process, while summative assessment is conducted at the end of a particular unit or term.

vi. **Character-building** is an important principle which needs to be inculcated through the curriculum to infuse character building. Lessons based on values have to be incorporated in teaching and learning in order to impart the importance of good values for the wholesome development of individuals.

## **EDUCATIONAL EMPHASES**

The 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.

### **Thinking Skills**

Critical and creative thinking skills are incorporated in the learning standards to enable pupils to solve simple problems, make decisions, and express themselves creatively in simple language.

### **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.

### **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.

### **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 a pupil is able to relate the new knowledge acquired in a meaningful manner in their lives.

## **Learning How to Learn Skills**

Learning How to Learn Skills are integrated in the learning standards and aim 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.

## **Knowledge Acquisition**

In teaching the language, content is drawn from subject disciplines such as science, geography, and environmental studies. Content is also drawn from daily news items as well as current affairs.

## **Creativity & Innovation**

Creativity is the ability to produce something new in an imaginative and fun-filled way. Pupils in level two will display interest, confidence and self-esteem through performance and producing simple creative works. Innovation is the process of idea generation and utilising the creative idea in relevant contexts.

## **Entrepreneurship**

Fostering entrepreneurial mindset 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. In level two, elements of entrepreneurship are incorporated in lessons through activities.





## CONTENT & LEARNING STANDARDS FOR YEAR 4

By the end of Year 4, pupils should be able to:

### Listening and Speaking

CONTENT STANDARDS	LEARNING STANDARDS
<b>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.</b>	1.1.1 Able to speak with correct word stress. 1.1.2 Able to listen to and enjoy stories. 1.1.3 Able to listen to and recite poems, tongue twisters, and sing songs paying attention to pronunciation, rhythm and intonation. 1.1.4 Able to talk about related topics with guidance.
<b>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.</b>	1.2.1 Able to participate in daily conversations: <ul style="list-style-type: none"> <li>(a) extend an invitation</li> <li>(b) accept an invitation</li> <li>(c) decline an invitation</li> <li>(d) express sympathy</li> </ul> 1.2.2 Able to listen to, follow, and give instructions. 1.2.3 Able to listen to, follow and give directions around the neighbourhood. 1.2.4 Able to participate in guided conversations with peers.
<b>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.</b>	1.3.1 Able to listen to and demonstrate understanding of oral texts by: <ul style="list-style-type: none"> <li>(a) asking and answering questions</li> <li>(b) sequencing</li> <li>(c) predicting</li> </ul> with guidance

## READING

CONTENT STANDARDS	LEARNING STANDARDS
<p><b>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.</b></p>	<p>2.2.1 Able to apply word attack skills by identifying:</p> <ul style="list-style-type: none"> <li>(a) homographs</li> <li>(b) homophones</li> </ul> <p>2.2.2 Able to read and understand phrases and sentences from:</p> <ul style="list-style-type: none"> <li>(a) linear texts</li> <li>(b) non-linear texts</li> </ul> <p>2.2.3 Able to read and demonstrate understanding of texts by:</p> <ul style="list-style-type: none"> <li>(a) sequencing</li> <li>(b) predicting with guidance</li> </ul> <p>2.2.4 Able to apply dictionary skills.</p> <ul style="list-style-type: none"> <li>(a) locate words,</li> <li>(b) meaning of base word</li> </ul>
<p><b>2.3 By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment.</b></p>	<p>2.3.1 Able to read for information and enjoyment with guidance:</p> <ul style="list-style-type: none"> <li>(a) fiction</li> <li>(b) non-fiction</li> </ul>



## WRITING

CONTENT STANDARDS	LEARNING STANDARDS
<p><b>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.</b></p>	<p>3.1.1 Able to write in neat legible print with correct spelling:</p> <ul style="list-style-type: none"> <li>(a) phrases</li> <li>(b) sentences</li> <li>(c) numerals in word form</li> </ul> <p>3.1.2 Able to write in neat cursive writing with correct spelling:</p> <ul style="list-style-type: none"> <li>(a) words</li> <li>(b) phrases</li> <li>(c) numerals in word form</li> </ul>
<p><b>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.</b></p>	<p>3.2.1 Able to transfer information with guidance to complete:</p> <ul style="list-style-type: none"> <li>(a) linear texts</li> <li>(b) non-linear texts</li> </ul> <p>3.2.2 Able to write with guidance:</p> <ul style="list-style-type: none"> <li>(a) labels</li> <li>(b) notices</li> <li>(c) messages</li> </ul> <p>3.2.3 Able to punctuate correctly:</p> <ul style="list-style-type: none"> <li>(a) apostrophe</li> <li>(b) speech markers</li> </ul> <p>3.2.4 Able to spell words by applying spelling rules.</p>
<p><b>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.</b></p>	<p>3.3.1 Able to create simple texts using a variety of media with guidance :</p> <ul style="list-style-type: none"> <li>(a) non-linear</li> <li>(b) linear</li> </ul>

## Language Arts

CONTENT STANDARDS	LEARNING STANDARDS
<b>4.1 By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs.</b>	<p>4.1.1 Able to enjoy jazz chants, poems and songs through non-verbal response.</p> <p>4.1.2 Able to sing songs and recite jazz chants and poems with correct stress pronunciation, rhythm and intonation.</p>
<b>4.2 By the end of the 6-year primary schooling pupils will be able to express personal response to literary texts.</b>	<p>4.2.1 Able to respond to literary texts:</p> <ul style="list-style-type: none"> <li>(a) characters</li> <li>(b) place and time</li> <li>(c) values</li> </ul>
<b>4.3. By the end of the 6-year primary schooling, pupils will be able to plan, organize and produce creative works for enjoyment.</b>	<p>4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance.</p> <p>4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works.</p>

## Grammar

CONTENT STANDARDS	LEARNING STANDARDS
<p><b>5.1 By the end of the 6- year primary schooling, pupils will be able to use different word classes correctly and appropriately.</b></p>	<p>5.1.1 Able to use nouns correctly and appropriately:</p> <ul style="list-style-type: none"> <li>(a) common nouns</li> <li>(b) singular nouns</li> <li>(c) plural nouns</li> <li>(d) countable nouns</li> <li>(e) uncountable nouns</li> </ul> <p>5.1.2 Able to use pronouns correctly and appropriately:</p> <ul style="list-style-type: none"> <li>(a) possessive</li> <li>(b) interrogative</li> </ul> <p>5.1.3 Able to use verbs correctly and appropriately:</p> <ul style="list-style-type: none"> <li>(a) irregular verbs</li> <li>(b) verbs that do not change form</li> <li>(c) present continuous tense</li> <li>(d) past continuous tense</li> </ul> <p>5.1.4 Able to use conjunctions correctly and appropriately:</p> <ul style="list-style-type: none"> <li>(a) because</li> <li>(b) so</li> </ul> <p>5.1.5 Able to use prepositions correctly and appropriately:</p> <ul style="list-style-type: none"> <li>(a) above</li> <li>(b) below</li> <li>(c) beside</li> <li>(d) next to</li> <li>(e) between</li> <li>(f) near</li> </ul> <p>5.1.6 Able to use adjectives correctly and appropriately:</p> <ul style="list-style-type: none"> <li>(a) comparative</li> <li>(b) superlative</li> </ul>

	<p>5.1.7 Able to use articles correctly and appropriately:  (a) the  (b) zero article (-)</p> <p>5.1.8 Able to use adverbs correctly and appropriately:  (a) manner  (b) time  (c) place</p>
<p><b>5.2 By the end of the 6 – year primary schooling, pupils will be able to construct various sentence types correctly.</b></p>	<p>5.2.1 Able to construct interrogative sentences correctly..</p>

**SAMPLE LESSON**

<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	3R's (Reduce, Reuse, Recycle)
<b>Learning Standards:</b>	1.1.4, 1.2.4
<b>Objectives:</b>	By the end of the lesson, pupils should be able to: (i) listen to a song and complete the song lyrics. (ii) discuss the ways to reduce, reuse and recycle. (iii) categorise items into those that can be reused and recycled.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Audio clip (3R's), Task Sheet 1, Handout 1, Task Sheet 2 (enlarge to A3 or manila card size)
<b>CCE/EE:</b>	Multiple Intelligences, Contextualism
<b>Steps:</b>	

### **Pre-Listening**

Bring a few items (e.g., old newspapers, drink cartons, paper) and scatter them around the classroom, or throw them into the rubbish bin.

1. Get pupils to respond to your actions by asking them questions.

Sample questions:

- Was what I did right?
- Is it good to throw away old newspapers?
- What could I have done with the paper instead?

2. Introduce and explain the 3R concept. Provide examples of how to reduce, reuse and recycle.

### **While-Listening & Speaking**

1. Distribute Task Sheet 1. Play the song. While listening, pupils fill in the blanks in the task sheet.
2. Play the song again and pupils check their answers.

### **Post-Listening**

1. In preparation for the next activity, provide some practice on asking and answering questions about the 3R's.

Sample questions:

1. What can we do with old newspapers?

- |   |
|---|
| <ol style="list-style-type: none"><li>2. Can we recycle newspapers?</li><li>3. What else can we do with the newspapers?</li></ol> |
|---|

2. Divide pupils into groups. Distribute Handout 1 and Task Sheet 2 to each group.
3. In their groups, pupils must discuss and decide where to place each picture in Handout 1 in the Venn diagram in Task Sheet 2, and why.
4. Pupils cut the pictures in Handout 1 and paste them in Task Sheet 2. All the groups put up their completed Venn diagrams around the classroom.
5. The groups take turns to present their answers, and explain the reason why they put each picture in its place.
6. Give feedback to pupils. Do not correct pupils' answers. Focus more on helping them give appropriate reasons for their decisions.

## Task Sheet 1

### THE THREE R'S SONG

Instructions: Listen to the song and fill in the blanks with these words.

clothes	reuse	trash	reduce	bags	recycle	three
---------	-------	-------	--------	------	---------	-------

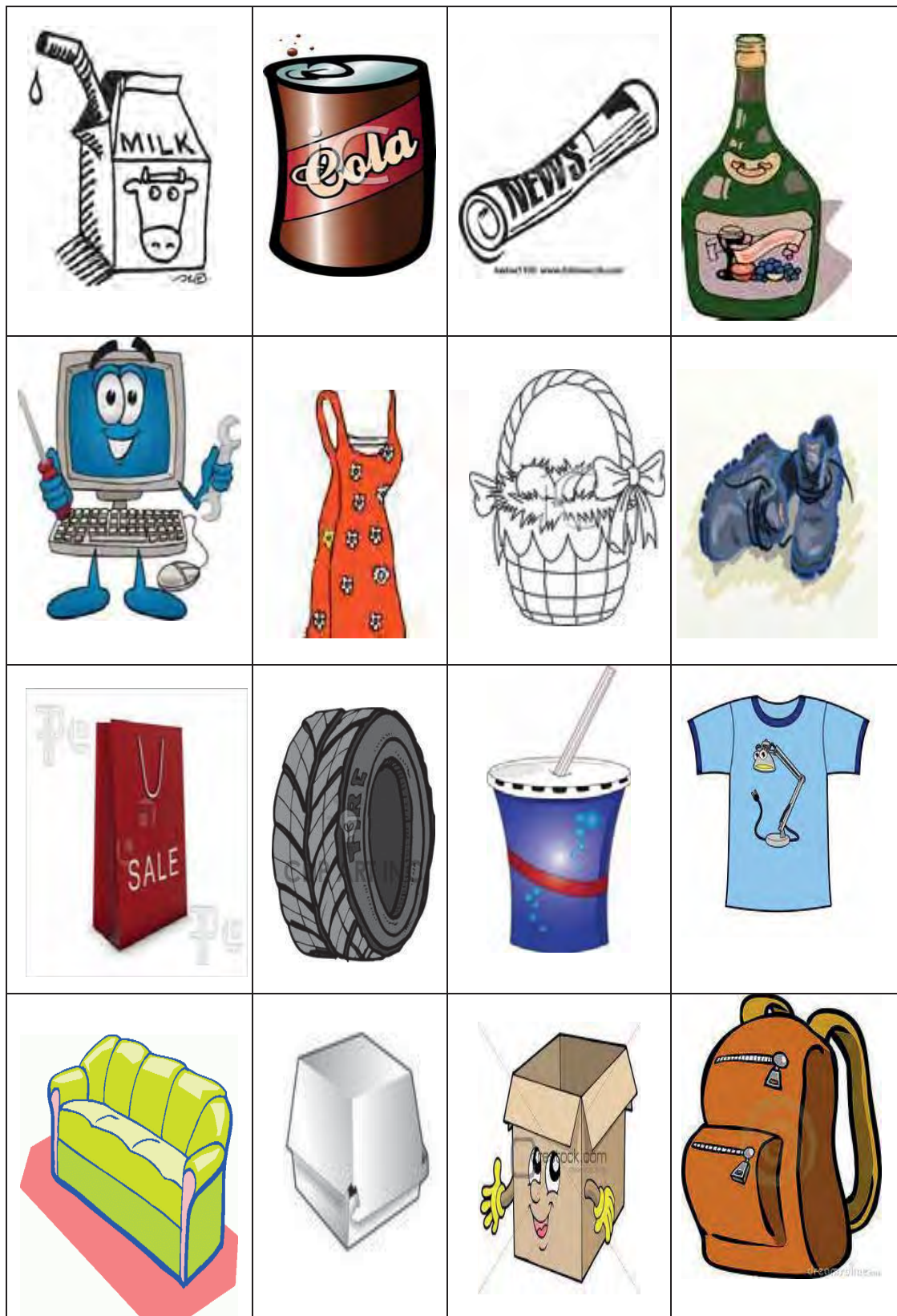
Three. It's a magic number.  
Yes it is. It's a magic number.  
Because two times (1) \_\_\_\_\_ is six.  
And three times six is eighteen.  
And the eighteenth letter in the alphabet is R.  
We've got (2) \_\_\_\_\_ R's we're going to talk about today.  
We've got to learn to  
(3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Reduce, Reuse, Recycle  
(6) \_\_\_\_\_ (7) \_\_\_\_\_ (8) \_\_\_\_\_  
Reduce, Reuse, Recycle  
If you're going to the market to buy some juice,  
you've got to bring your own (9) \_\_\_\_\_  
and you learn to (10) \_\_\_\_\_ your waste.  
And if your brother or your sister's got some cool (11) \_\_\_\_\_,  
you could try them on before you buy some more of those.  
Reuse: we've got to learn to (12) \_\_\_\_\_.  
And if the first two R's don't work out.  
And if you've got to make some (13) \_\_\_\_\_, don't throw it out.  
Recycle: we've got to learn to (14) \_\_\_\_\_.  
We've got to learn to  
Reduce, Reuse, Recycle  
(15) \_\_\_\_\_ (16) \_\_\_\_\_ (17) \_\_\_\_\_  
Reduce, Reuse, Recycle  
(18) \_\_\_\_\_ (19) \_\_\_\_\_ (20) \_\_\_\_\_  
Because three-- it's a magic number.  
Yes it is. It's a magic number.  
3, 3, 3  
3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36  
33, 30, 27, 24, 21, 18, 15, 12, 9, 6, and  
3. It's a magic number.  
Source: [http://www.themlc.org/sites/9290fbae-86dc-4ed1-9fc8-7bfabe4766ba/uploads/The\\_Three\\_Rs\\_Song\\_Cloze\\_Activity.pdf](http://www.themlc.org/sites/9290fbae-86dc-4ed1-9fc8-7bfabe4766ba/uploads/The_Three_Rs_Song_Cloze_Activity.pdf)  
The Three R's Song Lyrics

Three. It's a magic number.  
Yes it is. It's a magic number.  
Because two times three is six.  
And three times six is eighteen.  
And the eighteenth letter in the alphabet is R.  
We've got three R's we're going to talk about today.  
We've got to learn to  
Reduce, Reuse, Recycle  
Reduce, Reuse, Recycle  
Reduce, Reuse, Recycle  
Reduce, Reuse, Recycle



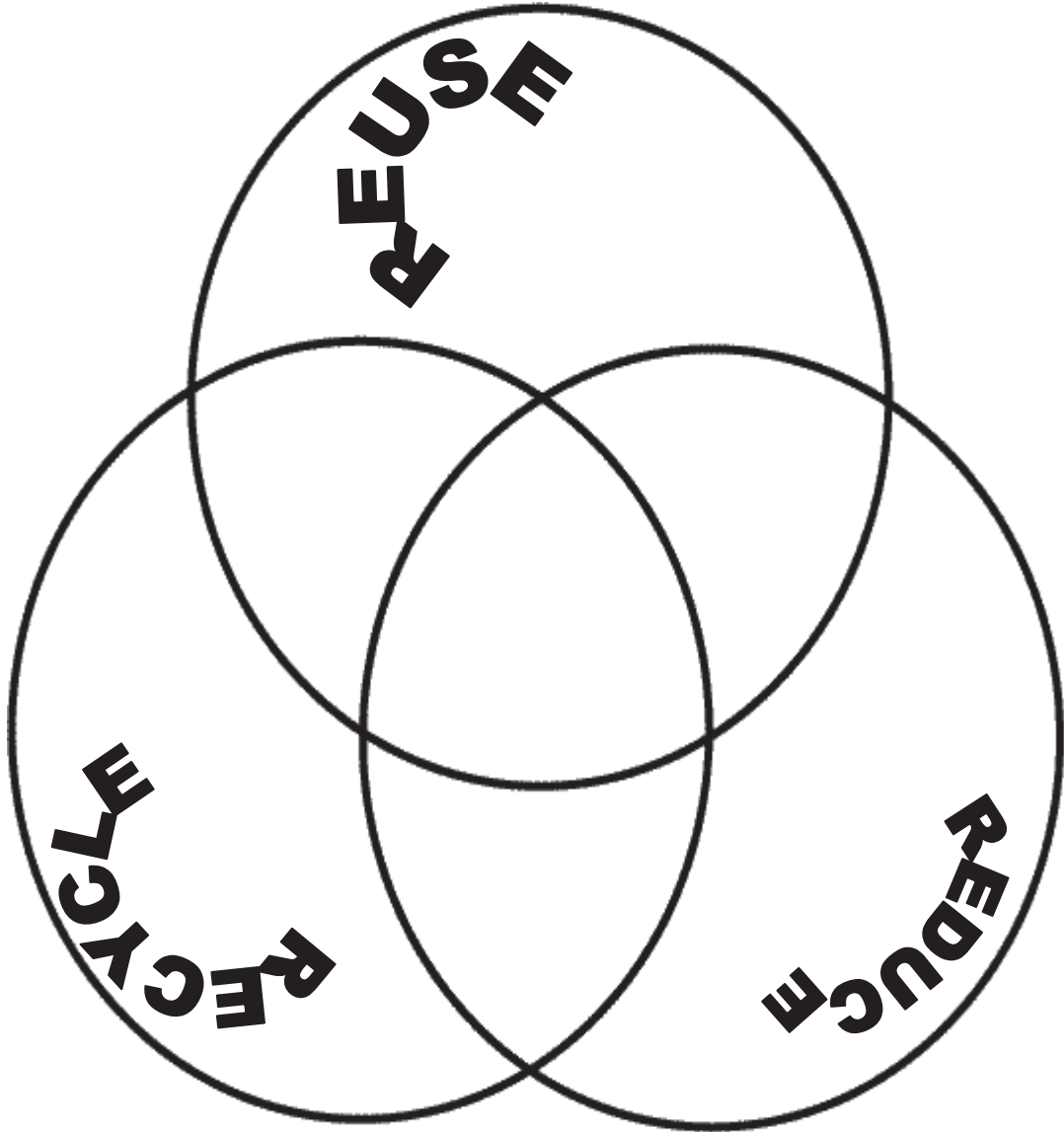
If you're going to the market to buy some juice,  
you've got to bring your own bags and you learn to reduce your waste.  
And if your brother or your sister's got some cool clothes,  
you could try them on before you buy some more of those.  
Reuse: we've got to learn to reuse.  
And if the first two R's don't work out.  
And if you've got to make some trash,  
don't throw it out.  
Recycle: we've got to learn to recycle.  
We've got to learn to  
Reduce, Reuse, Recycle  
Reduce, Reuse, Recycle  
Reduce, Reuse, Recycle  
Reduce, Reuse, Recycle  
Because three-- it's a magic number.  
Yes it is. It's a magic number.  
3, 3, 3  
3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36  
33, 30, 27, 24, 21, 18, 15, 12, 9, 6, and  
3. It's a magic number.

## Handout 1



## Task Sheet 2

Cut out the pictures in Handout 1 and paste them in the most suitable group.



<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	3R's (Reduce, Reuse, Recycle)
<b>Learning Standards:</b>	2.2.2 (a), 2.2.3 (b)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to: (i) predict the meaning of three phrases in a story. (ii) read a story and predict the events and outcomes.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Power Point (Mr. Rat and Mr. Owl), Handout 1 (Story text)
<b>Added Values:</b>	Thinking Skills, Constructivism

#### **Steps:**

#### **Pre-Reading**

1. Put up the phrases below on the board:
  - in a dilemma
  - make the most of the things
  - save the earth's precious resources
2. Pupils predict the meaning of the phrases (in context). Discuss the meaning of the phrases with pupils.

#### **While-Reading**

1. Introduce the story Mr. Rat and Mr. Owl.
2. Get pupils to read the story (on the Power Point slides), paragraph by paragraph.
3. Pause after each paragraph to ask pupils to predict the next event.
4. After the story has been completed, distribute Handout 1 (story text).
5. Pupils identify and underline the three phrases in Pre-Reading step 1. They replace the phrases with their meaning as discussed earlier. Help pupils form grammatically correct sentences. Example:

Mr. Rat was in a dilemma.

Mr. Rat did not know what to do.

**Post-Reading**

1. Divide pupils into groups. In their groups, they discuss ideas for Mr. Rat's recycling project (how Mr. Rat can get started, what he can do, who can help him, etc.).
2. The groups take turns to present their suggestions to the class.

## **Handout 1**

### **Mr. Rat and Mr. Owl**

One sunny day, Mr. Rat was sitting in a park drinking a can of lemonade. When he finished his drink, he threw the empty can into the bin. However, the bin was full and overflowing with rubbish. Some of it had even spilled out onto the ground. Mr. Rat was in a dilemma.

At that moment, his friend, Mr. Owl appeared and he looked annoyed. Mr. Owl said, "Why is rubbish everywhere? Don't people know how to reuse and recycle?" Mr. Rat asked, "Hello, my friend, what does reuse and recycle mean?"

"Oh, to reuse is to make the most of the things that you have. To recycle is simply to turn used items from rubbish into new things. By reusing and recycling, we can help reduce the amount of rubbish we discard every day," answered Mr. Owl.

Mr. Rat was getting excited about the new idea. He remarked, "That's great, we really need to recycle the rubbish we throw so less rubbish will go to dumpsites. Less rubbish means fewer dumpsites. We can save the earth's precious resources. I like the idea of recycling." Mr. Owl said, "Yes, my friend, let's start a project together."

<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	3R's (Reduce, Reuse, Recycle)
<b>Learning Standards:</b>	3.1.1 (a), (b), 3.2.1 (b)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to: (i) use information from the 3R's video clip to complete three non-linear texts. (ii) write a simple paragraph about how to reduce, reuse or recycle.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	3R's audio and video clips, Task Sheet 1
<b>Added Values:</b>	Constructivism, Values and Citizenship

#### **Steps:**

#### **Pre-Writing**

1. Distribute the 3R's song lyrics.
2. Play the 3R's audio clip. Pupils sing the song with actions.

#### **Writing**

1. Tell pupils that they are going to watch the 3R's video clip. While watching, they need to jot down the key words that they see (e.g., lights, old clothes, paper).
2. Pupils form phrases using the words they identified (e.g., turn off the lights, reuse old clothes, recycle old paper).
3. Distribute Task Sheet 1. Pupils complete the task sheet by writing the phrases they formed in step (2) in the correct category (reduce, reuse or recycle). They can also add more information of their own.
4. Give pupils the following scenario:

They are members of the school's Nature Society. Their society is launching a 3R's campaign to educate all the pupils and teachers about the benefits of reducing, reusing and recycling. To help with the campaign, they need to write a paragraph to be put into a pamphlet to inform their friends and teachers about how they can reduce, reuse and recycle.

5. Give pupils an example of a simple paragraph about how to reduce, reuse or recycle. Example:

### **Reduce**

To reduce, we must turn off the lights when we leave a room. We should also turn off taps when we are not using them. We can take short showers so that we do not waste water.

6. Distribute coloured A4 paper. Pupils choose which of the 3R's they want to write about, and write a simple paragraph about how to do it.

### **Feedback**

1. When pupils have finished writing, they paste their work around the classroom.
2. Read pupils' work and give feedback on their pieces of paper. Other pupils can do the same for their friends' work.



## Task Sheet 1

*Example:*

Reduce

---

---

---

---

---

---

---



Recycle

---

---

---

---



Reuse

---

---



## Sample answers for Task Sheet 1

### Reduce

turn the lights off  
turn off taps  
use rechargeable batteries  
take short showers  
turn off the television  
start a garden



### Recycle

recycle old paper and cardboard  
recycle old juice, milk and soda containers  
recycle old computers, cameras and cell phones  
compost old food



### Reuse

use old newspapers and magazines as wrapping paper  
donate old clothes



**Theme:** World of Knowledge

**Topic:** 3R's (Reduce, Reuse, Recycle)

**Learning Standards:** 5.1.4

**Objectives:** By the end of the lesson, pupils should be able to:

(i) match sentence parts using the conjunctions 'so' and 'because'.

(ii) construct sentences using those conjunctions.

**Time:** 60 minutes

**Teaching Aids:** Substitution table (on manila card or mahjong paper), Sentence strips, Task Sheet 1

**Added Value:** Thinking Skills

**Steps:**

**Presentation**

- Recap the story 'Mr. Rat and Mr. Owl' by asking pupils what Mr. Rat did with his empty can of lemonade, and what happened to it (answer: he threw his can into a garbage bin, but it was overflowing with rubbish so the can fell on the ground).
- Help pupils see the relationship between cause and effect and construct sentences orally using the conjunctions 'because' and 'so'.

<b>effect</b>	<b>conjunction</b>	<b>cause</b>
The can fell on the ground	because	the garbage bin was overflowing with rubbish.

<b>cause</b>	<b>conjunction</b>	<b>effect</b>
The garbage bin was overflowing with rubbish	so	the can fell on the ground.

- Repeat steps 1 and 2 for the next part of the story.

<b>effect</b>	<b>conjunction</b>	<b>cause</b>
Mr. Owl told Mr. Rat to recycle	because	Mr. Rat was littering.

<b>cause</b>	<b>conjunction</b>	<b>effect</b>
Mr. Rat was littering	so	Mr. Owl told Mr. Rat to recycle.

### **Practice**

1. Display the substitution table. Help pupils form sentences using the conjunctions.

We want to reduce	so	we turn the lights off when we leave the room.
We want to reuse		
We want to recycle		we use old newspapers as wrapping paper. we donate old clothes. we use rechargeable batteries.
		we recycle old paper and cardboard. we recycle old juice and milk containers. we recycle old electronics like computers.

We turn the lights off when we leave the room	because	we want to reduce waste.
		we want to reuse.
We use old newspapers as wrapping paper We donate old clothes		we want to recycle.
We recycle old paper and cardboard We recycle old juice and milk containers We recycle old electronics like computers		

2. Divide pupils into groups. Each group receives the sentence strips (cut out and jumbled up).
3. Working in their groups, they rearrange the strips to form complete sentences using the conjunctions.
4. Reveal the correct sentences. Pupils check their answers.

### **Production**

1. Distribute Task Sheet 1.
2. Individually, pupils write one sentence using 'so' and one sentence using 'because' for each pair of phrases provided in the task sheet.
3. Pupils compare their sentences in pairs. Show pupils the answers.

### Sentence Strips

I donate old clothes	because	I want to help the poor.
I use rechargeable batteries	because	I want to save money.
I am hungry	so	I eat a burger.
I am sick	so	I take medicine.
I am cold	so	I wear a sweater.
I want to save water	so	I take short showers.
I like my teacher	because	she is kind.
I like Manchester United	because	they play very well.
I want to visit Greece	because	it is a beautiful country.
I am feeling cold	so	I am having a hot drink.

### Task Sheet 1

For each pair of phrases given, write one sentence using **so** and one sentence using **because**.

Example: hungry - ate two burgers

- a. He was hungry **so** he ate two burgers.
- b. He ate two burgers **because** he was hungry.

a. \_\_\_\_\_

b. \_\_\_\_\_

2. studied hard - scored A's

a. \_\_\_\_\_

b. \_\_\_\_\_

3. broke the window pane - teacher punished

a. \_\_\_\_\_

b. \_\_\_\_\_

4. stomach ache - ate too much

a. \_\_\_\_\_

b. \_\_\_\_\_

5. fell into the drain - hurt my ankle

a. \_\_\_\_\_

b. \_\_\_\_\_

## POWER POINT SLIDES



One sunny day, Mr. Rat was sitting in a park drinking a can of lemonade.

*What do you think Mr. Rat did after he finished his lemonade?*

When he finished his drink, he threw the empty can into the bin. However, the bin was full and overflowing with rubbish. Some of it had even spilled out onto the ground. Mr. Rat was in a dilemma.

At that moment, his friend, Mr Owl, appeared and he looked annoyed.

*Why do you think Mr. Owl was annoyed?  
What did Mr. Owl say to his friend?*

Mr. Owl said, " Why is rubbish everywhere? Don't people know how to reuse and recycle?"

Mr. Rat asked, " Hello, my friend, what does reuse and recycle mean?"

"Oh, to reuse is to make the most of the things that you have. To recycle is simply to turn used items from rubbish into new things. By reusing and recycling, we can help reduce the amount of rubbish we discard everyday," answered Mr. Owl.

*Do you think Mr Rat liked the idea of reusing and recycling?*

Mr. Rat was getting excited about the new idea.

He remarked, " That's great, we really need to recycle the rubbish we throw so less rubbish will go to dumpsites."

"Less rubbish means fewer dumpsites. We can save the earth's precious resources. I think I must start recycling from now on," he added.

Mr. Owl said, " Yes, my friend, let's start a recycling project together."

*Can you predict what the project will be?*

<b>Theme:</b>	World of Self, Family and Friends
<b>Topic:</b>	A Splashing Time
<b>Learning Standards:</b>	1.1.4, 1.2.4
<b>Objectives:</b>	By the end of the lesson, pupils should be able to: (i) describe what they see in a picture. (ii) use information from a dialogue heard to complete a matching activity.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Power Point (Lesson 1), audio recording of a dialogue (Libat's Holidays), map (Lost World of Tambun), number cards (1-6)
<b>Added Values:</b>	Multiple Intelligences, Constructivism
<b>Steps:</b>	

### **Pre-Listening**

1. Show pupils one of the pictures in the Power Point slides (or alternatively, a print-out of the picture) and ask them to guess where it is located (e.g., Sunway Lagoon, Genting Highlands, etc.).
2. Reveal the answer (The Lost World of Tambun – Slide 1). Ask pupils questions about the place to elicit their responses.

Prompt questions: Have you been there?  
Why do people go there?  
What can you do there?

### **While-Listening**

1. Pupils are divided into groups of six (home groups). Each pupil calls out a number (1-6). According to their numbers, they regroup (expert groups). Each group is given a print-out of one of the pictures in the Power Point (slides 2-7). Each picture must be numbered (1-6).  
*\*If the class is small, pupils may be divided into groups of 3-4, and each group is given two pictures.*
2. In their expert groups, pupils discuss what they see in their picture (what the activity is, what the children are doing, what attractions are in the picture, etc.).



3. Pupils get back into their original home groups. Each group is given a map of the Lost World of Tambun and one set of number cards (1-6). They match the numbers to the attractions on the map (according to the numbers on the pictures in Step 2).
4. Pupils then listen to the dialogue (Libat's Holiday) twice. Show the Power Point slides simultaneously so that the pupils see what pictures are being described. While they listen, they write down the names of the attractions on the map (Tube Raiders, Hot Springs, etc.).

### **Libat's Holiday**

Libat: Ganang, do you want to see my photographs at the Lost World of Tambun?

Ganang: Sure.

Libat: Wonderful! Here's a picture of the Tube Raiders. This is the first activity that I tried.

Ganang: Fantastic!

Libat: We climbed to the top and slid down through the tube. It was a long and winding journey down to the pool.

Ganang: And what's this?

Libat: That's a photo of the Hot Springs. I went there next.

Ganang: What was it like?

Libat: It was an interesting experience. There was hot water coming out of the ground into the pool.

Ganang: Where did you go after that?

Libat: The Cliff Racer. It was one of the longest slides I've ever seen. I loved this the most.

Ganang: Wow! I wish I could try that. What about the next picture?

Libat: Yes, that's the Adventure River. I sat on a float and it drifted slowly. The river goes around the park.

Ganang: Any more pictures?

Libat: Ah, yes, this is the Kid's Explorer Bay. My brother and I enjoyed ourselves running around the playground in the water.

Ganang: Did you have a wonderful time there?

Libat: Yes. We finally landed ourselves in the Jungle Wave Pool. It has real waves just like the sea.

Ganang: I wish I had gone too!

### **Post-Listening (Speaking)**

1. Pupils write their answers (the names of the attractions) in a grid on the board and give reasons for them. Example:

<b>Attraction</b> <b>Group</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>A</b>						
<b>B</b>						
<b>C</b>						
<b>D</b>						
<b>E</b>						
<b>F</b>						
<b>G</b>						
<b>Answers</b>						

2. Reveal the correct answers in the last row of the grid. The pupils compare their answers with the right ones.

### **Libat's Holiday**

Libat: Ganang, do you want to see my photographs at the Lost World of Tambun?

Ganang: Sure.

Libat: Wonderful! Here's a picture of the Tube Raiders. This is the first activity that I tried.

Ganang: Fantastic!

Libat: We climbed to the top and slid down through the tube. It was a long and winding journey down to the pool.

Ganang: And what's this?

Libat: That's a photo of the Hot Springs. I went there next.

Ganang: What was it like?

Libat: It was an interesting experience. There was hot water coming out of the ground into the pool.

Ganang: Where did you go after that?

Libat: The Cliff Racer. It was one of the longest slides I've ever seen. I loved this the most.

Ganang: Wow! I wish I could try that. What about the next picture?

Libat: Yes, that's the Adventure River. I sat on a float and it drifted slowly. The river goes around the park.

Ganang: Any more pictures?

Libat: Ah, yes, this is the Kid's Explorer Bay. My brother and I enjoyed ourselves running around the playground in the water.

Ganang: Did you have a wonderful time there?

Libat: Yes. We finally landed ourselves in the Jungle Wave Pool. It has real waves just like the sea.

Ganang: I wish I had gone too!

**Theme:** World of Self, Family and Friends

**Topic:** A Splashing Time

**Learning Standards:** 2.2.2 (a), 2.2.4 (a), (b)

**Objectives:** By the end of the lesson, pupils should be able to:

(i) look up the meanings of eight words in the dictionary.

(ii) complete sentences using those words.

**Time:** 60 minutes

**Teaching Aids:** Flashcards, Music Box with sentence strips inside, Task sheet 1

**Added Value:** Contextualism

**Steps:**

### **Pre-Reading**

1. Prior to the lesson, put up eight flashcards of the words below around the classroom. All the flashcards should be covered by another piece of paper or cloth.

fantastic	winding	journey	slides
float	drifted	landed	waves

2. Divide pupils into groups. One pupil in each group becomes a 'messenger'. The messenger goes to any one of the flashcards around the classroom and memorizes the word on it quickly.
3. The messenger then goes back to his/her group and tells them that word. They write it down on a piece of paper.
4. The other pupils in the group take turns to become messengers until all eight words have been written down.
5. A representative from each group writes the group's eight words on the board. The group with all their answers correct may receive a prize.

### **While-Reading**

1. Teach pupils how to arrange the eight words in alphabetical order and identify their root words. In their groups, the pupils look up the meaning of those words in the dictionary and write the meaning on the piece of paper. Check their answers, and help them understand all the words.

2. Musical Box game (whole-class):
  - (i) Music is played as the Music Box is passed around.
  - (ii) When the music stops, the pupil holding the box draws one sentence strip from the box and reads it out.
  - (iii) The pupil has to complete the sentence with one of the eight words learned earlier. The rest of the class can help if the pupil is unsure.
  - (iv) The game continues until all the eight sentences have been completed correctly.
3. Write the sentences on the board (or on mahjong paper/manila card). Pupils read the sentences. Go through the answers again.

### Sentence strips to be put in the Music Box

Ganang said that the Tube Raiders was _____.
It was a long _____ down to the pool.
Libat slid down through the _____ tube.
The Cliff Racer was one of the longest _____ Libat had ever seen.
Libat sat on a _____.
The float _____ slowly along the Adventure River.
The Jungle Wave Pool had real _____ like the sea.
Libat finally _____ in the Jungle Wave Pool.

### **Post-Reading**

1. Distribute Task Sheet 1. Individually, they complete the passage in the task sheet using the eight words.
2. Discuss the answers with the pupils.

## Task Sheet 1

Fill in the blanks using the words provided.

fantastic   winding   journey   slides  
floated   drifted   landed   waves

Last week, Libat went to the Lost World of Tambun. First, he tried the Tube Raiders. It was \_\_\_\_\_. He climbed to the top and slid down through the \_\_\_\_\_ tube. It was a long \_\_\_\_\_ down to the pool.

Next, Libat went to the Hot Springs. After that, he tried the Cliff Racer. It was one of the longest \_\_\_\_\_ he had ever seen. Then, Libat sat on a \_\_\_\_\_ and \_\_\_\_\_ slowly along the Adventure River.

Libat and his brother then played in the Kid's Explorer Bay. Finally, they \_\_\_\_\_ themselves in the Jungle Wave Pool. It had real \_\_\_\_\_ just like the sea.



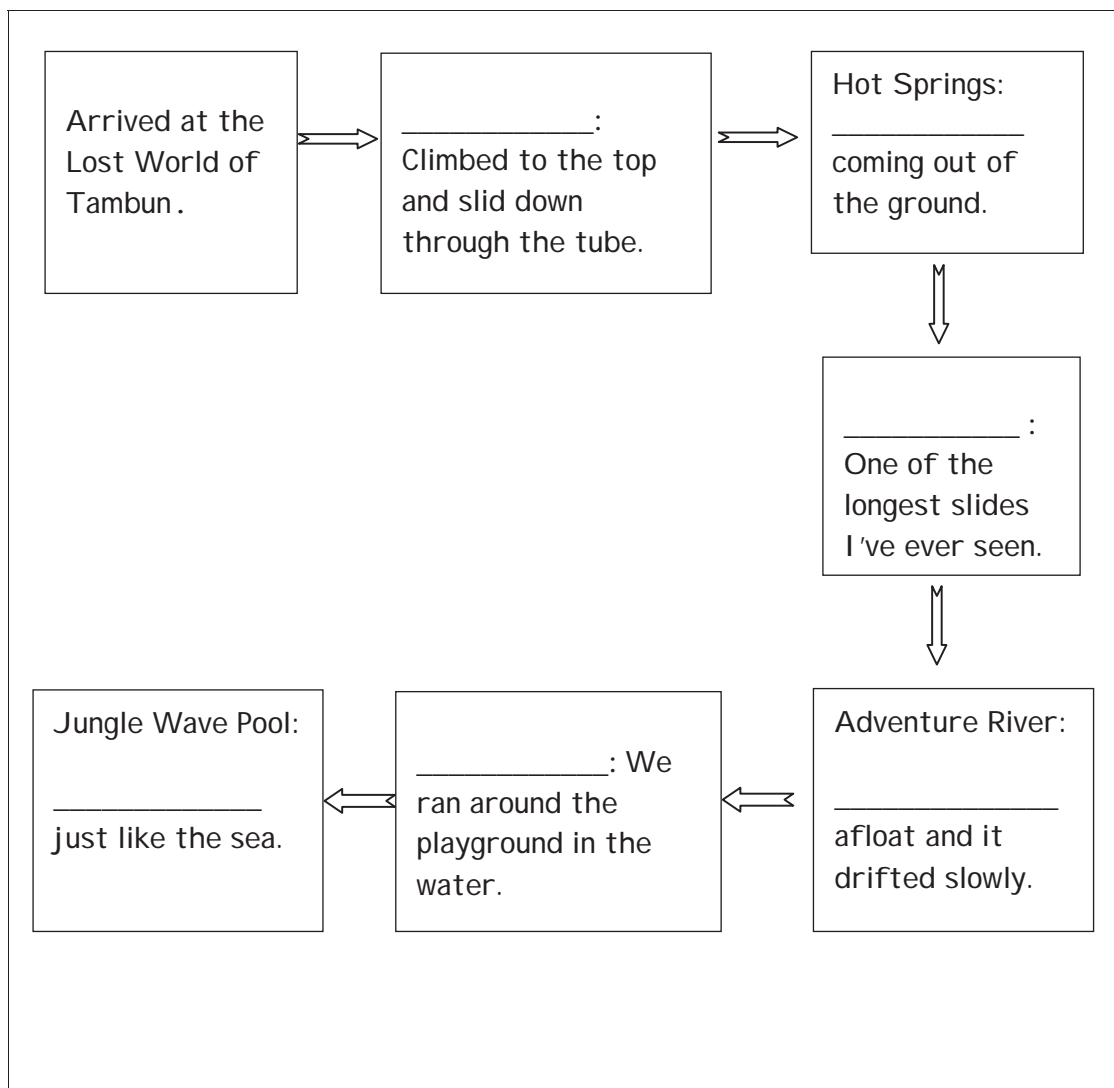
<b>Theme:</b>	World of Self, Family and Friends
<b>Topic:</b>	A Splashing Time
<b>Learning Standards:</b>	3.2.1 (a), (b), 3.2.2 (c)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to: (i) complete an e-mail based on information from a dialogue. (ii) write a short message.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Task sheet 1, Task sheet 2, message cards
<b>Added Values:</b>	Contextualism, ICT

**Steps:**

**Pre-Writing**

1. Distribute the dialogue (Libat's Holiday).
2. Pupils recap the details in the dialogue by completing Task Sheet 1.

## Task Sheet 1





### **Writing**

1. Distribute Task Sheet 2.
2. Pupils complete the activity using the information in the dialogue and in Task Sheet 1.

*\*For pupils of lower proficiency, simplify the passage, or provide words/phrases for them to choose from.*

## Task Sheet 2

Read the dialogue and complete the e-mail below.

**New Message**

File Edit View Insert Format Tools Message Help

Send Cut Copy Paste Undo Check Spelling Attach Priority Sign Encrypt Offline

To: johanis@coolmail.com

Cc:

Subject: A Splashing Time

Hi Johanis,

Hi! Guess where I went last week ? I went to (1) \_\_\_\_\_. It is a water theme park. The first place we went to was (2) \_\_\_\_\_. We (3) \_\_\_\_\_ and slid down through a tube.

Next, we went to (4) \_\_\_\_\_ and soaked ourselves in the (5) \_\_\_\_\_. After that, I tried (6) \_\_\_\_\_. It was the (7) \_\_\_\_\_ I've ever seen. I screamed all the way down!

To recover, I floated in a tube down the (8) \_\_\_\_\_. Next, I joined my brother in the Kid's Explorer Bay. We enjoyed ourselves (9) \_\_\_\_\_ in the water.

Finally, we went to (10) \_\_\_\_\_. It has (11) \_\_\_\_\_. We had such a (12) \_\_\_\_\_ there. I want to go there again during the school holidays in November. Would you and your cousin, Johan like to come with us? Hope to hear from you soon!

Your friend,

Libat

**Answers for Task Sheet 1:**


1. the Lost World of Tambun
2. the Tube Raiders
3. climbed to the top
4. the Hot Springs
5. hot water
6. the Cliff Racer
7. longest slide
8. Adventure River
9. running around the playground
10. the Jungle Wave Pool
11. real waves just like the sea
12. great/ wonderful/ enjoyable/ exciting time

3. If computers are available in the school, the pupils can type the message and email it to you, or print it out.
4. Tell pupils that Johanis wants to leave a message for Johan regarding Libat's invitation for the holidays.
5. Pupils give examples of what Johanis can write in the message.
6. Distribute message cards to the pupils. They complete them with guidance. See example on next page.


**Feedback**

1. Pupils get into pairs.
2. They share their messages with one another and give each other feedback ('pair and share').

Sample message card:

From :	_____
To :	_____
Message	
	_____
	_____
	_____
	_____

Completed message card:

From :	Johanis
To :	Johan
Message	
	Libat invited us to the Lost World of
	Tambun on 21 <sup>st</sup> November. Would you like
	to go with him?
	_____

*\*Provide pupils with some guiding words:*

- *invited*
- *Lost World of Tambun*
- *21<sup>st</sup>.*

<b>Theme:</b>	World of Self, Family and Friends
<b>Topic:</b>	A Splashing Time
<b>Learning Standard:</b>	5.81 (a)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to (i) identify adverbs of manner based on actions. (ii) complete sentences with the correct adverbs of manner.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Power Point (Adverbs), Task sheet 1, Task sheet 2 (enrichment activity), Box of Adverbs (contains strips of paper with adverbs written on them)
<b>Added Values:</b>	Multiple Intelligences, Contextualism
<b>Steps:</b>	

### **Presentation**

1. Show Slide 1 of the Power Point presentation (the picture and verb 'driving' only). Get pupils to talk about how their parents/siblings/relatives normally drive (e.g., slowly, carefully).
2. Show the rest of Slide 1, and Slide 2. Ask pupils if they know what all the words on the slides are called.
3. Introduce adverbs of manner and explain what they are used for as well as how they are formed (Slide 3). Elicit more examples of adverbs from the pupils.
4. Show pupils Slides 4-7. Pupils can act out or do actions for any of the adverbs they see in the slides.

### **Practice**

1. One pupil comes up and picks an adverbs from the Box of Adverbs. He/she has to perform an action to demonstrate the meaning of the adverb.
2. The other pupils have to guess what adverb their friend is acting out (e.g., walking slowly). Then, they form a sentence using the name of their friend, the verb and the adverb (e.g., Shalini is walking slowly).
3. This game goes on until many adverbs have been identified correctly,

and complete sentences have been formed using the adverbs.

### **Production**

1. Distribute Task Sheet 1. Pupils complete it using any of the adverbs they learned earlier, and share their answers with their friends.

*\*Enrichment: Pupils complete the puzzle in Task Sheet 2*

### **Task Sheet 1**

Complete Libat's diary entry using suitable adverbs.

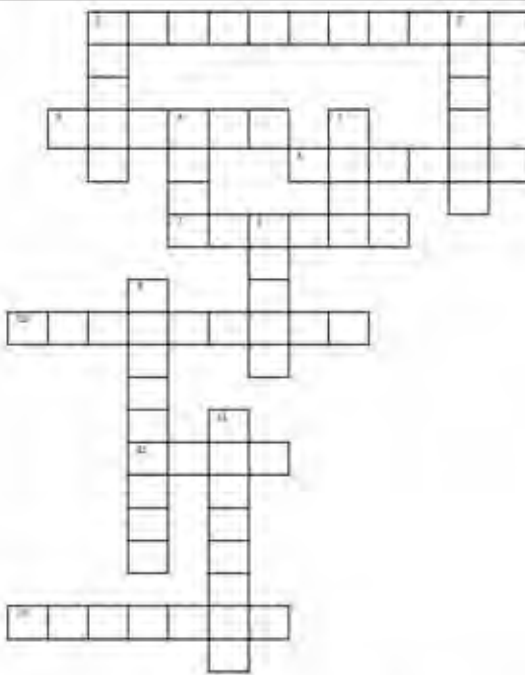
30<sup>th</sup> August

Today, we went to the Lost World of Tambun. Father drove there very \_\_\_\_\_. On the way, Johan and I sang \_\_\_\_\_.

When we were tired, we slept \_\_\_\_\_. When we finally reached the place, I was very happy so I danced \_\_\_\_\_. Johan ran \_\_\_\_\_ towards the entrance but mum and dad told him to walk \_\_\_\_\_. We had such a great time there. At the end of our day, we were all laughing \_\_\_\_\_.



## Task Sheet 2 (Enrichment)



**Across**

1. What is the adverb for 'beautiful'? (11)
3. Find the adverb: 'Slowly, he opened the door.' (6)
6. Find the adverb: 'She gently petted the cat.' (6)
7. It is easy to climb the wall. They climb it \_\_\_\_\_. (6)
10. The man is careful. He flies \_\_\_\_\_ (9)
12. Find the adverb: 'The girl tried hard.' (4)
13. What is the adverb for 'noisy'? (7)

**Down**

1. The man is a bad driver. He drives \_\_\_\_\_. (5)
2. What is the adverb for 'lazy'? (6)
4. Find the adverb: 'She opened the door wide.' (4)
5. The woman is a good singer. She sings \_\_\_\_\_ (4)
8. What is the adverb for 'shy'? (5)
9. What is the adverb for 'healthy'? (9)
11. Find the adverb: 'He ate the cake greedily.' (8)

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Crossword Puzzle

Source:

[http://simpleesl.com/wpcontent/uploads/2011/08/CPAM2\\_150x150\\_p1.jpg](http://simpleesl.com/wpcontent/uploads/2011/08/CPAM2_150x150_p1.jpg)

Answers:

- |                |           |               |             |
|----------------|-----------|---------------|-------------|
| 1. beautifully | 5. well   | 9. healthily  | 13. noisily |
| 2. lazily      | 6. gently | 10. carefully |             |
| 3. slowly      | 7. easily | 11. greedily  |             |



4. wide

8. shyly

12. hard

Power Point Slides





**Theme:** World Of Stories

**Topic:** Asian Folk Tales

**Learning Standards:** 1.1.2, 1.1.4, 1.3.1 (a), (c)

**Objectives:** By the end of the lesson, pupils should be able to:

- i) listen and complete a task sheet using information found in a story.
- ii) respond to the story by expressing their own opinions.
- iii) predict the development of the story.
- iv) ask and answer questions based on the story.

**Time** : 60 minutes

**Teaching Aids** : Task sheets, audio clip (The Little Fish and The Big Fat Bean)

**Added Values** : Thinking Skills and Multiple Intelligences

**Steps:**

**Pre-Listening**

1. Ask pupils to name stories they have heard before.
2. Tell pupils that they will be listening to a story from Vietnam and start by showing the location of Vietnam on a map.
3. Explain Task Sheet 1 to the pupils.

**While-Listening**

4. Play Part 1 of the story and pause the clip to give time for pupils to work on Task Sheet 1.

Part 1

**THE LITTLE FISH AND THE BIG FAT BEAN**  
**BY**  
**NGUYEN THI LA**

One day, a little fish was out swimming in the river with her mother. The water was clear and warm, but the little fish wanted to swim faster and go farther. So the little fish swam on and on till she reached the riverbank. She looked, and there, growing on the bank, she saw a large bean stalk and on the bean stalk, a big, fat bean. The little fish thought that she had never seen anything so funny.

"Hello, Fatso," she called to the bean.

"Hello, Midge," the bean called back.

The little fish felt very hurt that she should be called that. She burst into tears and hurried off to complain to her mother about it.

Pause Recording Here

5. Pupils listen to the audio clip and complete Task Sheet 1.

### Task sheet 1

A) Complete the task below.

Characters : 1) A little fish 2) \_\_\_\_\_ 3) The mother fish

Nicknames : 1) \_\_\_\_\_ 2) Fatso

Place : 1) \_\_\_\_\_

B) Sketch the location of the fish and the bean stalk in the box below.



6. Replay Part 1 for pupils to check their answers.
7. Ask questions to encourage pupils to think critically and creatively.

Examples:

- a) Describe the little fish.
  - b) Do you think it's safe to swim away on your own? Why?
  - c) What do you think happened after this?
8. Play Part 2 of the story.

#### Part 2

"Oh, mother!" she wailed. "That big fat bean called me Midge, of all things! I'm not as tiny as that, am I? I even have a tail."

"Perhaps you hurt the bean's feelings yourself in some way," said the mother fish.

"Oh, no mother dear, I didn't!"

"Well, let's swim back to the bank again and I'll ask the bean what made him say such a thing."

And the two of them, mother and daughter, made for the bank.

"Good morning, Mr. Bean!" the mother fish called.

"Good morning to you, Mrs. Fish!" the bean called back.

"Tell me Mr. Bean, what made you hurt my little daughter's feelings? Why did you call her Midge?"

"She only got what she deserved. She called me Fatso, so I called her Midge in return!"

9. Pupils listen to Part 2 of the story and check their predictions.

10. Talk about the story. Ask questions.

11. Get pupils to form groups. Each group is given word cards. Pupils rearrange the cards to form a complete question.

Examples:

What	was	the	fish's	nickname	?	
Where	did	the	bean	live	?	
Who	did	the	fish	complain	To	?
Why	did	the	fish	cry	?	

12. Each group reads out their completed question. The other groups answer the question.

**Post-Listening(Speaking)**

13. Get pupils to act out parts of the story.

**Theme:** World of Stories

**Topic:** Asian Folk Tales

**Learning Standards:** 2.2.2(a), 2.2.3 (b), 2.2.4 (a) (b)

**Objectives:** By the end of the lesson, pupils should be able to:

- (i) locate words and their meaning in the dictionary.
- (ii) read the story silently and predict the development of the story.
- (iii) predict the outcome of the story with guidance.

**Time:** 60 minutes

**Teaching Aids:** Picture of a well, story excerpts on PowerPoint slides

**Added Value:** Thinking Skills

**Steps:**

**Pre-Reading**

1. Introduce a picture of a well and guide pupils to talk about it.
2. Introduce new or difficult words in the story. Guide pupils to locate the words and their meaning in the dictionary.

Example:

dwindled	sprouted	well	kingdom
barren	vain	disaster	icicles

**While-Reading**

3. Show Excerpt 1 on PowerPoint. Get pupils to read the text silently and pose Question 1 to elicit pupils' responses. Encourage pupils to think of as many possible answers as they can.

### **EXCERPT I**

There was once a small kingdom around a lake. One very hot summer, it did not rain and the lake dried up. People grew anxious and went to the king.

"It has not rained for so long. Our fields are barren!" said the farmers.

"There's no fish to catch. How shall we earn a living?" asked the fishermen.

"Save us from disaster, good king," urged the women as the children cried with thirst.

4. Repeat the step above with Excerpts II-V.

### **EXCERPT II**

The king sent his four generals to search for water in all directions. The first general went east, towards the sunrise, the second general to the south, to dust and heat. The third to the west where the sun sets, and the fourth, followed the North Star. They searched day and night, night and day, high and low they searched everywhere but in vain. Three of the generals returned empty handed. But the general who has gone north determined, not to fail his king, finally reached a cold mountain village.

***Question 2: What do you think the general who went north will find in the cold mountain village?***

### **EXCERPT III**

As he sat at the foot of the mountain, an old woman came by and sat next to him. The general pointed at the horizon and said, "I belong to a beautiful kingdom, where it has not rained for a whole year. Can you help me find water?" The woman motioned the general follow her up the mountain and into a cave.

"We have no water in our country either," she said. Then, pointing to the icicles in the cave, she continued, "We call this ice. Take some and your kingdom will never go thirsty again."

***Question 3: What do you think will happen to the icicles on the journey? What will the general do?***

***Question 4: In your opinion, why do you think the old woman told the general to take some icicles back to his kingdom?***

#### **EXCERPT IV**

The general broke off a huge piece, loaded it onto his horse-cart and rushed back home. By the time he reached the court, the enormous icicle had melted into a small lump of ice. Nobody in the court had ever seen ice, so everybody gazed at it with wonder.

“This must be a water-seed,” one of the ministers exclaimed.

Suddenly, the king ordered the water-seed to be sowed immediately. While the farmers dug the hole, the lump dwindled in the sun. They swiftly placed the seed in the hole but before they could cover it, it had vanished.

***Question 5: What do you think happened to the seed? What will the farmers do?***

#### **EXCERPT V**

The farmers there got confused and worried. They dug the earth deeper and deeper into the night, looking for the mysterious seed. After the break of dawn, the king found the farmers fast asleep around a hole. Curiously he peeped in and cried out in amazement.

***Question 6: Why did the king cry out? What had happened?***

5. After Question 6 is discussed, show pupils the final Excerpt (Excerpt VI)

#### **EXCERPT VI**

“Wake up my worthy men, the water-seed had sprouted! There’s water in the hole.”

This is how the first well was created.

6. Encourage pupils to give opinions about the story.

Examples:

Do you like the story? Why?

What can you learn from the story?

### **Post-Reading**

7. Ask pupils to work in pairs to pick a character from the story and write about him or her.  
Guide pupils to write simple sentences.

.

<p>We like ..... because .....</p> <p>.....</p> <p>.....</p>
--



## THE FIRST WELL

There once was a small kingdom around a lake. One very hot summer, it did not rain and the lake dried up. People grew anxious and went to the king.

"It has not rained for so long. Our fields are barren!" said the farmers.

"There's no fish to catch. How shall we earn a living?" asked the fishermen.

"Save us from disaster, good king," urged the women as the children cried with thirst.

The king sent his four generals to search for water in all directions. The first general went east, towards the sun rise, the second general to the south, to dust and heat. The third to the west where the sun sets, and the fourth, followed the North Star.

They searched day and night, night and day, high and low they searched everywhere but in vain. Three of the generals returned empty handed. But the general who has gone north determined, not to fail his king, finally reached a cold mountain village.

As he sat at the foot of the mountain, an old woman came by and sat next to him. The general pointed at the horizon and said, "I belong to a beautiful kingdom, where it has not rained for a whole year, can you help me find water?" The woman motioned the general to follow her up the mountain and inside a cave.

"We have no water in our country either," she said. Then, pointing to the icicles in the cave, she continued, "We call this ice. Take some and your kingdom will never go thirsty again." The general broke off a huge piece, loaded it onto his horse-cart and rushed back home. By the time he reached the court, the enormous icicle had melted into a small lump of ice. Nobody in the court had ever seen ice, so everybody gazed at it with wonder.

"This must be a water-seed," one of the ministers exclaimed.

Suddenly, the king ordered the water-seed to be sowed immediately. While the farmers dug the hole, the lump dwindled in the sun. They swiftly placed the seed in the hole but before they could cover it, it had vanished. The farmers there got confused and worried. They dug the earth deeper and deeper into the night, looking for the mysterious

seed. After the break of dawn, the king found the farmers fast asleep around a hole.

Curiously he peeped in and cried out in amazement.

“Wake up my worthy men, the water-seed had sprouted! There's water in the hole.” This is how the first well was created.

<b>Theme:</b>	World Of Stories
<b>Topic:</b>	Asian Folk Tales
<b>Learning Standards:</b>	3.1.1 (a) (b), 3.2.3 (a) (b)
<b>Objectives:</b>	<p>By the end of the lesson, pupils should be able to</p> <ul style="list-style-type: none"> <li>(i) write phrases and sentences in neat legible print.</li> <li>(ii) write simple sentences based on visual stimuli taken from the story.</li> <li>(iii) write sentences with correct punctuation such as apostrophe, comma, exclamation and speech markers /quotation marks.</li> </ul>
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Task sheets 1-6, video clip (The First Well), story excerpts
<b>Added Value:</b>	Contextualism

#### **Steps:**

#### **Pre-Writing**

1. Play the video clip of the story. Ask questions to help pupils to recall the story.
2. Display Excerpt 1. Draw pupils' attention to the punctuation used.  
  
\*The different punctuation marks are differentiated by colours.
3. Explain the use of the apostrophe and speech markers in the story. (Refer to the notes below.)

#### **Examples:**

"It has not rained for so long. Our fields are barren!" said the farmers. **(speech markers)**

"There's no fish to catch. How shall we earn a living?" asked the fishermen. **(apostrophe)**

"Save us from disaster, good king," urged the women as the children cried with thirst. **(speech markers)**

## **Writing**

4. Divide pupils into groups.
5. Distribute Task Sheets 1, 4 and 5 and the related excerpts to each group. Guide pupils to complete the task.

Task Sheet 1 and Excerpt 1

Task Sheet 4 and Excerpt 6

Task Sheet 5 and Excerpt 3

6. Guide pupils to complete the speech bubbles in Task Sheets 2 and 3.

### **Note:**

**Tell pupils that speech markers (quotation marks) are only used when writing direct speech/quoted structure.**

**When they are written inside speech bubbles, the speech markers are omitted.**

# TASK SHEET I ( Excerpt 1)

Complete the speech bubbles. Rewrite and punctuate correctly.



The king asked, "What's wrong, my people?"

.....

.....

.....

.....

**TASK SHEET 2 (Excerpt 4)**

**Complete the speech bubbles. Rewrite and punctuate correctly.**



<hr/> <hr/> <hr/>
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### TASK SHEET 3 (Excerpt 2)

Complete the speech bubbles. Rewrite and punctuate correctly.



<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
---



# TASK SHEET 4 (Excerpt 6)

Complete the speech bubbles. Rewrite and punctuate correctly.



<p>.....</p> <p>.....</p>
---------------------------



### TASK SHEET 5 (Excerpt 3)

Complete the speech bubbles. Rewrite and punctuate correctly.



<p>.....</p> <p>.....</p> <p>.....</p>
--

### **Feedback**

7. Distribute Task Sheet 6.
8. Ask pupils to work individually on Task sheet 6. Guide them when necessary.
9. Display the answers on PowerPoint. Ask pupils to check their answers.

## TASK SHEET 6

Insert the apostrophe and speech markers in the correct places in the story below.

### The Little Fish And The Big Fat Bean

Hello, Fatso, she called to the bean.

Hello, Midge, the bean called back.

The little fish felt very hurt that she should be called that. She burst into tears and hurried off to complain to her mother about it.

Oh, mother! She wailed. That big fat bean called me Midge, of all things! I m not as tiny as that, am I? I even have a tail.

Perhaps you hurt the beans feelings yourself in some way, said the mother fish.

Oh, no mother dear, I didnt!

Well, let s swim back to the bank again and I ll ask the bean what made him say such a thing.

And the two of them, mother and daughter, made for the bank.

Good morning, Mr. Bean! the mother fish called.

Good morning to you, Mrs. Fish! the bean called back.

Tell me Mr. Bean, what made you hurt my little daughter s feelings why did you call her Midge?

She only got what she deserved. She called me Fatso, so I called her Midge in return!

<b>Theme:</b>	World Of Stories
<b>Topic:</b>	Adjectives
<b>Learning Standards:</b>	5.1.6 (a) (b)
<b>Objectives:</b>	<p>Pupils should be able to</p> <ul style="list-style-type: none"> <li>(i) identify adjectives in the story.</li> <li>(ii) write simple sentences containing adjectives</li> <li>(iii) make sentences with comparatives and superlatives</li> </ul>
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Text of the story
<b>Added Values:</b>	Multiple Intelligences
<b>Steps:</b>	

### **Presentation**

1. Get pupils to give examples of adjectives.

#### **Notes:**

Adjectives describe the **objects, people and animals** and they always come immediately **before** the **noun** they are describing.

*Examples: A **red** balloon, a **beautiful** baby, a **fast** horse, a **big, white** house, an **Indian** restaurant*

Also used as a complement and they come immediately **after** the **verb**.

*Examples: The house is **big**. The horse is **tame**.*

2. Distribute the story 'The Little Fish and the Big Fat Bean' to the pupils.
3. Get pupils to underline the adjectives found in the story.

## The Little Fish And The Big Fat Bean

By

Nguyen Thi La

One day, a **little** fish was out swimming in the river with her mother. The water was **clear** and **warm**, but the **little** fish wanted to swim **faster** and go **farther**. So the **little** fish swam on and on till she reached the riverbank. She looked, and there, growing on the bank, she saw a **large** bean stalk and on the bean stalk, a **big, fat** bean. The little fish thought that she had never seen anything so **funny**.

"Hello, Fatso," she called to the bean.

"Hello, Midge," the bean called back.

The **little** fish felt very hurt that she should be called that. She burst into tears and hurried off to complain to her mother about it.

"Oh, mother!" she wailed. "That **big fat** bean called me Midge, of all things! I'm not as tiny as that, am I? I even have a tail."

"Perhaps you hurt the bean's feelings yourself in some way," said the mother fish.

"Oh, no mother dear, I didn't!"

"Well, let's swim back to the bank again and I'll ask the bean what made him say such a thing."

And the two of them, mother and daughter, made for the bank.

"Good morning, Mr. Bean!" the mother fish called.

"Good morning to you, Mrs. Fish!" the bean called back.

"Tell me Mr. Bean, what made you hurt my little daughter's feelings? Why did you call her Midge?"

"She only got what she deserved. She called me Fatso, so I called her Midge in return!"

4. Explains the comparative and superlative forms of the adjectives (regular forms only).

Examples: big, bigger, biggest, small, smaller, smallest

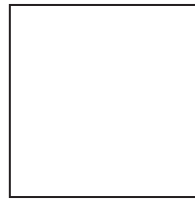
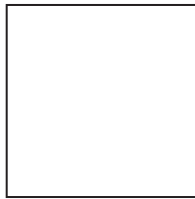
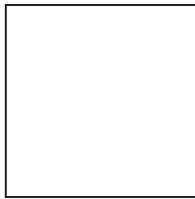
5. Divide pupils into three groups. Get the first group to call out an adjective, the second group to say the comparative form and the third group to say the superlative form. Repeat the activity.

### **Production**

Note:

Prior to the lesson, prepare sets of word cards. Each set has three word cards. (an adjective, its comparative, its superlative)

Example:



6. Jumbled up the cards. Distribute one card to each pupil. Get pupils to form appropriate sets of adjectives.

Examples: tall taller tallest small smaller smallest

7. Get the groups of 3 to construct three sentences and present them to the class.

Examples: (a) The mango tree is tall.

(b) The banana tree is taller.

(c) The coconut tree is the tallest.

**SAMPLE PARTS THAT CAN BE ACTED OUT**









**Theme:** World of Knowledge

**Topic:** Save the Earth

**Learning Standards:** 1.1.3, 1.1.4

**Objectives:** By the end of the lesson, pupils will be able to  
(i) listen to a song and identify the words heard correctly.  
(ii) talk about how they can save the earth based on the video

**Time:** 60 minutes

**Teaching Aids:** video clip, 'Save the Earth', song, 'Earth Song, song lyrics, Task Sheet 1.

**Added Values:** Values and Citizenship

**Steps:**

**Pre-Listening**

1. Show pupils the music video for the 'Earth Song' (muted).
2. Pupils talk about what they see happening to the earth in the video.

**While-Listening**

3. Pupils listen to the 'Earth Song' and answer the questions on Task Sheet 1

***Earth Song By Michael Jackson***

What about sunrise?  
What about rain?  
What about all the things?  
That you said we were to gain...  
What about killing fields?  
Is there a time?  
What about all the things?  
That you said was yours and mine  
Did you ever stop to notice?  
All the blood we shed before  
Did you ever stop to notice  
This crying Earth these weeping shores  
Aaaaaaaaaaaaaa oooooooooooooo

Task Sheet 1

Name: \_\_\_\_\_

Class: Year 4 \_\_\_\_\_

Listen to the song and tick the correct answers.

*Earth Song By Michael Jackson*

What about (1) 

	sunrise
	fun fries

 ?

What about (2) 

	rain
	pain

 ?

What about all the (3) 

	thinks
	things

 ?

That you said we were to gain

What about killing (4) 

	yields
	fields

 ?

Is there a (5) 

	lime
	time

 ?

What about all the things?

That you said was yours and (6) 

	fine
	mine

Did you ever stop to notice?

All the (7) 

	blood
	flood

 we shed before

Did you ever stop to notice

This crying Earth these weeping (8) 

	shores
	chores

Aaaaaaaaaaaaaaaaaa Ooooooooooooo

### **Post-Listening(Speaking)**

4. Pupils watch another video-clip: 'Save the Earth'.

([www.youtube.com/watch?v=TBukGR+Vq1A](http://www.youtube.com/watch?v=TBukGR+Vq1A))

5. Draw a mind-map on the board and pupils brainstorm the questions below based on the video clip.

(a) What's happening to our earth?

(b) What can we do to save our earth?



<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	Save the Earth
<b>Learning Standards:</b>	2.3.1(b)
<b>Objectives:</b>	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"> <li>(i) skim and scan a text, circle the key vocabulary given.</li> <li>(ii) infer the meaning of these words using contextual clues (i.e. a strategy for looking at words or clues before and after the new word).</li> <li>(iii) arrange sentence parts to form complete and meaningful sentences.</li> </ul>
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	‘Save the Earth’ text, sentence strips, word cards.
<b>Added Values:</b>	Thinking skills, Multiple Intelligences

#### **Steps:**

##### **Pre-Reading**

1. Pupils recap what they have learned in the previous lesson.
2. Pupils recall some of the strategies on how to save the earth that they came up with.

##### **While-Reading**

##### **Activity 1**

3. Pupils read the text silently(available on Power Point slides) and write down the difficult words

#### **Save the Earth**

In this century, many animals and plants are dying due to climate change around the world. Many animal and plant species have become extinct and have lost their habitat. In Malaysia, World Wildlife Federation (WWF)-Malaysia helps us reduce greenhouse gas emissions in the environment. Firstly, they help protect our forests. Secondly, they help us save marine life that absorbs carbon dioxide to reduce greenhouse effect. Finally, awareness campaigns and activities are carried out in schools and in local communities throughout Malaysia.

4. Read the text and introduce the new words below.

#### Wall Chart for "Save The Earth"

<b>climate</b>	<b>habitat</b>	<b>protect</b>	<b>forests</b>
<b>earth</b>	<b>greenhouse</b>	<b>emissions</b>	<b>environment</b>

5. Get pupils to repeat the new words
6. Distribute the text and ask pupils to skim and scan the text. Pupils circle the 8 words above.

(Notes: *To skim is to look quickly over a section of text to get a general idea of the meaning; to scan is to look quickly over the text looking for a specific word(s) or meaning.* [http://www.englishpracticeonline.com/resources/reading/skimming\_and\_scanning.html])

7. Ask pupils to infer the meaning of the words using contextual clues. Show the word cards with their meanings.

#### Word Cards

<b>climate</b> a weather condition	<b>habitat</b> a place where a plant or animal is found
<b>protect</b> to make sure somebody/something is not harmed	<b>forests</b> a large area of land covered with trees
<b>earth</b> world or planet	<b>greenhouse</b> rise in temperature on the earth
<b>emissions</b> sending out	<b>environment</b> the natural world which we live

Oxford Advanced Learner's Dictionary (8<sup>th</sup> Edition) 2010

#### **Activity 2**

8. Get pupils to practice reading aloud the text individually and in groups.
9. In groups of four or five, pupils are given an envelope that has phrase strips (more depending on their level of proficiency). Ask pupils to read and arrange the phrase strips to form complete and meaningful sentences.

In this century,  
many animals and plants are dying  
due to climate change around the world.

Many animal and plant species  
have become extinct  
and have lost their habitat.

In Malaysia, WWF-Malaysia  
helps us reduce greenhouse gas emissions  
in the environment.

Firstly,  
they help protect  
our forests.

Secondly, they help us  
save marine life that absorb carbon dioxide  
to reduce greenhouse effect.

Finally, awareness campaigns and activities  
are carried out in schools and  
in local communities throughout Malaysia.

10. Pupils paste their answers on the board.

11. In groups, pupils read aloud their answers. Give feedback.

### **Post-Reading**

12. Get pupils to fill in the missing letters by reading the meaning provided.

Example:

a) \_ \_ r \_ \_ t \_

a large area of land  
covered with trees

b) \_ m \_ \_ \_ \_ o \_ \_

sending out

c) \_ \_ e \_ \_ \_ \_ o \_ \_

rise in temperature  
on the earth



<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	Save the Earth
<b>Learning Standards:</b>	3.2.2(c)
<b>Objectives:</b>	By the end of the lesson, pupils will be able to: write messages about saving the earth to be put on a wishing tree.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	a wishing tree (a dried branch of a tree or a cut out from cardboard)
<b>Added Values:</b>	Creativity and Innovation, Multiple Intelligences

**Steps:**

**Pre-Writing**

1. Show pupils pictures with phrases on environmental awareness.

**Examples:**



(Picture source: <http://www.pixics.com/175-651-large/i-love-green-wall-decal.jpg>)



(Picture source: [http://www.burnbarrel.org/graphics/Stop\\_Burn\\_Save\\_Earth.JPG](http://www.burnbarrel.org/graphics/Stop_Burn_Save_Earth.JPG))



(Picture Source:

[http://fc03.deviantart.net/fs18/f/2007/215/c/2/poster\\_\\_Save\\_Our\\_Forest\\_by\\_environment.jpg](http://fc03.deviantart.net/fs18/f/2007/215/c/2/poster__Save_Our_Forest_by_environment.jpg))



(Picture source: [http://rlv.zcache.com/stop\\_pollution\\_save\\_earth\\_button-p145452188039416352t5sj\\_400.jpg](http://rlv.zcache.com/stop_pollution_save_earth_button-p145452188039416352t5sj_400.jpg))

2. Pupils read the captions/messages from the pictures.

**Writing**

3. Give pupils some examples of how to write messages to save the earth. Also give them some useful words and phrases they can use.

Examples:



4. Distribute small pieces of manila card to pupils. They cut the card into the shape of a leaf.
5. Get each pupil to write his/her own message. (their wishes for the earth)

### **Feedback**

6. Ask pupils to present their messages to their friends. (higher proficiency pupils may present theirs in the form of a poem or jazz chant).
7. Pupils stick or hang their messages on a wishing tree.

<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	Save the Earth
<b>Learning Standards:</b>	5.1.1(b)(c)
<b>Objectives:</b>	By the end of the lesson, pupils will be able to (i) write the plural form of nouns. (ii) rewrite sentences using the plural form of the nouns.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Task sheet, picture cards
<b>Added Values:</b>	Values and Citizenship

**Steps:**

**Presentation**

1. Show pupils pictures of singular nouns and plural nouns, i.e. a book, two books, a toy car, three toy cars. Pupils answer a few questions regarding the pictures. Eg: How many trees are there?

2. Introduce the concept of singular and plural nouns to the pupils. Explain the rules by giving them some examples and sentences.

Examples:

Singular Noun	Plural Noun
book	books
watch	watches
baby	babies
leaf	leaves
mango	mangoes
child	children
ox	oxen

**Practice**

3. Give pupils Task Sheet 1 to write the plural form of the nouns given.
4. Discuss the answers with the pupils.

**Production**

5. Give pupils Task Sheet 2. They rewrite sentences by changing the singular nouns to their plural forms.

Task Sheet 1  
Singular and Plural Nouns

Name: \_\_\_\_\_ Class: Year 4 \_\_\_\_\_

Write the plural form of the words below.

- |                     |                      |
|---------------------|----------------------|
| 1. forest - _____   | 2. animal - _____    |
| 3. plant - _____    | 4. activity - _____  |
| 5. campaign - _____ | 6. community - _____ |
| 7. field - _____    | 8. message - _____   |
| 9. child - _____    | 10. leaf - _____     |
| 11. house - _____   | 12. school - _____   |

## Task Sheet 2

### Singular and Plural Nouns

Name: \_\_\_\_\_ Class: Year 4 \_\_\_\_\_

Rewrite these sentences in the plural form.

Example: The animal is dying.

The animals are dying.

(Note the change in the verb-to-be form from 'is' to 'are'.)

1. We must protect the forest.

\_\_\_\_\_

2. We must grow a plant.

\_\_\_\_\_

3. We must have an awareness campaign.

\_\_\_\_\_

4. We should not pluck the leaf.

\_\_\_\_\_

5. We can carry out an activity in school to save the earth.

\_\_\_\_\_



## POWERPOINT SLIDES

### WHILE READING

1

#### Save the Earth

In this century,  
many animals and  
plants are dying  
due to climate  
change around the  
world.



2

Many animal  
and plant  
species have  
become  
extinct and  
have lost their  
habitat.



In Malaysia, WWF-Malaysia helps us reduce greenhouse gas emissions in the environment.



Firstly, they help protect our forests.



5

Secondly, they help us save marine life that absorb carbon dioxide to reduce greenhouse effect.



6

Finally, awareness campaigns and activities are carried out in schools and in local communities throughout Malaysia.



7

## The end



32 kids plant trees to mark World Earth Day. A *gotong-royong* and tree-planting campaign was held at Pullman Putrajaya Lakeside to commemorate World Earth Day recently.  
([The Star Online](#), Wednesday May 11, 2011)

8

## Picture source:

Slide 1:

[http://www.cosmosmagazine.com/files/imagecache/news/files/20070419\\_climate.jpg](http://www.cosmosmagazine.com/files/imagecache/news/files/20070419_climate.jpg)  
<http://beust.com/pics/extinct.gif>

Slide 2:

[http://www.socialistrevolution.org/wp-content/uploads/2010/07/climate-change\\_1509200c.jpg](http://www.socialistrevolution.org/wp-content/uploads/2010/07/climate-change_1509200c.jpg)  
<http://minerals.usgs.gov/east/environment/Snowbankfire.jpg>

Slide 3:

<http://www.myclimatechange.net/UserImage/3/Definition/GreenhouseEffect.jpg>  
<http://www.treehugger.com/20100428-melting-arctic%20ice.jpg>

Slide 4:

<http://seagrant.uaf.edu/news/02ASJ/images/fire2.jpg>  
<http://cdn.onlineshop.wwf.org.au/media/WWF-LYF-Right-Hand-Side-Logo.png>

Slide 5:

<http://www.csrdigest.com/wp-content/uploads/2011/04/50th-anni-WWF-marine.jpg>  
<http://www.worldwildlife.org/what/wherewework/WWFimgFullitem7933.jpg>

Slide 6:

<http://www.pixics.com/175-651-large/i-love-green-wall-decal.jpg>  
[http://fc03.deviantart.net/fs18/f/2007/215/c/2/poster\\_Save\\_Our\\_Forest\\_by\\_environment.jpg](http://fc03.deviantart.net/fs18/f/2007/215/c/2/poster_Save_Our_Forest_by_environment.jpg)

Slide 7:

[http://thestar.com.my/archives/2011/5/11/central/m\\_pg21franck.jpg](http://thestar.com.my/archives/2011/5/11/central/m_pg21franck.jpg)

**Theme:** World of Self, Family and Friends

**Topic:** The Magic of Shopping

**Learning Standard:** 1.3.1 (a) (c)

**Objectives :** Pupils should be able to

- i) answer WH questions based on the dialogue
- ii) to predict outcomes of a situation.

**Time:** 60 minutes

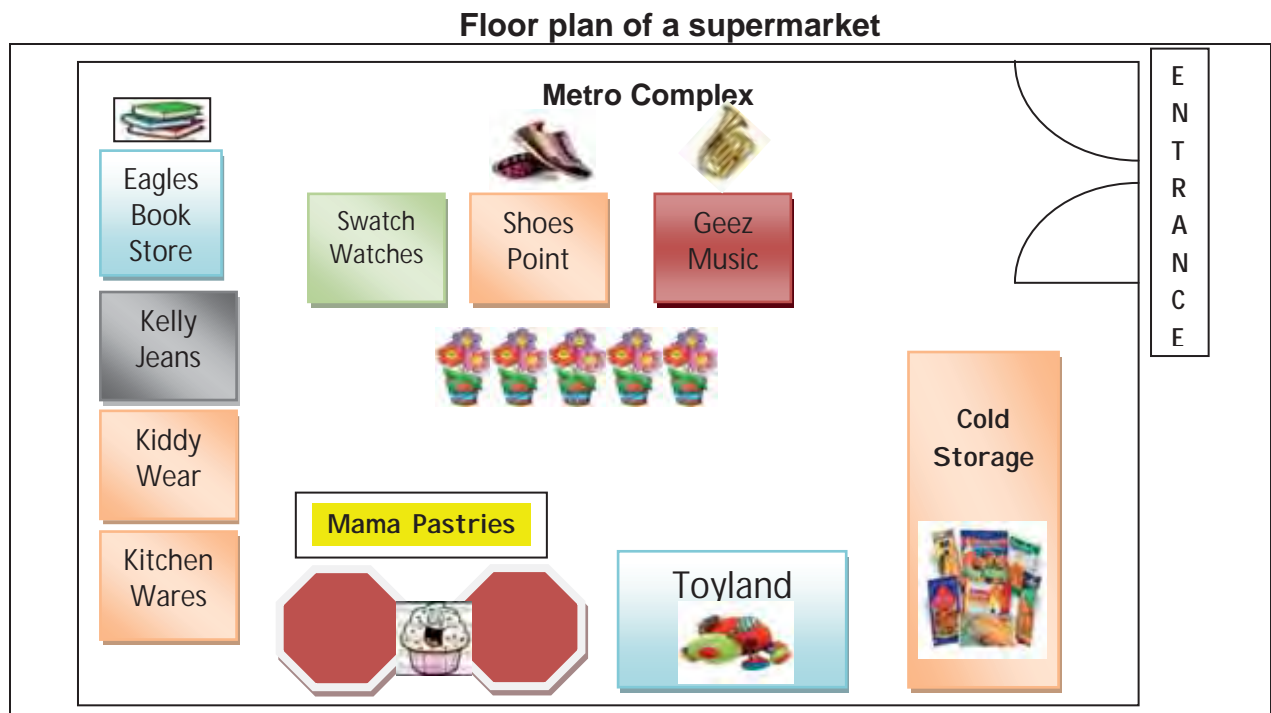
**Teaching Aids:** Dialogue (pre-taped), floor plan of a shopping complex, Task Sheet 1.

**Added Values:** Values and Citizenship, Thinking Skills, Entrepreneurship

**Steps :**

**Pre-Listening**

1. Show the floor plan of a shopping complex on the PowerPoint slide or chart.



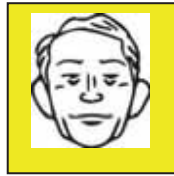
2. Ask the class to talk about the different stores they can see in the floor plan.
3. Encourage pupils to talk about their own shopping experiences.

**While-Listening**

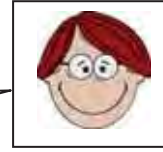
4. Distribute Task Sheet 1 and explain what pupils have to do.
5. Get pupils to listen to a dialogue and complete Task Sheet 1.

## The Magic of Shopping

Last Sunday, Mr and Mrs Chan took Jo Soon shopping at the Metro Complex.



Happy birthday, son. Here's RM50.  
You can buy a gift for yourself.



Thanks dad.

First, they walked into Shoes Point. There was a 50% discount on sports shoes. Then, they stopped by Eagles Book Store. Finally, they walked into Toyland.



Look dad ! A red sports car.  
I like that. Oh ! RM70. But I have only  
RM50.



Do you really need that red sports car?  
Think Joshua. What do you really need ?

Joshua looked at his father and thought for a while.



No, dad. I don't really need that red  
sports car. I need a pair of sports shoes . My  
old ones have worn out.



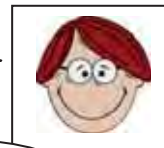
That 's very good thinking Joshua. I am very  
proud of you. Let's go back to Shoes Points.

Finally, Joshua bought a good pair of shoes at 50% discount. He had RM20 left.



So son, what are you going to do with your RM20?

Well, there's a charity drive in school for  
Shafiq. He had an accident. Maybe I'll  
give him the money.



That's a good idea. Maybe you and your friends  
could also make some sandwiches and sell them to  
raise funds for Shafiq.

Yes, Mum. I'll do that.



What a magical shopping day it was! The day that changed Joshua's heart.

### Task Sheet 1

1. \_\_\_\_\_

Happy Birthday , son. Here's RM50.  
You can buy a gift for yourself.

2. \_\_\_\_\_

Look, dad! A red sports car. I like  
that. Oh! RM70. But I have only  
RM50.

3. \_\_\_\_\_

That's very good thinking Joshua. I  
am very proud of you. Let's go back  
to Shoes Point.

6. Ask Wh-questions and guide pupils to answer orally.

#### **Examples:**

*Who are the people in the dialogue?*

*Where did they go?*

*Why did they go to the supermarket?*

*How much did his father give him?*

*What did he want to buy?*

*How did his father advise him?*

*What did he buy?*

*What did Joshua learn on his shopping trip?*



**Note:**

You may use STAD questioning technique by following the steps below.

- (i) Number the pupils in each group
- (ii) Call out a number at random.
- (iii) Pupils with that number answer the questions.
- (iv) Group leader assists if pupils are unsure of the answer.
- (v) Give points to each group.

For more information on STAD, refer to attachment.

**Post-Listening (Speaking)**

7. Divide pupils into groups. Give each group a question. Get them to discuss the possible answers in their groups.

1. What do you think would have happened if Joshua had bought the red sports car?
2. If you were Joshua, how would you have spent your last RM20?
3. What other ways could Joshua raise funds for Shafiq or help him?

8. Encourage pupils to share their responses.

**Notes :**

**A. STAD group workout**

**1. What is STAD learning style?**

STAD means Students Team Achievement Development – a learning process that brings out maximum participation of all the pupils including the weaker ones.

Focus :

- 1.1 Every pupil is important and is given opportunities to participate orally, actively and meaningfully.
- 1.2 Every pupil learns to appreciate each other's weakness, strength, views and talents.
- 1.3 Each pupil is given repetitive drills as they learn to work in a team. No one is to be left out, so the remedial and weakest groups will have meaningful and real learning inside and outside of the classroom.

**2. How is STAD being carried out in the school ?**

- 2.1 Teacher must know his/her pupils and able to identify each child's level and characters.
- 2.2 Each group consists of different levels of pupils.
- 2.3 Choose a capable group leader that would be able to breathe life into the group.
- 2.4 Select a group assistant from the weaker groups to develop Leadership Skills
- 2.5 Each member of the group is given a number.
- 2.6 Group to brainstorm and name their groups respectively.

**3. What happens during teaching and learning process?**

- 3.1 Each time an oral response is needed from the class, the teacher will call out a number.

**Example:**

Number 3, please listen and answer the question.

- 3.2 Number 3 of each group will stand and be ready to respond.
- 3.3 The first pupil of number 3 raises his/ her hand gets to answer.
- 3.4 10 marks is given to the first group for each correct response.
- 3.5 If the pupil fails, the group leader can help.
- 3.6 3 marks is given when group members help.
- 3.7 At the end of three months, the group with the most marks gets a reward.

## **B. Pupils' Reflection**

### **1. Why Pupils' Reflection?**

- 1.1 We are aware that children today :
  - a) have less opportunities to really talk to their parents, grandparents and teachers.
  - b) spend more time in front of computers or televisions and sending text on the hand phones.
- 1.2 Therefore, meaningful lessons in school need to provide platforms or situations for them to share their thoughts or feelings that would develop the inner values of the children.

### **2. How is Pupils' Reflection being carried out in class ?**

- 2.1 Five minutes before the lesson ends, the pupils are encouraged to :
  - 2.1.1 share and talk about how they feel/ like or dislike in their STAD groups after L/S/R lessons
  - 2.1.2 write a few sentences individually onto their exercise books at the end of the writing lesson
  - 2.1.3 draw a smiley or write a simple phrase ( remedial pupils)

**3. What are outcomes ?**

- 3.1 There are real positive changes of characters and mindset among the pupils.
- 3.2 Teachers learn to understand and know the pupils better, enabling them to develop real learning in class.

<b>Theme :</b>	World of Self, Family and Friends
<b>Topic:</b>	The Magic of Shopping
<b>Learning Standards:</b>	2.2.2 (a)(b), 2.2.3 (a)
<b>Objectives :</b>	Pupils should be able to i) read and understand a dialogue by sequencing events.
<b>Time :</b>	60 minutes
<b>Teaching Aids:</b>	Dialogue (The Magic of Shopping), floor plan of a shopping complex, number stickers (1-6), sentence strips
<b>Added Values :</b>	Thinking Skills, Entrepreneurship
<b>Steps:</b>	

### **Pre-Reading**

1. Show the floor plan of a shopping complex on PowerPoint.
2. Get pupils to identify and read out the names of the stores in the floor plan.

### **While- Reading**

3. Divide pupils into groups of 4.
4. Distribute the dialogue (make print outs of the dialogue 'The Magic of Shopping' that can be found in the L&S lesson plan).
5. Give each group a floor plan of the shopping complex (Handout 1).
6. Give pupils number stickers.
7. Get pupils to read the dialogue and paste the numbers onto the floor plan according to the sequence of events. Check pupils' answers.

8. Give sentence strips each group.

**Example:**

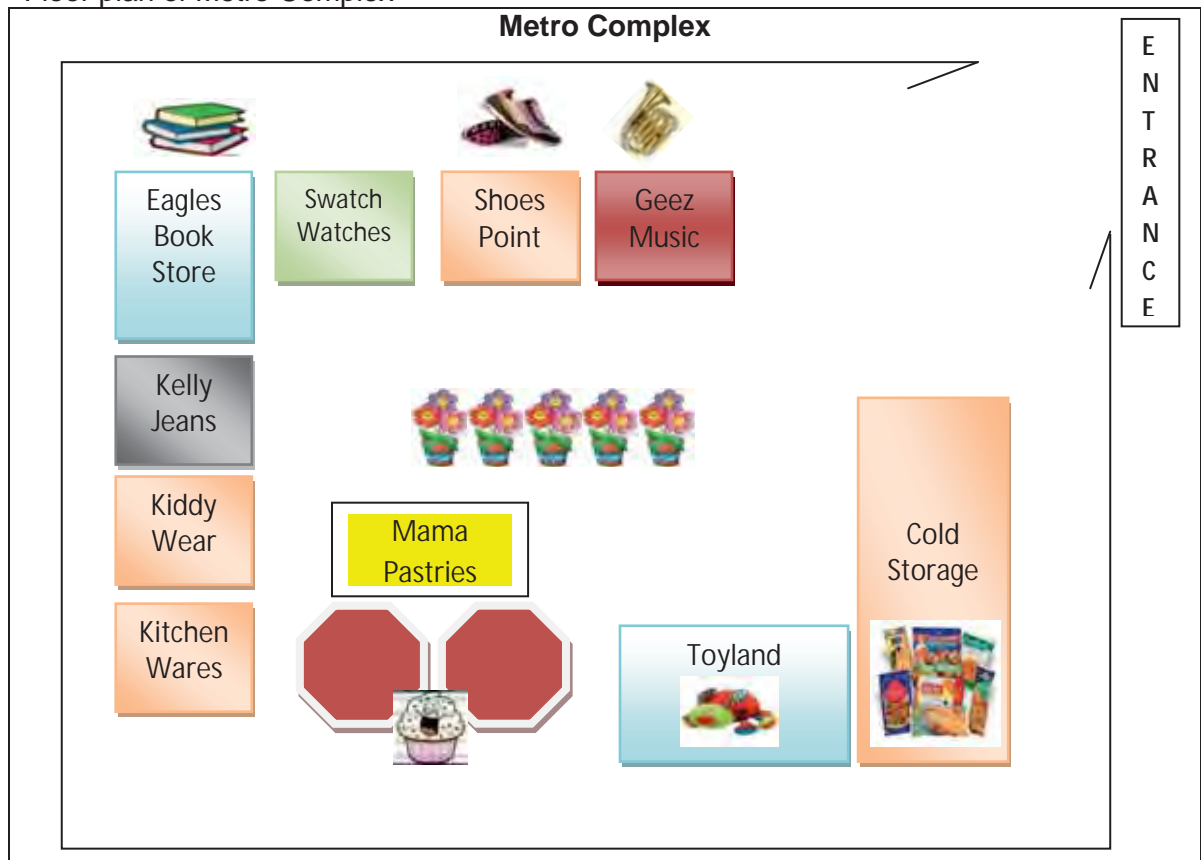
Joshua went shopping with his parents at Metro Complex.
First, he went to Shoes Points but he did not buy any pair of shoes.
Then, he went to Eagles Book Store but he did not buy any book.
Later, he went to Toyland and he wanted to buy a red sports car.
His father advised him.
Finally, he went to Shoes Points and bought a pair of sports shoes.

9. Get pupils to arrange the sentence strips according to sequence and read their answers to the class.
10. Assign each group a character (Father/Mother/Joshua/Narrator) and get pupils to read the dialogue aloud.

**Post-Reading**

11. Get pupils to share what they would do if they were given RM50.

Floor plan of Metro Complex



**Notes :**

Teachers need to modify the size of the floor plan for group work according to their pupils' need and activities.

<b>Theme:</b>	World of Self, Family and Friends
<b>Topic:</b>	The Magic of Shopping
<b>Learning Standards:</b>	3.1.1 (a) (b) (c), 3.3.1(a)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>(i) complete phrases and sentences correctly</li> <li>(ii) write a simple recipe</li> </ul>
<b>Time:</b>	60 minutes
<b>Teaching Aids :</b>	Task Sheets 1 & 2, egg sandwich recipe
<b>Added Values:</b>	Creativity and Innovation

#### **Steps :**

#### **Pre-Writing**

1. Get pupils to recap the dialogue.
2. Discuss Joshua's mum's suggestion that he and his friends make egg sandwiches.
3. Get pupils to talk about whether they like egg sandwiches and if they know how to make them.

#### **Writing**

4. Pupils read the recipe aloud.
5. Teach pupils how to write a simple recipe. Introduce the elements of a recipe.
  - Title
  - Ingredients
  - Method
6. Get pupils to complete Task Sheet 1 and 2.



7. Ask the pupils to write a simple recipe in groups.

**Example:**

- Tuna sandwich
- Chicken sandwich

**Feedback**

8. Allow pupils to present their recipes in a Gallery Walk.
9. Allow other pupils to give comments or feedbacks on the recipes.

**Enrichment:**

Get pupils to brainstorm and write suggestions on how to sell the sandwiches in terms of packaging and price in their groups.

### **Egg Sandwich Recipe (To make 40 sandwiches)**

#### **Ingredients**

80 slices of bread

30 hard-boiled eggs

250g of butter

4 medium-sized cucumbers

Salt and pepper to taste



#### **Methods**

1. Mash the eggs in a big mixing bowl.
2. Add a pinch of salt and pepper into the mixture.
3. Slice the cucumber thinly.
4. Spread some butter evenly on the bread.
5. Spread the egg mixture evenly on the bread.
6. Add the sliced cucumbers thinly.
7. Cut the sandwiches into triangles.
8. Pack the sandwiches.

## Task sheet 1

Name: \_\_\_\_\_

Class: \_\_\_\_\_

A. Complete the chart with information from the recipe.

Recipe for making \_\_\_\_\_



### Ingredients

- 80 \_\_\_\_\_
- 30 \_\_\_\_\_
- 250g \_\_\_\_\_
- 4 \_\_\_\_\_
- \_\_\_\_\_  
to taste



### Methods

1. \_\_\_\_\_  
in a big mixing bowl.
2. \_\_\_\_\_  
into the mixture.
3. \_\_\_\_\_  
thinly and evenly.
4. \_\_\_\_\_  
on the bread.
5. Add the sliced cucumbers.
6. \_\_\_\_\_ and \_\_\_\_\_  
the sandwiches.

## Task sheet 2

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Fill in the blanks with information from the recipe and Task Sheet 1.

Joshua and his classmates are going to prepare egg sandwiches in class. Mrs. Phang, their class teacher, is going to help them. How are they going to prepare the egg sandwiches?

First, \_\_\_\_\_  
\_\_\_\_\_.

Then, add \_\_\_\_\_.

Cover the bowl and put it aside. \_\_\_\_\_  
with a sharp knife.

Next, \_\_\_\_\_ on the bread. Scoop the  
egg mixture with a tablespoon, and \_\_\_\_\_.  
Add \_\_\_\_\_ and finally cut \_\_\_\_\_  
\_\_\_\_\_.

**Theme:** World of Self, Family and Friends

**Topic:** The Magic of Shopping

**Learning Standards:** 5.1.1(a) (b) (c) (d) ( e)

**Objectives:** By the end of the lesson, pupils should be able to

- (i) categorise countable and uncountable nouns
- (ii) complete sentences with singular and plural nouns

**Time:** 60 minutes

**Teaching Aids:** Task Sheets 1-4, word cards

**Added Values :** Contextualism

**Steps:**

**Presentation**

1. Draw a two column table on the board.
2. Give instructions to pupils to form groups and distribute sets of word cards (countable/uncountable nouns) to each group. Each group is given a different set of cards.

**Examples:**

toy	book	salt	pepper
butter	shoe	shirt	egg
bread	cucumber	watch	bowl

**Note:**

Use other nouns that have introduced in the dialogue and recipe for egg sandwiches.

3. Ask pupils to paste their word cards in the two column table.
4. Guide pupils to the understanding of countable and uncountable nouns.

5. Draw pupils attention to countable nouns in their singular or plural forms in the dialogue or recipe for egg sandwiches.

### **Practice**

6. Get pupils to complete Task Sheet 1.
7. Guide pupils to write the plural forms of the countable nouns in Task Sheet 1
8. Teach the Twinkle Clap drill. Use the words learnt above.

#### How to clap

1. Clap twice on the thigh
2. Clap your hands once

(Follow the rhythm)

"We will. We will rock you" in slower motion.

#### **Twinkle Twinkle Little Star**

Twinkle twinkle little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky

( Teacher ) I say - box  
( Pupils ) We say - boxes

( Teacher ) I say - fox  
( Pupils ) We say - foxes

( Teacher ) I say - class  
( Pupils ) We say - classes

( Teacher ) I say - glass  
( Pupils ) We say - glasses

Twinkle twinkle little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky

**Production**

10. Get pupils to complete Task Sheet 2.

**Enrichment:**

Guide pupils to complete Task Sheet 3 & 4.

**Remedial:**

Guide pupils to cut out singular and plural nouns from newspaper headings and paste the words in the vocabulary folio.

## Task sheet 1

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Let's group the words accordingly.

cap

robot

soup

blouse

net

noodles

ink

soap

salt

eraser

rice

brush

racquet

vinegar

butter

dictionary

T-shirt

### Countable Nouns

### Uncountable Nouns

## Task sheet 2

Name: \_\_\_\_\_

Class: \_\_\_\_\_

A. Complete the sentences with the correct form of the nouns (singular or plural)

1. There were many \_\_\_\_\_ (toy) in Toyland and Joshua wanted to buy a \_\_\_\_\_ (toy car).
2. Mrs. Phang keeps a dozen of \_\_\_\_\_ (egg) in two big \_\_\_\_\_ (basket).
3. The \_\_\_\_\_ (customer) were looking for some \_\_\_\_\_ (shirt) in the shop.
4. Puan Su who is a \_\_\_\_\_ (housewife) took her three \_\_\_\_\_ (child) shopping.
5. The two \_\_\_\_\_ (chef) cooked the delicious \_\_\_\_\_ (noodle) for the guests.
6. There were several \_\_\_\_\_ (box) of erasers and \_\_\_\_\_ (sharpener) on the table.
7. Two \_\_\_\_\_ (salesgirl) help the customer to look for a \_\_\_\_\_ (shirt).
8. Mrs. Rosy bought some \_\_\_\_\_ (flour) and a bunch of red \_\_\_\_\_ (flower).



9. We need a little \_\_\_\_\_(salt) and some \_\_\_\_\_(pepper) in the soup.
10. The pupils brought some \_\_\_\_\_(brush) to paint those  
\_\_\_\_\_ (desk) outside.
11. Some \_\_\_\_\_(man) carried the new \_\_\_\_\_(furniture) into  
the living room.
12. Those \_\_\_\_\_(lady) usually have tea with their \_\_\_\_\_(friend) once  
a month.
13. We saw fresh \_\_\_\_\_(tomato) and vegetables beside the  
frozen food.
14. Cik Maria needs some \_\_\_\_\_(envelope) to send those  
\_\_\_\_\_ (letter).

### Task sheet 3

Name: \_\_\_\_\_

Class: \_\_\_\_\_

A. Identify and correct the error in each sentence. Rewrite the sentences.

1. Mrs. Ruby has some lovely dress for formal function.

\_\_\_\_\_

2. Some of the guest arrived early last night.

\_\_\_\_\_

3. Two rows of shophouses were destroyed in the fire.

\_\_\_\_\_

4. The dentist extracted two bad tooth and the patient was in pain.

\_\_\_\_\_

5. Both the shepherd led the flock of sheeps along the river.

\_\_\_\_\_

6. The butchers chops the thick meat with a sharp knives every morning.

\_\_\_\_\_

7. Madam Goh has many short story to tell her four grandchild.

\_\_\_\_\_

8. There were fresh apple, orange , pear and green vegetable at the stall.

\_\_\_\_\_

## Task Sheet 4

Rewrite this passage, changing the words in **bold** into the plural form. Make sure your sentences are grammatically correct.

Shafiq was resting in the ward. The **doctor** and **nurse** were busy helping the **patient**. There were a **bottle** of medicine, a **glass** of water and a **cup** on the **tray**.

Half an hour later, Joshua and his **friend** arrived. Shafiq smiled and sat up on the bed. Mrs. June brought an **apple** and a **starfruit**.

Joshua handed a **cheque** to him. There was a **tear** in his **eye**.

It was a memorable day for everyone.

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Well done!  
I am proud of you.

**Theme:** World of Knowledge

**Topic:** Green Car

**Learning Standards:** 1.1.4, 1.3.1 (a)

**Objectives:** By the end of the lesson, pupils should be able to:

- (i) talk about the features, functions and benefits of the Green Car.
- (ii) listen to sentences about the different types of Green Cars and state whether they are true or false.

**Time:** 60 minutes

**Teaching Aids:** Power Point (Green Car)

**Added Value:** Thinking Skills

**Steps:**

**Pre-Listening**

1. Show pupils pictures of three cars (one Green Car and two traditional cars, all unlabelled).
2. Ask pupils whether they have seen all those cars, and which one stands out. Bring their attention to the Green Car and elicit their initial ideas about it by asking them questions.

*Sample questions:*

- *Have you seen this car before?*
- *What do you think it is called?*
- *What makes it different from the other cars?*

**While-Listening**

1. Introduce the Green Car and help the pupils understand its features, functions and benefits by asking and helping them answer these questions:
  - What is a Green Car?
  - What kind of energy does a Green Car use?
  - Is the Green Car environmentally friendly?
  - How does the Green Car help protect our environment?

*\*See attached information about Green Cars.*

2. Introduce and explain the five types of Green Cars using the pictures and notes in the Power Point slides.
3. Read aloud the sentences below to the class. Pupils listen and write 'True' or 'False' for each statement on a piece of paper.
  - (a) The Green Car is environmentally friendly.
  - (b) The Green Car harms our environment.
  - (c) The Green Car uses less petrol.
  - (d) The Green Car causes acid rain.
  - (e) There are only three types of Green Cars.
  - (f) The Hybrid car has an electric motor.
  - (g) The Electric Car uses electricity.
  - (h) The Hydrogen Car uses oxygen.
  - (i) The Biodiesel Car uses electricity.
  - (j) The Cell Car is bad for the environment.
4. Discuss the answers with the pupils.

### **Post-Listening**

Divide pupils into groups. Give them the following scenario:

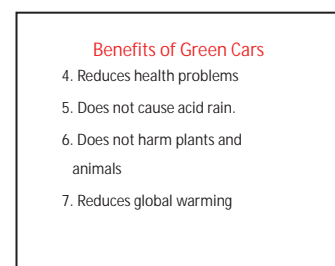
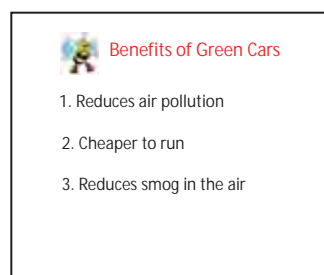
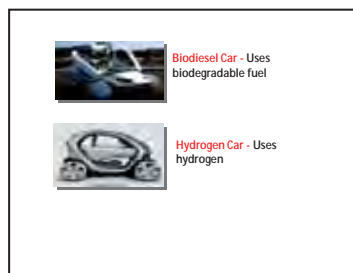
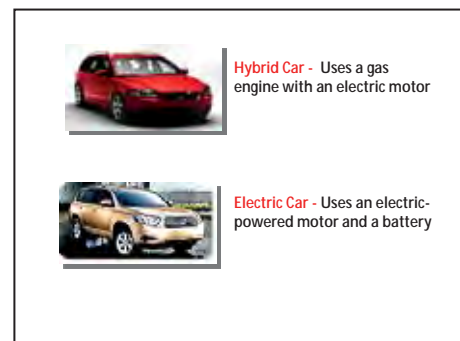
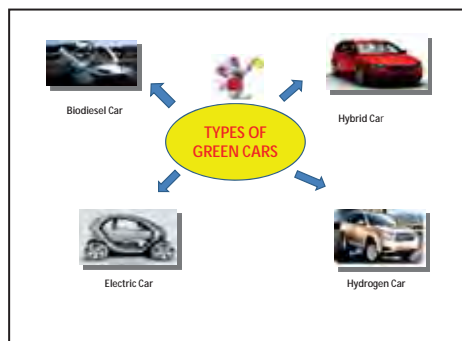
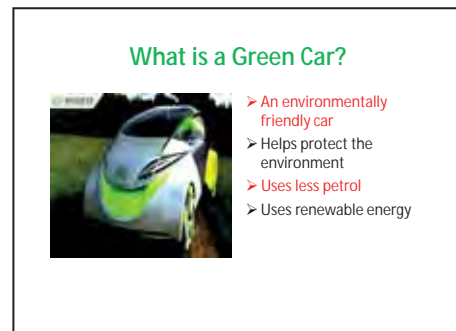
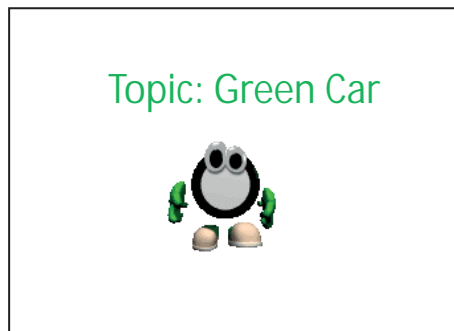
Their parents are planning on buying a new car. They want to convince their parents to buy a Green Car instead of a traditional car.

1. In their groups, pupils come up with a simple presentation to promote the Green Car to their parents. Points to include in their presentation:
  - what a Green Car is
  - features of the Green Car
  - how the Green Car operates
  - benefits of Green Cars.
2. The groups take turns to present a simple summary of their points to the class.

## Information about the Green Car

1. It is an environmentally friendly car.
2. It uses less petrol.
3. It uses renewable energy sources.
4. It does not have to rely on expensive imported petrol.
5. It decreases air pollution.
6. It reduces the smog in the air.
7. It reduces the risk of health problems.
8. It does not contribute to acid rain.
9. It does not threaten animals and plants.
10. It reduces global warming.

### Power Point Slides



<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	Green Car
<b>Learning Standards:</b>	2.2.2 (b), 2.3.1 (b)
<b>Objective:</b>	By the end of the lesson, pupils should be able to complete an advertisement about the Green Car using information from a passage read.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Reading handout (Green Car), Task Sheet 1
<b>Added Value:</b>	Thinking Skills

### **Steps:**

#### **Pre-Reading**

1. Display the picture of the Green Car on Power Point.
2. Help pupils recap the information about the features and benefits of the Green Car, and the five types of Green Cars they learned about in the previous lesson.

#### **While-Reading**

1. Distribute the reading handout (or alternatively, show the passage on a Power Point slide or poster). Pupils read the passage individually.
2. Pupils get into groups. Distribute Task Sheet 1 to each group. Pupils use the information from the passage to complete the advertisement.

#### **Post-Reading**

1. When all the groups are done, they take turns to present their completed advertisements to the class.
2. Check their answers and provide feedback.

#### **Reading Handout**

The Green Car is an environmentally friendly car. It uses less petrol. It is powered by renewable energy. The Green Car is cheaper to run and maintain. It reduces smog and global warming. It also reduces the risk of health problems. You can get the Green Car at an affordable price. This car is certainly a car for the future.

## Task Sheet 1

Use the information from the passage you have read to complete this advertisement about the Green Car.



**New!!**  
**A Car for the**  
**\_\_\_\_\_!!**

**Save our World!**

Buy the Green Car!

\_\_\_\_\_ Friendly

Uses less \_\_\_\_\_

Powered by \_\_\_\_\_ energy

\_\_\_\_\_ to run and maintain

Reduces \_\_\_\_\_

Reduces global \_\_\_\_\_

Reduces risk of \_\_\_\_\_ problems

**Affordable \_\_\_\_\_!**  
**Call now for test drive**



<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	Green Car
<b>Learning Standards:</b>	3.1.1 (b), 3.2.1 (b)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to: (i) transfer information about two types of cars from a linear to a non-linear text. (ii) write sentences about the Green Car.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Reading handout (Traditional Car vs. Electric Car), Task Sheet 1, Task Sheet 2
<b>Added Value:</b>	Thinking Skills

### **Steps:**

#### **Pre-Writing**

1. Display one of the completed advertisements from the previous lesson.
2. Guided by the advertisements, pupils recall the information about the Green Car, and the five types of Green Cars.



#### **Writing**

1. Divide pupils into groups. Distribute the reading handout and Task Sheet 1.
2. Pupils use the information about the Electric Car (one type of Green Car) in the reading handout to complete Task Sheet 1.
3. Tell pupils to imagine that their parents are planning on buying a new car. Ask pupils which car they think their parents should buy, and why. Lead the discussion towards the benefits of the Electric Car over the traditional car.
4. Distribute Task Sheet 2. In pairs, pupils write a simple paragraph about why their parents should buy the Electric Car.

#### **Feedback**

1. Each pair joins up with another pair and they take turns to present their work to one another.
2. Encourage pupils to give each other peer feedback. Comment on their work and give them suggestions for improvement.

## Reading Handout

Traditional Car vs. Electric Car	
	
The traditional car is quite affordable. It is powered by petrol. So, it is expensive in the long run. As the car emits smoke, it can cause air pollution. Besides that, it can contribute to noise pollution because the engine is noisy.	The electric car is an environmentally friendly car. It is powered by electricity stored in a battery. It does not emit any smoke and can be recharged at any time. The engine is silent so there is no noise pollution.

## Task Sheet 1

Type of Car	Powered by	Advantages	Disadvantages
Traditional Car			
Electric Car			

## Task Sheet 2

Your parents are planning to buy a car. Write a few sentences about why they should buy an Electric Car. Use the information from Task Sheet 1.

My parents should buy the Electric Car because \_\_\_\_\_

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<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	Green Car
<b>Learning Standard:</b>	5.3.1 (c)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to: (i) form sentences using verbs in the present continuous tense. (ii) complete sentences using verbs in the present continuous tense.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Video (Car Wash), Substitution table (on poster), Task Sheet 1
<b>Added Value:</b>	Constructivism
<b>Steps:</b>	

### **Presentation**

1. Ask pupils if they have ever helped their parents wash a car, and what were the steps involved.
2. Play the first five seconds of the video (Car Wash 0:00-0:05). Pause the video and ask the pupils to describe what the man in the video was doing (eg. spraying water on the car). Write the verb on the board (spraying), and help pupils form a complete sentence using it (The man is spraying water onto his car).
3. Play the next ten seconds of the video (0:05-0:15). Pause the video and ask the pupils what the man was doing next (eg. wiping the bonnet). Write the verb on the board (wiping), and help pupils form a complete sentence using it (The man is wiping the car bonnet).
4. Tell the pupils that as they watch the next part of the video, they are to jot down on a piece of paper all the man's actions. Play the video till the end.
5. When the video ends, pupils call out their words. Write the correct ones on the board (in the form of verbs in the present continuous tense). Pupils form complete sentences using a few of those verbs.
6. Play the whole video again. This time, pupils write sentences to describe what the man is doing (eg. Now, he is washing the wheels).
7. When the video ends, write the pupils' sentences on the board.

- Underline all the verbs in the present continuous tense and ask pupils what those words are called. Introduce the present continuous tense and explain its form and function.

### **Practice**

- Put up the substitution table on the board. Demonstrate how to form sentences using the table.
- Pupils practise forming sentences using one or two of the verbs orally.
- Pupils construct sentences using the rest of the verbs on a piece of paper. Provide guidance and check their answers.

**Substitution Table**







I	am	washing cleaning wiping waxing	the Green Car.
He	is		
She			
Johan			
We	are		
They			
My mum and I			
The boys			

### **Production**

- Distribute Task Sheet 1.
- Pupils complete the sentences with the correct present continuous tense verbs, with guidance.

# Task Sheet 1

Complete the sentences below.

1.		Mr Dali _____ the windscreen of his hybrid car.
2.		Miss Rose _____ sponge and soap to wash her electric car.
3.		The boys _____ the hydrogen car.
4.		I _____ the roof of my biodiesel car using a piece of rag cloth.
5.		Mr Lim and his wife _____ their cell car.
6.		Mr Laban _____ some water onto his green car.

<b>Theme:</b>	World of stories
<b>Topic:</b>	The Magic of Respect
<b>Learning Standards:</b>	1.1.2, 1.3.1(a)
<b>Objectives:</b>	<p>Pupils should be able to</p> <ul style="list-style-type: none"> <li>(i) listen to a recorded story and answer questions about the story orally.</li> <li>(ii) ask and answer questions based on the story heard.</li> <li>(iii) predict alternative outcomes of the story.</li> </ul>
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Recording of the story, figurines/puppets
<b>Added Values:</b>	Creativity & Innovation, Thinking Skills

#### **Steps:**

#### **Pre-Listening**

1. Show pupils the figurine of the young man and beggar.
2. Ask questions about the young man and beggar to elicit pupils' responses.

**Example:** (i) Who is this man? (ii) What is the beggar doing?  
(iii) What is the young man like?

#### **While-Listening**

3. Pupils listen to a recording of the story 'The Magic of Respect'.

#### The Magic Of Respect

Once upon a time in Thailand, a beggar was asking for food. A young man felt sorry for him. He shared his food with the beggar.

The beggar was grateful and thanked the young man. He wanted to give him a gift. So, he taught the young man a magic spell. Nevertheless, the beggar told the young man that he must respect him all his life.

During the drought, a queen wanted to eat a mango. The young man used the magic spell to give her the mango. The King was happy. He wanted to find out who taught the young man the magic spell. The young man was ashamed to tell the truth. At that moment he lost his magic powers.

Adapted from: Spagnoli, Cathy. (2007). *The world of Asian stories – a teaching resource*. Tulika Publishers: India (pp101 – 102)

4. Pupils answer the questions posed by the teacher based on the story heard.

**Examples :**

*Where did the beggar live?*

*Who shared his food with the beggar?*

*What did the beggar teach the young man?*

*Why didn't the magic spell work?*

5. Pupils listen to the recorded text for the second time.

**Note:** Pupils should be allowed to listen to the text again, if needed.

6. Put up the figurines/puppets of the characters in the story – the beggar, the young man, the king and the queen.





7. Divide pupils into 4 groups. Each group takes on a character.
8. Pupils form questions they want to ask other characters.

<b>Note:</b> Guide pupils to formulate questions, based on their level of proficiency.
--

**Examples:**

A      To the beggar  
         -Why were you begging?  
         -Who taught you the magic spell?

B      To the young man  
         -How did you feel when you got the magic spell?

9. Pupils take turns to ask other groups their questions, and also answer questions asked by other groups about their character.

**Post-Listening(Speaking)**

10. Put up this question on the board.

What do you think would have happened if the young man had told the King the name of the beggar?

Pupils discuss their answers in groups and share them with the class.

**Enrichment:**

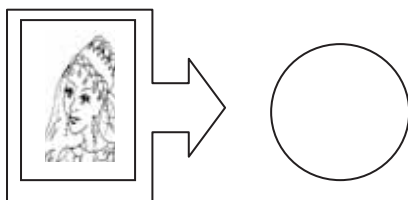
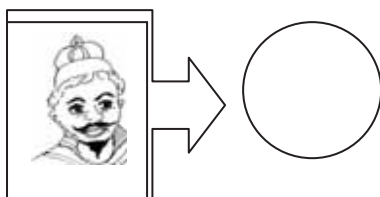
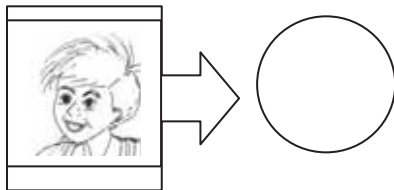
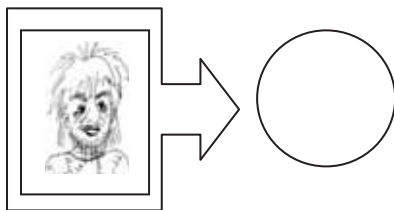
Ask pupil to draw smiley next to the characters (see Task Sheet) and share how they feel about the characters.

### Task Sheet

Children, do you like these people?

Draw a smiley face for each of them.

Tell your teacher how you feel.



<b>Theme:</b>	World of Stories
<b>Topic:</b>	The Magic of Respect
<b>Learning Standards:</b>	2.2.2 (a) (b), 2.2.4(a), 2.3.1(a)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>(i) read a story and locate key words in a dictionary.</li> <li>(ii) write the meaning of the key words in a dictionary folio.</li> <li>(iii) complete sentences with words.</li> </ul>
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Reading text (The Magic of Respect), sentence strips
<b>Added Values:</b>	Contextualism, Values & Citizenship

**Steps:**

**Pre-Reading**

1. Recap the story The Magic of Respect with the pupils.

**While-Reading**

2. Get pupils to read the story silently.

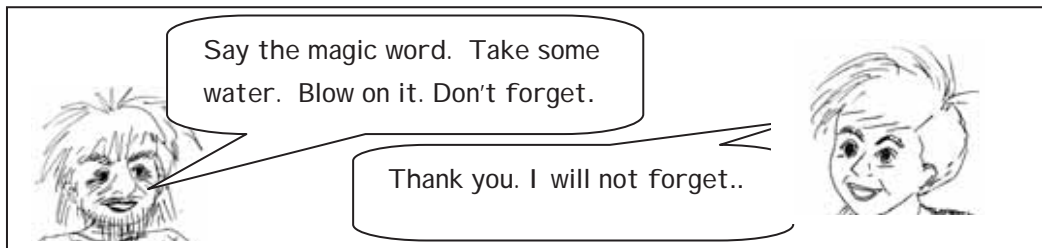
**Note:** Teacher can show the dialogue on PowerPoint.

### The Magic of Respect

Once there lived a beggar in Thailand. One day, he was begging for food.

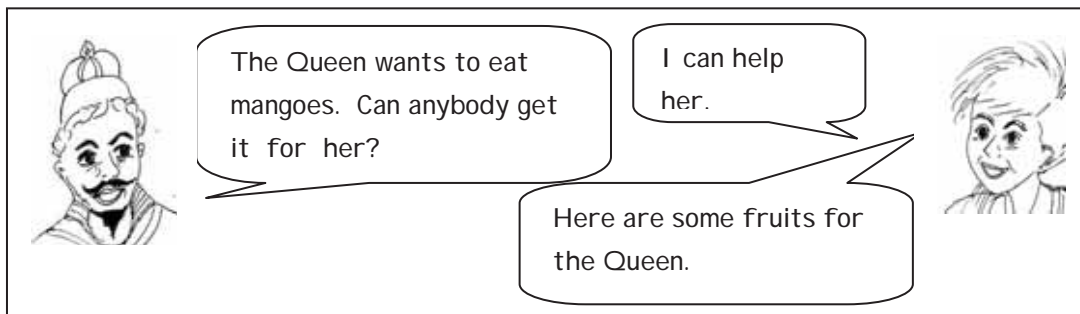


So, the beggar taught the young man a magic spell.



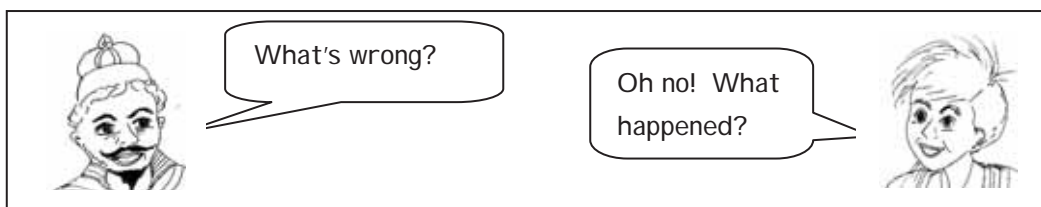
With this wonderful magic, the young man earned many rewards.

During a drought...



So, the King was very happy. He asked the young man who taught him the magic spell. The young man was silent. He was ashamed of the beggar. Then, he lied. He told the King that he learned it from a sage in the forest.

Then, the King asked for another mango. The young man tried to perform the magic spell but it didn't work. He had lost his magic powers because he did not respect the beggar.



3. Discuss with the pupils the importance of respecting others and keeping promises.
4. Ask pupils to use the dictionary to find the meanings of the words underlined.

**Note:**

Teach the pupils how to use the dictionary to locate the required words.  
Guide the weaker pupils.

5. Guide pupils to write the meaning of the **underlined words** in their dictionary folio. (See the example below.)

Date: \_\_\_\_\_

**Words I have learnt today.**

	Word	Meaning
1.	_____	_____
	_____	_____
2.	_____	_____
	_____	_____
3.	_____	_____
	_____	_____

6. Go through the meanings of the difficult words with the pupils.

**Post-Reading**

7. Make stories available in the classroom. Ask pupils to read the stories in groups. Guide pupils to talk about how magic is used in the stories. They talk about the story in groups.

**Example of books:**

1. Beauty and the Beast
2. Sleeping Beauty
3. Pied Piper of Hamelin
4. Peter Pan
5. Harry Potter series

<b>Theme:</b>	World of Stories
<b>Topic:</b>	The Magic of Respect
<b>Learning Standards:</b>	3.1.1 (a), 3.2.2(c)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to <ul style="list-style-type: none"> <li>(i) write phrases to describe characters in a story.</li> <li>(ii) create messages based on the story.</li> </ul>
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Figurines/puppets/pictures, Task Sheet
<b>Added Values:</b>	Creativity & Innovation, Multiple Intelligences
<b>Steps:</b>	

### **Pre-Writing**

1. Show pictures of figurines/puppets of the main characters in the story, 'The Magic of Respect'.
2. Get pupils to describe each character.

### **Writing**

#### **Activity 1**

3. Guide pupils to use the descriptions they came up with earlier to form phrases about each character.  
(**Example:** old → an old beggar)
4. Ask pupils to complete the Task Sheet below.

## Task Sheet

Write a phrase about each of these people.



## **Activity 2**

5. Divide pupils into groups. Distribute drawing paper and marker pens.
6. Assign each group to write a message to the following characters:
  - (a) Group 1: Write to the young man telling him to be more respectful and keep his promises.
  - (b) Group 2: Write to the beggar asking him to forgive the young man and give him his magic power back.
  - (c) Group 3: Write to the king asking him to forgive the young man.
  - (d) Group 4: Write to the queen asking her to convince the king not to punish the young man.

Suggested pupils output:

Dear King,

You are wise and kind. You are a good King.

Please forgive the young man.

Yours sincerely,

Khalid, Ramu and Chee Seng

## **Feedback**

7. Get pupils to present their message to their friends. Ask for feedback from their friends.
8. Ask pupils to write the messages in their exercise books.

## **Enrichment:**

Story chain.

Gather pupils in a group. Select a leader. Start the first line of the story and pupils complete the story. Ask pupils to complete the story with their own words creatively.

Pupils write the story in their exercise books.



**Theme:** World of Stories

**Topic:** Conjunctions

**Learning Standards:** 5.1.4(a), (b)

**Objectives:** Pupils should be able to

- (i) use 'because' or 'so' to join two sentences.
- (ii) construct sentences using the conjunctions 'because' and 'so'.

**Time:** 60 minutes

**Teaching Aids:** Sentence strips, Task Sheets 1 & 2

**Added Value:** Thinking Skills

**Steps:**

**Presentation:**

1. Ask pupils to name their favourite character in the story, 'The Magic of Respect'.
2. Ask pupils to give their reasons.  
  
My favourite character is \_\_\_\_\_ because \_\_\_\_\_.
3. Introduce the conjunctions 'because' and 'so' by giving examples from the story read.

**Example:**

The young man was silent because he was ashamed.

The queen wanted some mangoes so the young man used the magic spell to grant her wish.

4. Guide pupils to construct other sentences using 'because' and 'so'.

**Practice:**

5. Put up the phrases below on the board.
6. Allow pupils to practise combining the sentences orally with guidance.

(a)

The beggar was hungry.

The young man gave him food.

The beggar was hungry **so** the young man gave him food.

(b)

There was a drought.

There were no mangoes.

There was a drought so there were no mangoes.

(c)

The young man could not perform the magic spell.

The young man lied.

The young man could not perform the magic spell because he lied.

(d)

The King was angry.

The young man could not perform the spell.

The King was angry because the young man could not perform the spell.

### **Production**

7. Ask pupils to complete Task Sheet 1 and 2.

#### **Note:**

Remind the pupils to drop the full stop of the first sentence and the capital letter of the second sentence.

## Task Sheet 1

Join these sentences using the appropriate conjunctions.

a)

The young man was kind.

He shared his food.

---

b)

She did not go to school.

She was sick.

---

c)

The box was heavy.

He could not carry it.

---

d)

Alan ran fast.

He won the race.

---

e)

They went for a picnic.

It was a holiday.

---

## Task Sheet 2

Write **ONE** sentence for each picture.



boy - holding - an umbrella - it -raining

\_\_\_\_\_



baby - hungry - he - crying

\_\_\_\_\_

\_\_\_\_\_



girl - has an exam - studies

\_\_\_\_\_

\_\_\_\_\_



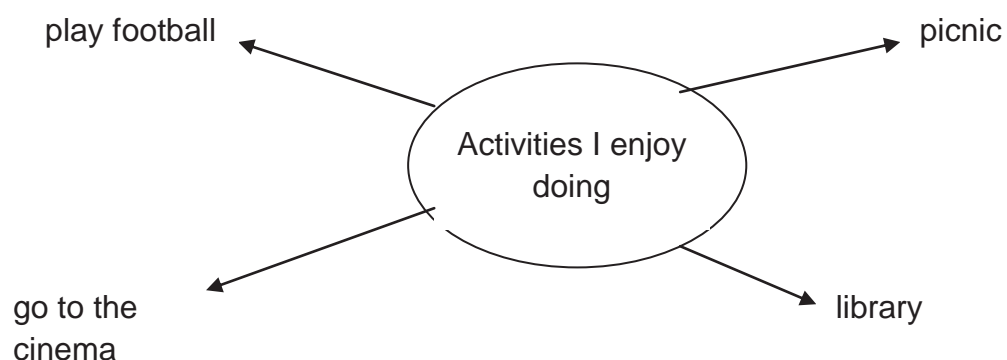
grandfather - walks slowly - tired

\_\_\_\_\_

\_\_\_\_\_

**Enrichment:**

1. Introduce the mind map below and guide the pupils to construct sentences using the word 'because'.



2. Introduce the following table and guide the pupils to construct sentences using the word 'so'.

1. I did not complete my homework	I get scolded from teacher.
2. It is raining	I use an umbrella.
3. Siti studied very hard	_____
4. Rosli was early	_____

**Remedial:**

Help the pupils to match the sentence parts correctly.

The baby is crying I am late Hetty is happy	because	I missed the bus. she is hungry. she passed her exam.
---	---------	---

I was hungry Her room was dirty The boy is friendly	so	she cleaned it. they like him. I ate a bun.
---	----	---

<b>Theme:</b>	World of Stories
<b>Topic:</b>	' <i>The Twins</i> '
<b>Learning Standards:</b>	1.1.2, 1.3.1(c), 1.1.4
<b>Objectives:</b>	By the end of the lesson, pupils will be able to: (i) talk about the similarities and differences between Rory and Callum as heard in an excerpt from the story ' <i>The Twins</i> .' (ii) predict what happens in the next part of the story.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Audio script of ' <i>The Twins</i> ', task sheet
<b>Added Values:</b>	Contextualism

#### **Steps:**

#### **Pre-Listening**

Show pupils a picture of two boys (twins).



1. Pupils talk about the twins in the picture, and discuss their characteristics, similarities and differences (eg. height, facial features).

#### **While-Listening**

#### **(Activity 1)**

1. Introduce the story '*The Twins*' and ask pupils what they think the story might be about and who the main characters might be.

2. Play Excerpt 1 of the story while pupils listen.

### Story excerpt 1

#### The Twins

Adapted from 'No Change' by Jonathan Meres



Callum and Rory were twins. They looked the same. They both had brown hair and blue eyes. They were both tall and thin. They both had sharp noses. If you didn't know them, it would be very difficult to see how they were different.

But their mum and dad could tell them apart. They knew that Callum had a small mole on his chin and that Rory had a big front tooth. Rory was also the talkative one. He was very playful and had a new hobby every week. He could never focus on more than one thing at a time. Callum was more shy and serious. He was called 'The Quiet One'. He was clever and hardworking. He loved reading books and was always studying on his computer.

#### Note for the teacher:

- Use an audio recording of the script for higher proficiency pupils. To cater for lower proficiency pupils, the teacher can read the story, breaking up the text into smaller chunks.
- Use pictures or stick puppets of the two characters to tell the story (see attachment).

3. Pupils are given the task sheet below and the teacher explains as they listen to the story again and complete the table.

Sample Task Sheet		
Item	Roy	Callum
hair	brown	brown
height		
nose		
eyes		
personality	playful	quiet

*\*Alternatively, the story can be read/played twice. The first time, the pupils jot down the similarities and the second time, the differences*

4. Pupils compare their answers in pairs. Then, pupils talk about the similarities and differences between Rory and Callum with the rest of the class.



### **While-Listening**

#### **(Activity 2)**

1. Excerpt 2 of the story read or played while pupils listen.



One day, Callum and Rory's grandma came to visit them. She gave each of them one ringgit as she always did. "Thanks, Gran," said Callum. But Rory said nothing. Gran smiled. "Don't spend it all right away, boys," she said. There was a mischievous grin on Rory's face. The twins' mum knew that Rory was up to something. He was easily excited, especially when anyone gave him any money.

As soon as Gran left, Rory headed for the door and Callum followed behind him. Callum asked him, "Where are we going, Rory?" Rory didn't reply. Mum knew exactly where they were going. "Rory must be going to the shop to spend the money he had just been given," she told Dad. Just a few minutes later, Rory got off his bicycle and said, "Cal, do you still have your money?" Callum answered, "Of course! Why?"

#### **Story excerpt 2**

2. Ask these questions and get pupils to respond to them.

- (i) Who came to visit Rory and Callum?
- (ii) How much did she give each of them?
- (iii) Where did Rory's mum think he was going?

### **Post-Listening (Speaking)**

1. Pupils predict what Rory is planning to do with the money given to him by grandmother (cue questions: Do you think Rory will spend all his money? Where do you think he is going? What do you think he wants to buy?)

2. Explain that they will find out what happens in the next lesson.

**Note:**

***Cut out, colour and paste a stick behind the picture to make a stick puppet.***



**Callum**



**Rory**

<b>Theme :</b>	World of Stories
<b>Topic :</b>	<i>The Twins</i>
<b>Learning Standards :</b>	2.2.2 (a), 2.2.3 (b), 2.3.1 (a)
<b>Objectives :</b>	By the end of the lesson, pupils would be able to: <ul style="list-style-type: none"> <li>(i) read and understand phrases and sentences from linear text and answer questions orally;</li> <li>(ii) read and demonstrate understanding of text by predicting outcomes with guidance;</li> <li>(iii) read for information and enjoyment with guidance the story given and complete a table showing cause and effects relationship.</li> </ul>
<b>Time:</b>	60 minutes
<b>Teaching Aids :</b>	Reading texts (Excerpts), task sheets
<b>Added Values:</b>	Thinking skills

#### **Steps:**

##### **Pre-reading**

1. Lead pupils to talk about Rory and Callum (the main characters in the story *The Twins* they heard in the previous lesson).

Cue questions:

*Who are Rory and Callum?*

*Are they identical twins?*

*How are they different?*

*What do you think Callum is up to after getting the*

*RM1.00 from his grandmother?*

2. Tell pupils that they are going to find out more about Rory and Callum today.

##### **While-reading**

3. Project the first excerpt from the story on Power point slide using the LCD onto a screen.
4. Pupils read silently. Teacher then reads the excerpt aloud, emphasizing on details that will lead pupils to the prediction.

5. Pupils are encouraged to make relevant prediction based on information from the excerpt (Powerpoint slides)
6. Repeat step 3 to 5 for the other excerpts. (Excerpt 2 – 7 – Powerpoint slides)
7. Recap all important information before moving on.



#### **Excerpt 1**

Rory and Callum were outside a store.  
Rory got off his bicycle and said, “Callum, do you still have your money?”

“Of course! Why?” Callum answered

“Lend me your money then,” said Rory.

“No way! Spend your own money,” Callum replied.

“Come on, I want to buy a football sticker. It’s RM2.00 each. I need more money,” pleaded Rory.

**Why do you think Callum would not lend Rory his money?**

#### **Post-reading**

8. Pupils work in groups.
9. Each group is given a task sheet.

### Task Sheet

What if the following happened in the story? Complete the table to show the effect of each change on the story *The Twins*.

What if...	Then...	
	Callum would...	Rory would...
...Callum agreed to lend Rory his money?	...not be able to save up his money to buy the skateboard.	...be very happy and continue to spend money as freely.

10. Pupils are to discuss the outcomes of each situation in the table.
11. Teacher facilitates from group to group.
12. One group will be selected to present their outcomes for one situation. Others are encouraged to comment.
13. Teacher facilitates the presentation.

### Closing

14. Lead a discussion on how each outcome would change the ending of the story.

## Task Sheet 1

What if the following happened in the story? Complete\* the table to show the effect of each change has on the story "*The Twins*".

What if...	Then...	
	Callum / Mum would...	Rory would...
...Callum agreed to lend Rory his money?	Callum would <u>not be able to save up his money to buy the skateboard.</u>	...be very happy and buy the football stickers. He would also continue to spend money freely.
...Rory decided to save up enough money to buy what he wanted?	Callum would...	
...Callum felt that he needed a new pair of sports shoes too?	Mum would...	
...the twins' mother did not feel that she has to buy the same things for both of them all the time?	Mum would...	
...Callum did not wear his shoes to bed?	Callum would...	
...Rory was more careful in drawing his mole that morning?	Mum would...	



\* Task Sheet (2) can be given to lower proficiency students to guide them in completing this task.

## Task Sheet 2

\*The emphasis in this lesson is reading. Therefore it is alright if pupils write their responses in points form. With low proficiency pupils, elicit responses from them orally and give the following sentences for them to choose to complete the table.

...not need to worry about Rory's tricks. He also would not have to wear his shoes to sleep.	...learn the value of money and only buy what he needed.
...make Rory very happy!	...be able to get what he wanted and pleased with his brother.
...not have asked Callum if he needed the new shoes. And it would not cost as much to buy the new pair of shoes for Rory.	...get his new sports shoes though Callum said he did not need a pair.
...not need to worry about Rory's tricks. He also would not have to wear his shoes to sleep.	...learn the value of money and only buy what he needed.
...find holes in his shoes the next morning when he woke up.	...be happily cutting holes in Callum shoes. He would then tell his Mum that they both needed new shoes.
...not have realized it was Rory playing the tricks.	...be successful in getting his Mum to buy them the new shoes.

<b>Theme:</b>	World of Stories
<b>Topic:</b>	' <i>The Twins</i> '
<b>Learning Standards:</b>	3.2.1(a), 3.2.3(a),(b)
<b>Objectives:</b>	By the end of the lesson, pupils will be able to write a diary entry from the viewpoint of one of the main characters in the story ' <i>The Twins</i> ' with correct punctuation.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Two diary excerpts, picture of the shoe incident, Callum's complete diary entry
<b>Added Values:</b>	Thinking Skills & Multiple Intelligences
<b>Steps:</b>	

### Pre-Writing

1. Show pupils two excerpts from Rory's and Callum's diary entries.



2. Pupils guess which entry was written by which boy, and explain why.
3. Explain to pupils what a diary is used for and what some of its main features normally are (eg. has a date, written in the first person ie: 'I')

### Writing

1. Put up a picture of the shoe incident on the board and the pupils recall what happened.
2. Ask the pupils how each of the boys would have felt and what they may have thought before the incident (cue questions: *How did Rory feel when Mum said no? Was*

*Callum upset with his brother?*). Pupils write their ideas on the board around the picture.

Callum:

-want to  
teach Rory a  
lesson.

-going to hide  
shoes



Rory:

-angry with  
everyone

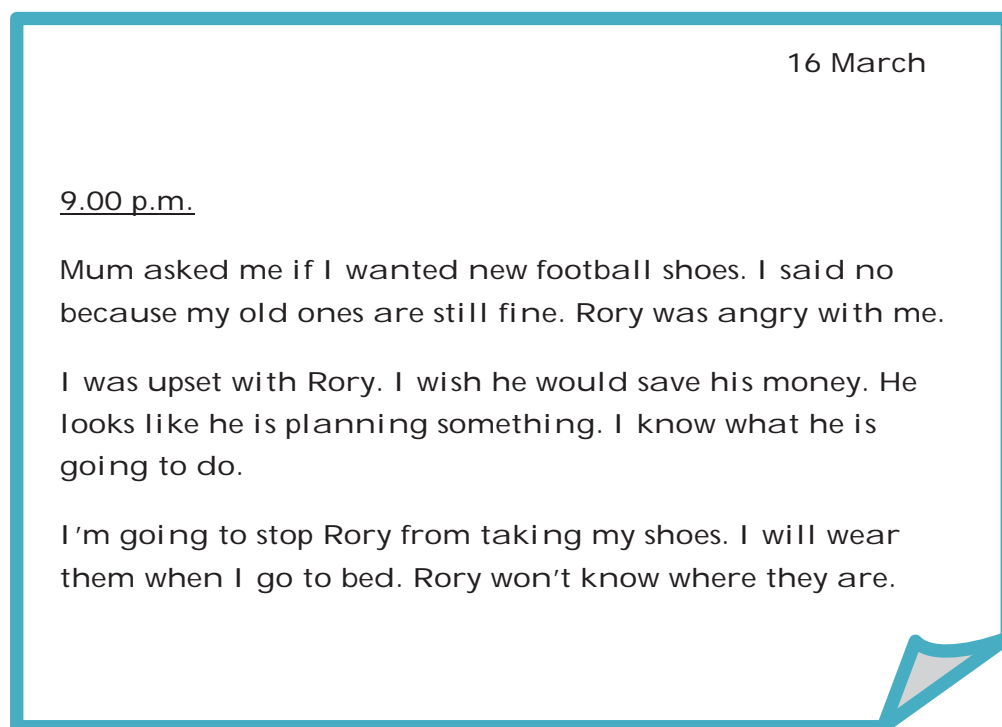
-want the shoes

-going to cut  
Callum's shoes

3. Help pupils to develop their ideas (eg. 'angry with everyone' can be developed further - 'He's feeling angry because he did not get what he really wanted.')
4. Explain that they are going to help Rory and Callum write their diary entries about the shoe incident. The teacher puts up three prompting questions and cue words on the board to guide them in their task.

Rory	Callum
1. What happened today?	1. What happened today?
football shoes - 100 ringgit- Mum did not allow	Mum asked about new shoes - did not need them - Rory angry
2. How did you feel about it?	2. How did you feel about it?
angry - fed up of everyone saying no	upset with Rory - curious about what he is up to
3. What are you going to do now?	3. What are you going to do now?
planning - cut shoes	stop Rory - wear shoes to bed

5. Pupils get into groups of 4 and each group is given a piece of mahjong paper. They are assigned to be either Rory or Callum and write a short diary entry, guided by the questions and word prompts. Example (Callum's diary entry):



*\*Alternative tasks for pupils of lower proficiency attached in the next page.*

### **Feedback**

A 'gallery walk' is held – When each group is done, they put up their work on the wall/board nearest to them. The teacher leads the class from group to group, and after reading the diary entries of each group, pupils give their comments and suggestions for improvement.

*(The purpose of the gallery walk is to encourage pupils to edit each other's work through peer feedback, with an emphasis on language accuracy).*

**Alternative writing task: 1. Rearranging sentence parts and punctuate the sentences correctly.**

mum asked me

new football shoes.

if i wanted

are still fine

i said no because

my old ones

with me

Rory

was angry

i was

Rory

upset with

his money.

i wish

he would save

he is

planning something

he looks like

what he is

i know

going to do.

i'm going to

taking my shoes

stop Rory from

wear them


i will

when i go to bed

## 2.Rebus writing (substituting pictures for words/phrases)


Get the information from the text to complete the task.

16 March





Mum asked me if I wanted \_\_\_\_\_. I said no because my

(1)




old shoes are still \_\_\_\_\_. Rory was very \_\_\_\_\_.

(2)  (3)



I was upset with Rory. I wish he would \_\_\_\_\_. He looks

(4)



like he is \_\_\_\_\_. I think I know what he is going to do.

(5)

Suggested Answer:

1. new shoes / shoes
2. fine / new / in good condition
3. upset / angry / mad
4. save some money / save
5. up to something / thinking of something / thinking

**Theme:** World of Stories

**Topic:** 'The Twins'

**Learning Standards:** 5.1.6 (a)

**Objectives:** By the end of the lesson, pupils would be able:

- (i) to identify the adjectives used to describe Rory and Callum
- (ii) write the comparative forms of those adjectives.

**Time:** 60 minutes

**Teaching Aids:** Flashcards of 10 adjectives from the story

Flashcards of 10 comparative adjectives

'The Twins', Task sheet, a big ball

**Added Values** : Values and Citizenship

**Steps** :

**Presentation**

1. Recap with pupils the characteristics of Rory and Callum  
(example: Rory – shy, clever, etc. Callum – noisy, playful, etc.).
2. Put the flashcards of adjectives from the story on the board. Pupils sort the flashcards into two categories that describe Rory and Callum.

Rory	Callum

talkative	mischievous
excited	playful
noisy	smart
shy	quiet
hardworking	serious

### **Practice**

3. The pupils learn the comparative forms of the adjectives in Step 1 through a passing ball game
  - (i) Prepare a set of flashcards with each comparative adjective in the same colour as its base form (if 'talkative' is in green, then 'more talkative' should be in green also).
  - (ii) Place the comparative adjectives around a big ball.
  - (iii) Call out an adjective on the board (eg. noisy), and throws the ball to one pupil.
  - (iv) That pupil has to call out the comparative form of the adjective (eg. noisier) by looking for it on the ball.
  - (v) The game continues with that pupil calling out an adjective and throwing the ball to his/her friend.

#### Flashcards of comparative adjective

<b>more talkative</b>	<b>more mischievous</b>
<b>more excited</b>	<b>more playful</b>
<b>noisier</b>	<b>smarter</b>
<b>more shy</b>	<b>more quiet</b>
<b>more hardworking</b>	<b>more serious</b>

4. Pupils are then given the task sheet below, and write the correct comparative forms of all the adjectives in the task sheet, with the teacher's guidance.



## Task Sheet

	Adjectives	Comparative adjectives
1.	talkative	<i>more talkative</i>
2.	noisy	<i>noisier</i>
3.	playful	
4.	shy	
5.	serious	
6.	hardworking	
7.	quiet	
8.	smart	
9.	mischievous	
10.	excited	

*\*The teacher can then introduce the concept of regular and irregular adjectives.*

### **Production**

- Ask pupils to choose two of their favourite actors/singers/cartoon characters/etc. and think about the similarities and differences between them.
- On a piece of paper, pupils use any of the adjectives and comparative adjectives learnt to describe those two people.

Example:

Shah Rukh Khan	Salman Khan
handsome	more handsome
short	shorter
funny	funnier

- Point out that everyone has different characteristics and talents. Emphasise the importance of accepting and loving our family members and friends.

## FULL STORY

### The Twins

(adapted from 'No Change' by Jonathan Meres)



Callum and Rory were twins. They looked the same. They both had brown hair and blue eyes. They were both tall and thin. They both had sharp noses. If you didn't know them, it would be very difficult to see how they were different.

But their mum and dad could tell them apart. They knew that Callum had a small mole on his chin and that Rory had a big front tooth. Rory was also the noisy and talkative one. He was very playful and had a new hobby every week. He could never focus on more than one thing at a time. Callum was more shy and serious. He was called 'The Quiet One'. He was smart and hardworking. He loved reading books, collecting foreign currency, and studying on his computer.



One day, Callum and Rory's grandma gave each of them one ringgit. "Thanks, Gran," said Callum. But Rory said nothing. He was already thinking what he was going to buy with the money. Gran smiled. "Don't spend it all right away, boys," she said. There was a mischievous grin on Rory's face. The twins' mum knew that Rory was up to something. He was easily excited, especially by money.

As soon as Gran left, Rory headed for the door. Callum asked him, "Where are we going, Rory?" Rory didn't reply. He had already gone. Mum knew exactly where they were going. Rory was going to the shop to spend the money he had just been given by Grandma. Callum was going with him. As it turned out, Mum was right. Just a few minutes later, Rory got off his bicycle and said, "Callum, do you still have your money?" Callum answered, "Of course! Why?"

2

"Lend me your money then," said Rory.

"No way! Spend your own money," Callum replied.

"Come on, I want to buy a football sticker. It's RM 2 each. I need more money," pleaded Rory.

Callum was upset with his brother. "No, Rory. I'm saving my money to buy a skateboard," he said.

Rory was surprised. "A skateboard? Whoa! They're so expensive! You don't have enough money!"

"Ya, I know," said Callum. "That's why I'm saving up!"

Rory looked puzzled. He didn't understand why Callum liked to

save up. But then, Callum always seemed to have money. Rory never had any money for long. They both had the same pocket money every week. Callum always saved his, but Rory liked to spend his money as soon as possible.

"So I can't have your money?" he asked.

"Sorry, but no," Callum said. Rory walked home angrily.



3

The next day, Rory asked his mother, "Can I have some new football shoes, please, Mum?"

"New shoes? But what for?" Mum replied.

"Ya! They're silver with these blue stripes down the side and these amazing yellow laces! I saw them on TV! They're so cool! And they are only 100 ringgit! I want them, Mum!"

"If I get the shoes for you, I have to get them for Callum as well. That would be 200 ringgit, Rory," said Mum.

Rory groaned. He'd forgotten that his mum and dad always bought the same things for him and Callum.

"Would you like some new shoes too, Callum" asked Mum.

Rory looked at his brother, hoping he would say yes.

"Erm...not really," said Callum. The ones I have got are still fine. I can still use them, thanks, Mum."

"That's your answer, Rory. I'm afraid you can't have them yet," Mum said to Rory.

"What? So I can't have them just because of Callum??"

"Sorry, my dear, but you don't actually need them. You just want them," Mum said while looking at Rory kindly.

Rory was fed up of everyone saying no to him. Why couldn't they

just give him what he wanted?

"I'll buy the new shoes for you when your old shoes start to have holes in them, Rory," Mum added.

*Hmmm*, thought Rory. *Very interesting*. Callum looked at his brother. Rory was up to something! But what?

4

That night, when Callum was asleep, Rory got out of his bed quietly and went to the living room. He had a plan. He was going to make holes in Callum's shoes so that his parents would *have* to buy new ones for the both of them!

Rory walked to the porch. Dad's, Mum's, Callum's and Rory's shoes were all there. But where were Callum's shoes? Maybe Callum had put his shoes in the cupboard in their room. Rory went to the kitchen and took a big, sharp pair of scissors. He walked back to his room and opened the cupboard, but there were no shoes there. Suddenly, the room light went on, and Callum said while laughing, "Looking for these, Ror?" Rory saw that Callum was wearing his shoes in bed. "Aaaaaaaaghhhhh!!!" Rory screamed. He went back to bed and started to think of a new plan.



5

The next morning, Rory stood in front of the mirror and drew a mole on his chin with a magic pen. He was going to pretend to be Callum and ask his parents for the new shoes. He went downstairs and said good morning to his dad. "Good morning, Callum," Dad replied with a grin. *Yeeessss*, Dad thought he was Callum! "Dad, can I have some new football shoes, please? I've changed my

mind," Rory said to his dad. "Hmmm," said Dad.

But at that moment, the door opened and in walked Mum.

"*Callum* here has changed his mind," said Dad to Mum.

"Oh yeah? How interesting. That's not the only thing he's changed," Mum replied.

"What do you mean?" said Rory.

"The mole on your chin has changed! It used to be on the right, now it's on the left. Amazing!" said Mum laughing.

Callum walked in laughing. "Nice try, Rory!"



6

The next week, as the twins were getting dressed for school, Rory handed Callum something.

"What's this?" said Callum.

"The 50 cents I borrowed from you last week," said Rory.

"Wow, really? Why all of a sudden, Ror?"

"Well, Mum won't still get me that new pair of football shoes. I realized that maybe I should just save up for them myself," answered Rory.

"Whoa! That's great, Ror! But where did you get the 50 cents from?" asked Callum.

Rory grinned. "Where do you think I got it from? From our banker, of course!"

"From Dad?? Rory!" Callum said.

"Where else was I supposed to get it? But I'll pay Dad back when I get more money."

There was a knock at the door. Mum and Dad walked in. They didn't look very happy.

"Dad and I have been thinking," said Mum.

"Really? What about?" said Rory, nervously.

"Those shoes you want," said Mum.

"Ah, but Mum, I've changed my mind..." began Rory.

But Mum didn't let him finish.

"Rory, if you stop spending all your pocket money so fast, and if you save some of your money, even about RM20..."

Mum paused.

**7**

"We'll give you the rest of the money!" Mum and Dad said with big smiles.

"Do you hear that, Rory?" said Dad. "You can get the new shoes you want if you start saving up for it. What do you think?"

"That's very kind, Mum and Dad. But I don't want the shoes anymore."

"What?" said Mum.

"What?" said Dad.

"I've changed my mind. Now I want a skateboard!"

"A skateboard??" said Mum.

The twins looked at each other and smiled.

"Copycat," said Callum.

Mum and Dad laughed.

**-The End-**



**8**

<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	Money (Local and Foreign Currency)
<b>Learning Standards:</b>	1.1.4, 1.2.4
<b>Objectives:</b>	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"> <li>(i) Listen to a dialogue and talk about the various currencies mentioned in the dialogue.</li> <li>(ii) Complete a dialogue and role play it.</li> </ul>
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Notes, coins and picture of notes from other countries, task sheets, Power Point (pictures of foreign currencies).
<b>Added Values:</b>	Multiple Intelligences

#### **Steps:**

##### **Pre-Listening**

1. Show pupils money of different value using samples (on Power Point / pictures / real money)

1 Ringgit                  50 sen                  20 sen                  10 sen                  5 sen

2. Ask pupils what other currencies they know about or have seen in their daily lives.

e.g                  Malaysia – Ringgit Malaysia  
                         Singapore – Singapore Dollar  
                         Indonesia - Rupiah

***\*More examples on the next page. Pictures provided in the Power Point file.***



Examples (also available on Powerpoint)



Brunei - Dollar



China - Renminbi



Indonesia - Rupiah



India - Rupees



Malaysia - Ringgit



Philippines - Peso



Singapore - Dollar



Thailand - Baht

### **While-Listening**

Ask pupils if they remember what Callum's hobbies were. Then, ask them to listen to the following dialogue.

Callum is showing the various currencies from his money box to Rory.

**Rory : Wow! Look at all the money. I didn't know that you collect currencies from other countries too.**

**Callum : Yes. I have currencies from Singapore, Indonesia, Brunei and Thailand.**

**Rory : Wow! Singapore - Dollar, Brunei - Dollar. Indonesia – Rupiah, Thailand - Baht?, I thought that all the countries in the world use 'Dollar' as their currency?**

**Callum : No! Different countries use different currencies. Look at these. I even have the currencies of Philippines and India.**

**Rory : Amazing! Let me see, Philippines uses Peso and India – Rupees. Where do you get all these from?**

**Callum : Remember Uncle Jim, the sailor? He always gives me the currencies of all the countries he visits.**

**Rory : Fantastic! Remind him to get some for me too.**

**Callum : Sure!**

***\*If the audio recording is unavailable, the teacher can read this to the pupils.***

1. Pupils are given the task sheet below and the teacher explains that as they listen to the recording again, they should write the currency (example below).

**Task Sheet 1**

<b>Country</b>	<b>Currency</b>
<b>Malaysia</b>	<b>Ringgit</b>
<b>Indonesia</b>	<b>Rupiah</b>
<b>Singapore</b>	<b>Dollar</b>
<b>Brunei</b>	<b>Dollar</b>
<b>Thailand</b>	
<b>Philippines</b>	
<b>India</b>	

2. Teacher gives pupils Task sheet 2. Pupils label the notes of different countries.

## Task Sheet 2



Brunei - Dollar



India -



China -



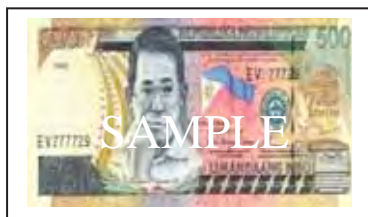
Indonesia -



Singapore -



Malaysia -



Philippines -



Thailand -

### Post-Listening

#### (Activity 1)

3. Pupils listen to another dialogue.

**The next week, Uncle Jim came for a visit. The boys were excited to see him.**

**Callum & Rory : Hi, Uncle Jim!**  
**Uncle Jim : Hi, boys! How are you?**  
**Callum & Rory : We are fine. Which country have you been visiting?**  
**Uncle Jim : Oh, I just came back from China. Guess what I got you, Callum?**  
**Callum : Money from China! Cool!**  
**Rory : What about me? I've started collecting too! May I have some as well?**  
**Uncle Jim : That's good Rory. Of course I have some for you. Here you go!**  
**Callum : Uncle Jim, what is China's money called?**  
**Uncle Jim : It's 'Renminbi'**  
**Rory : What symbol do they use?**  
**Uncle Jim : It's RMB.**  
**Callum & Rory : Thank you, Uncle Jim.**  
**Uncle Jim : You're welcome boys! Now, I am going to teach you a chant.**  
**Callum & Rory : Oh, sure!**

*\*If the audio recording is unavailable, the teacher can read this to the pupils.*

4. Teach the jazz chant to the pupils.

#### Jazz Chant

**I'm going on a holiday!**

**On a holiday? On a holiday!**

**Where are you going?**

**To Malaysia! To Malaysia? To Malaysia!**

**What do you need?**

**What do I need? What do you need?**

**I need some money!**

**Ringgit, ringgit, ringgit.**

5. The pupils then repeat the chant, each time using the name of a different country and currency.

- i. Singapore – dollar

**Example:**

**Jazz Chant**

**I'm going on a holiday!**

**On a holiday? On a holiday!**

**Where are you going?**

**To Singapore! To Singapore! To Singapore!**

**What do you need?**

**What do I need? What do you need?**

**I need some money!**

**Dollar, dollar, dollar.**

- ii. Thailand – baht  
iii. Indonesia – rupiah  
iv. India – rupees  
v. Philippines – peso  
vi. Brunei - dollar

**Post Listening(Speaking)**

***Activity 2***

6. Divide pupils into groups and give them Task Sheet 3. Each group is allowed to choose any three countries they like.
7. Pupils discuss and complete the dialogue in the task sheet given.
8. Pupils role play the completed dialogue.

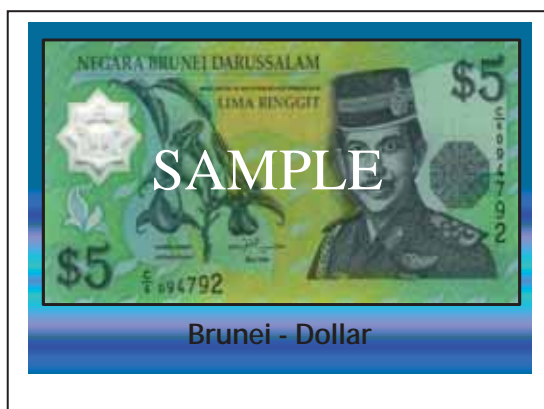
### Task sheet 3

Pupil 1 : I am going on a holiday.  
Pupil 2 : Where \_\_\_\_\_ ?  
Pupil 1 : I \_\_\_\_\_ .  
Pupil 2 : Oh! Then you will need some \_\_\_\_\_ .  
Pupil 1 : Are you going anywhere?  
Pupil 2 : Yes. I \_\_\_\_\_ .  
Pupil 3 : And I am \_\_\_\_\_ .  
Pupil 2 : I will need \_\_\_\_\_ .  
Pupil 3 : And I will need \_\_\_\_\_ .

### Sample Answer

Pupil 1 : I am going on a holiday.  
Pupil 2 : Where are you going?  
Pupil 1 : I am going to Indonesia.  
Pupil 2 : Oh! Then you will need some rupiah.  
Pupil 1 : Are you going anywhere?  
Pupil 2 : Yes. I am going to Thailand.  
Pupil 3 : And I am going to India.  
Pupil 2 : I will need some bahts.  
Pupil 3 : And I will need some rupees.

## POWERPOINT SLIDES FOR LISTENING & SPEAKING











Philippines - Peso



Singapore - Dollar



Thailand - Baht

**Theme:** World of Knowledge

**Topic:** Money (Saving in a bank)

**Learning Standard:** 2.2.2 (a), 2.3.1 (b)

**Objectives:** By the end of the lesson, pupils should be able to:

- i) read and understand sentences from linear texts and complete related comprehension tasks;
- ii) design a leaflet on “Saving in a Bank” based on information obtained from the linear text read.

**Time:** 90 minutes

**Teaching Aids:** Facts Sheet (for jigsaw reading), task sheets, picture cards

**Added Values:** Contextualism

**Steps:**

**Pre-reading:**

1. Ask pupils what they remember about Callum’s hobby (collecting foreign currency). Then, ask pupils if they have a bank account.
2. Introduce vocabulary. (use picture cards provided)

money box

bank account

cash machine

debit card

interest

**Picture Cards**

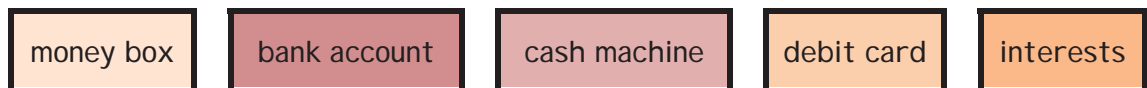




3. Vocabulary game: in pairs (A and B), pupils will match the meaning of each word/phrase to its meaning.

The game:

- Put word/phrase cards (face down) and sentence strips with the meaning of the word/phrase randomly on the table.
- Pupil A will pick up a word/phrase card and match it to the sentence strip that gives its meaning.
- Pupil B will check the answer by looking at the back of the sentence strips.
- If the answer is wrong, Pupil A will be given another chance.
- Then Pupil B will pick the word/phrase card. The game continues until all five word/phrase cards are correctly matched.



Sentence Strips (front)

A small box with a slot to put money in. It can be in different shapes.
At a bank, you open an account to keep money.
A bank machine to take out money.
A bank card to pay for purchases or withdraw money from a cash machine.
An amount of money given for the money you save in the bank.

### Back of Sentence Strips

Money box
Bank account
Cash machine
Debit card
Interests

#### **While-reading:**

4. Pupils form groups (HOME group, four in a group maximum). Each pupil is assigned a number (1, 2, 3 and 4).
5. All the pupils with the same number will gather as the EXPERT group.
6. In these EXPERT groups, pupils will be given a text (Fact Sheet I – IV).
7. Each group then works on their text. They will have to complete a task sheet (Task Sheet 1- 4).
8. Teacher facilitates and checks from group to group.

#### **Post-reading:**

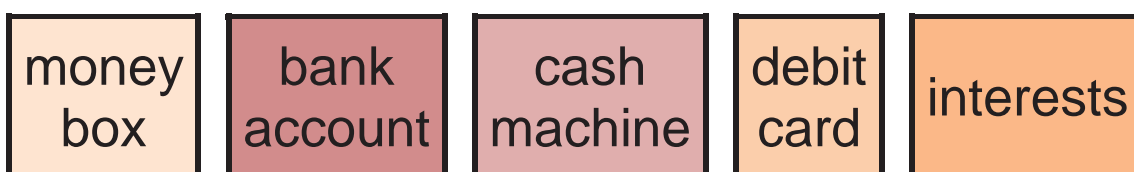
9. Pupils get back into their HOME group to design a poster/leaflet based on the factsheets (I – IV), for the theme SAVING IN A BANK.
10. They need to share information obtained in their EXPERT group to complete the task assigned.
11. Exhibit pupils' works on walls in the classroom. Teacher and pupils have a gallery walk\* around.
12. Encourage pupils to give feedback on each others' work.

\*gallery walk – teacher and pupils walk around the classroom looking at the exhibits and make comments. This is a good strategy to lead pupils to give review and check on language accuracy.

## Picture Cards



## Word/Phrase Cards



## Sentence Strips (front)

A small box with a slot to put money in. It can be in different shapes.
At a bank, you open an account to keep money.
A bank machine to take out money.
A bank card to pay for purchases or withdraw money from a cash machine.
An amount of money given for the money you save in the bank.

**Back of Sentence Strips**

Money box
Bank account
Cash machine
Debit card
Interests

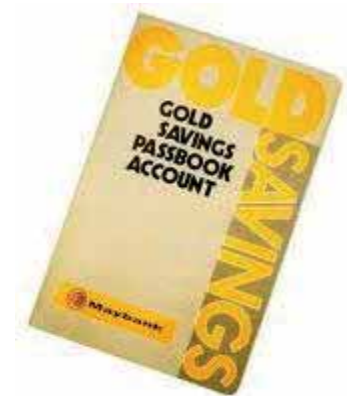
## The Advantages of Having A Bank Account



Your money box at home can be stolen by thieves, but your money in the bank cannot be stolen because the bank takes care of it.



A bank account can help you save money. When you save your money in a money box at home, the money will just stay there. But when you put it in a bank, you're actually lending them money – so they have to pay you for it – you get interests!



When someone wants to give you money, they don't have to post it or come all the way to your house. They can put it in your account instead.

When your parents have bills to pay, they don't have to travel very far. All they have to do is ask the bank to pay it for them using the money they have in their account.



When you're not at home, and suddenly need some extra money, you can take out money using your bank card, anytime and anywhere.

## Opening A Bank Account



Who can have an account with a bank?  
Anyone! There are many types of accounts that you can choose from: saving, fixed deposit, or current accounts. Different people may prefer different types of accounts. So, once you have chosen the bank you would like to use, you need to find out which account will be best for you!

Do you need to pay to open an account? No, you don't. But normally when you open an account, you will have to put in a little bit of money to get started. Different banks have different rules about how much money you should put in.



How old do you need to be to start your account? In many banks, you can have an account even when you're a baby! This is called the 'children savings account'. In other banks, you can open a 'student banking account' as soon as you are twelve years old.



### Using A Cash Machine (ATM)



A cash machine or ATM lets you take out money from your account using a card called the 'debit card'. You can also use this machine to check how much



money you have saved in your account. In some banks, there are also different types of cash machines that let you put money into someone else's account.



You can find cash machines in many places. Normally, they can be found outside banks, in shopping centres, and in busy places like train stations and airports.



If you are going to use a cash machine, make sure your parents are with you. Before putting the card in, you must always look around to see if there is anybody watching you. If there is anything on the machine that looks unusual, don't use it. Many thieves do things to cash machines so that they can steal the information on your bank card. So, always be careful.

### How to save more money to put in your account



Whenever you go to a shop, remember that they will try and get you to buy more things so that they can make more money for themselves. That is their job. There are many different ways the supermarket will try to make you spend more money. Many things will look very fun, exciting and colourful to you. Just remember that you don't need all of those things. Ask yourself first if you really, really need something before you

buy it.

There are many banks which give you more money, or an 'interest', when you have an account in their bank. However, some banks will give you more interest than other banks. So, look for the bank which will help you the most. Put RM 10 into your account, and soon, you could have RM 100!

Standard Chartered Bank	
Amt (\$\$)	Rate (% p.a.)
Less than 50000	0.7500
50000 and more	1.0500
Singapore Savings Account Rates, <a href="http://blogspot.com">blogspot.com</a> correct as at 23 Jun 08	

Always try something out before you buy it. Many times, you really think you want something. But after you buy it, you will be surprised to find out that it's not as fun as you thought it was going to be. So if you are interested in buying a book, read a little bit of it first to see if you really like it. Or if you want a game or CD, make sure you try it out in the shop first before spending too much money and buying it.





## Task Sheet 1

### (Fact Sheet I)

Answer these questions:

1. What can happen to money that you keep in a money box at home?  
\_\_\_\_\_  
\_\_\_\_\_
2. How does the bank pay you for lending them the money?  
\_\_\_\_\_  
\_\_\_\_\_
3. Your uncle wants to give you some money but he lives in another state. How can he do it?  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the easiest way for your parents to pay their bills?  
\_\_\_\_\_  
\_\_\_\_\_
5. How is a bank account more useful when you suddenly needed some extra cash?  
\_\_\_\_\_  
\_\_\_\_\_



## Task Sheet 2

### (Fact Sheet II)



State if the following statements about opening a bank account is true (T) or false (F).

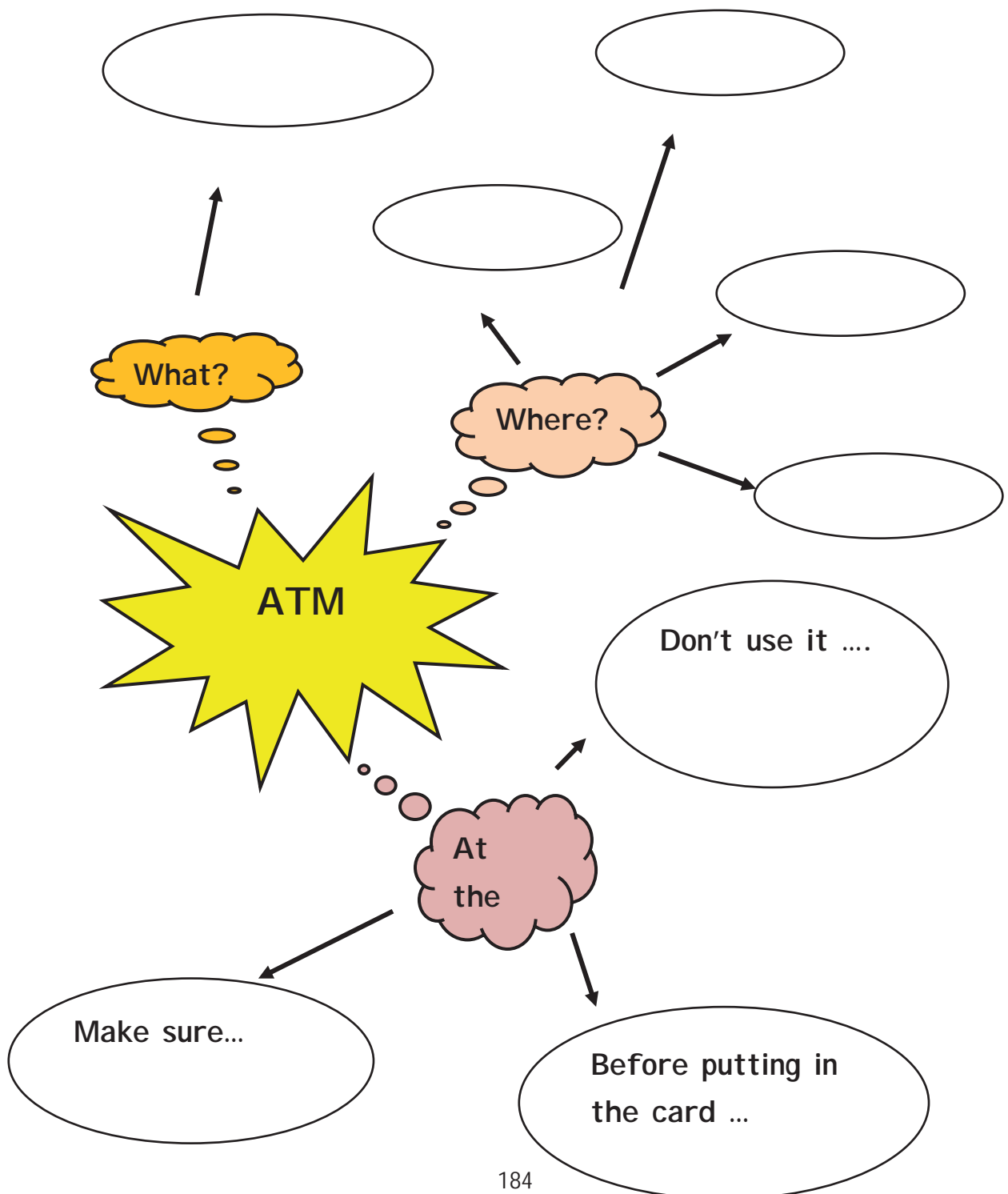
No.	Statements	T / F
1.	Only some people can have a bank account.	<input type="checkbox"/>
2.	All banks have different types of accounts for you to choose from.	<input type="checkbox"/>
3.	Before you open a bank account, you need to find out which type of account is most suitable for you.	<input type="checkbox"/>
4.	There is no fee for opening an account.	<input type="checkbox"/>
5.	The bank will pay you some money to start your account.	<input type="checkbox"/>
6.	There is a fixed amount to start an account with in all banks.	<input type="checkbox"/>
7.	Your parents can save money for you even when you are just a baby.	<input type="checkbox"/>
8.	Once you have obtained your identity card you can have an individual bank account.	<input type="checkbox"/>
9.	Having a student banking account shows that you are at least twenty-one years old.	<input type="checkbox"/>
10.	If you have a bank card, you can take out money from your account any time.	<input type="checkbox"/>



### Task Sheet 3

#### (Facts Sheet III)

Complete the graphic organizer below about using an ATM .



# Task Sheet 4



(Fact Sheet IV)



Complete the table below about the DO'S and

DON'TS when you want to save more money.



	 Do's	 Don'ts
1.		
2.		
3.		
4.		
5.		
6.		

<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	Money (Want or Need?)
<b>Learning Standards:</b>	3.3.1(a)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to produce a poster (non-linear) about one item that Rory needs and give reasons for why he needs it.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Picture cards, School Bag Poster (see below)
<b>Added Value:</b>	Entrepreneurship

#### **Steps:**

#### **Pre-Writing**

1. Ask the pupils if they remember what Rory wanted his parents to get him in the story 'The Twins' (answer: the new football shoes).
2. Pose this question: "Did Rory *want* or *need* the shoes?" and encourages pupils to give reasons for their answers.  
*\*Pupils can look up the meanings of 'want' and 'need' in their dictionaries to get a clearer idea of the difference.*

#### **Writing**

3. Pupils are then shown the picture cards (see attachment).
4. In pairs, they put the different items into two categories: What Rory Wants and What Rory Needs.

Example:

<b>What Rory Wants</b>	<b>What Rory Needs</b>
elephant toy aeroplane	jacket English activity book

5. Pupils then get into groups of 4. Each group chooses one item that Rory *needs*. Working in their groups, they are to make a 'proposal' poster to give to Rory's

parents explaining why he needs that particular item and how he plans to save up for it. Example to be provided by the teacher:

Old school bag	New school bag
	
<ul style="list-style-type: none"> <li>Very old and dirty</li> <li>Zip is broken</li> <li>Many holes</li> <li>Cannot fit all my books</li> <li>No wheels, heavy to carry</li> </ul>	<ul style="list-style-type: none"> <li>Very bright and nice</li> <li>Many compartments</li> <li>Strong handle and wheels</li> <li>Free story book</li> <li>Only RM 15</li> </ul>






How I plan to save up for the new bag:		
1.	Save 40 cents every day for 4 weeks	RM 8
2.	Sell old newspapers for recycling	RM 2
3.	Use my 'ang pau' from Grandpa	RM 3
4.	Wash and wipe dad's car	RM 2
	<b>Total money I will have in 1 month</b>	<b>RM 15</b>

### **Feedback**

1. The groups take turns to present their posters to the class.
2. After presenting, their friends and the teacher give them feedback.



Picture Cards:

<p><b>Bicycle (RM 100)</b></p>  <p>Rory does not have a bicycle yet. He can use the bicycle to get to school every day.</p>	<p><b>Car (RM 5,000)</b></p>  <p>Rory's father just bought a new Proton Saga but Rory does not like it. He likes the Honda instead.</p>	<p><b>Swimming Class (RM 50)</b></p>  <p>Rory has never been to swimming lessons. If he learns to swim, he can join the school swimming club.</p>
<p><b>Fishing Boat (RM 9,000)</b></p>  <p>Rory saw a movie about fishermen. He would like to buy his own boat so he can go on fishing holidays.</p>	<p><b>Toy Aeroplane (RM 80)</b></p>  <p>Rory has 10 toy aeroplanes. But there's a new plane in the shop that he badly wants.</p>	<p><b>Activity Book (RM 10)</b></p>  <p>Rory got a B in his English exam. He needs more activity books to help him improve his English.</p>
<p><b>Elephant (RM 50,000)</b></p>  <p>Rory does not have a pet. He thinks having a pet elephant would be really cool!</p>	<p><b>School Bag (RM 15)</b></p>  <p>Rory has used his old school bag for 5 years. It's very old and has got many holes in it.</p>	<p><b>Jacket (RM 40)</b></p>  <p>Rory is going on a school trip to Cameron Highlands. It will be very cold there. He does not have a jacket.</p>

*\*Pictures taken from 'Now and Then' by Linda Gan, illustrated by Paul Yong*

<b>Theme:</b>	World of Knowledge
<b>Topic:</b>	Money (Letter To The Bank)
<b>Learning Standards:</b>	5.2.1
<b>Objectives:</b>	By the end of the lesson, pupils should be able to construct interrogative sentences.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Letter from Rory (or a recording of 'Rory' speaking), Flashcards (What, Where, Why, When, Who, How)
<b>Added Values:</b>	Constructivism
<b>Steps:</b>	

### **Presentation**

1. The teacher tells pupils that they have received a letter from Rory.  
The teacher reads out the letter to them (or plays the recording).

Dear Pupils of \_\_\_\_\_,

Hello! Hope you are all doing well! Mum, Dad and Callum have been telling me all about the benefits of saving up. They say it would be an awesome idea for me to open a bank account for myself. I think I might try this. But I'm still not very sure about how banks work. You see, I've never been inside a bank before! I have a plan, though. I'm going to write a letter to the bank, and I'm going to need your help. Could you please think of some questions I should ask the bank in my letter? I would really appreciate all your help! Thanks, guys and girls!

2. Tell pupils that in order to help Rory, they will first need to think of some information Rory might want from the bank. Teacher encourages pupils to think of the information they gathered from the previous Reading lesson texts.

3. Write the pupils' suggestions on the board. Example:

1.	The advantages of having an account
2.	How to open an account
3.	More about cash machines
4.	What is 'interest'
5.	How to save more money

4. Introduce the Wh-question words using the flashcards, explain what each is used for, and provide examples.

WH-question words	Function
what	To identify animals/objects
where	To identify places
why	To explain a reason
when	To indicate time
who	To identify people
how	To explain ways/means of doing things

### **Practice**

5. Pupils are divided into groups of 4-5 (this is their 'home group'). Each pupil in this group is assigned a number. The pupils break up again into different groups ('expert group') according to their numbers (all the 1's together, etc.)
6. Each group is assigned one question word and given a piece of mahjong paper. They brainstorm questions Rory might ask the bank using that particular question word, with the teacher's guidance. Example:

<b>What</b>	<ol style="list-style-type: none"> <li>1. What is a bank account?</li> <li>2. What is 'interest'?</li> <li>3. What is a debit card?</li> </ol>
<b>Where</b>	<ol style="list-style-type: none"> <li>1. Where is the nearest bank?</li> <li>2. Where can I find an ATM?</li> <li>3. Where does my money go?</li> </ol>
<b>Why</b>	<ol style="list-style-type: none"> <li>1. Why should I have an account?</li> <li>2. Why do I need a debit card?</li> <li>3. Why should I save my money?</li> </ol>
<b>When</b>	<ol style="list-style-type: none"> <li>1. When can I take out money?</li> <li>2. When can I go to the bank?</li> <li>3. When does the interest come in?</li> </ol>

<b>Who</b>	<ol style="list-style-type: none"> <li>1. Who can have an account?</li> <li>2. Who needs to come with me to the bank?</li> <li>3. Who will help me to open the account?</li> </ol>
<b>How</b>	<ol style="list-style-type: none"> <li>1. How do I open an account?</li> <li>2. How do I use a cash machine?</li> <li>3. How do I use a debit card?</li> </ol>

### **Production**

7. Pupils get back into their original home groups.
8. Explain their task. In their home groups, they are to work together to write a letter to Rory giving him ideas of questions to ask the bank. In their letters, they need to include questions using all 6 different questions words. Example:

Dear Rory,

We are so happy to hear that you are going to open an account. Here are some questions you can ask the bank.

1. Why do I need a bank account?
2. What is a bank account?
3. How do I open an account?
4. Where is the nearest bank I can go to?
5. When does the bank open?
6. Who needs to come with me to the bank?

We hope that this helps you. All the best!

Yours sincerely,

Group 1

9. Pupils present their letters to the class and the groups give feedback to each other.

**Theme:** World of Stories

**Topic:** Three Brothers

**Learning Standards:** 1.1.2, 1.3.1 (c)

**Objectives:** By the end of the lesson, pupils should be able to:

- (i) listen to the story of the 'Three Brothers' and predict the ending.
- (ii) listen to the story and complete a character map.
- (iii) respond orally to 'True' or 'False' statements based on the story.

**Time:** 60 minutes

**Teaching Aids:** Story text (Three Brothers) map, Task Sheets 1, 2, pictures

**Added Values:** Thinking skills.

**Steps:**


**Pre-Listening**


1. Show pupils pictures 1, 2 & 3.
2. Talk about the characteristics of the brothers (based on the pictures)


**While-Listening**

3. Pupils look at the pictures and listen to paragraph 1.

**Three Brothers (Paragraph 1)**

  
Picture 1

  
Picture 2

  
Picture 3

Once there were three brothers who lived near a forest. The eldest, John was very tall and was always angry. The youngest, Jim was very short and was usually unhappy. The middle one, Jack was always calm and cheerful.

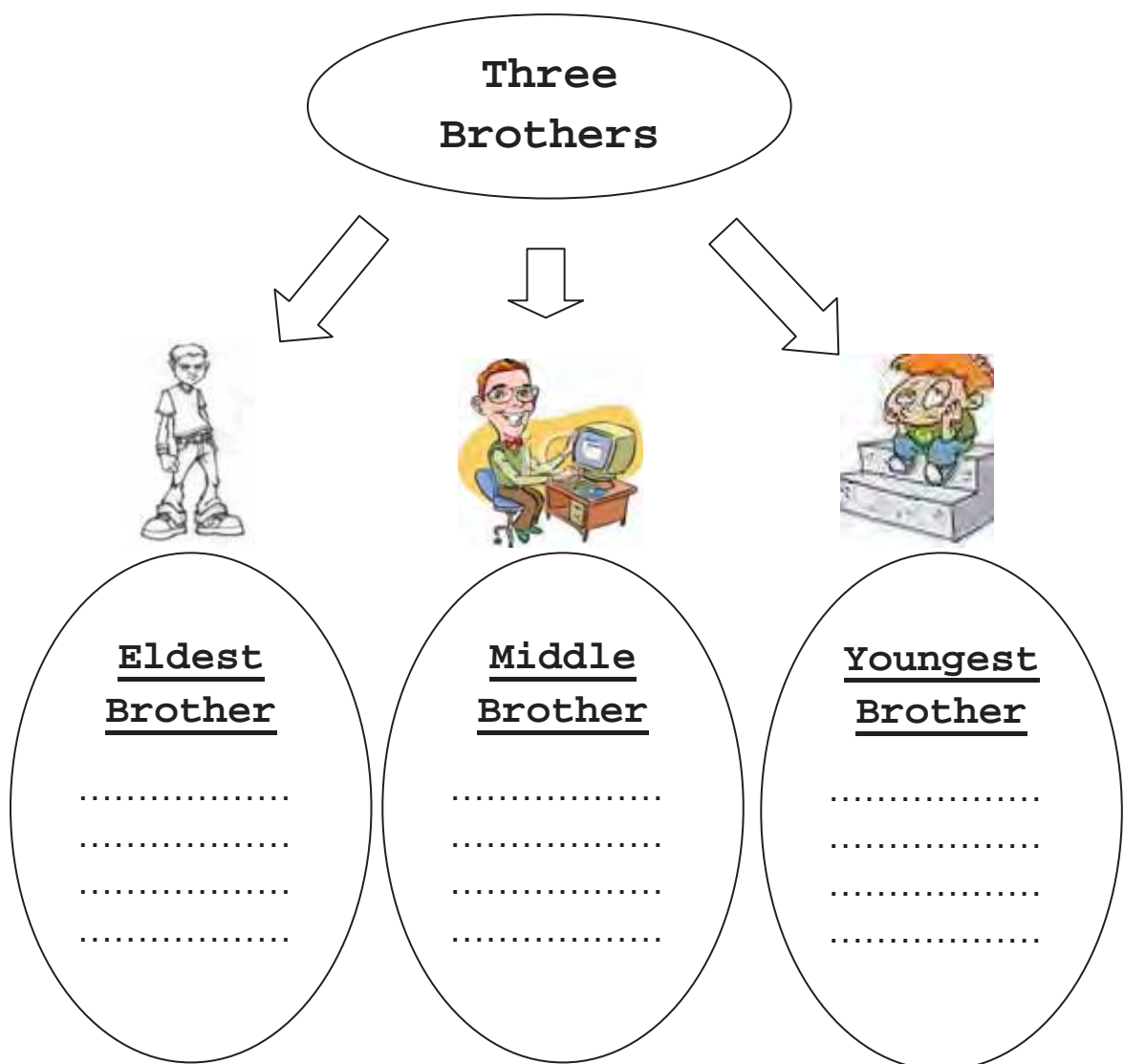
4. Introduce a character map to map out the personalities of the characters.
5. Get the pupils to complete the character map in Task Sheet 1 in groups of four.

## Task Sheet 1

Group: \_\_\_\_\_  
\_\_\_\_\_

Year 4

Complete the character map of the story "Three Brothers".



### Three Brothers (Paragraph 2)



One day, they decided to go on a journey. A friend in a far-away was getting married and they wanted to attend the wedding feast. They travelled through the forest. Suddenly, they came to a log blocking the path.

### Three Brothers (Paragraph 3)



"Just look at that!" said the eldest brother angrily. "Someone has put it there to block the path. Some people are so thoughtless. We'll have to turn back now."

"No, no!" began Jack but Jim stopped him.

"Now we can't go on," he sighed. "To go around the long way through Silver City takes too long and we will arrive too late for the wedding. We might as well go home."

"No! No!" said Jack thoughtfully.

(Source: Burgess, T., Bryan, L. *Teacher's Manuel – Reading for Literacy*. Nightingale Software Pty Ltd.

**Teacher's Note:** the ending of the story – "If the three of us just work together, we can move the log. Come on!!"

6. Read the rest of the story (paragraphs 2 & 3) using the pictures.
7. Get pupils to complete Task sheet 2 individually.

## Task Sheet 2

Name : \_\_\_\_\_

Year : 4 \_\_\_\_\_

**Listen and underline the correct answers.**

1. Once upon a time there were (*one, two, three*) brothers.
2. The (youngest, middle, eldest) was very tall and was always angry.
3. The (youngest, middle, eldest) was very short and was usually miserable.
4. (John, Jack, Jim) was always calm and cheerful.
5. They wanted to attend a (wedding, funeral) feast.
6. They travelled through the forest. Suddenly, they came to a (rock, log, dog) blocking the path.

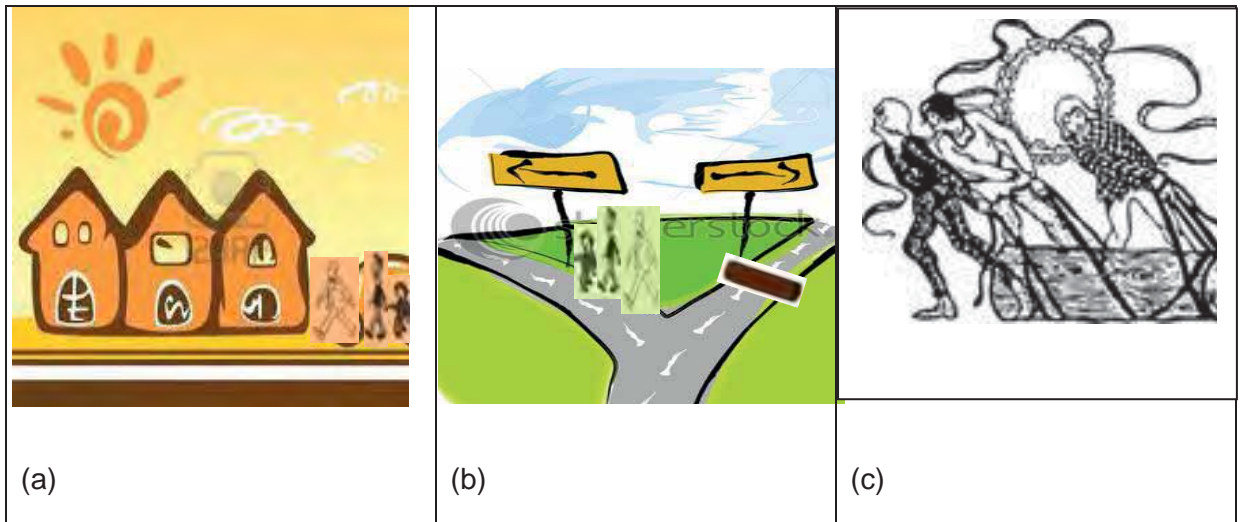
**Read statements about the story and pupils say whether they are True/false**

1. *John was the eldest.* \_\_\_\_\_
2. *Jim was always angry.* \_\_\_\_\_
3. *Jack was always calm.* \_\_\_\_\_
4. *John thought the log was put there to block the path.* \_\_\_\_\_
5. *John was always unhappy.* \_\_\_\_\_
6. *Jack wanted to go home.* \_\_\_\_\_



### Post-Listening(Speaking)

7. Show pupils three pictures of different endings



(a) The three brothers going home.

(b) The three brothers taking another road to the wedding feast.

(c) The three brothers worked together to move the log.

8. In groups, pupils choose one of the endings and explain why they chose it.

*Prompt questions: 'Is that a good ending?', 'Who do you think suggested that?' etc.*

**Theme:** World of Stories  
**Topic:** Three Brothers  
**Learning Standards:** 2.3.1, 2.2.3 (a), 2.2.4(a)  
**Objectives:** By the end of the lesson, pupils should be able to  
(i) read and enjoy the story (shared reading).  
(ii) read the story with correct stress, rhythm and intonation.  
(iii) locate the meanings of the words from dictionary and complete the table.  
(iv) rearrange sentence strips in the correct story sequence.  
**Time:** 60 minutes  
**Teaching Aids:** Dictionary, story text, sentence strips  
**Added Values:** Thinking skills

**Steps:**

**Pre-Reading:**

1. Teacher recaps what was taught in the previous lesson.
2. Teacher or pupil reads the story 'Three Brothers' aloud.

**While-Reading:**

**Activity 1**

3. Get pupils to read the story independently.
4. In Tasksheet 1, find the meaning of the adjectives in their dictionaries and match them to the characters.
5. Give feedback and check on pupils' pronunciation of words.

**Activity 2**

6. Get pupils into groups of 4 to rearrange the sentence strips in the correct sequence. (Tasksheet 2)
7. Pupils present their answers in front of the class.

**Post-Reading**

8. In groups, get pupils to choose one character from the story and write sentences about him using adjectives learned in Activity 1.
9. Get pupils to present their work to the class.

## Task Sheet 1

### Three Brothers

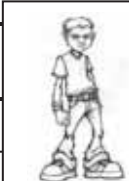


Name: \_\_\_\_\_ Year 4 \_\_\_\_\_

Match the adjectives to the characters. You may use a dictionary to help you.

**John**

**Jack**

**Jim**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
		

pleasant

miserable

furious

impatient

wise

pessimistic

### Answers for Task sheet 1

John	Jack	Jim
<i>furious</i>	<i>pleasant</i>	<i>miserable</i>
<i>pessimistic</i>	<i>wise</i>	<i>impatient</i>

\*Note to teachers: Copy and cut out the sentence strips and put them in an envelope for each group.

## Task Sheet 2

4

"Look at that! Someone has put it there to block the path. Some people are so thoughtless. We'll have to turn back now."

3

They travelled through the forest. Suddenly they came to a log blocking the path.

1

Once, there were three brothers who lived near a forest. John was very tall and angry. The youngest, Jim was short and miserable. The middle one, Jack was always calm and cheerful.

6

"Now we can't go on," the youngest brother sighed. "To go around the long way through Silver City takes too long and we will arrive late for the wedding. We might as well go home."

7

Then the middle brother Jack, suggested, "If the three of us just work together, we can move the log. Come on!!"

2

One day, the three brothers decided to go on a journey to attend a wedding feast.

5

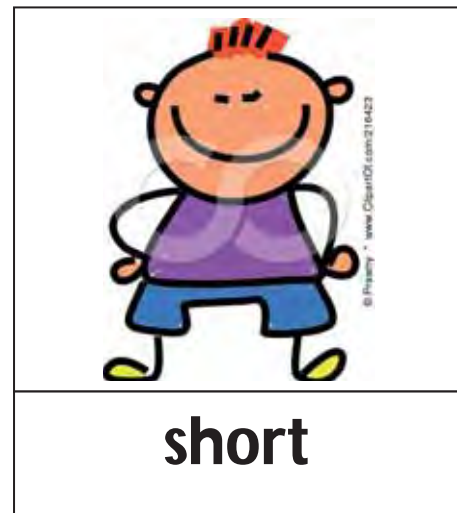
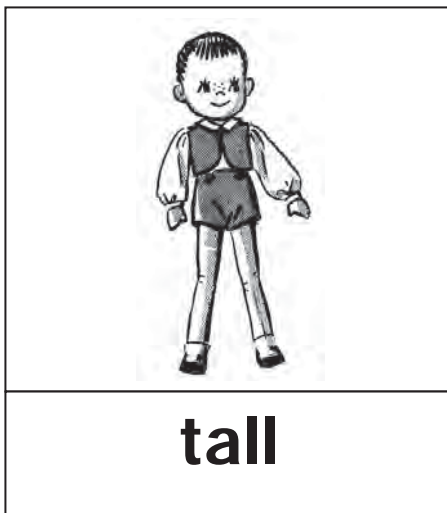
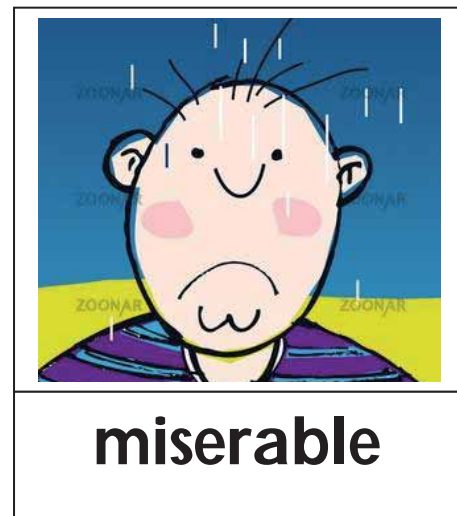
"No, no!" began Jack but Jim stopped him.

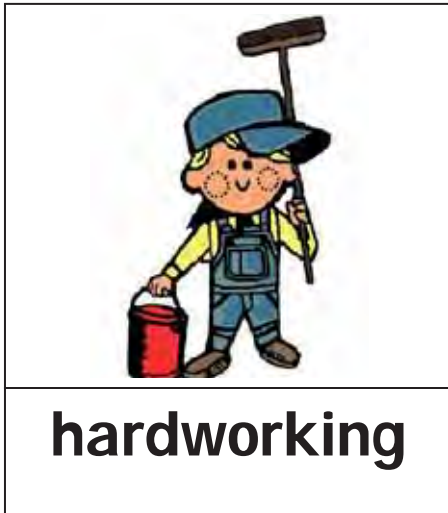
<b>Theme:</b>	World of Stories
<b>Topic:</b>	Three Brothers
<b>Learning Standards:</b>	3.3.1(b)
<b>Objectives:</b>	By the end of the lesson, pupils should be able to (i) write a few sentences about their friend, using adjectives.
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	Picture cards, task sheets 1 & 2, pictures of the three brothers
<b>Added Values:</b>	Constructivism

**Steps:**

**Pre-writing:**

1. Recap the story 'The Three Brother' with the pupils.
2. Show some adjectives using picture cards to the pupils:





4. Give them some examples of how to form phrases using the adjectives:

- a *hardworking* boy
- a *miserable* brother
- a *tall* man

5. Carry out a substitution drill.

**Teacher's Note: Adjectives are used to describe a noun. It can come after a Verb to-be. (BE + adjectives)**

Ali		smart.
Ah Chong	is	hardworking.
Raju		tall and handsome.

**Adjectives can also come BEFORE a noun. (adjectives + noun)**

Ali		smart	boy.
Ah Chong	is a	hardworking	man.
Raju		tall and handsome	

**Writing:**

6. Get pupils, in pairs, to write sentences to describe the picture in Task Sheet 1.
7. Distribute Task Sheet 2 to individual pupils and they write two sentences to describe their friend. Before pupils start, they practice the substitution drill again, using the names and characteristics of their friends.

**Feedback:**

8. Guide them in their writing and then correct their sentences accordingly.

Task Sheet 1

Three Brothers

Name: \_\_\_\_\_

Year 4 \_\_\_\_\_

Write a sentence to describe the picture. You may use the given words to help you.



1. eldest brother - tall - angry

.....  
.....  
.....  
.....



2. middle brother - happy - calm

.....  
.....  
.....  
.....



3. youngest brother - short - miserable

.....  
.....  
.....  
.....



## Task Sheet 2

Name: \_\_\_\_\_

Year 4 \_\_\_\_\_

Draw a picture of your friend. Write 2 or 3 sentences to describe them.  
Use the given words to help you write.



thin	tall	smart	hardworking
------	------	-------	-------------

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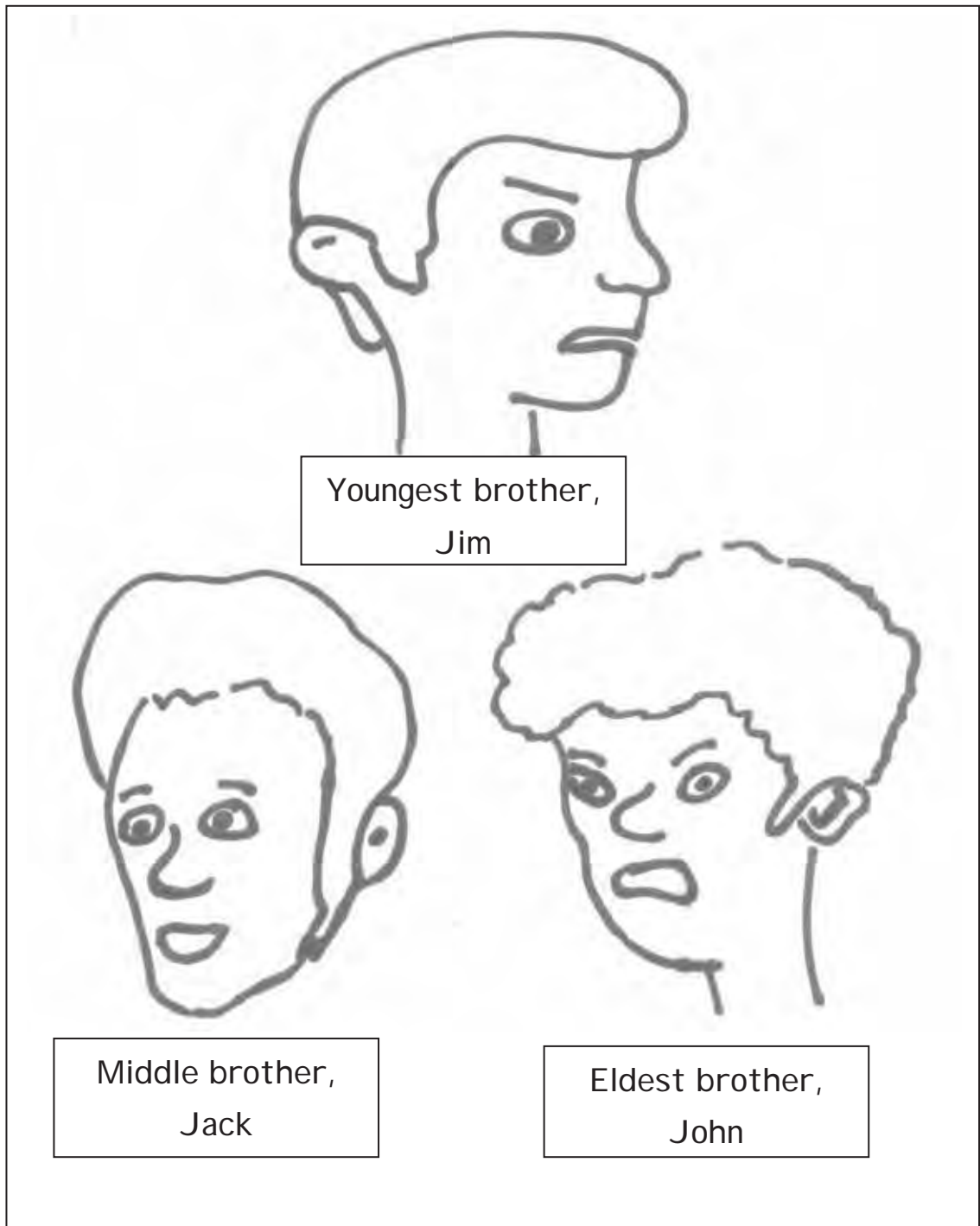
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**Notes to teachers:**

**Make 1 copy for each group.**

**Pupils colour the faces and cut them out. Then, they tape the faces to the ice cream sticks or rulers.**

**Materials needed: coloured pencils/crayons, masking tape, ice-cream sticks/rulers, scissors**



- John
- Jack
- Jim

### Three Brothers

Narrator: Once, there were three brothers who lived near a forest. The eldest, John was very tall and always angry.

John : Grrrrrrr (*showing angry face*).

Narrator: The youngest was very short and miserable.

Jim : Sighhhhh (*showing sad face*).

Narrator: The middle one Jack, was always calm and cheerful.

Jack : (*showing happy face*)

Narrator: One day, they decided to go on a journey. A friend in a far-away town was getting married and they wanted to attend the wedding feast. They travelled through the forest. Suddenly, they came to a log blocking the path.

John : Look at that! (*showing angry face*) Someone has put it there to block the path. Some people are so thoughtless. We'll have to turn back now.

Jack : No! No! We must not turn back.

Jim : We can't go on (*showing sad face*). To go around the long way through Silver City takes too long and we will arrive too late for the wedding. We might as well go home.

Jack : No! No! If the three of us just work together, we can move the log. Come on!!

**Theme:** World of Stories

**Topic:** Three Brothers

**Learning Standards:** 5.1.3 (a), (b)

**Objectives:** By the end of the lesson, pupils will be able to

- (i) locate all the simple past tense verbs from the story. (action verbs)
- (ii) differentiate regular verbs from irregular verbs.
- (iii) rewrite sentences in the Simple Past Tense.

**Time:** 60 minutes

**Teaching Aids:** Word cards (Simple Present and Simple Past Tense), Task Sheet

**Added Values:** Contextualism

### **Steps:**

#### **Presentation**

1. Recap the story, 'Three Brothers'.
2. Distribute the story text to the pupils. In pairs, pupils underline all the verbs used in the story with guidance from the teacher (Task sheet 1).
3. Write all the simple past tense verbs identified on the board (or in a power point slide).
4. Categorise the verbs into two sections (regular and irregular)
5. Explain the differences between regular and irregular verbs using examples.

<b>Regular Verbs</b>	<b>Irregular Verbs</b>
Boys play. Boys played.	Birds fly. Birds flew.

#### **Practice**

6. Pupils are divided into two groups.
7. One group says out a verb in the simple present tense and the group replies in the past tense (This can also be done in pairs).

#### **Production**

8. Pupils are given Task Sheet 2. They match the verbs to their simple past tense form.
9. Pupils then rewrite sentences in the simple present tense to the simple past tense.
10. Check their answers.

## Task Sheet 1

Name: \_\_\_\_\_ Year 4 \_\_\_\_\_

Locate the verbs and underline them.

### Three Brothers

Once, there were three brothers who lived near a forest. The eldest was very tall and was always angry. The youngest, Jim was very short and was usually unhappy. The middle one, Jack was always calm and cheerful.

One day, they decided to go on a journey. A friend in a far-away town was getting married and they wanted to attend the wedding feast. They travelled through the forest. Suddenly, they came to a log blocking the path.

"Just look at that!" the eldest brother said angrily. "Someone has put it there to block the path. Some people are so thoughtless. We'll have to turn back now."

"No, no!" began Jack but Jim stopped him.

"Now we can't go on," he sighed. "To go around the long way through Silver City takes too long and we will arrive too late for the wedding. We might as well go home."

"No! No!" said Jack thoughtfully. "If the three of us just work together, we can move the log. Come on!!"

(Source: Burgess, T., Bryan, L. *Teacher's Manuel – Reading for Literacy*. Nightingale Software Pty Ltd. Australia)

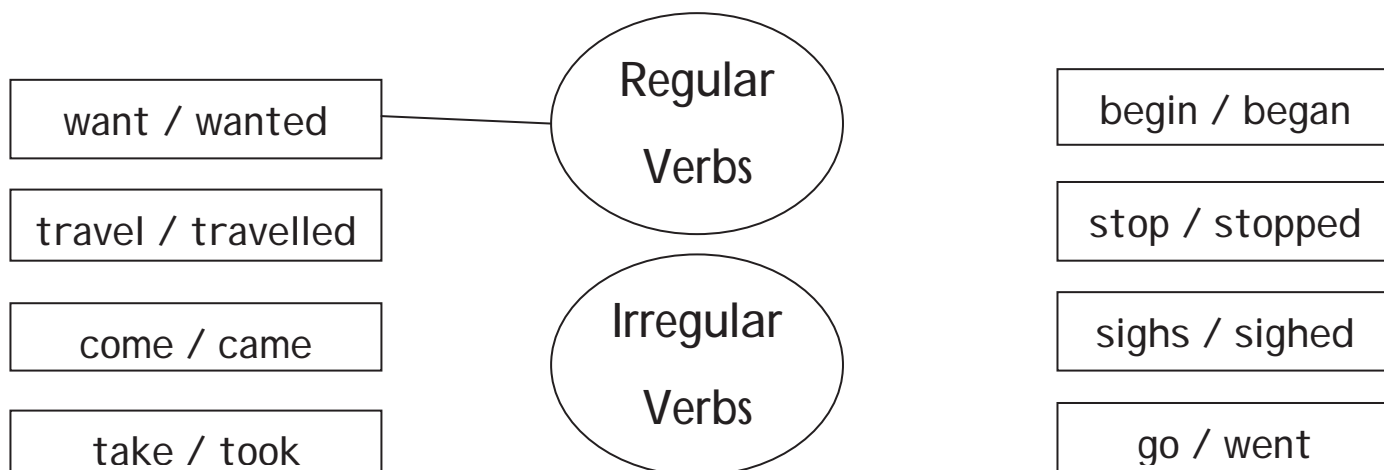
Answers: 1. wanted 2.travelled 3.came 4.came 5.began 6.sighed

## Task Sheet 2

Name: \_\_\_\_\_

Year: 4 \_\_\_\_\_

Exercise A - Match and categorise the verbs into regular or irregular verbs.



Exercise B - Rewrite the sentences using the Simple Past Tense

1. They want to attend a wedding feast.

\_\_\_\_\_

2. They travel through a forest.

\_\_\_\_\_

3. They come to a log blocking their path.

\_\_\_\_\_

4. "No, no!" begins Jack but Jim stops him.

\_\_\_\_\_

5. "Now we can't go on," he sighs.

\_\_\_\_\_

**Theme:** World of Self, Family and Friends  
**Topic:** Safe and Sound  
**Learning Standards:** 1.1.4, 1.3.1 (a)  
**Objectives:** Pupils should be able to:  
(i) respond to questions pertaining to pictures orally;  
(ii) talk confidently about the topic.  
**Time:** 60 minutes  
**Teaching Aids:** Pictures, worksheets, PowerPoint  
**Added Values:** Values and Citizenship

**Steps:**

**Pre- listening:**

1. Ask some questions pertaining to general safety measures.

**Cue questions**

What is your home address?

How do you contact your parents in case of emergency?

How do you take care of yourself?

Is it safe for you to walk alone? Why?

Would you talk strangers? Why?

What would you do if you were separated from your parents in a shopping complex?

**While-Listening:**

2. Pupils watch a video clip on 'How to Stay Safe' (SafetyTips\_Listening.ppt) and complete Task Sheet 1.
3. Discuss and confirm answers with pupils.
4. Organise pupils into two groups.
5. Watch Clip 1 (SafetyTips\_Clip 1.wmv). Get pupils to talk about the safety measures highlighted.

Group 1 (Ask): What is the safety tip mentioned?

Group 2 (Answer): Always tell an adult where you are going and call them when you get there.

**Note:** Groups 1 and 2 can take turns to ask and answer.

6. Repeat Step 5 for Clip 2 to Clip 6 (SafetyTips\_Clip 2.wmv to SafetyTips\_Clip 6.wmv).
7. Distribute Task Sheet 1 to pupils.
8. Pupils complete exercise individually.

### **Task sheet 1**

Complete these sentences on how to stay safe.

1. Always tell \_\_\_\_\_ where you are going.
2. Make sure someone you trust knows \_\_\_\_\_.
3. Always \_\_\_\_\_.
4. Pick out \_\_\_\_\_ on your way in case you need to use one.
5. \_\_\_\_\_ and turn back to a more familiar route.
6. You should never talk to \_\_\_\_\_.

#### **Answers:**

- |               |                               |                  |
|---------------|-------------------------------|------------------|
| 1. an adult   | 2. where you are at all times | 3. take a friend |
| 4. safe areas | 5. Trust your feelings        | 6. Strangers     |

### **Post-Listening (Speaking)**

9. Ask pupils to work in pairs.
10. Distribute cue cards to them.
11. Ask pupils to role play the situation.

#### **Card 1**

Stranger: Hello, little girl.  
 Alicia : (keeps quiet)  
 Stranger: Hello, sweet little girl. Why aren't you talking?  
 Alicia : My mother says I should never talk to strangers.  
 (walks away from the stranger)

#### **Card 2**

Kumar : Excuse me,  
 Uncle, please help me! (crying)  
 Guard : Sure, no problem. How can I help you?  
 Kumar : I am looking for my mom.

#### **Card 3**

Friend : Hi Eunice, let's go for a movie.  
 Eunice: I would like to but I must first ask my parents.  
 Friend : Ok.



## Task Sheet



Complete these sentences on how to stay safe.

1. Always tell \_\_\_\_\_ where you are going.
2. Make sure someone you trust knows \_\_\_\_\_.
3. Always \_\_\_\_\_.
4. Pick out \_\_\_\_\_ on your way in case you need to use one.
5. \_\_\_\_\_ and turn back to a more familiar route.
6. You should never talk to \_\_\_\_\_.

### Card 1

Stranger: Hello, little girl.

Alicia: (keeps quiet)

Stranger: Hello, sweet little girl. Why aren't you talking?

Alicia: My mother says I should never talk to strangers.

(walk away from strangers)



### Card 2

Kumar: Excuse me, Uncle, please help me!

(crying)

Policeman: Sure, no problem.

How can I help you?

Kumar: I am looking for my mom.

(go to the policemen for help)



### Card 3

Friend: Hi Eunice, let's go for a movie.

Eunice: I would like to but I must first ask my parents.

Friend: Ok.

(always tell an adult where you are going)



**Theme:** World of Self, Family and Friends

**Topic:** Safe and Sound

**Learning Standards:** 2.2.2 (a), 2.3.1

**Objectives:** Pupils should be able to:

- (i) identify features of an email and complete a flow chart;
- (ii) read and understand an email and answer comprehension questions.

**Time:** 60 minutes

**Teaching Aids:** An email/PowerPoint slides, worksheets

**Added Values:** ICT skills

**Steps:**

**Pre- Reading**

1. Revise with pupils the previous lesson on 'Safety Tips'.
2. Pupils recall what they have learned by stating the steps on safety.

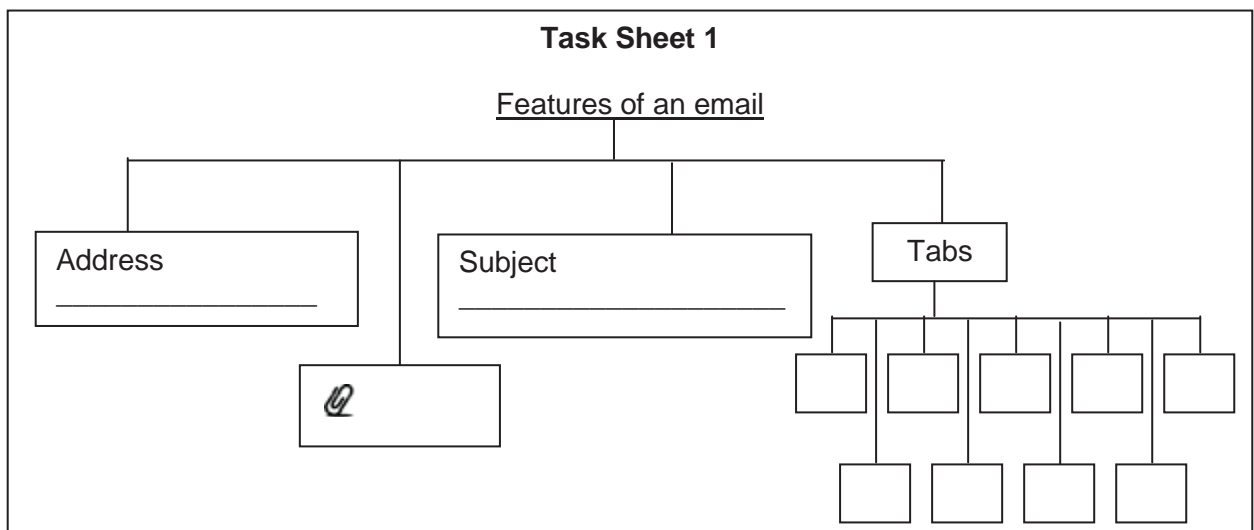
**While-Reading**

**Activity 1**

3. Show an authentic email to the pupils (use PowerPoint slides provided – email.ppt).

**Note:** Teacher can display the email using PowerPoint or through internet to show the actual email.

4. Discuss and explain the features of an email.
5. Pupils complete Task Sheet 1.



**Answers:** Tabs – what's new, inbox, contacts, updates, new email, compose message, send, cancel, save as draft

## **Activity 2**

6. Pupils read the email and answer comprehension questions (Task Sheet 2).
7. Check and discuss answers with pupils.

### **Task Sheet 2**

Circle the correct answer.

- |  |  |
|--|--|
| 1. Who is the sender?<br>A. Amri<br>B. Maryanne<br>C. Minah<br>D. Tina   | 4. What should you do when you are lost in a public place?<br>A. Open the attachment in the e-mail.<br>B. Go to the information counter to get help.<br>C. Wonder around the neighbourhood alone.<br>D. Talk to strangers. |
| 2. Who received the email?<br>A. Maryanne<br>B. Minah<br>C. Tina<br>D. Amri  | 5. Keep them informed. Who is 'them' referred to?<br>A. Children<br>B. Friends<br>C. Parents<br>D. Strangers   |
| 3. What is the email about?<br>A. Where I live<br>B. Buddy system<br>C. Safety tips<br>D. Do not talk to strangers |  |

## **Post-Reading**

6. Distribute blank email template to pupils. Pupils write an email to a friend (or to you).

**Note:** Emphasize on the email addresses, sender and receiver.

**Alternatively** if the internet is available, get pupils to send an email to you.

## E-mail Text

Hi, nina | Sign out | Options | Help | Get the Latest Firefox | Mail

WHAT'S NEW | INBOX (25) | CONTACTS | UPDATES | New Email

Compose Message | Send | Cancel | Save as Draft

Loading...

TO: | CC: | SUBJECT: | Attachments | Emoticons | Format | Switch to Plain Text | Norton by Symantec

**Inbox** 7  
Drafts  
Sent  
Spam 28  
Trash 10

**Folders**  
anita johor  
email  
hubby  
school work

**Applications**  
Attach Large Files  
Automatic Organiser  
Edit Photos  
Flickr

Dear Minah,

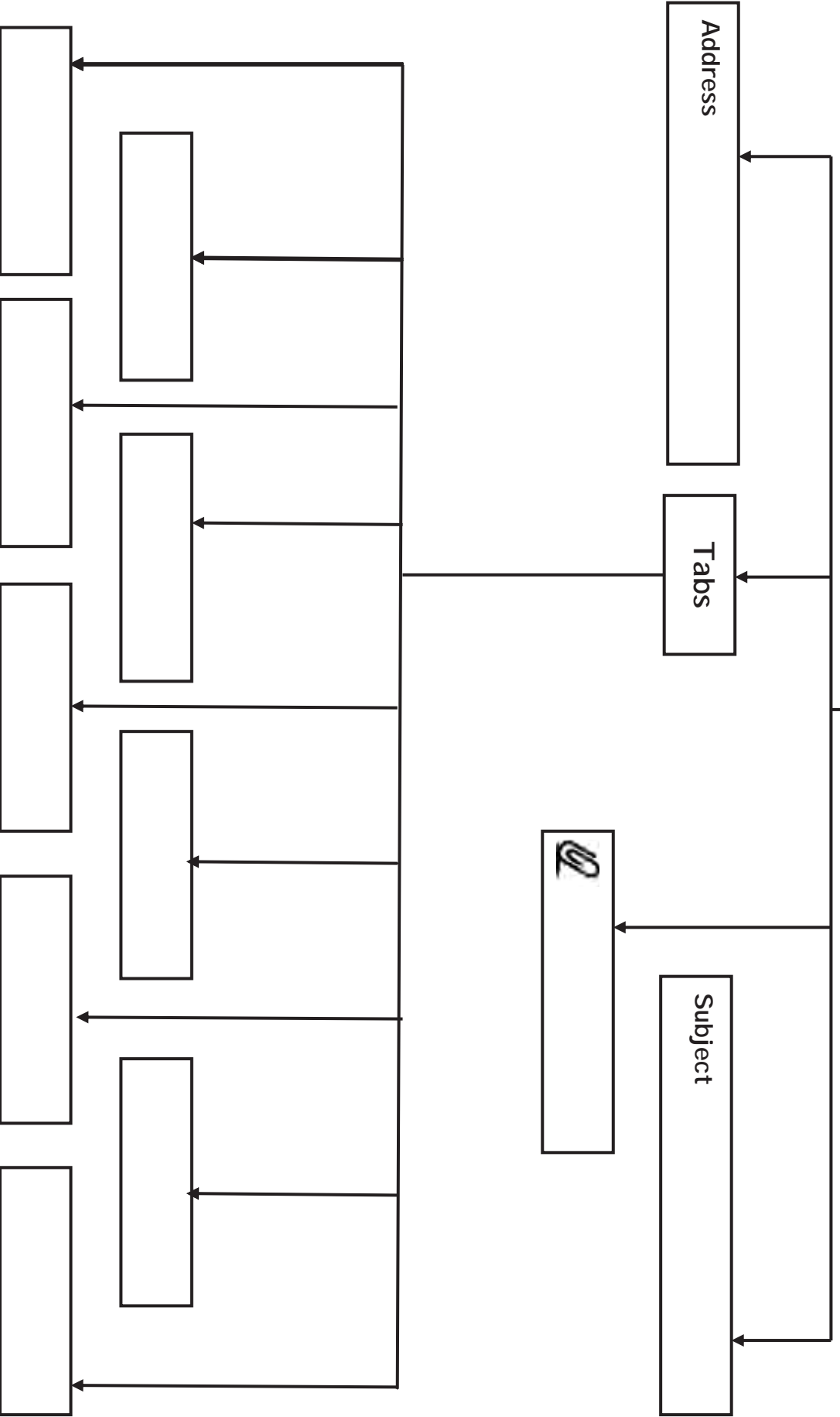
I just received these safety tips from my friend and I am forwarding it to you because I think it will be helpful. Please share with your friends.

Maryanne.

**Safety Tips for Children**

1. WHO AM I AND WHERE DO I LIVE : Learn your full name, birth date, address, parents' full names and phone numbers.
2. WHAT DO I DO IF I CAN'T FIND MY PARENTS : If you are lost in a public place, go to the information counter to get help.
3. KEEP THEM INFORMED: Always inform your parents your whereabouts.
4. USE THE BUDDY SYSTEM : Do not wander around the neighbourhood alone.
5. RUN : If someone follows you, run to a place where there are many people.
6. DO NOT TALK TO STRANGERS.

Complete the flow chart on the features in an email.



## Task Sheet 2

Circle the correct answer.

1. Who is the sender?

- A Amri
- B Maryanne
- C Minah
- D Tina

2. Who received the email?

- A Maryanne
- B Minah
- C Tina
- D Amri

3. What is the email about?

- A Where I live
- B Buddy system
- C Safety tips
- D Do not talk to strangers

4. What should you do when you are lost in a public place?

- A Open the attachment in the email.
- B Go to the information counter to get help.
- C Wonder around the neighbourhood alone.
- D Talk to strangers.

5. Keep them informed. Who is 'them' referred to?

- A Children
- B Friends
- C Parents
- D Strangers

## Email Account Sign Up Template

Fill in the particulars to sign up for a Jetmail account.

Sign up - Jetmail - Window/Internet Explorer

https://signup.jetmail.com/signup.aspx?mk=EN-MY&u=https%3A%2F%2Flogin.jetmail.com%2Flogin

File Edit View Favorites Tools Help

Sign up

Sign in

Create your Jetmail ID

Use your email address:

Create a password:

6-character minimum; case sensitive

Retype password:

First name:


Last name:

Gender: ☐ Male ☐ Female

Birth year:

Enter the characters you see

New | Audio | Help

Radical Radiation

Clicking **I accept** means that you agree to the [Jetmail](#) service agreement and privacy statement.



**Theme:** World of Self, Family and Friends  
**Topic:** Safe and Sound  
**Learning Standards:** 3.2.2(c)  
**Objectives:** Pupils should be able to reply an email with guidance.  
**Time:** 60 minutes  
**Teaching Aids:** Worksheets  
**Added Value:** ICT skills

**Steps:**

**Pre - Writing**

1. Pupils read the email from the previous lesson.

Email Text	
TO:	<input type="text"/>
CC:	<input type="text"/>
SUBJECT:	<input type="text"/>

Dear Minah

I just received these safety tips from my friend and I am forwarding it to you because I think It will be helpful. Please open the attachment for further details.

Maryanne.

**Safety Tips for Children**

1. WHO AM I AND WHERE DO I LIVE: Learn your full name, birth date, address, parents' full names and phone numbers.
2. WHAT DO I DO IF I CAN'T FIND MY PARENTS: If you are lost in a public place, go to the information counter to get help.
3. KEEP THEM INFORMED: Always inform your parents your whereabouts.
4. USE THE BUDDY SYSTEM: Do not wander around the neighbourhood alone.
5. RUN: If someone follows you, run to a place where there are many people.
6. DO NOT TALK TO STRANGER.

2. Lead pupils to talk about the contents of the email.

**Cue questions:**

1. Who send the email?
2. What is the email address?
3. What do you write for the SUBJECT?
4. How should you send a file online?

## **Writing**

### **Activity 1**

3. Pupils reply the email online (if the internet and an ICT lab is available) or use the template (Handout 1) provided.

**Note:** Lesson may be carried out in the ICT lab.

#### **Handout 1**

Fill in the blanks to reply the email.

TO:

CC:

SUBJECT:

Dear Maryanne,

Thank you for your \_\_\_\_\_ on \_\_\_\_\_. It is very \_\_\_\_\_ to my friends and I. It came just in time \_\_\_\_\_ my teacher has just asked my class to make a \_\_\_\_\_ on Safety Tips for children. I was delighted when I \_\_\_\_\_ the email from you because I can use the \_\_\_\_\_ you sent through \_\_\_\_\_ to complete my \_\_\_\_\_.

Thank you,

\_\_\_\_\_

**Note:** Provide pupils with words to fill in the blanks if your pupils need guidance.

Minah	pictures	email	because	scrapbook
project	received	attachment	helpful	Safety Tips

4. Check and confirm answers with pupils.

## Activity 2

5. Pupils work in groups.
6. Distribute a piece of mahjong paper to each group.
7. Assign a situation to each group.

### Situation

Lost in a shopping complex  
Going to a park  
Going to the cinema  
Home alone

8. Pupils write a short note on safety tips for the situations assigned to them.

## Feedback

9. Display pupils' work on the board or around the classroom.
10. Invite group leaders present their written notes.
11. Lead pupils to edit the notes. (emphasise on language accuracy)

## Email Text

TO:

CC:

SUBJECT:

Dear Minah

I just received these safety tips from my friend and I am forwarding it to you because I think it will be helpful. Please open the attachment for further details.  
Maryanne.

### **Safety Tips for Children**

1. WHO AM I AND WHERE DO I LIVE: Learn your full name, birth date, address, parents' full names and phone numbers.
2. WHAT DO I DO IF I CAN'T FIND MY PARENTS: If you are lost in a public place, go to the information counter to get help.
3. KEEP THEM INFORMED: Always inform your parents your whereabouts.
4. USE THE BUDDY SYSTEM: Do not wander around the neighbourhood alone.
5. RUN: If someone follows you, run to a place where there are many people.
6. DO NOT TALK TO STRANGER.

## Handout 1

Fill in the blanks to reply the email.

TO: Maryanne@zeemail.com

CC:

SUBJECT: Safety tips

Dear Maryanne,

Thank you for your \_\_\_\_\_ on \_\_\_\_\_.

It is very \_\_\_\_\_ to my friends and I. It came just in

time \_\_\_\_\_ my teacher has just asked my class to make a

\_\_\_\_\_ on Safety Tips for children. I was delighted when

I \_\_\_\_\_ the email from you because I can use

the \_\_\_\_\_ you sent through \_\_\_\_\_

to complete my \_\_\_\_\_.

Thank you.

\_\_\_\_\_

**Theme:** World of Self, Family and Friends  
**Topic:** Safe and Sound  
**Learning Standards:** 5.1.4 (a) & (b)  
**Objectives:** Pupils should be able to use conjunctions (because, so) correctly.  
**Time:** 60 minutes  
**Teaching Aids:** Task sheets  
**Added Value:** Thinking skills

**Steps:**

**Presentation**

1. Show pupils Picture 1.



**Picture 1**

2. Lead pupils to talk about the picture.

**Cue questions**

1. What was the boy doing? (running)
2. What were the two men doing? (chasing him)
3. Why was the boy running?

3. Teacher explains the use of the two conjunctions 'so' and 'because'.

**Grammar Item:**

- *because* provides the reason for an action, and
- *so* gives the result of or response to an action

**Example:**



The boy ran towards his house **because** the men were chasing him.

The men were chasing the boy **so** he ran towards his house.

4. Repeat step 1 to 3 using Picture 2

**Picture 2**



The boys asked the police for help **because** they were lost.

The boys were lost **so** they asked the police for help.

**Practice:**

5. Pupils make sentences from the substitution table.

1. Ali wanted to go out	so	he asked his mother for permission.
2. The robot batteries took ages to charge up		I had to wait for ages before I could use it
3. Ali asked his mother's permission	because	he wanted to go out.
4. I had to wait before I could use the robot		its batteries took ages to charge up.

**Production:**

4. Distribute task sheet to pupils.

**Task Sheet**

Fill in the blanks with **so** or **because**.

1. Arni was crying \_\_\_\_\_ she could not find her mother in the shopping mall.
2. You should not talk to strangers \_\_\_\_\_ it is very dangerous.
3. Puan Maria is giving some safety tips to her pupils \_\_\_\_\_ they are listening attentively.
4. Badrul's mother scolded him \_\_\_\_\_ he went to the playground all by himself.
5. Karim ran to his mother \_\_\_\_\_ a stranger was following him.
6. The little boy was crying \_\_\_\_\_ the security guard helped him.
7. My mother said that I must not go out alone \_\_\_\_\_ it is dangerous.
8. A stranger is at the door \_\_\_\_\_ Muthu calls for his father.

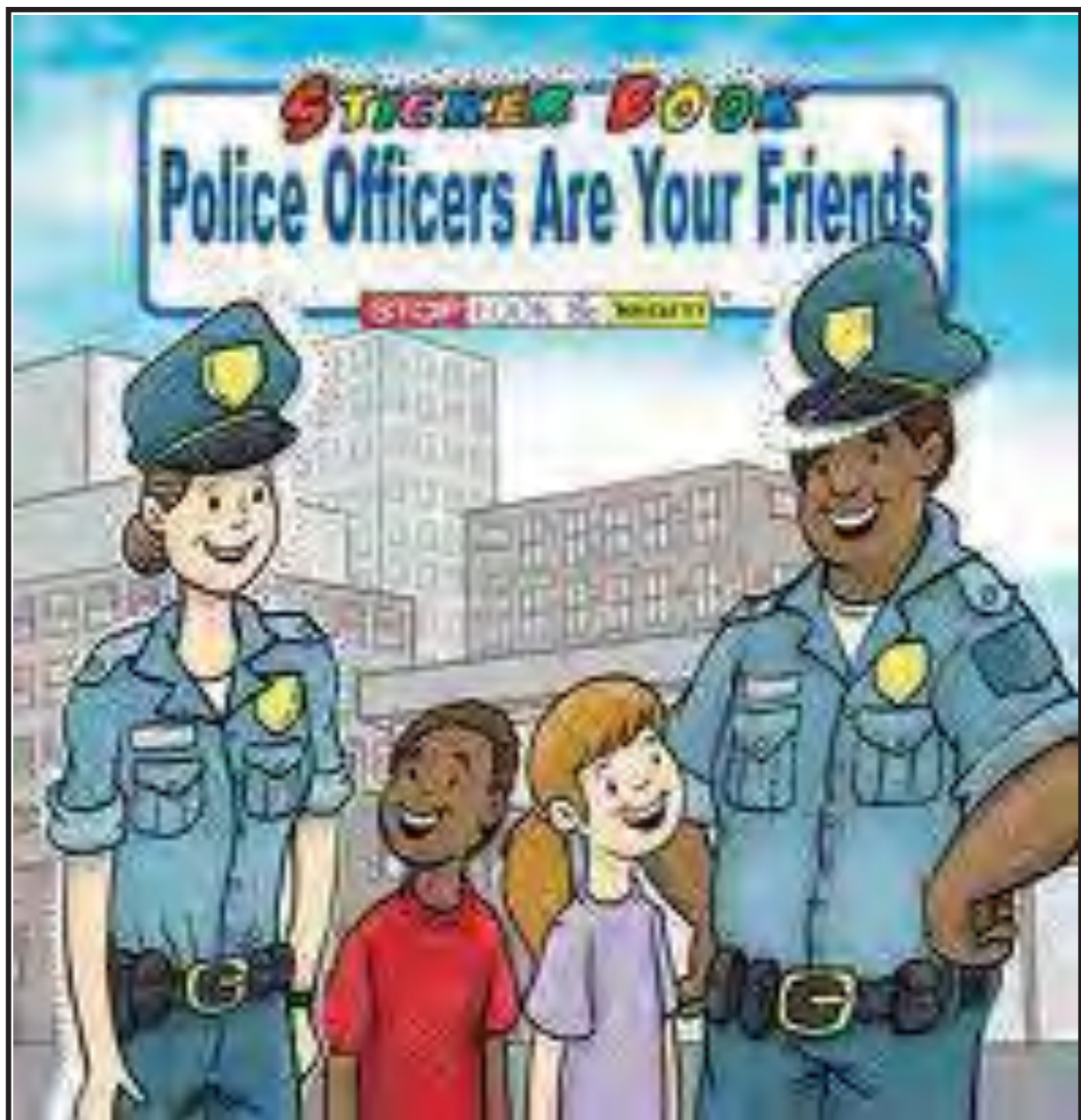
5. Pupils complete the task individually.
6. Check and confirm answers with pupils.



Picture 1



Picture 2





Fill in the blanks with *so* or *because*.

1. Arni was crying \_\_\_\_\_ she could not find her mother in the shopping mall.
2. You should not talk to strangers \_\_\_\_\_ it is very dangerous.
3. Puan Maria is giving some safety tips to her pupils \_\_\_\_\_ they are listening attentively.
4. Badrul's mother scolded him \_\_\_\_\_ he went to the playground all by himself.
5. Karim ran to his mother \_\_\_\_\_ a stranger was following him.
6. The little boy was crying \_\_\_\_\_ the security guard helped him.
7. My mother said that I must not go out alone \_\_\_\_\_ it is dangerous.
8. A stranger is at the door \_\_\_\_\_ Muthu calls for his father.



**Theme:** World of Self Family and Friends  
**Topic:** Looking Good (Clothing)  
**Learning Standards:** 1.1.3, 1.2.1 (a) & (b), 1.2.4  
**Objectives:** By the end of the lesson, pupils should be able to  
(i) listen to and recite a poem;  
(ii) extend and accept an invitation;  
(iii) complete a table based on responses given.  
**Time:** 60 minutes  
**Teaching Aids:** pictures, video clip (fashionshow.wmv), poem (PowerPoint),  
question cards  
**Added Values:** ICT skills, Multiple Intelligences

**Steps:**

**Pre-listening:**

1. Pupils watch a video clip (FashionShow.wmv) on a children's fashion show and talk about it. (Source: [http://www.youtube.com/watch?v=m\\_RvSmDvip4](http://www.youtube.com/watch?v=m_RvSmDvip4))
2. Pupils identify and talk about the clothing with teacher's guidance.

**Cue questions:**

*What are the three girls wearing?*

*What do they have on their feet?*

*Which girl is wearing a pair of black shoes?*

*(Teacher may replay the video while discussing)*

*What does the boy wear on his head?*

**While-Listening**

3. Distribute Task Sheet 1 to pupils.

### Task Sheet 1

Fill in the blanks with the correct word.

Ali looks smart and handsome in his 1. \_\_\_\_\_  
with matching 2. \_\_\_\_\_ and a 3. \_\_\_\_\_.

Then comes Kumari  
in her striking maroon 4. \_\_\_\_\_.

Juliana is a Kadazan girl.

She looks stunning in her black 5. \_\_\_\_\_ costume.

Next is Mei Ling in a pink 6. \_\_\_\_\_  
and a pair of black 7. \_\_\_\_\_.

She also has a matching pink 8. \_\_\_\_\_.

Patik is an Iban girl.

She wears a blue top and a 9. \_\_\_\_\_.

dancing gracefully to the tune of 10. \_\_\_\_\_.

### Answers:

1. baju Melayu
2. sampin
3. songkok
4. sari
5. costume
6. cheongsam
7. shoes
8. fan
9. sarung
10. Lenggong Kangkung

4. Teacher recites poem.
5. Pupils listen and complete Task Sheet 1.
6. Teacher checks answers with pupils.
7. Pupils recite poems paying attention to pronunciation, rhythm and intonation.

### Post-Listening (Speaking)

8. In groups, pupils talk about the clothes that they wear daily and on special occasions.
9. Pupils complete Task Sheet 2.

### Task Sheet 2

Task Sheet 2	
	What do you wear?
Daily	
Special Occasions	

### 10. Role play

Get pupils to role-play: An invitation to a birthday party. Demonstrate and explain to pupils using the following skeleton dialogue.

**Skeleton dialogue**

Pupil A: Hi, \_\_\_\_\_. I'm having a \_\_\_\_\_ and I would like to invite you.

Pupil B: Oh! I would love to come. When is the \_\_\_\_\_?

Pupil A: This \_\_\_\_\_ at \_\_\_\_\_ at my house.

Pupil B: Good. I'll be wearing my \_\_\_\_\_.

Pupil A: That's a good idea.

Pupil B: See you on \_\_\_\_\_.

Pupil A: See you.

For Advanced pupils

Teachers may use the web. Google for 'DVolver' programme to create a movie dialogue.



## Task Sheet 1



Complete the table.

	What do you wear?
Daily	
Special Occasions	



## Task Sheet 2

Fill in the blanks with the correct word.

Ali looks smart and handsome in his \_\_\_\_\_

with matching \_\_\_\_\_ and a black \_\_\_\_\_.



Then comes Kumari in her striking maroon \_\_\_\_\_.



Juliana is a Kadazan girl.

She looks stunning in her black \_\_\_\_\_.



Next is Mei Ling in a pink \_\_\_\_\_

and a pair of black \_\_\_\_\_.



She also has a matching pink \_\_\_\_\_.

Patik is an I ban girl.

She wears a blue top and a \_\_\_\_\_

dancing gracefully to the tune of \_\_\_\_\_.





**Theme:** World of Self Family and Friends

**Topic:** Looking Good (Clothing)

**Learning Standards:** 2.2.3 (a), 2.2.2. 3 (b)

**Objectives:** By the end of the lesson, pupils should be able to:

- (i) predict responses with teacher's responses.
- (ii) sequence sentence strips to form a meaningful paragraph.

**Time:** 60 minutes

**Teaching Aids:** Sentence strips, flyers

**Added Values:** Entrepreneurship

**Steps:**

**Pre-Reading**

1. Show pupils pictures of clothing.

- Party dress (special occasions)
- Jeans, T-shirt (casual)

**Alternatively** put on slide show clothing.ppt.

2. Pupils form groups of five.
3. In groups, pupils discuss and decide two pieces of the clothes they would like to buy.
4. Pupils must justify their choices.

**While-Reading**

5. Distribute Reading Text (dialogue) to pupils.
6. Pupils read aloud the dialogue using correct stress and intonation.
7. Pause and lead pupils to predict the responses from the mother.

**Cue question:** What will Mom's response be?

8. Give the correct responses and pupils copy it to complete their reading text.

**Reading Text (Dialogue - Prediction)**

Mary: Mom, the boutique near our house is having a sale. Children's clothes are sold at a discounted price. Can we go shopping, please?

Mom: \_\_\_\_\_

Mary: Most of them do not fit me anymore. Can I put them away?

Mom: \_\_\_\_\_

Mary: Mom, if I give them to Ruth, would you buy me some skirts, blouses and T-shirts?

Mom: Mary, why do you need all of those? \_\_\_\_\_

Mary: But mom...

Mom: I'm sorry, Mary. \_\_\_\_\_

### **Reading Text (Dialogue – Complete)**

- Mary: Mom, the boutique near our house is having a sale. Children's clothes are sold at a discounted price. Can we go shopping, please?
- Mom: [Mary, your old clothes are still in good condition.]
- Mary: Most of them do not fit me anymore. Can I put them away?
- Mom: [If they do not fit you anymore, give them to your sister.]
- Mary: Mom, if I give them to Ruth, would you buy me some skirts, blouses and T-shirts?
- Mom: Mary, why do you need all of those? [You should not be spending money on things that you don't really need.]
- Mary: But mom...
- Mom: I'm sorry, Mary. [You should learn to be thrifty and spend wisely.]

### **Post-Reading**

8. Pupils sequence the sentence strips to form a story.

#### **Sentence Strips**

The boutique near Mary's house is having a sale.  
Children's clothes are sold at big discounted price.  
Mary is eager and requested her mother to go shopping there.  
Her mother disagreed as her old clothes are still in good conditions.  
Mary felt dejected.  
Her mother suggested that Mary gives her clothes to her sister.  
If I give them to Ruth, would you buy me some skirts, blouses and T-shirts?  
Her mother was still firm in her decision.  
Mary learnt a lesson that 'A penny saved is a penny gained.'

## Reading Text

Mary: Mom, the boutique near our house is having a sale. Children's clothes are sold at a discounted price. Can we go shopping, please?

Mom: \_\_\_\_\_  
\_\_\_\_\_

Mary: Most of them do not fit me anymore. Can I put them away?

Mom: \_\_\_\_\_  
\_\_\_\_\_

Mary: Mom, if I give them to Ruth, would you buy me some skirts, blouses and T-shirts?

Mom: Mary, why do you need all of those? \_\_\_\_\_  
\_\_\_\_\_

Mary: But mom...

Mom: I'm sorry, Mary. \_\_\_\_\_  
\_\_\_\_\_





## Sentence Strips

Arrange these sentences to retell the dialogue between Mom and Mary.

The boutique near Mary's house is having a sale.

Children's clothes are sold at big discounted price.

Mary is eager and requested her mother to go shopping there.

Her mother disagreed as her old clothes are still in good conditions.

Mary felt dejected.

Her mother suggested that Mary gives her clothes to her sister.

If I give them to Ruth, would you buy me some skirts, blouses and T-shirts?

Her mother was still firm in her decision.

Mary learnt a lesson that 'A penny saved is a penny gained.'



**Theme:** World of Self Family and Friends

**Topic:** Looking Good (Clothing)

**Learning Standards:** 3.1.1 (a) & (b), 3.2.2 (b)

**Objectives:** By the end of the lesson, pupils should be able to:

- (i) complete sentences;
- (ii) write a short paragraph on clothing.

**Time:** 60 minutes

**Teaching Aids:** Realia, manila cards, worksheets

**Added Values:** ICT skills, Thinking Skills

**Steps:**

**Pre- Writing**

1. Teacher shows pictures of clothing and pupils name them orally.
2. Teacher pastes pictures of the clothes on the board and pupils label them using word cards.  
(or use PowerPoint slides clothes.ppt)

**Suggested Clothing:**

Traditional costume	Casual wear	Sports wear
baju kurung baju melayu sari cheongsam	T-shirt a pair of trousers blouse skirt scarf	bandana cap tracksuit a pair of shorts T-shirt a pair of sneakers a pair of socks

**Writing**

3. Pupils form two groups.
4. Each group is given a template.
5. Using the template, pupils create their jumble sales notices.



**Feedback**

6. Collect pupils' notices. Display them on the board.
7. Pupils explain their notices. (Each group can select a representative to do so)
8. Teacher leads pupils to make comments and edit any language errors.

**Date:**

**Venue:**

**Visit us at:**

**Time:**

# Jumble Sale

**Objective:**

**We are reselling used:**

**Organised by:**

**Theme:** World of Self Family and Friends

**Topic :** Looking Good (Clothing)

**Learning Standards:** 5.1.5 (a), (b), (c), (d) and (e)

**Objectives:** By the end of the lesson, pupils would be able to

- (i) use the clues given to find the hidden object;
- (ii) fill in the blanks correctly with prepositions.

**Time:** 60 minutes

**Teaching Aids:** a composite picture, task sheet

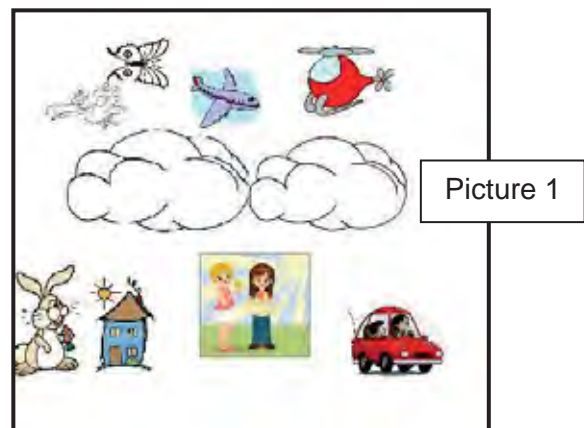
**Added Values:** Thinking Skills

**Steps:**

### Presentation

1. Introduce the prepositions using Picture 1.

- The butterfly is **above** the clouds.
- The rabbit is **beside** the house.
- The airplane is **below** the clouds.
- The airplane is **between** the helicopter and the butterfly.



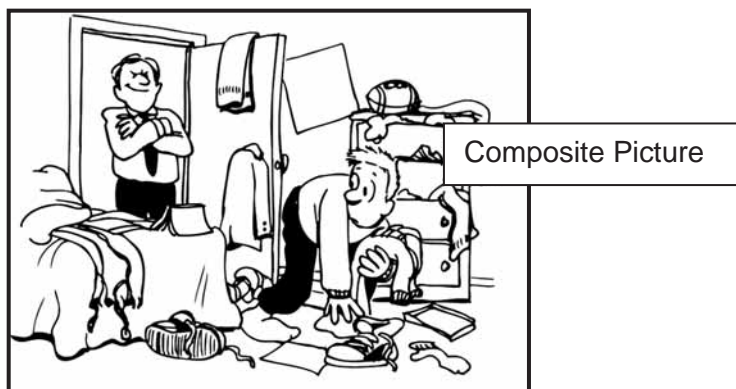
Picture 1

Source: <http://www.englishexercises.org/>

### Practice

#### Activity 1

2. Show pupils a composite picture (or use PowerPoint slide CompositePicture.ppt provided).



Composite Picture

Source: <http://www.clipartoday.com/>

3. Lead pupils to talk about the picture using the prepositions.
4. Write down all sentences on the board.



### Sample sentences:


The towel is hanging on the door	above	above the shirt.
The sport shoes are on the floor	between	the bed and the chests.
The shirt is hanging on the door knot	below	the towel.
The picture is hanging on the wall	beside	the chests.

### Activity 2

5. Distribute task sheet. Pupils fill in the blanks based on the picture clues to solve the puzzle.


#### Task Sheet

1	2, 4			3		
5						



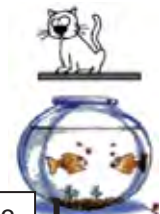
1

 ↓




2

 ↓




3

 ↓



4

 ↓



5

 →

1. The star is \_\_\_\_\_ the earth.
2. The girl is standing \_\_\_\_\_ the flowers.
3. The cat is looking at the fish \_\_\_\_\_ him in the bowl.
4. The foal is \_\_\_\_\_ the mare.
5. The number '4' is \_\_\_\_\_ the number '5' and '6'.

6. Check and confirm answers with pupils.

## **Production**

7. Play a game – ‘Seek Me Out’.

(a) Put Picture 2 on the board (or use PowerPoint slide picture\_2.ppt provided).



Picture 2

Source: <http://www.englishexercises.org>

(b) In groups, pupils write as many sentences as they can based on the picture using the prepositions ‘above’, ‘below’, ‘between’ and ‘beside’.

**Note:** Guide pupils with name of objects in the house. The emphasis of this exercise is the prepositions.

(c) Give a time limit to make it more fun.

8. Check and conform answer with pupils.

### **Sample sentences:**

The stairs are **beside** the bathroom.

The washing machine is **beside** the dryer.

The dresser is **below** the mirror.

The picture is **above** the television.

The hammer is **between** the saw and the pliers.

Picture 1

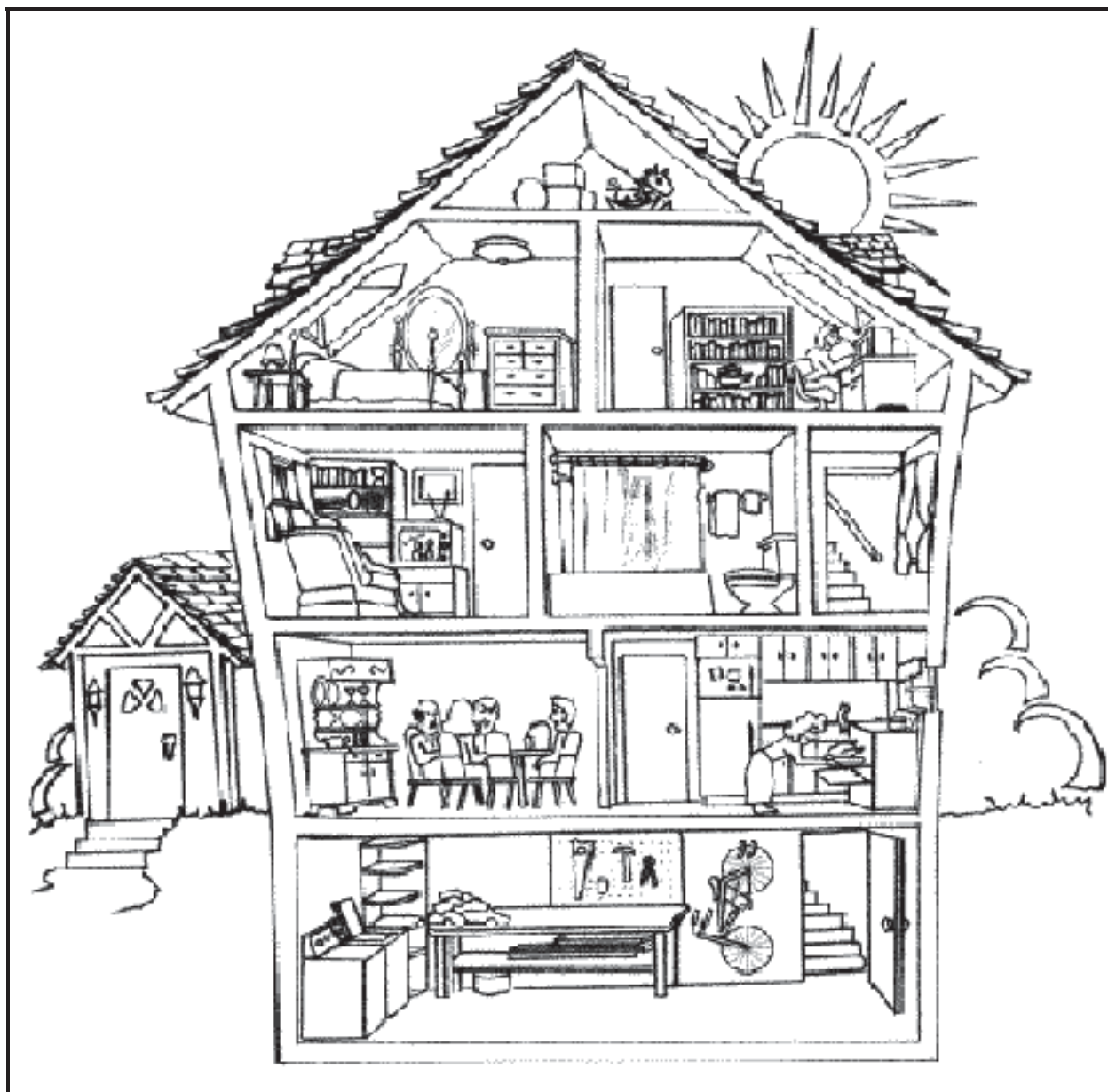


Source: <http://www.englishexercises.org/>



Source: <http://www.cliparttoday.com/>

Picture 2



Source: <http://www.englishexercises.org>

## Task Sheet

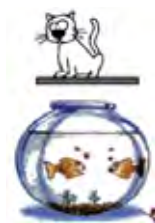
1	2, 4			3		
5						



1 ↓



2 ↓



3 ↓



4 ↓



5 →

Fill in the blanks.

1. The star is \_\_\_\_\_ the earth.
2. The girl is standing \_\_\_\_\_ the flowers.
3. The cat is looking at the fish \_\_\_\_\_ him in the bowl.
4. The foal is \_\_\_\_\_ the mare.
5. The number '4' is \_\_\_\_\_ the number '5' and '6'.

# SECTION 3



## *Grammar Notes*

## ARTICLES

### Definition:

#### (A) Infinite Article 'a'

The simplest and shortest form of one.

- (i) 'a' is used before a consonant

*Examples:*

*a book*  
*a pencil*

- (ii) 'a' is also used before a vowel when the vowel is sounded as /j/

*Examples:.*

*a university      a unicorn*  
*a uniform      union*  
*a ewe      unit*  
*a useful book      united family*

#### (B) Infinite Article 'an'

The simplest and shortest form of one.

- (i) 'an' is used before a vowel

*Examples:*

*an apple      an elephant*  
*an orange      an ice cream*  
*an umbrella*

- (ii) 'an' is used before the silent 'h'. As the "h" hasn't any phonetic representation and has no audible sound, the sound that follows the article is a vowel; consequently, "an" is used.

*an hour      an honest boy*  
*an heir      an honourable judge*



### (C) Zero Article

There are a lot of rules about when we **don't** use articles. Here are four of them:

#### We **don't** use an **article**:

**1.** to talk about plural and uncountable nouns or when talking about things in general:

I am terrified of **rats**.

I hate **cheese**.

**2.** before countries, towns, streets, languages and single mountains:

I am from **China**.

I have climbed **Mount Everest**.

She speaks **French**.

**3.** Before some places and with some forms of transport:

I live at **home** with my parents.

I came here by **car**.

He goes to work by **bus**.

**4.** In exclamations with what + uncountable noun:

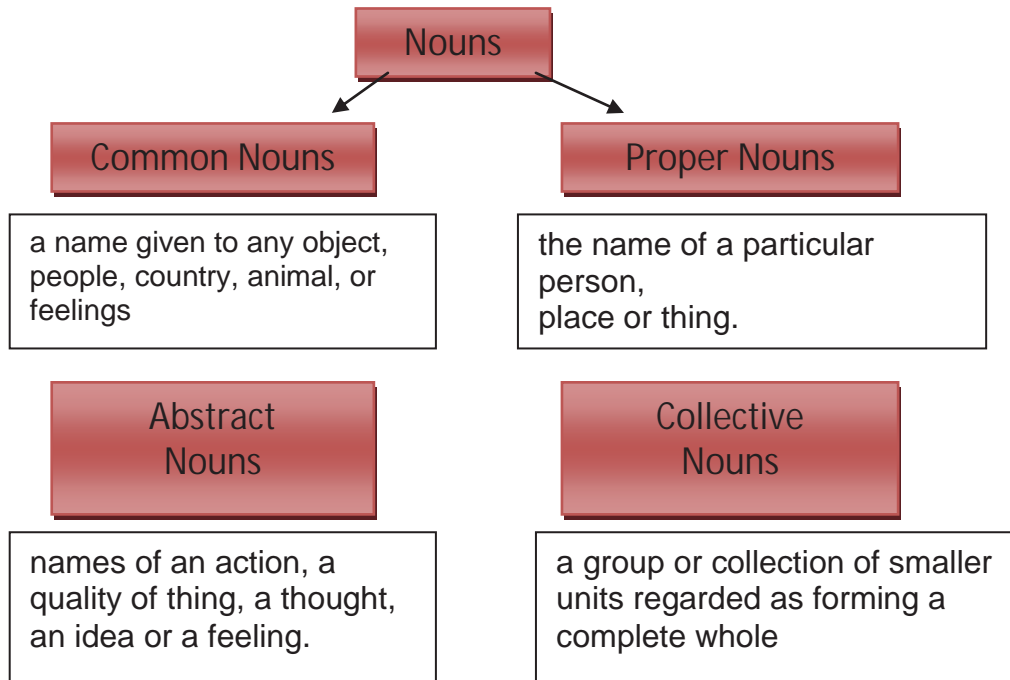
**What** beautiful **weather**!

**What** loud **music**!

**What** disgusting **food**!

## NOUNS

Nouns are words that name objects, places, people, animals, actions and feelings.



*Adapted from:  
Learning English Grammar & Language  
The Essential Guide To Good English  
Milon Nandy*

### Countable and Uncountable Nouns

Examples of countable nouns:

Objects	pens, pencils, books, erasers, clocks
People	man, woman, child, pupil, father, mother
Animals	cats, cows, ducks, horses, buffaloes
Insects	ants, bees, butterflies, beetles, grasshoppers

Examples of uncountable nouns.

Food	bread, rice, noodles, cereal, porridge
Beverages	tea, coffee, milo, milk
Natural elements	air, water, sand, soil, carbon dioxide

## SINGULAR AND PLURAL NOUNS

### Singular and Plural Nouns

A noun that shows only one person (e.g. a girl), thing (e.g. pencil), animal (e.g. tiger) or place (e.g. market) is called a singular noun).

A noun that shows more than one person (e.g. girls), thing (e.g. pencils), animal (e.g. tigers) or place (e.g. markets) is called a plural noun.

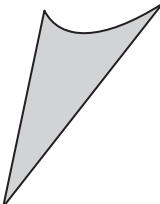
### How plural nouns are formed.

#### By adding –s.

airport	airports	architect	architects
classroom	classrooms	taxi	taxis
doughnut	doughnuts	highway	highways

#### By adding 'es' to nouns ending in –ch, –s, –sh and –x.

beach	beaches	peach	peaches
branch	branches	speech	speeches
ditch	ditches	watch	watches
boss	bosses	glass	glasses
bus	buses	lens	lenses
chorus	choruses	pass	passes
brush	brushes	fish	fishes
bush	bushes	lash	lashes
dish	dishes	wish	wishes
box	boxes	hoax	hoaxes
fax	faxes	six	sixes



fox

foxes

tax

taxes

**By adding 'es' to nouns ending in -o.**

buffalo

buffaloes

potato

potatoes

cargo

cargoes

mosquito

mosquitoes

echo

echoes

tomato

tomatoes

**By adding 's' to nouns ending in -o.**

banjo

banjos

patio

patios

bamboo

bamboos

photo

photos

radio

radios

video

videos

**By replacing 'y' with -ies.**

baby

babies

lorry

lorries

fly

flies

navy

navies

hobby

hobbies

puppy

puppies

**By adding 's' to nouns ending in -y.**

boy

boys

key

keys

day

days

toy

toys

donkey

donkeys

turkey

turkeys

**By replacing 'f' or 'fe' with -ves.**

calf

calves

loaf

loaves

half

halves

self

selves

life

lives

wife

wives

**By adding 's' to nouns ending in -f or -fe.**

chief

chiefs

hoof

hoofs

dwarf

dwarfs

reef

reef

gulf

gulfs

roof

roofs

**By changing vowels.**

foot	feet	louse	lice
goose	geese	tooth	teeth
mouse	mice	woman	women

**Some nouns have same words for plural and singular.**

aircraft	aircraft	music	music
crossroads	crossroads	series	series
furniture	furniture	sheep	sheep

**Exceptional plural.**

child	children	ox	oxen
crisis	crises	passer-by	passers-by
mouse	mice	radius	radii

Note: This chart can be taught IN separate lessons throughout Year 4.

## Pronouns

A pronoun is used in place of a noun or nouns. Common pronouns include ***her, I, him, me, it, them, we, she, he, they and us***. Here are some examples:

INSTEAD OF: Lana is a good athlete.

**She** is a good athlete. (The pronoun *she* replaces *Lana*.)

INSTEAD OF: The beans and tomatoes are fresh-picked.

**They** are fresh-picked. (The pronoun *they* replaces *the beans and tomatoes*.)

Often a pronoun takes the place of a particular noun. This noun is known as the antecedent. A pronoun "refers to," or directs your thoughts toward, its antecedent.

Let's call **Lana** and ask **her** to join the team. (*Her* is a pronoun; *Lana* is its antecedent.)

To find a pronoun's antecedent, ask yourself what that pronoun refers to. What does *her* refer to in the sentence above—that is, who is the *her*? The *her* in the sentence is Lana; therefore, *Lana* is the antecedent.

## Possessive Pronouns

A possessive pronoun tells you who owns something. The possessive pronouns are ***hers, his, its, mine, ours, theirs, and yours***.

The red basket is **mine**. **Yours** is on the coffee table.

## Interrogative Pronouns

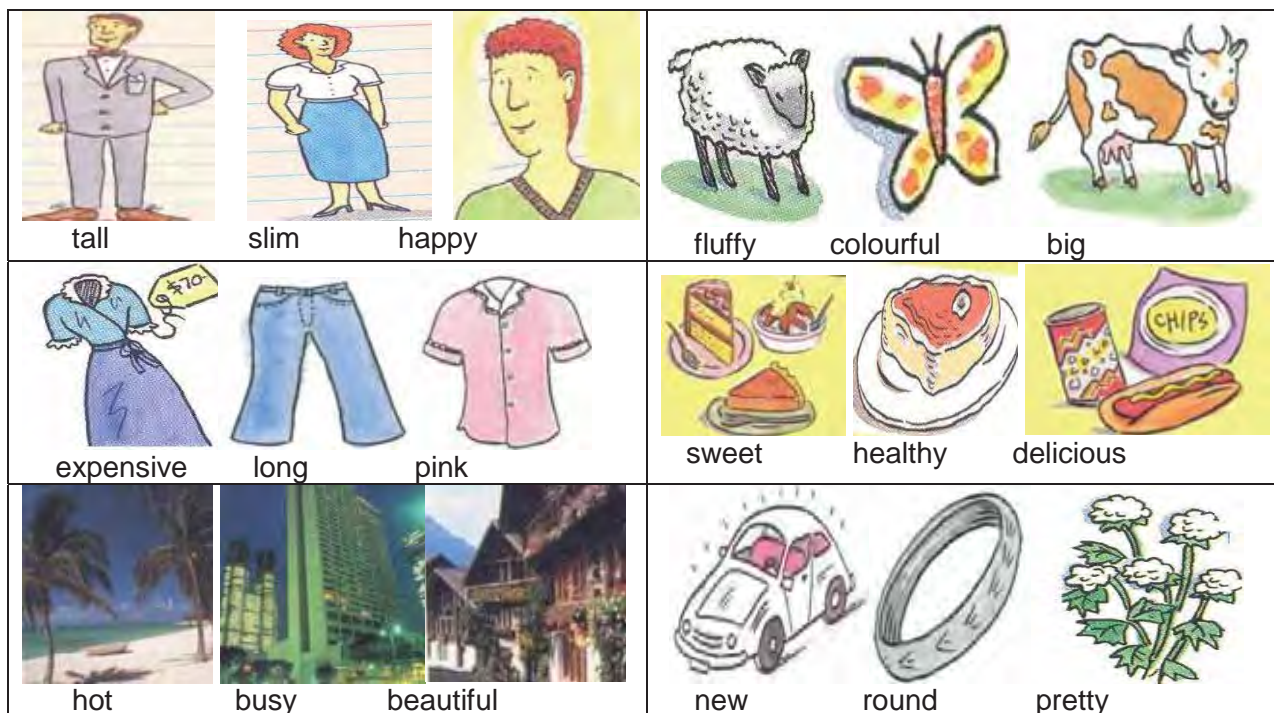
An interrogative pronoun is used in a question. It helps to ask about something. The interrogative pronouns are *what, which, who, whom*, and compound words ending in "ever," such as *whatever, whichever, whoever, and whomever*.

**What** on earth is that? **Who** ate the last Fig Newton?

An interrogative pronoun may look like an interrogative adjective, but it is used differently in a sentence: it acts as a pronoun, taking the place of a noun.

## ADJECTIVES

**Adjectives** are words that describe nouns. They give you more information about a noun, for example, its size, age, shape, colour, material, or origin. We can use adjectives to describe people, animals, clothes, food, places, and other objects. Here are some examples of adjectives:



Adjectives also describe attributes of noun, for example:

**cold** weather  
**large** windows  
**violent** storms

Some adjectives can be identified by their endings. Typical adjective endings include:

<b>-able/-ible</b>	<b>achievable, capable, illegible, remarkable</b>
<b>-al</b>	<b>biographical, functional, internal, logical</b>
<b>-ful</b>	<b>beautiful, careful, grateful, harmful</b>
<b>-ic</b>	<b>cubic, manic, rustic, terrific</b>
<b>-ive</b>	<b>attractive, dismissive, inventive, persuasive</b>
<b>-less</b>	<b>breathless, careless, groundless, restless</b>
<b>-ous</b>	<b>courageous, dangerous, disastrous, fabulous</b>

However, a large number of very common adjectives cannot be identified in this way. They do not have typical adjectival form, for example:




<i>bad</i>	<i>distant</i>	<i>quiet</i>
<i>bright</i>	<i>elementary</i>	<i>real</i>
<i>clever</i>	<i>good</i>	<i>red</i>
<i>cold</i>	<i>great</i>	<i>silent</i>
<i>common</i>	<i>honest</i>	<i>simple</i>
<i>complete</i>	<i>hot</i>	<i>strange</i>
<i>dark</i>	<i>main</i>	<i>wicked</i>
<i>deep</i>	<i>morose</i>	<i>wide</i>
<i>difficult</i>	<i>old</i>	<i>young</i>




As this list shows, adjectives are formally very diverse. However, they have a number of characteristics which we can use to identify them.

When there are two or more adjectives in a sentence, they usually go in this order:

	<b>size</b>	<b>age</b>	<b>shape</b>	<b>colour</b>	<b>origin</b>	<b>material</b>	<b>noun</b>
This is a	big	old	rectangular	black	Malaysian	wooden	table.
That is a	small	new	round	purple	Indian	glass	vase.

When we are comparing two or more things, we use **adjectives of comparison**. Here are examples of those adjectives.

		
big	bigger	biggest

		
heavy	heavier	heaviest

The lowest point on the scale is known as the ABSOLUTE form, the middle point is known as the COMPARATIVE form, and the highest point is known as the SUPERLATIVE form. Here are some more examples:



**Absolute    Comparative    Superlative**

<i>dark</i>	<i>darker</i>	<i>darkest</i>
<i>new</i>	<i>newer</i>	<i>newest</i>
<i>old</i>	<i>older</i>	<i>oldest</i>
<i>young</i>	<i>younger</i>	<i>youngest</i>

There are two forms of adjectives of comparison – regular and irregular. This is how the regular comparative and superlative adjectives are formed.

<b>Adjectives:</b>	<b>Positive (1 thing)</b>	<b>Comparative (2 things)</b>	<b>Superlative (3 or more things)</b>
of one syllable	long tall	longer (than) taller (than)	the longest (of/in) the tallest (of/in)
of two syllables ending in: -er, -y, -ly	heavy friendly	heavier (than) friendlier (than)	the heaviest (of/in) the friendliest (of/in)
of two or more syllables	delicious beautiful	more delicious (than) more beautiful (than)	the most delicious (of/in) the most beautiful (of/in)
With one stressed vowel between two consonants	big hot	bigger (than) hotter (than)	the biggest (of/in) the hottest (of/in)
		Repeat the consonant before adding the 'er'/'est'	

Some adjectives form the comparative and superlative using *more* and *most* respectively:

**Absolute    Comparative    Superlative**

<i>important</i>	<i>more important</i>	<i>most important</i>
<i>miserable</i>	<i>more miserable</i>	<i>most miserable</i>
<i>recent</i>	<i>more recent</i>	<i>most recent</i>

		
delicious	more delicious	most delicious

Sometimes a noun can be used as an adjective.

e.g. Stacey bought a necklace. It is made of **silver**. She bought a **silver** necklace.



## Comparatives and Superlatives

*\*Notes adapted from 'Round Up 4' by Virginia Evans*

*\*Pictures from 'Up Close 2' by Anna Uhl Chamot, Isobel Rainey de Diaz, Joan Baker-Gonzalez, Deborah Gordan and Nina Weinstein*

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**VERBS**  
**(REGULAR, IRREGULAR & THOSE WITH NO CHANGE IN FORM)**

*Simple Past and Present tenses of Regular and Irregular Verbs*

**to be (irregular)**

I am	we are	I was	we were
you are	you are	you were	you were
he, she, it is	they are	he, she, it was	they were

**to have (irregular)**

I have	we have	I had	we had
you have	you have	you had	you had
he, she, it has	they have	he, she, it had	they had

**to play (regular)**

I play	we play	I played	we played
you play	you play	you played	you played
he, she, it plays	they play	he, she, it played	they played

**to cut (verbs that do not change form)**

I cut	we cut	I cut	we cut
you cut	you cut	you cut	we cut
he, she it cuts	they cut	he, she, it cut	they cut

*Past and Past Participles for Irregular Verbs*

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>
awake	awoke	awaked or awakened
bear	bore	borne
beat	beat	beaten or beat
become	became	become
begin	began	begun
bite	bit	bitten or bit
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought

build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten or forgot
freeze	froze	frozen
get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hang	hanged (executed)	hanged (executed)
have	had	had
hide	hid	hidden or hid
hurt	hurt	hurt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
lie	lay	lain
make	made	made

pay	paid	paid
put	put	put
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
set	set	set
shake	shook	shaken
shrink	shrank or shrunk	shrunk or shrunken
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
speak	spoke	spoken
spin	spun	spun
spring	sprang	sprung
steal	stole	stolen
sting	stung	stung
strike	struck	struck
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wear	wore	worn
write	wrote	written

*Past and Past Participles for Verbs*  
that do not change form

put	put	put
cast	cast	cast
spread	spread	spread
shut	shut	shut
lit	lit	lit
let	let	let

## TENSES

### 1.0 Present Tense

#### 1.1. Simple Present

The Simple Present Tense is formed in this manner:

Subject + main verb (with or without 's' depending on the subject)

OR

Subject + auxiliary verb do + main verb (base form)

Sentence Form	Subject	Auxiliary VerbDo		Main Verb (base form)	
Affirmative	I, You, We, They			drink	wine.
	He, She, It			drinks	
Negative	I, You, We, They	do	not	drink	wine?
	He, She, It	does		drink	
Question	Do	I, you, we, they		drink	wine?
	Does	he, she, it			

The Simple Present Tense **does not normally** refer to actions taking place at the moment as the sentence is spoken. We use this tense only when discussing existing situations or actions as shown in the table below:

We use the simple present tense to:	Examples
1. Describe things that are always true, or situations that exist now and, as far as we know, will go on indefinitely.	1. The earth rotates on its axis. 2. Lions roar and elephants trumpet.
2. Talk about habits or things that happen on a regular basis.	1. We leave for school at 7.00 a.m. 2. Each winter, it always snows in the Alps.
3. Describe things which are true now but may not be true in the future.	1. The Tans live in Taiping. 2. The Thai unit of currency is the baht.
4. Give instructions, directions and orders.	1. Raise your hand if you know the answer. 2. At the end of the block, turn left.
5. Express opinions and feelings.	1. Simon doesn't read very well. 2. I think it is difficult to play the violin.
6. Report sports commentaries and demonstrations such as experiments or	1. Rooney passes the ball to Beckham outside the box. He shoots and scores!

cooking demonstrations, etc. at the time they are happening.	2. I break five eggs and beat them until the mixture turns white.
7. Discuss what happens in a play, film or book.	1. In the movie, Daniel Radcliff plays the central character of Harry Potter. 2. In chapter 4, the hero pretends to fall ill.
9. Express scheduled future actions	1. The plane to Tokyo departs at 11.45 p.m. 2. The piano recital begins at half past eight.
10. Report newspaper headlines	1. Man caught for stealing. 2. Fiji gets new President.

Most of the time, we do not need to use an adjunct of time or other time expression with present tense. However, we can add them in order to emphasise the immediate present or general present, or to contrast the present with the past or future.

Look at the sentences below:

*Don't worry, Sam. The children are currently in a safe place.*  
*Nowadays, it is common to see people exercising at the park.*

Some common adjunct of time are : at present, at this moment, today, this year, presently, in this day and age, these days, now, etc.

**Reminder:** 'Now' and 'today' can also be used with other tenses like present continuous.

We can also use adverbs to reinforce or weaken a general truth statement or add adjuncts of frequency to be more specific about how often the actions occur.

Look at the sentences below:

*Cherry blossoms always bloom in early spring.*  
*Terry never swims in the open sea.*  
*The Brownies meet monthly.*

Some common adverbs are: often, usually, normally, generally, traditionally, mainly, etc.  
Other examples of adjunct of frequency are: from time to time, sometimes, constantly, all the time, a lot, frequently, hardly ever, periodically, occasionally, rarely, intermittently, continuously, etc.

## 1.2 Present Continuous

The structure of Present Continuous Tense is:

subject + auxiliary verb be + main verb (base form + ing)/ present participle



Look at these examples:

Sentence Form	Subject	Auxiliary verb Be		Main Verb (base form+ ing)	
Affirmative	I	am		kicking	the ball.
Affirmative	You	are		eating	this burger.
Negative	He	is	not	sleeping	here.
Negative	They	are	not	watching	the movie.
Question	Is	she		knitting	in her room?
Question	Are	we		travelling	by train?

The Present Continuous form of the verb is used when we see the events as happening within a limited period of time. The use of this form gives us some ideas of the duration and here time is an important factor.

Look at the table below:

Functions	Examples
Talk about actions that have begun but have not ended at the time of speaking.	1. They <b>are participating</b> in an essay-writing competition. 2. Rita <b>is doing</b> her laundry in the backyard.
Describe repeated actions that are happening at or around the time of speaking.	1. I <b>am hearing</b> a lot of bad reports about your work lately. 2. Why <b>are you pacing</b> up and down in the hall?
Indicate that a situation is or may be temporary.	1. Abby <b>is spending</b> winter in Melbourne. 2. I <b>am working</b> as a cashier at Seven11 store..
Talk about changes, progress, developments and trends.	1. Kenneth's cooking skill <b>is improving</b> . 2. The growing number of divers <b>is damaging</b> the coral reefs.
Emphasise activities that are done repeatedly (used with adverbs like always, constantly, continually, forever)	1. My neighbours <b>are constantly</b> quarrelling. 2. That furniture store <b>is</b> always <b>holding</b> sales.
Talk about actions that are taking place currently but not necessarily at the time of speaking.	1. Carolyn <b>is reading</b> a book by J.K. Rowling. 2. Patty <b>is writing</b> a movie review for a newspaper.

## 2.0 Past Tense

### 2.1 Simple Past

The Simple Past Tense is formed in this manner:

Subject + Main verb (past form) OR

Subject + Auxiliary verb did + main verb (base form)

Sentence Form	Subject	Auxiliary Verb Did		Main Verb (Base Form)	Main Verb (Past Form)	
Affirmative	I, You, We, They				walked	to work.
	He, She, It				enjoyed	swimming.
Negative	I, You, We, They	did	not	eat		anything.
	He, She, It	did	not	break		the glass.
Question	Did	I, you, we, they		open		the safe?
	Did	he, she, it		kick		the ball?

Let's take a look at some of the examples of the **base form** and **past form** for regular verbs and irregular verbs before we discuss how the simple past form of the verb is used to indicate events or to describe actions or states in the past.

	V1 base form	V2 past form	V3 past participle form	
regular verbs	wait jump dance trick annoy	waited jumped danced tricked annoyed	waited jumped danced tricked annoyed	The past form for all regular verbs ends in -ed.
irregular verbs	go eat break cut	went ate broke cut	gone eaten broken cut	The past form for irregular verbs is variable. You need to learn it by heart.

	<b>beat</b>	<b>beat</b>	beaten	
			<u>Reminder:</u> Most regular verbs have similar past form and past participle form. The past participle form is needed to make the perfect tense.	

When we speak or write about events, actions or states that happened in **past time** and when there is a focus on the time or a specific time is given, we use the **Simple Past** form. The three basic functions to explain the usage of Simple Past tense are as shown below:

Functions	Examples
1. For completed actions with or without mentioning a specific time	1. Linal <b>arrived</b> at the train station at 8 'clock this morning. 2. The burglars <b>broke</b> into several houses.
2. To indicate a past habit	1. When I <b>was</b> younger, I <b>wore</b> braces. 2. Gina's parents never <b>allowed</b> her to take the bus herself.
3. For situations that existed for a period of time in the past, but not now	1. The last emperor <b>ruled</b> China for only a short period of time. 2. The Egyptians <b>were</b> the first to use perfume on their bodies.
4. For stating a wish	1. I wish I <b>had</b> many siblings. 2. The old man wishes he <b>could</b> live for another six months.

When talking about the past, an adjunct of time or adverbials of time, frequency or duration can be added to sentences expressing past event to specify the time of the action, event or state.

Look at the examples below:

*Kelly **planted** some hibiscus shrubs in the garden last week.*  
*Professor Lincoln **worked** on his research continually for five years.*  
*The players **practised** extremely hard every day for three hours.*

## 2.2 Past Continuous

The structure of Past Continuous Tense is:

subject + auxiliary verb be + main verb (base form + ing)/ present participle  
 was/were

Look at these examples:

Sentence Form	Subject	Auxiliary Verb Be		Main Verb (Base Form+ Ing)	
Affirmative	I	was		washing	the car.
Affirmative	You	were		hitting	the cat.
Negative	He	was	not	singing	on the stage.
Negative	They	were	not	jogging	in the park.
Question	Was	she		mopping	the floor?
Question	Were	we		repairing	the machine?

The **Past Continuous** form of the verb is used when we talk about continued states or repeated actions which happened over a period of time in the past.

The Past Continuous form performs the following functions as shown in the table below:

Functions	Examples
1. For actions that were in progress at some time in the past	1. Last Sunday, Jenny <b>was baking</b> some cakes. 2. <b>Were</b> you <b>frying</b> fish just now?
2. For action that were going on when a second one took place	1. Yong was <b>shaking</b> with anger as she <b>ran</b> out the house. 2. Wendy fell while she <b>was shopping</b> in the mall.
3. To show two actions happening simultaneously in the past	1. Gabriel <b>was watching</b> the television while his wife <b>was doing</b> the dishes. 2. My father <b>was working</b> in Saudi Arabia when I <b>was</b> still <b>studying</b> in college.
4. To indicate gradual development without a time expression	1. Ken's teeth <b>were aching</b> . 2. It <b>was getting</b> dark.
5. To express a past habitual action with adverbs like always, often, constantly, etc.	1. They <b>were</b> often <b>working</b> past midnight. 2. My daughter <b>was</b> constantly <b>surfing</b> the Internet.

*Adapted from:*

*LANGUAGE DESCRIPTION I  
(Siri Pendidikan Guru)  
Oxford Fajar Sdn. Bhd  
Written by: Yong Lee Choo & Norhazian bt.  
Mat Sopian*

## CONJUNCTIONS

What are conjunctions?

A conjunction is a joiner, a word that connects parts of a sentence.

Here are some examples of conjunctions:

Coordinating Conjunctions	Subordinating Conjunctions
and, but, or, nor, for, yet, so	although, because, since, unless

*Coordinating conjunctions* are *conjunctions* which connect two equal parts of a sentence. The most common ones are **and**, **or**, **but**, and **so** which are used in the following ways:

- and is used to join or add words together in the sentence. *They ate and drank.*
- or is used to show choice or possibilities as in the sentence. *He will be here on Monday or Tuesday.*
- but is used to show opposite or conflicting ideas as in the sentence. *She is small but strong.*
- so is used to show result as in the sentence. *I was tired so I went to sleep.*

We can consider conjunctions from three aspects.

### Form

Conjunctions have three basic forms:

- **Single Word**  
for example: and, but, because, although
- **Compound** (often ending with *as* or *that*)  
for example: provided that, as long as, in order that
- **Correlative** (surrounding an adverb or adjective)  
for example: so...that

### Function

Conjunctions have two basic functions or "jobs":

- **Coordinating conjunctions** are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses, for example:
  - *Jack **and** Jill* went up the hill.
  - *The water was warm, **but** I didn't go swimming.*
- **Subordinating conjunctions** are used to join a subordinate dependent clause to a main clause, for example:
  - *I went swimming **although** it was cold.*

**Position:**

- **Coordinating** conjunctions always come **between the words or clauses** that they join.
- **Subordinating** conjunctions usually come **at the beginning of the subordinate clause**

## PREPOSITIONS

A **preposition** is a word governing, and usually coming in front of, a *noun or pronoun* and expressing a relation to another word or element

There is one very simple rule about prepositions. And, unlike most rules, this rule has no exceptions.

### Rule

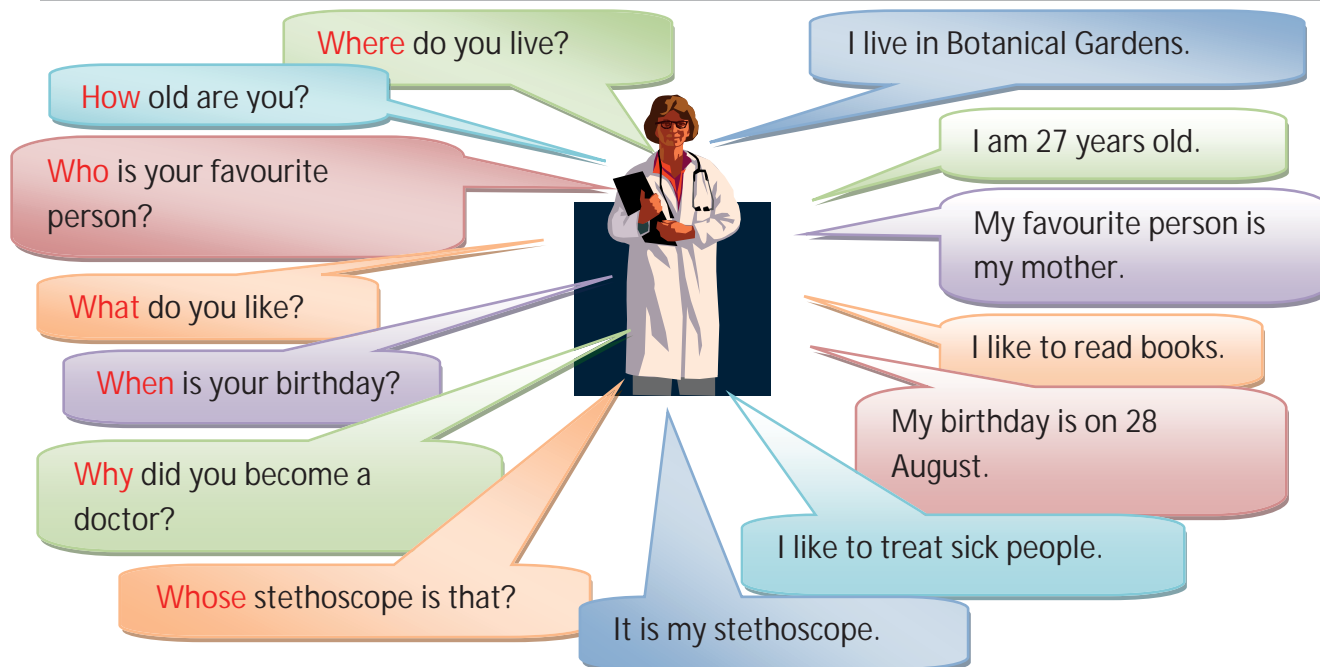
A preposition is followed by a "noun". It is never followed by a verb.

e.g.

▪ by, <b>next to</b> , <b>beside</b>	left or right of somebody or something	Jane is standing by / next to / beside the car.
▪ <b>above</b>	higher than something else, but not directly over it	There is a path above the lake.
▪ <b>below</b>	lower than something else but above ground	The fish are below the surface.
▪ <b>near</b>	In a very distance between two objects or people	The church is near the school.
▪ <b>between</b>	An object, a person or place is located in the middle of another two.	Ali is standing between Raju and Meng Wai.

## Interrogatives

### Who, Whose, What, When, Where, How, How much/How many



### When do we use the interrogatives?

Question word	Function	Example
<b>what</b>	asking for information about something	<b>What</b> is your mother's name? <b>What</b> were you doing just now?
<b>when</b>	asking about time	<b>When</b> is the party? <b>When</b> did you arrive?
<b>where</b>	asking in or at what place or position	<b>Where</b> is your house? <b>Where</b> did you put your watch?
<b>which</b>	asking about choice	<b>Which</b> dress do you want? <b>Which</b> pencil do you want?
<b>who</b>	asking what or which person or people (subject)	<b>Who</b> gave you the pencil? <b>Who</b> is that man at the gate?
<b>whom</b>	asking what or which person or people (object)	<b>Whom</b> did you meet yesterday? <b>Whom</b> did you give the money to?
<b>whose</b>	asking about ownership	<b>Whose</b> shoes are these? <b>Whose</b> house is this?
<b>why</b>	asking for reason, asking what...for	<b>Why</b> are you late? <b>Why</b> did you cry just now?

Adapted from: <http://www.englishclub.com/vocabulary/wh-question-words.htm>



## ADVERBS

Adverbs are words that modify

- a **verb** (He drove slowly. — How did he drive?)
- an **adjective** (He drove a very fast car. — How fast was his car?)
- another adverb (She walked quite slowly down the road. — How slowly did she walk?)

Adverbs often tell when, where, why, or under what conditions something happens or happened. Adverbs frequently end in *-ly*. However, there are many words and phrases which do not end in *-ly* but serve an adverbial function. So, an *-ly* ending is not a guarantee that a word is an adverb. The words *lovely*, *lonely*, *motherly*, *friendly*, *neighbourly*, for instance, are adjectives:

- That lovely woman lives in a friendly neighborhood.

## KINDS OF ADVERBS

### Adverbs of Manner

She moved slowly and spoke quietly.

### Adverbs of Place

She has lived on the island all her life.

She still lives there now.

### Adverbs of Time

She tries to get back before dark.

It's starting to get dark now.

She finished her tea first.

She left early.

## THE GENERAL ORDER OF ADVERBS

Verb	Manner	Place	Frequency	Time	Purpose
Suma swims	enthusiastically	in the pool	every morning	before dawn	to keep in shape.
Dad walks	impatiently	into town	every afternoon	before supper	to get a newspaper.

Adapted from - <http://grammar.ccc.commnet.edu/grammar/adverbs.htm>

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