

Proven Practices in English Language for Malaysian Primary Schools

Editor Stephen J Hall

**Curriculum Development Centre Ministry of Education
and C/BT Education Services (M) Sdn Bhd**

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FOREWORD

The Malaysian Schools District English Language Coordinators (DELCS) and Project English Teachers (PET's) projects were initiated to help improve the level of English in rural areas.

Currently 10 DELC's are posted in 10 State Education offices and 20 DELCs to 20 selected District Education Offices with the aim of improving the English language teachers' professionalism. DELCs are responsible for the planning and training of various English courses to meet the needs of the teachers and to support them in implementing what they have learnt. This responsibility includes the production and distribution of learning resources created by DELCs and teachers during the courses.

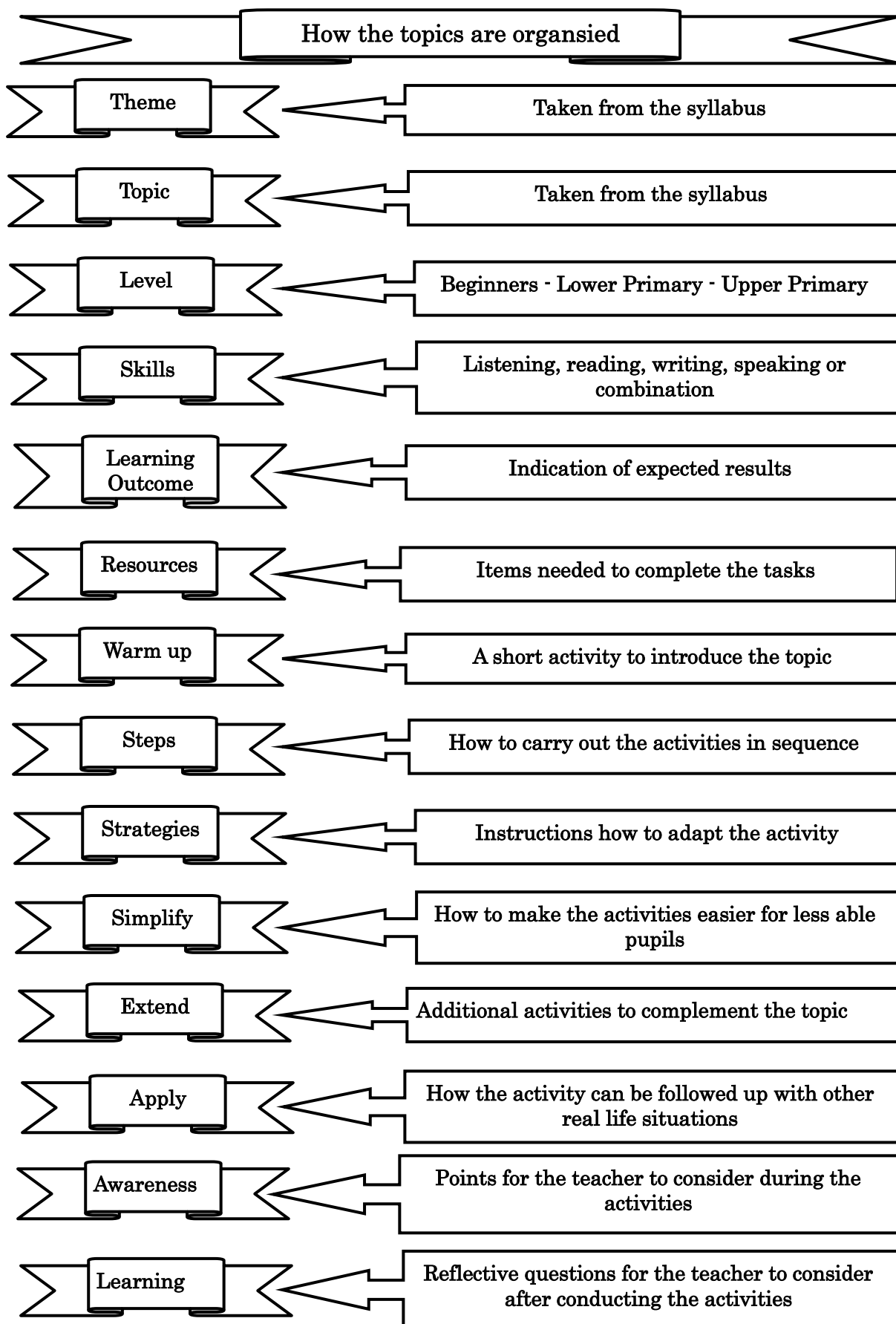
PET's who are English language teachers are emplaced in 20 selected residential schools throughout the country. PETs teach English and help implement curricular and co-curricular activities working alongside other teachers.

'Proven Practices in English Language for Malaysian Primary Schools' is a product of District English Language Coordinators and rural teachers. It is produced by the Centre for British Teachers (CfBT) Malaysia in collaboration with the Curriculum Development Centre.

'Proven Practices' is a compilation of lesson plans to help teachers develop effective ways of creating enjoyable teaching and learning in stimulating classrooms. 'Proven Practices' help with the challenges of varied levels of learners and provide tools for reflection in the form of questions. It also provides links to the changes in English in other subjects. In a section called 'Apply' there are ideas for linking the skills in the book to other subjects. This is timely, given all the developments in English for Science and Mathematics across the nation.

We are confident that this book will serve teachers well, especially rural English language teachers, by providing knowledge, guidance and strategies to carry out the teaching and learning of English effectively in the classroom. Last but not least, we would like to thank CfBT Malaysia Sdn Bhd and all those who have contributed in the production of the 'Proven Practices in English Language for Malaysian Schools.'

.....
(MAHZAN BIN BAKAR SMP AMP)
Director
Curriculum Development Centre
Ministry of Education, Malaysia



Introduction

Who is this book for?

This book is for all Malaysian primary school teachers. Secondary teachers in the earlier secondary years will also find the strategies and techniques useful. This is a collection of widely used classroom techniques from fellow teachers and English Language Coordinators (ELCs) who work together in rural Malaysian classrooms. The book is one of the products of C/BT Education Services and the Curriculum Development Centre of the Ministry of Education's English language teacher development programme. The selection of ways of teaching is deliberately low tech and suitable for large classes so as to meet the needs of all schools in the nation. In this collection there are many techniques which can be adapted to meet one's own classroom learning.

What is the approach?

'Proven Practices in English Language for Malaysian Primary Schools' is a practical collection of techniques. Each section creates different English language learning opportunities. There are links to the syllabus to meet students' needs and tools to keep learning as teachers.

- Each section has a title, themes and topics related to the current Malaysian syllabus (as at 2006).
- The levels are beginners (Year 1-2), lower primary (Years 3-4) and primary (Years 5-6.). Most techniques can be used at varied levels. They are not just for one year or one syllabus item. Go ahead and experiment.
- Learning outcomes are clearly stated.
- Resources needed are listed with the selection based on low cost and minimal preparation.
- Warm ups are described with clear instructions. There are some variations so that both teachers and students can have fun.
- Steps give teacher guidance for classroom procedures.

What are the strategies?

As teachers, we face challenges when working with many levels and types of students in the classroom. Our classes are usually varied in ability. To make learning fun and engaging for all we may have to simplify what we are doing. At other times, we have to make the learning more challenging to keep the quicker students on task. We may need to strategize even during the lesson itself.

This collection is therefore more than lesson plans, as it provides strategies to simplify and extend the learning.

Simplify provides ways of making learning easier. There are many ideas here which go beyond lessening the amount of work or using mind-numbing copying. There are varied strategies to provide for the less able.

Extend offers ways of meeting the need of those who finish tasks early or who are very capable. While the less able may make challenges in classroom management, the quicker students may also get bored. They need more challenges. The extend section therefore helps with ideas for "stretching out" the quicker language students. The *extend* section also provides ideas for activities if there is a need to spend extra time on a topic, theme or skill.

Apply links English language learning to other subjects. With major changes in the teaching of Mathematics and Science in English and links between these subjects and the wider use of English in technology, it is timely to look at language across the curriculum. The apply section suggests strategies for language across the curriculum.

What is ‘Awareness during the learning?’

As teachers we learn as we teach. Yet we can get stuck in patterns of teaching. Questioning what we do can help us become ‘unstuck.’ To raise awareness of how well we teach we can begin a lesson by reading one or two awareness focus questions. These are thoughts to keep in mind while in the classroom. The questions help us to think about ourselves as we relate to the students. Each section has these ‘reflective’ questions. In reflective practice we look at ourselves through self-questioning so as to improve as professionals.

What is ‘Learn as a teacher?’

Many lessons may use the same lesson plan but turn out differently. Each time we teach a lesson it may differ from when we taught the same lesson earlier. Yet we can get stuck in routines. When we start to ask questions of ourselves we can grow beyond doing the same thing day after day. Just as in sports or cooking, we learn from what goes well. In *learn as a teacher* there are reflective questions to help develop best practices to foster language learning. It takes just a little time after a teaching session to think about how things went and this book has some ways of doing just that.

Who created this book?

Teacher trainers and classroom teachers share best practice in this book. The English Language Coordinators from CFBT Education Services working with colleagues in schools, the District Education Offices and State Offices throughout Malaysia have contributed practical ideas. Teachers have contributed a range of interesting techniques to this collection. The support and assistance of Curriculum Development Centre of the Ministry of Education is central to the book and related teacher development. It is in sharing that there is learning.

We hope you enjoy ‘Proven Practices in English Language for Malaysian Primary Schools’.

Experiment, play with the ideas and enjoy as if we were young students. For it is for the students that we develop effective English language learning.

Stephen J Hall

Editor

Acknowledgements

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If I have neglected to mention you dear reader as a contributor please do accept my apologies. Many contributions are team efforts. Thank you all.

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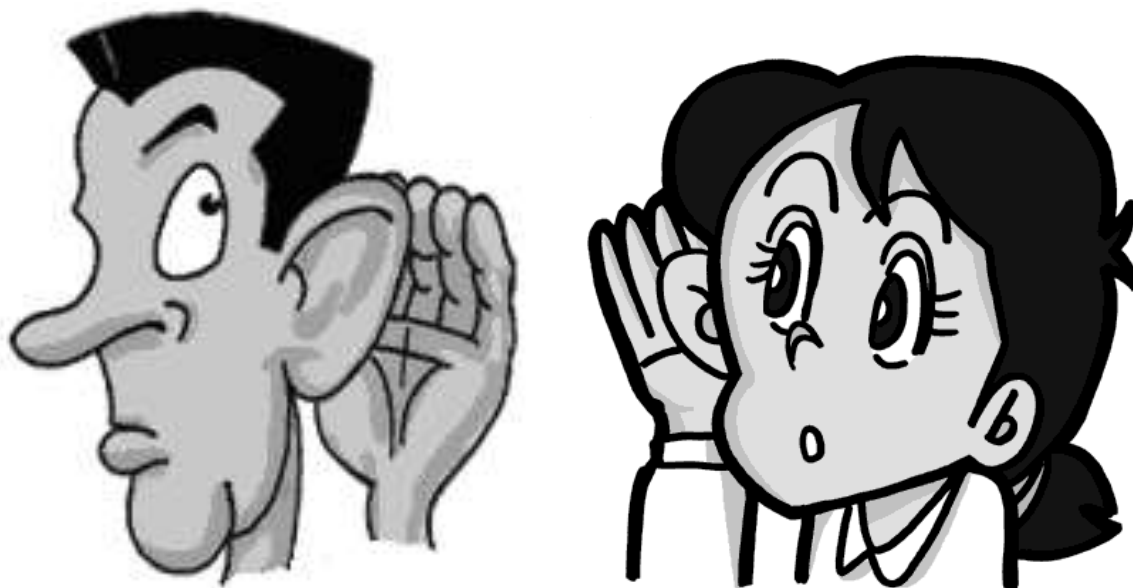
English Language Teachers from the following schools in Pontian District:

SK Api Api	SK Ayer Baloi
SK Ampang Sawah	SJK (C) Bin Chong
SK Bandar Pontian	SKJ (C) Cheow Min
SK Seri Bukit Panjang	SJK (C) Chi Chih
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SK Pekan Nanas
SK Seri Bunian
SJK (C) Siu Woon
SK Sungai Boh
SK Telok Kerang
SJK (C) Yu Ming (2)

LISTENING

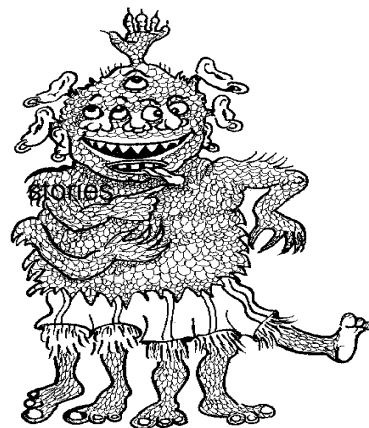


Listening provides valuable input as we model spoken English and build confidence. As teachers, it is more important to provide regular listening practice than to worry about a so called 'perfect' spoken performance.

There are many ways of focusing listening. We may need to pre teach some vocabulary, and get our students excited about what they will listen to. Listening is a little like reading, in that we may be trying to get the main message or we may be attending to details. However students who try to understand every word may find difficulties. Therefore, it is useful for them and us to know that there are different kinds of listening tasks and skills as you will discover in this section.

My Monster

Theme	World of Self, Family and Friends
Topic	My Monster
Level	Lower Primary
Skills	Listening Writing Reading



Learning Outcome Listen to and follow simple instructions and directions accurately

Acquire key words at various stages of development

Complete texts with the missing words, phrases or sentences

Resources Sheets of A4 paper, at least one per student

Colour pencils

Teacher draws some pictures of monsters, finds monster pictures to bring to class, or prepares a PowerPoint slide depicting several monsters

Teacher prepares a monster description text, or uses the example below.

Warm Up

- Write the word *monsters* on the board. Ask the class what they know about monsters: Where have they seen them? What films or television programs have monsters in them? What do they usually look like? How do they feel when they see a monster on TV? Are monsters scary or funny? Where do monsters come from? Are monsters real?
- Encourage free discussion: try to move the class away from a discussion with 'right' or 'wrong' answers. The purpose of this discussion is practice in speaking fluently on a subject of interest to the students, not providing the 'right' answer.
- Show the class the picture of the monster(s) you have prepared. Ask the class to suggest some ideas about the picture: is this a he or she, or neither? How old is this monster? Where does this monster come from? As above, remember that you are trying to encourage the use of English, not solicit a "correct" answer.
- Tell the class that they are going to draw a monster that they will later write about.

Note: Why draw monsters? Students often resist drawing human figures on the grounds that they find drawing realistic pictures too difficult. Since monsters are imaginary, students may feel freer to draw.

Steps

1. Give the class A4 paper, one sheet to each student.

Note: students will later be making a class book from their monster drawings, so you need to standardize whether the students are drawing in 'landscape' or 'portrait' mode. Decide on the style you are going to use, then instruct students to position their paper accordingly.

2. Show the class how to fold the A4 sheet into thirds. Tell the students they will be drawing on the top two-thirds of the paper, then later writing on the bottom third.
3. Dictate the text you have prepared, or use the example one provided below. Students draw as you describe the monster.

.....

This monster has 1, 2, or 3 ugly, triangle-shaped heads (each student chooses how many)

Each head has _____ eyes (each student chooses how many)

This monster has cute eyelashes. This monster has three long and thin necks.

His/her body is fat and round.

This monster has 1, 2, 3 or 4 bellybuttons. (each student chooses)

He/she has _____ fat legs. (each student chooses)

The monster is wearing funny shoes. He/she has 4 arms: 2 on the left, and 2 on the right.

On the bottom left hand is a watch/ring/bracelet/ribbon. (each student chooses)

*In the top right hand he/she is holding a _____
(students choose according to their imagination)*

Draw clothes on your monster. (each student draws clothes according to their imagination)

What does your monster's hair look like? (each student draws according to their imagination) etc

.....

4. Move around the class as students are drawing. Comment on their pictures, in English, re-using the language. "Oh, Jamil, those are funny shoes!", "I like his eyelashes, Wei Chen!", "Yes, that's right Siti, the monster has 4 bellybuttons!".
5. Write on the board the frame below or make your own frame. Ask the students to copy it onto the lower third of their drawing, then complete the missing words using their imagination.

Note: Stress to the class, using the mother tongue if necessary, that there is no 'right' or 'wrong' answer here, and that students are to use their imagination to create information about their monster. Help students understand that everyone will have different ideas.

.....

"My monster's name is _____.

He/she comes from _____.

_____ is _____ years old.
(monster's name)

S/he likes to eat _____.

My monster's hobby is _____.

S/he is holding a _____.

I hope you like _____! S/he wants to be your friend. /Don't worry—my monster only eats children on Tuesdays. /Don't be scared—this monster only eats naughty children." (students choose one or write their own)

.....

6. When students have finished writing, ask them to colour their monster picture.

7. Gather the finished pictures together to form a book.

As time permits, or possibly as homework, ask one student to design a cover page (use coloured paper) and another student to design a back page with the names of the 'authors' (your class) on it.

8. Have the children sit in a "story time" seating arrangement and read the children the book they have written.

Strategies

A. Simplify

- For students new to vocabulary for parts of the body, draw your own monster, photocopy your picture, and distribute it to the students. Introduce body parts by revising colours, for example, colour the heads blue; colour the arm red, etc.
- This will also help students with lower proficiency in listening as your instructions will be simpler and repetitive, colour the eyes green, colour the legs yellow... etc.

B. Extend

- Make multiple copies of your class book. Have students from your class read their monster book to younger children from other classes, for example, a Year 3 student can read to a small group of Year 2 students, possibly during a library reading period.

Note: To prepare for this, you may need to work with students on reading aloud slowly and clearly, and on how to read a story to a group of people as a teacher does. Put your class into

groups of 4 and have them practice reading the book to the other group members in this way. When they are ready, arrange for the reading time with the younger children.

- Have students make an attractive book cover and back page. Bind the book, laminate it, and place it in the school library for others to read.
- Students write a story about their monster.

C. Apply

- When students are familiar with creating books, book-making can be used to reinforce learning in other subject areas. The teacher could provide frames for descriptive sentence writing, and the students create appropriate pictures. A colour picture book on the life cycle of a certain insect or animal? A picture book of the phases of the water cycle? These student-generated books could become valuable assets to the school library.

Awareness during the learning

- Students are contributing interesting ideas to the discussion, but using their mother tongue instead of English. How can I make use of these contributions to help the class gain further understanding in English?
- How can I best make use of the classroom space I have to create an effective “story time” for the reading of our class book?

Learn as a teacher

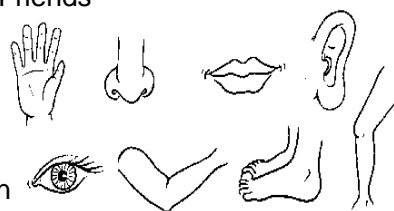
- Did your students enjoy reading their own, student-generated work? What do you think they enjoyed/did not enjoy about it, in particular?
- Are there ways I can provide more opportunities for students to read work produced by other students?

Greg Tweedie of Johor Bahru was first inspired to use the drawing of monsters as an effective way to generate language from an activity idea in *English for Primary Teachers* (Mary Slattery and Jane Willis, Oxford University Press, 2001).



Body Dictation

Theme	World of Self, Family and Friends
Topic	Parts of the Body
Level	Lower Primary
Skills	Listening, word recognition Speaking
Learning Outcome	Acquiring and reviewing body vocabulary.
Resources	Small flashcards and an A5 size 'body parts' worksheet for the dictation.
	Coloured pencils or markers

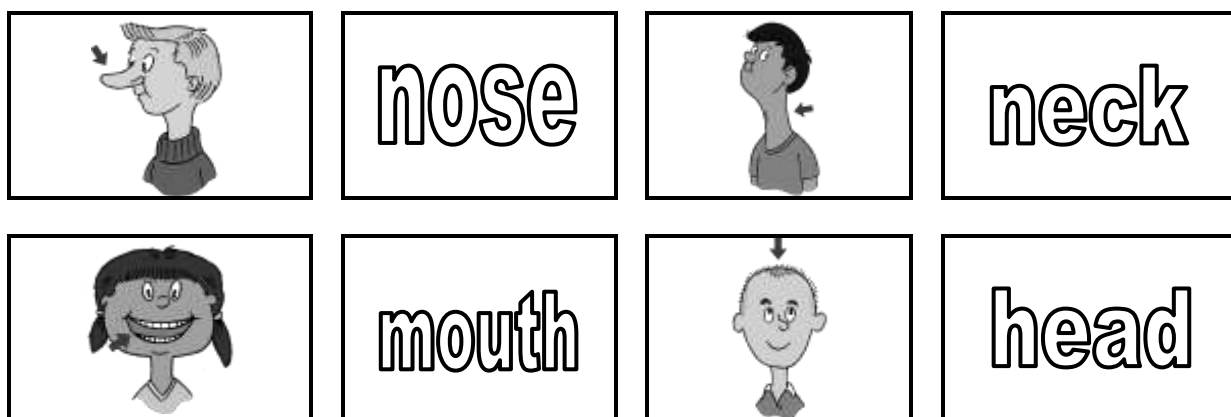


Warm Up

- Review with a Total Physical Response (TPR) activity as below. Use Yes/No short answers and vocabulary. Write this substitution question on the whiteboard, *Is this my _____? (nose, eye, hair).*
Review the short answer, *Yes, it is. / No, it isn't.*
- Students should jump to the left or right while saying the correct short answer.
Variation, Students raise right or left hand when giving the correct answer.
- Invite the more confident students to ask the class some questions.

Steps

1. Give students small flashcards showing body parts or names. Work in groups of three or four students to arrange body parts and corresponding names in pairs.



2. Check student comprehension as a class activity by asking questions and checking students' flash cards.
3. Students play 'Pelmanism' or 'Snap' to find the correct pairs. The teacher can model 'Pelmanism', where the cards are placed face down in random order and then one card is turned over followed by another. If the cards match, a point is won and the next player takes a turn to find another matching pair.

4. Elected students from each group collect the flash cards, count them and return a complete set. The teacher or monitor distributes the A5 size dictation worksheets.
5. Check that the students comprehend the body parts' pictures on the worksheet by asking, "Put your finger on the _____."
6. The teacher dictates instructions, for example, "*Draw a red line to connect the eye to the nose. ...etc.*" Students then draw a line as described to connect the body parts.
7. Students discuss the result and pin their worksheet to the classroom walls or paste into their workbook.
8. Students play 'Simon Says' as a recap activity. The game is played with the class standing while the teacher or a confident student repeats the phrase, "*Simon says touch your _____*", for example, 'nose', 'ears', 'eyes'. At some point the teacher says, "*Touch your _____*", for example, 'nose', 'ears', 'eyes'. Students who follow this instruction without *Simon says* are out and should sit down until the next round.

Strategies

A. Simplify

- The number of the flashcards could be reduced or just the beginning letter of the name could be used. A shorter/simpler vocabulary could be used for the dictation activity.

B. Extend

- Increase the number and complexity of the body parts and vocabulary. The worksheet for the dictation could have more complex instructions or more vocabulary items.
- Write 'What did I learn?' on the whiteboard. Students have to give an answer to their partner, and then share some of them with the class. *'Think, pair, share'*.

C. Apply

- The flashcard template could be used for a wide range of other vocabulary including Science and Maths or numbers, alphabet, furniture, clothes, and occupations.

Awareness during the learning

- Are the students engaged during the tasks and using the vocabulary with each other?
- Are the more confident students being given extension activities such as asking some of the questions/peer correction to ensure they remain engaged during the lesson?

Learn as a teacher

- Have the students enjoyed this activity?
- What other vocabulary could I use for an activity similar to this?
- What was the percentage of 'teacher talk' time? How can I increase student talk?

Visiting the Zoo

Theme	World of Knowledge
Topic	Visiting the Zoo
Level	Lower Primary
Skills	Listening Writing
Learning Outcome	Listen to and follow simple instructions Speaking pair work Practice writing
Resources	Sheets of A4 paper, at least one per student Pencils



Warm Up

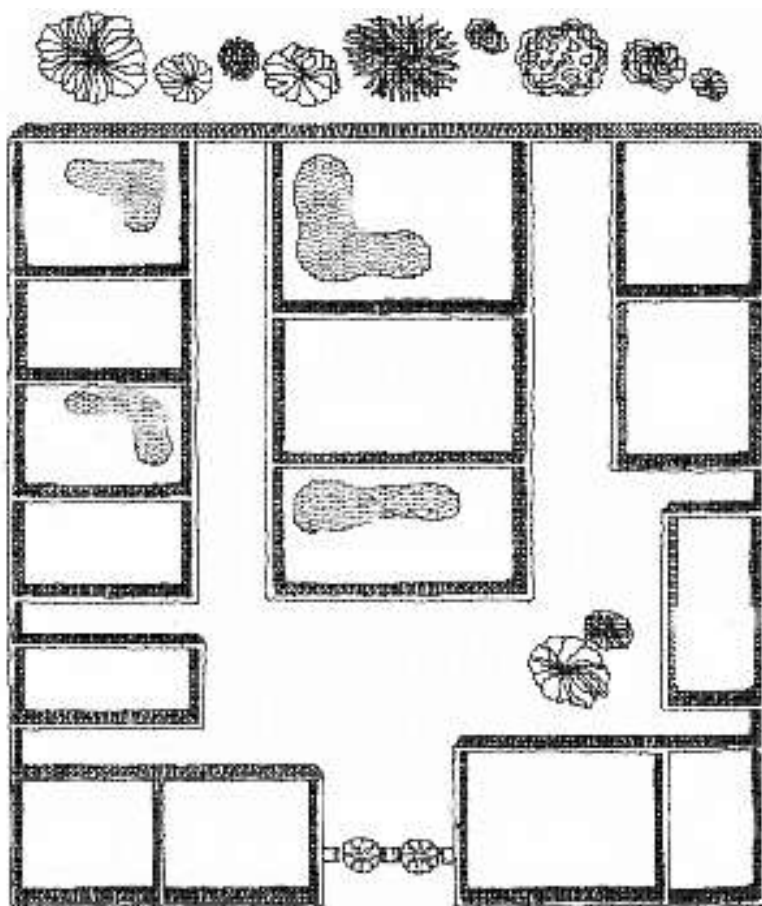
- Ask the class if they have been to the zoo. If so, what animals did they see? What animals would you find in a zoo? Write their suggestions on the board.
- Practice the same prepositions of place, *for example, under, above, between, etc.* with things in the classroom. *Where is my bag? Where is the book? Where am I?*
- Tell the class that they are going to draw a picture that they will later write about. They must follow your instructions to draw the picture.

Steps

1. Distribute A4 paper, one sheet to each student.
2. Tell the students they will be doing a dictation. They should draw what you tell them.
3. Dictate the picture given below, or draw it on the board, or hand out copies of the plan. Students draw as you describe the picture,

“The zoo. In the middle at the bottom of the plan of the zoo is the gate. I walked in the gate. The first cage on the left had a monkey in it. Next to it, in the corner was cage with an elephant in it. Next to the elephant was a single cage with a special bird in it. Opposite the cage, across on the other side were two bears. The single cage was near a tree.

Near the cage with the bears was a cage with a tigers. Next to the tiger in the right hand corner of the zoo was a tall giraffe. Opposite the giraffe cage in the middle of the zoo were three areas. Two areas had water. There was a hippo near the back wall. There was water. In the middle of the zoo between two cages with water was the café. I had lunch there. Then I went to the toilet. It was in another corner of the zoo near the bear cage. It was near the gate too. I could see a crocodile in the middle area. I do not like crocodiles so I decided to go back to the gate and go home. It was a fun day. “



4. When students have finished writing the animal names and places, ask them to show their work to their partners. Are their pictures the same? Is anything missing?
5. Now give out a blank copy of the zoo plan or ask the students to draw another copy. Ask the students to work in groups and create their own zoo. They should choose different animals for their zoo.
6. Organise the students into new groups. Make sure each new group includes a pair from the previous groups. Either they draw a new plan or hand out a copy of the plan and ask them to dictate their plan to the other pair. They must not show their partners their picture. Comment on their pictures in English, re-using the language. *"Oh, I like your plan! The tigers are next to some penguins. ... You've put the café at the back of the zoo. ... That's good."*
7. When the students have finished drawing, ask them to show their work to their partners. Are their pictures the same? Is anything missing?
8. The pairs should then write a brief description of the diagram. You could put the original instructions on the board for them to copy. They then add their ideas to the outline.

Strategies

A. Simplify

- You could simplify the task by giving out zoo plans with some of the details already given. If the students are not used to a variety of prepositions of place, minimize their use, *for example, next, next, next*. Avoid examples such as, *between the bears and the hippos was a cage full of tigers*.

B. Extend

- Students could write in the animal names once they have learnt the animal vocabulary instead of drawing
- Students can create their own plans in groups and then dictate them to other class members.
- Use different plans, for example, a street, a park, etc.

C. Apply

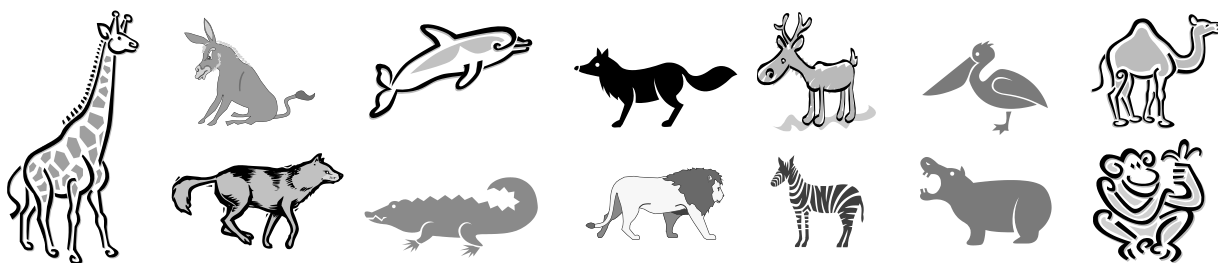
- Once students are used to an exercise like this it can be applied to other topics. You could make it a school (or your school), a shopping centre, a market, a sports centre, etc.
- When students are familiar with information exchange pair work/group work exercises, they can be asked to conduct similar exercises using diagrams. These provide the students with more speaking time in the classroom. They can then write a paragraph relating to the subject area. The diagrams and texts could then be displayed in the classroom or on the English notice board.

Awareness during the learning

- Students are only copying the exercise, not using their own ideas. How can I help them to contribute their ideas?
- How can make sure that all the students are working together during the activities in the lesson?

Learn as a teacher

- Did your students cope with the exercise? What do you think they found difficult/easy about it in particular?
- Was it difficult to organize the activities? What would help listening activities, pair work and group work to be more successful in the classroom?
- Are there ways I can provide more opportunities for students to work in pairs and groups?



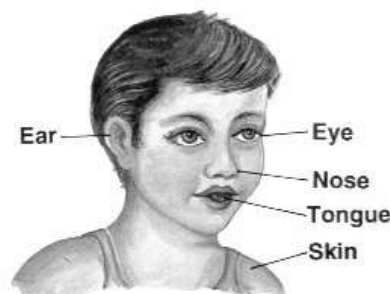
The Five Senses

Theme World of Self, Family and Friends

Topic The Five Senses

Level Lower Primary

Skills Listening
Speaking
Reading



Learning Outcome Identifying parts of the body
Identifying the sense actions
The basic meaning of the Infinitive in English

Resources English Year One textbook, page 21 by Chan Kwai Chee and Lo Lai Kuen

Warm Up

- The purpose of the warm up is to train students to watch and listen.
- Place the students in a semi-circle round the teacher.
- The teacher tells the students to watch while she touches different parts of her face or head. And then tells the students to copy. The teacher touches the different parts of her face or head one by one and the students copy one by one. She then touches two parts of her face or head one after the other and the students also copy this. The teacher touches two parts of her face or head simultaneously and the students copy. She touches her hair and says, 'one' and then touches her neck and says, 'two'. The teacher now says, 'one' and the students touch their hair. When the teacher says, 'two', the students touch their neck. The teacher says, 'one' and 'two' at random and the students touch their hair and their neck. She says, 'three' and touches her forehead. The teacher says, 'one', 'two' and 'three' at random and the students touch the correct part of their body.

Steps

1. Don't refer to the book. The teacher reads the sentences a number of times while the students listen, "*I use my eyes to see. I use my mouth to eat. I use my ears to hear. I use my hand to touch. I use my nose to smell.*" The teacher repeats the sentences and touches the relevant parts of her face/body. The teacher repeats the sentences while she touches the relevant parts of her face/body, and the students touch the relevant parts of their faces/bodies. The teacher repeats the sentences but doesn't touch her

face/body while the students touch the relevant parts of their faces/bodies. The teacher repeats the sentences, in a different order, without touching her face/body, while the students touch the relevant parts of their faces/bodies.

2. The teacher *drills* the phrases, '*my eyes*', '*my mouth*', *etc.* while the students touch the relevant parts of their faces/bodies. The teacher points to the relevant parts of her face/body. The students copy and say the phrases, '*my eyes*', '*my mouth*', *etc.* She asks the students to stand up. They stand opposite a partner. Allocate A and B to each pupil in the pair. Ask the As to point to one of the five parts of their face/body. The Bs copy and say the phrases, '*my eyes*', '*my mouth*', *etc.* The pairs change roles. With all the class, add the phrase '*I use _____.*' The teacher says the phrase and the students repeat the phrase and then point to the relevant part of their face/body. Try more pair-work. The A students say one of the phrases. The B students repeat the phrase and then point to the correct part of their face/body.
3. Now introduce the infinitive. The teacher does a mime for each of the senses. The students watch first, and then copy it, the second time. The teacher does the mime again and says the infinitives. The students listen and copy. The teacher says the infinitives and the students do the mime. Now try to link the part of the face/body with the sense action. The students repeat one of the sentences, '*I use my mouth*', the teacher asks, '*Why?*' and the students respond with the right sense action.
4. *Drill* the infinitives, accompanying them by the mimes. Divide the class into five groups. Give each group a part of the body. Each group says their phrase, and the rest of the class adds the sense action and then says the infinitive. With all the class, say some of the sentences by mixing up the parts of the face/body and actions. Ask the students to respond with 'no' or 'yes'.

Strategies

A. Simplify

- This activity is for students who have just arrived in school. The class will be mixed ability. Concentrate on training the students to listen to you and follow your instructions. You can use the mother tongue to explain the activity to them. Different students will achieve different results. The abilities and the potentials will be different. The important thing is to involve all the students in the activities, and then each will learn to their capacity. Not all students will reach the target. Move slowly. Do one activity at a time. When most can do one activity, move to the next. If they get bored, change the activity. You may not be able to carry out pair-work.
- Draw a picture of 'eyes', 'ears', 'mouth', 'nose' and 'hand' on the board. Give the students small pieces of paper and get them to draw the five parts of the face/body on them. Talk a lot and use this activity to expose them to the words for parts of the face/body. The students place the pictures on their desk to make faces. The hand can hide the eyes, cover the mouth, etc.

B. Extend

- Distribute the six flashcards for the first sentence. Ask the students to bring up the words as you say them. Stick them in the form of a substitution table on the board. Repeat with the flashcards for the other four sentences. Get the students to read the sentences aloud. Remove selected words and ask the students to continue reading the sentences aloud. Remove the word, 'use' first, then the word, 'I', then the word, 'my'.

After that, replace the words in the first three columns and remove the parts of the face/body or the sense action. The students will have to link the two to produce the correct sentence. You can also try to remove all but one of the words that are common to each sentence (I, use, my, to) to see if the students realise that they are part of each sentence. Redistribute all the flashcards at random, and ask students to come up and place them in sentences on the board again. Put the students in five groups, and give them the flashcards from one sentence mixed up. They put them in the right order, and then hand them, mixed up, to another group.

I	use	my	eyes	To	see.
I	use	my	mouth	To	eat.
I	use	my	ears	To	hear.
I	use	my	hand	To	touch.
I	use	my	nose	To	smell.

- Use the textbook pictures to do activities matching what the teacher says with the right picture, matching what the teacher says with the right sentence, matching the picture with the right sentence.
- Put the words back on the board in the columns. Remove the face/body words and place them at the side of the board, replacing them with a line. The students write out the sentences.

C. Apply

- Find out what other parts of the body the students know or have. Add to the substitution table.

I	use	my	feet	To	kick.
I			thumb		point.
I			legs		walk.
I			tongue		talk.
I			fingers		write.

- Bring in tools and stationery and elicit sentences such as, 'I use a knife to cut.' And 'I use a pen to write'.

Awareness during the learning

- How much are you going to insist on the 's' being pronounced in the words 'ears' and 'eyes'. Are you going to point out the difference between singular and plural?
- What is the best layout for the students to sit in during this lesson, a big circle, a semi-circle, in rows? Should they sit on the floor or on chairs or at their desks?

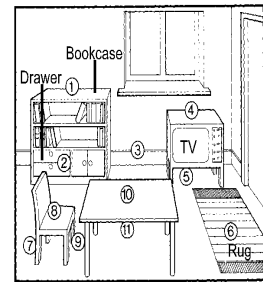
Learn as a teacher

- How much did the students understand the sentences they were speaking? Did you do as much as possible to show the meaning?

- Did you notice any students who couldn't or wouldn't copy your actions? Did you notice any students who were not speaking at all? Did you notice any students having problems imitating you speaking reasonably closely? Why could these students be behaving in this way? Do you worry yet? What action can you take?

Developed by Hugh Leburn ELC Hulu Langat

Theme	The World of Knowledge
Topic	Find the Place
Level	Lower Primary
Skills	Listening Speaking Writing
Learning Outcome	Listen to and follow simple dictation Acquire range of prepositions of place Practice group writing
Resources	Sheets of A4 paper, at least one per student Pencils



Warm Up

- Ask the students what day it is. Write the day on the board, *but* write the 'y' wrongly. *For example, write it far away from the other letters, make it too big, too small, upside down, back to front, or sideways.* Ask the class, "Is the 'y' correct? What is wrong with it?" They should say, "It's too big/too far away, etc". Eventually, write the 'y' correctly.

Note: This is a good way to get students using English right at the start of the class. They use short sentences to explain the position of the letter.

- Draw a simple picture on the board, *for example, a house, a hill, a tree, or some birds.* Ask the students to explain where things are in the picture, *for example, 'the tree is next to the house, the hill is behind the house'* and so on.
- Practice the same prepositions of place, *for example, under, above, between, etc.* with things in the classroom. "Where is my bag? Where is the book? Where am I?"
- Tell the class that they are going to draw a picture that they will later write about. They must follow your instructions to draw the picture.

Steps

- Distribute A4 paper, one sheet to each student. Tell the students they will be doing a dictation. They should draw what you tell them.
- Dictate the text you have prepared, or use the example one provided below. Students draw as you describe the picture.

In the middle of the picture is a house. In the middle of the house is a door. There are two windows, one each side of the door. Behind the house is a big hill. On top of the hill is a tree. There are two birds flying above the tree. The house has a path from the front door

going through the garden. On the left of the path is a small pond. On the right of the path there are some flowers.

Note: You could add colours to the picture, e.g. the roof of the house is red. However, remember that if the task finishes early do not just ask the students to colour in their picture. This wastes valuable English time. Get them to work on adding to the description; they could add adjectives to their writing, *for example, 'It's a big, old house.'*

3. When students have finished drawing, ask them to show their work to their partners. Are their pictures the same? Is anything missing?
4. Ask the students to work on their own and add two more things to their picture. They should not show anyone else at this point.
5. When students have finished drawing, ask them to show their work to their partners. Are their pictures the same? Is anything missing?
6. The pairs should then write a brief description of the picture. You could put the original instructions on the board for them to copy. They then add the four new things that they have put into their pictures.
7. Ask some of the pairs to explain their pictures to the class.

Strategies

E. Simplify

- For students new to pair work make sure that each side has two students, a better student should be put with a partner with English that is less well developed. They become one side of the pair. Effectively this is group work, but it also trains students in conducting pair work activities.
- If time is short, you could provide students with a picture, which they label with the appropriate prepositions.

F. Extend

- Once students are used to pair work like this, it can be applied to other subject areas. Apart from information exchanges, they can work in pairs to edit each other's work, look for errors and help each other to improve texts that they have created.
- To practice prepositions of place, you could play '*I-Spy*' in the class. Rather than saying, '*something beginning with ____*' ('A', 'D', 'N' etc.), students say '*this thing is under the blackboard, next to the door, etc.*'

Note: This is a fun way to quickly recycle words that they have acquired. It also trains students to cooperate and listen to each other.

G. Apply

- When students are familiar with information exchange pair work exercises, they can be asked to conduct similar exercises using texts. These provide the students with more speaking time in the classroom. They can then write a paragraph relating to the subject area. The texts could then be displayed in the classroom or on the English notice board.

Awareness during the learning

- Students are contributing ideas, but using their mother tongue. How can I make use of these contributions to help the class gain further understanding in English?
- How can you make sure that all the students are working together during the activities in the lesson?

Learn as a teacher

- Did your students enjoy working in pairs? What do you think they enjoyed/did not enjoy about it, in particular?
- Was it difficult to organize the activities? What would help pair work to be more successful in the classroom?
- What particular learning difficulties did I see while moving around during the pairwork? How could I help particular individuals based on what I saw or heard?

Developed by Pn. Sharifa Husna Syed Noor, SK Tepus, Perak Tengah, Perak with Jeremy Bishop



“Who did you see?”

A jazz chant in action.

Theme

World of Self, Family and Friends

Topic

‘Who Do you See’

Level

Beginners / Lower Primary

Skills

Listening,
Speaking
Reading



Learning Outcome

Practise of oral rhythm and stress.
Introduce or review personal pronouns
‘I,’ ‘you’ and object pronoun ‘me’

Resources

An appropriate library or reading corner book
A few small mirrors, ideally one per pair of students
A Jazz Chant prepared for projecting with the LCD

Warm Up

- Story time. *Read* a short book to the class. Anything by Dr Seuss or Joy Cowley would be great, something with lots of rhyme. Let the children enjoy the sounds tripping off your tongue. Get them to *repeat* part or all of the story with you. The only objective is to have fun and let the children relax and interact with the text. Ask questions about what they think might happen next.

Steps

1. Read the following jazz chant to your students, and try to use two different voices.
2. Allow children to see the text and read it silently.
3. Read through chant getting the students to repeat each line after you. You would do well to break the class into two to practise the two different parts with one side of the class taking on one role each and chanting in unison. Reverse parts and repeat.

“Who Can You see?”

<i>Who can you see?</i>	<i>I can see me.</i>
<i>Who can you see?</i>	<i>I can see me.</i>
<i>You can see who?</i>	<i>I can see me!</i>
<i>You can see you?</i>	<i>Yes, I can see me?</i>
<i>Are you crazy?</i>	<i>No, I'm not crazy!</i>
	<i>I can see me!</i>
<i>Tell me now!</i>	
<i>I want to know how!</i>	
<i>How do you do it?</i>	<i>How do I do it?</i>
<i>Yes, how do you do it?</i>	<i>I look at this here</i>
<i>You look at what, where?</i>	<i>This here mirror!</i>
<i>Mirror?</i>	<i>Yes a mirror!</i>
	<i>I can see me,</i>
	<i>And I can see you.</i>
	<i>Turn the mirror</i>
	<i>Is all I have to do”</i>

4. Get the students to repeat the chant along with you at the same time.
5. Get the students to repeat again, adding in beat by snapping fingers or tapping a single finger on their desks, as they say the chant.
6. Get the students in pairs. Put them in mixed ability pairs, one weak student with a stronger one, facing each other. Let them role play the chant. Pick a few to present to class and then get the whole class to present at the next assembly. It should be lots of fun.

Strategies

C. Simplify

- Forget the pair work, just stick with 2 sides of the class, especially if you've not done too many jazz chants before.
- Get students to copy out the jazz chant into their exercise books. Peer check for capitalizations and spelling.

D. Extend

- Focus on the intonation of the questions and responses. Role play the situation and get students to write their own role plays perhaps starting with, '*What are you doing?*' so they get to practise using the present continuous for a habitual action.
- Students who can't snap their fingers can try different techniques too see which is personally the most effective.

E. Apply

- Science topics, *for example, how our eyes work.*

Awareness during the learning

- Students should be encouraged to say the chants using a normal tone and volume. Don't allow them to clap their hands or use their palms on their tables when keeping the beat as it will be too noisy.
- Are they using the intonation which is being modeled?
- Are any students miming mouth movements instead of taking part?

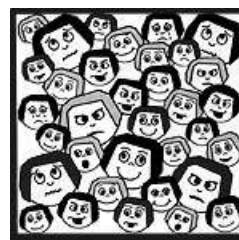
Learn as a teacher

- How did the students react to the storybook activity?
- What parts of the lesson did they find most enjoyable and how can I build on that in the next lesson?
- Were any students not participating? Why not?
- Do you feel you were able to effectively model the jazz chant for your students?

Developed by Rob Clement, ELC Sarawak

Mime, Mirrors and Sound

Theme	The World of Stories
Topic	Mime , Mirrors and Sound
Level	Lower Primary/Primary
Skills	Listening
Learning Outcome	Express thoughts and feelings Acquire vocabulary and understand the meanings of words.
Resources	Whiteboard and marker. Space for children to move around safely.



Warm Up

- Read children story or poem for enjoyment or refer to story or poem children have enjoyed recently.
- Elicit from children verbs, adjectives and phrases that describe the actions in the poem, chapter or story and write them on the whiteboard. Include responses that offer action or add some teacher suggestions. *For example from "The Old House", such words and phrases as, Grumble. Stand really still. Hum. Open your eyes wide. Scratch. Sleep. Carry something heavy. Shake with anger. Carry something light. Walk around muttering and frowning. Smile. Smile like a crocodile. Beat your wings like a bat. Think. Sweep floors. Measure the walls with a ruler. Hiss like a cat. Show that you like something. Back up. Look sad. Lick your lips like a cat. Growl like a rabbit. Freeze. Flutter your eyelashes. Speak like a dragon. Laugh. Sing like a bird. Shake and groan. Move like a snail. Greet someone. Shrink into yourself.*
- Now write on the whiteboard, *Show me how to...*

Steps

1. Tell the students they are going to *mime* some of these words and actions.
2. Have the students move quietly to a space, perhaps outside the classroom, where they can move in safety without touching anyone else.
3. When everyone is in place and quiet, *mime* an action or two so that the students understand what is required, *for example, growl like a tiger*. Use your whole body for the movement and exaggerate facial expressions.
4. Have the students practice some mimes, using words from the board, facing you until they seem to be more comfortable with this activity. Mime along with them. This provides a model for the students and helps to break down shyness.
5. Then have the students form pairs with someone standing near. Count off 1, 2, 1, 2 until all students are paired. If necessary, form a triad (group of 3) at the end. Student A then slowly *mimes* an action and student B *mirrors* this action, keeping up with the movement as closely as possible. Have two students model this before whole class attempts the mirror activity. Student A keeps the different movements coming so that Student B is

anticipating next action as one is completed. After a short time, students swap roles and Student A mirrors Student B. Let this continue until students are comfortable and enjoying this activity but do not let it run too long.

6. Have the students face front again. Using information on board ask individual students for examples of *noises* to add to the mimes, *for example, the growl of a tiger, hiss of a cat or speak like a dragon.*
7. Remind the students of the need to do this quietly. Then lead the students in adding *sound effects* to words on the board as they make appropriate actions.
8. Draw activity to a close by having the students resume their seats. Perhaps invite two or three of the less shy students to demonstrate their mimes and sound effects to the class while the others try to identify them from the words on the board.

Strategies:

A. Simplify

- Limit the number of responses you record on the board with a weaker class and spend less time on activities.

B. Extend

- Students could copy vocabulary from board into a list under the heading “Show me how you...” and next to each word or phrase record the student who demonstrated the action.
- Students can be asked to write about ‘*a friend who could ...*’ *for example, Halim could speak like a Dragon*

C. Apply

- This strategy can be used to practice a wide range of vocabulary from a number of contexts, *for example, emotions or actions.*
- Vocabulary might then be copied from the board into personal vocabulary books
- Pictures (one for each word) might be drawn to illustrate the language mimed or sounded and some of these pasted onto a poster for wall display.

Awareness during class

- Are all the students attempting mimes?
- Do I need to move students on to next stage of this activity?

Learn as a teacher

- How do I ensure the students have enough prior knowledge to succeed at this activity?
- How might I include more drama to support student learning of English?

Developed by Donna Phillips Ryan, ELC Kubang Pasu

SPEAKING



The Wheels On The Bus

Theme	World of Knowledge
Topic	The Wheels on the Bus
Level	Beginners / Lower Primary / Primary
Skills	Speaking Listening
Learning Outcome	Students will learn new vocabulary in context and act out an action song.
Resources	An appropriate library or reading corner book



Cue cards with pictures or drawings of several key vocabulary items from the song, *that is*, 'wheels', 'horn', 'wipers', 'doors', 'conductor', 'Mommies', 'Daddies' and 'babies'.

Warm Up

- Story time. Read a short book to the class. One of the "Magic School Bus" series would be ideal. Ask the students to name the different parts of the bus if they can. Write up a list of the different parts they are able to name.

Steps

1. The teacher sings out the first verse of the song, makes gestures to demonstrate, 'round and round'.

*"The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round
As we travel along."*

2. She shows the text of the first verse to the students and lets them read silently.
3. Teacher then models singing the verse once more and gets the students to join in and make the 'round and round' gesture too.
4. She goes over any specific pronunciation problems noted. *For example, make sure students enunciate word final consonants properly.* Pay attention to the word-final, 'd' in 'round'.
5. Teacher and students read the song's remaining lyrics silently and then aloud.

*"The horn on the bus goes beep, beep, beep ...etc.
The wiper on the bus goes swish, swish, swish ...etc.
The door on the bus goes clickety clack ...etc.
The conductor on the bus goes 'Any more fares?' ...etc. use questioning voice
The mummies on the bus go chat, chat, chat ... etc. use higher pitched voice
The daddies on the bus go nod, nod, nod ... etc. use deeper voice
The babies on the bus go 'Wha, wha, wha'...etc." use imitation baby's cry*

Note how many of the students' suggested words were included. Brainstorm with students possible gestures to do with each key word.

6. Set up students' chairs to become seats on a bus. Role-play the song with students getting on the bus as their roles are sung out. Repeat while changing roles so everyone can have a go at the different roles. This can be done over several days as a warm-up or end of lesson activity once the song has been learned.

Strategies

A. Simplify

- If the students are weak, do not spend time on correcting minor pronunciation problems but keep modelling what you want them to say. Pay particular attention to the rising tone on the one question. Prepare cue cards for each key vocabulary item for the students.

B. Extend

- Ask students to develop new verses if they can, *that is, 'the engine goes vroom', 'the windows go squeak', 'the chickens go cluck', etc.* The list is endless. Get the students to prepare cue cards for the other verses of the song and new verses that they create. Get students to present the song at assembly, or at a PIBG meeting, or get the Principal to come in and see the song demonstrated.

C. Apply

- Science, *for example, how does an internal combustion engine work?* Inform the science teacher that you are working on a song about transportation. Mathematics, *money, how much a bus fare costs vis a vis the distance travelled.* It could also involve *simple addition, subtraction for giving change, multiplication, etc.* This is a great way to get children thinking about mathematics in a very practical manner. *Another example, if a school trip is planned have the children work out the budget.*

Awareness during the learning

- Will class control be an issue? What if the students get too noisy? Class control should not be an issue if you already have effective class control established with your students. They should already know who is in charge. If you are having ongoing class control issues ask for help from your colleagues and the Principal.
- During the singing of the song the children may well get noisy, that's partly the nature of the activity. If the students are too boisterous have them sing, 'soto voce' or softly, or in a low voice.
- To deal with parents or colleagues who feel that the children are not engaged in a useful learning activity and only making noise, remind them that the subject you are teaching is a language. It has four main areas of learning, reading, writing, listening and speaking. Each of these areas should be devoted an equal amount of time. Unfortunately we frequently focus more on reading and writing and not enough on listening and speaking or in this case, singing which also comes under the realm of oral production. Singing songs gets students to employ another of Gardner's multiple intelligences and thereby expand


their ability to actually take on board and learn what you are trying to teach them. When you and your students are engaged in singing a song you are actually working on their listening and speaking. While they are singing an English song they are learning how to articulate different sounds in the language. If you make the use of English songs a regular feature of your language lessons your students, their parents and your colleagues will get used to the idea and the sound of the children singing. Make sure you work on a range of different songs and that you and your students enjoy the activity.

Learn as a teacher

- Were all the students active and engaged during the song singing activity? If some or one was not participating, why wasn't that student or those students involved?
- Was there any major pronunciation problem encountered during the recitation singing of the song? How can you work on correcting the problem? Break the problem word(s) into syllables? Focus on correct pronunciation in context? Something different?
- Finally, allow your students and yourself license to make a joyful noise in your English classroom.

Developed by Rob Clement, State ELC, Sarawak



Theme	World of Self, Family and Friends	
Topic	My Body	
Level	Lower Primary	
Skills	Listening Speaking	
Learning Outcome	Listen to and follow simple instructions and directions accurately Acquire key words at various stages of development Reinforce previously learned vocabulary Have fun and enjoy learning English	
Resources	“My Bonnie” lyrics and “The Hokey Kokey” lyrics	

Warm Up

- Spend ten minutes on this activity if the students have not encountered the song before and then two to five minutes every time thereafter. “My Bonnie” is a fun, simple song with silly actions that will get the students moving and interested in class, and to hopefully reduce anxiety levels as well.

*“My Bonnie lies over the ocean
My Bonnie lies over the sea
My Bonnie lies over the ocean
Oh, bring back my Bonnie to me
Bring back, bring back
Oh, bring back my Bonnie to me, to me*

*Bring back, bring back
Oh, bring back my Bonnie to me*

- The first time students encounter this song, you may wish to explain the song a little before singing. Draw two stick figures, on two different pieces of land separated by a body of water. You can draw waves for water. Explain that the two people are friends. Before, they used to live in the same place, but then Bonnie moved far away. Bonnie’s friend misses her very much, and wishes she would come back. Point to the water and ask students what we call this. Elicit, ‘sea’ and ‘ocean’ or provide the vocabulary if no one knows.
- Present students with the lyrics so that they can read along as they first sing the song. Lyrics may be written up on the board before class, or perhaps even better, copies of the lyrics can be distributed to students on small pieces of paper that they can keep for future reference or be encouraged to use to teach their siblings or friends.
- Read through the lyrics with students the first time. You read a line and they repeat it, in spoken voice. The next time, sing the line for them and then they sing it, progressing through the entire song. Then, sing the song together, slowly, so that students may keep up.

- Now tell the students that you will all sing the song one more time, but this time there are actions to go along with the lyrics. Tell them that every time they hear the letter, 'b' or 'buh', they are to stand up or sit down. Demonstrate this for them at the front. *For example,*

My Bonnie...students should stand...lies over the ocean

My Bonnie...students should sit...lies over the sea

My Bonnie...students should stand...lies over the ocean

- Once students understand, have everyone sing the song and follow the actions. Students will laugh and get confused on lines, such as, '*Bring back, bring back*' but that is the whole point, *singing, laughing, and relaxing before we really get started.*
- Write, '*My Body*' up on the board and ask students what this means? What is my body? Students can point or give the correct word in their own first language, so long as they show understanding. Then ask students what parts of the body they know in English. As they call words out, make sure to point to the appropriate part and repeat the word, for example, "*That's right, this is my arm*". When necessary, prompt them by pointing to another part of the body they should know and ask them, "*And what is this? This is my....*" This activity should last about two or three minutes.

Steps

1. '*This Is My Eye*'. This activity for about ten minutes, further reviews and cements vocabulary they have already learned, and can be used to introduce new vocabulary items regarding parts of the body as well. Point to your nose and say, "*This is my eye*". Students may look confused and some might even say, "*no*". If no one objects, then ask, "*Is this correct? Is this my eye?*" Students should answer, "*no*". When they say "*no*" then the teacher responds, "*Oh? What is this?*" Then students respond with the correct answer, "*nose*" or you may guide them to provide a complete sentence, *such as*, "*That is your nose*". The important point of the activity is that you point to the wrong body part that you call out. Students must recognize that this is incorrect and offer the correct vocabulary. However, you may wish to throw in a couple of correct items, *for example*, *point to your knee and say*, "*This is my knee*" for fun now and again.

Repeat for various parts of the body you wish to review and use it to introduce one or two new parts of the body as well if you wish. When introducing new parts of the body, it is a good idea to draw a figure of a person on the board and label it with the new body parts as well, so students can see the written form of the word, and have a reminder throughout class of what those body parts are called.

2. '*Robot*'. This is another simple activity for about five or ten minutes which can be recalled at any time for a quick, fun review. Students simply pretend to be robots, and listen and perform any action the teacher calls out, such as, '*stand up*', '*sit down*', '*walk in place*', *and so on*. When focusing on parts of the body, the teacher could use a lot of commands such as, '*touch your nose*', '*touch your ears*' *and so on*. Also, if the students know, '*left*' and '*right*', the teacher could say, '*put your right arm up*', '*lift your left leg up*' *and so on*.
3. '*Simon Says*.' This well-known game which should be played for another five or ten minutes is essentially the same as '*Robot*', but with one added twist. Instead of doing everything the teacher says, the students must listen carefully and only perform the action if the teacher says, '*Simon says...*' before they give the command. *For example, if the teacher says*, '*stand up*', *the students should ignore the command but if the teachers*

says, *'Simon says stand up'* then they should perform the command. Start with all of the students participating, then as students make mistakes, they are *'out'* of the game and should sit and watch. The last student or students standing wins and should be applauded. Maybe they can also receive some kind of small reward.

4. *'Hokey Pokey'* should be played for ten or fifteen minutes the first time and then five to ten minutes in the next class. This is a fun, well-known song with actions for primary students which reviews parts of the body, as well as left and right.

*"You put your right foot in
You put your right foot out
You put your right foot in
And you shake it all about*



*You do the Hokey Pokey
And you turn yourself around
That's what it's all about."* ...students all clap hands.

Follow the same guidelines for teaching students the song as laid out for *'My Bonnie'*. The actions for the song begins with the students standing at their desks. Alternatively, if there is room, the entire class, or a selection of students, could be standing in a circle.

'You put your right foot in'...students all put their right foot in front of them.

'You put your right foot out'...students all put their right foot behind them.

'You put your right foot in'...students all put their right foot in front of them.

'And you shake it all about'...students all shake their right foot.

'You do the Hokey Pokey. And you turn yourself around'...

...students all turn around in a circle and they could be doing some kind of silly dance as they turn around as well.

'That's what it's all about' ...everyone claps

Now repeat the song as desired, substituting other parts of the body, *such as, the left hand, whole head, right elbow, left ear, etc.* for *'right foot'*.

Strategies

C. Simplify

- These activities are all relatively simple, and require no prep, especially once students have learned the songs involved. However, used together in one class, it makes for a very full 60 minutes. For 30 minute classes, teachers may wish to split this lesson plan into two lesson plans or pick and choose activities as they see fit.

D. Extend

- *'This Is My Eye'*. Once students are familiar with this activity, it can be extended into an, *'Around The Room'* version. The teacher calls on an individual student and says, *for example, "Aziz, this is my ear."* Aziz then responds, *"No, that is your knee"*. If Aziz is correct, he then picks someone else from class and continues, *"Haslinda, this is my elbow" and so on.*
- *'Robot'*. When students are familiar with this activity, one alternative is to have one student come to the front and give the commands. Students could take turns being the *'Robot Master'*. Alternatively, students could be paired up, and take turns being *'Robot'*

and 'Robot Master' for each other, while the teacher circulates and helps out or guides where necessary. If conducted in a large room or outside, this can be quite fun, having 'Robots' walk, turn left or right, jump, and whatever else students can come up with, within reason and in English.

- 'Simon Says'. Like 'Robot', students, perhaps the first round's winner, could take over from the teacher as the leader. The teacher could be there to assist them with ideas or giving the commands in English as required.
- 'Hokey Kokey'. After the first round of singing is finished, the teacher could call upon a student to choose the next body part for the second round of singing. If students are in a circle, the opportunity to name the next body part could go clockwise or counter-clockwise around the circle until everyone has had a chance.

E. Apply

- Students, for homework, could be tasked to draw a human figure, *for example, a picture of themselves, or a superhero, etc.* and label as many of the parts of the body as they have learned to date, and any others they may happen to know as well.

Awareness during the learning

- 'Simon Says' can be difficult to explain to students who have not encountered it before. Even when explained in students' first language, not every student will understand straight away. Teachers may wish to keep in mind that getting students to understand this activity may take longer than the time estimated in the lesson plan and may wish to remove it if time is an issue. One strategy to help students understand what is expected of them is to find students in class who have played the game before and have the rest of the class watch them play. By seeing the game in action, the rest of the students will pick up on how the game is played.

Learn as a teacher

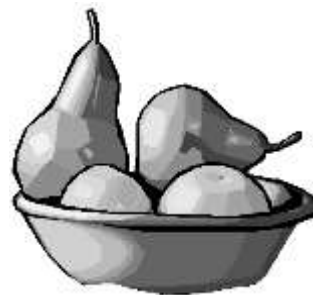
- Did students that normally do not enjoy participating or are shy to participate in class, take part more readily? When there is offering ideas for 'Hokey Kokey' or 'This Is My Eye', did you notice any difference in who offered ideas compared with who offers ideas or answers in most classes?
- Are there other fun activities and songs which you might use for other topics to help review, introduce new ideas or vocabulary, and help your students enjoy their English class?

Developed by Robert Johnson, ELC Kota Tinggi



The Cost of Fruit

Theme	Nature
Topic	The Cost of Fruit
Level	Lower Primary
Skills	Speaking Listening
Learning Outcome	Question and answer prices Question and answer concerning prices, plural Communication to fill an information gap, pair work
Resources	Whiteboard and markers Worksheet A, pre-cut vertically Worksheet B, pre-cut vertically Pictures of fruit, optional



Warm Up

- The aim of the warm up is to teach active knowledge of the words for different varieties of fruit. Each variety of fruit can, in fact, be mimed via the way we open and eat it, so that it is clear which variety of fruit is being mimed. It is a good lesson in the use of mime to help students understand. Give plenty of time to practise reading the words, saying the words from the mime and miming the words from the spoken and written word.
- The teacher mimes each variety of fruit in turn and elicits the word from the students. The teacher elicits the plural form and the spelling.
- The teacher writes each fruit in its plural form on the board, as these are repeated by the students.

Steps

1. Teacher asks the price of each fruit in turn, “*How much are bananas, a kilo?*”, “*How much are pineapples, each?*” The teacher writes the responses on the board. Accept any reasonable answer. *Drill* the sentences, after adding the word, ‘are’. For example, “*Bananas are 5 ringgit a kilo.*” Remove the word, ‘are’ and get the students to say the sentences in rows. Remove the phrases, ‘a kilo’ and ‘each’ and have the students say the sentences again.
2. Divide the students into pairs. Name each member of the pair A & B. If there are an odd number of students, there will be one group of three with an A and 2 Bs. Get the students to face each other. Distribute the pre-cut worksheets with each pair getting one worksheet of each type. Check that person A has worksheet A and person B worksheet B. Ask the As if they know the price of bananas. They should respond, ‘Yes’. Ask B if they know the price of bananas. They should respond, ‘No’. Repeat with the rest of the fruit. Get the students to make the sentences needed to tell their partner the price of the fruit they know about. A can either say his or her five sentences and then B say his or hers, or, they can take turns to make a sentence. Get a pair of extrovert, confident students to model the exercise first. Repeat the activity, but this time, the student listening responds by saying, ‘OK’ or, if they haven’t understood, ‘Please repeat’.

3. Repeat the activity, but this time the students listening, writes down the answer in the blank box. Remind them to say, '*Please repeat*', if they don't understand their partner's response. The teacher circulates, helping those who need help. At first the students will find it hard, but they will get better as the activity goes on. The teacher should concentrate on those students who have trouble reading. When all the pairs have finished, ask the students to check that they and their partner have now got the same answers on their worksheets. Indicate that, if they have, they have communicated well in English.

Worksheet A for this activity, Step 2

	PERSON A	
1.	Bananas	RM 4.00 a kilo
2.	Mangoes	
3.	Oranges	RM 8.00 a kilo
4.	Grapes	
5.	Apples	RM 5.00 a kilo
6.	Mangosteens	
7.	Rambutans	RM 7.00 a kilo
8.	Pineapples	
9.	Durians	RM 6.00 each
10.	Watermelons	

	PERSON B	
1.	Bananas	
2.	Mangoes	RM 6.00 a kilo
3.	Oranges	
4.	Grapes	RM 9.00 a kilo
5.	Apples	
6.	Mangosteens	RM 10.00 a kilo
7.	Rambutans	
8.	Pineapples	RM 5.00 each
9.	Durians	
10.	Watermelons	RM 4.00 each

Worksheet B for this activity, Step 4

	PERSON A	
1.	Bananas	
2.	Mangoes	* RM a kilo
3.	Oranges	
4.	Grapes	* RM a kilo
5.	Apples	
6.	Mangosteens	* RM a kilo
7.	Rambutans	
8.	Pineapples	* RM each
9.	Durians	
10.	Watermelons	* RM each

	PERSON B	
1.	Bananas	*RM a kilo
2.	Mangoes	
3.	Oranges	* RM a kilo
4.	Grapes	
5.	Apples	* RM a kilo
6.	Mangosteens	
7.	Rambutans	* RM a kilo
8.	Pineapples	
9.	Durians	*RM each
10.	Watermelons	

4. *Drill* the question pattern, “*How much are bananas?*” Repeat the pair-work. A asks the questions for the fruit he or she doesn’t know the price of. Then B does the same. Change the pairs. Distribute the second pre-cut sheets, making sure each pair has an A sheet and a B sheet. The students to fill in new prices for the fruit where there is an asterisk. The students carry out the pair-work. A asks B for the price of the fruit he or she doesn’t know and B responds. A writes down the price or asks for a repetition. Then B asks the price and writes down the answer.

Strategies

A. Simplify

- If the students are weak, make sure you practise numbers with them as well as the fruit. If they can’t read the names of the fruit, they can say the number in the margin instead. If they have difficulty saying the question, they can perhaps just say the name of the fruit. Using pictures of fruit at the beginning instead of mime will be easier for weak students. To help, leave the pictures and the words opposite them on the board for pupil reference. Putting weak students with good students in the pairings is also a good solution.

B. Extend

- You can use different items instead of fruit. Further extension could involve uncountable items, *such as, ‘milk’, ‘water’, ‘butter’,* but you will have to make sure the students know the vocabulary of the quantity, *‘a litre’, ‘500 grams’, ‘a bottle’, etc.* Some teacher control is needed to make sure that the grammar of singular and plural is respected.

Example of a further application of the activity

	PERSON A	
1.	Carrots	* RM a kilo
2.	Peas	
3.	Long Beans	* RM a kilo
4.	Potatoes	
5.	Onions	* RM a kilo
6.	Red Onions	
7.	Tomatoes	* RM a kilo
8.	Aubergines	
9.	Pumpkins	* RM each
10.	Cabbages	

	PERSON B	
1.	Carrots	
2.	Peas	* RM a kilo
3.	Long Beans	
4.	Potatoes	* RM a kilo
5.	Onions	
6.	Red Onions	* RM a kilo
7.	Tomatoes	
8.	Aubergines	* RM a kilo
9.	Pumpkins	
10.	Cabbages	* RM each

C. Apply

- Information gap pair-work activities are real communication. Further application can be made by asking the students to play the roles of fruit seller and buyer. The buyer finds out the price and then orders a certain quantity. The seller says the price and the total cost.
- In addition, the students can also ask the price of one fruit from different sellers to find out which seller is the cheapest.

Awareness during the learning

- Are you going to use the mother tongue to explain how to carry out pair-work?
- How are you going to make sure the students don't look at each other's worksheets rather than listening to the responses?

Learn as a teacher

- How much practice at speaking English did the students get? How many English sentences did each student make during the activity?
- How involved were the students in the activity? If they weren't, what could be changed to make learning easier?

Developed by Hugh Leburn, ELC Hulu Langat



Appreciating Literature

Theme World of Self, Family and Friends

Topic A Poem, "After My Bath"

Level Primary

Skills Listening
Speaking



Learning Outcome Students will be able to understand and respond to a poem
They will be able to speak a poem
They will have every chance of appreciating the poem and thus have a positive attitude to literature

Resources The poem, "After My Bath" by Aileen Fisher
Page 23, "Poems in Your Pocket" published by
Mimosa/McGraw Hill ISBN 0 7327

<i>"After my bath I try, try, try to wipe myself till I'm dry, dry, dry.</i>	<i>Hands to wipe and fingers and toes and two wet legs and a shiny nose.</i>	<i>Just think how much less time I'd take, if I were a dog and could shake, shake, shake."</i>
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Warm Up

- Teacher pours on her hand. She says that her hand is, 'wet'.
- Teacher dries her hand with a towel. She says that her hand is now, 'dry'.
- Teacher repeats with different parts of the body mentioned in the poem, 'nose', 'finger', 'toe', and 'leg' and elicits the two words, 'wet' and 'dry' from the students.

Steps

1. Mime having a bath and then the long process of drying after it, highlighting the effort of getting dry. This includes drying each of the parts of the body mentioned in the poem, 'hands', 'fingers', 'toes', 'legs', and 'nose'. This should be a series of slow, clear moves. The students watch. Repeat the mime slowly and get the students to join in. Repeat two or three times. Read the first two verses three times. The students listen. Read the first two verses again slowly and the students join in with the actions. Lead them to dry the correct parts of the body, according to the poem. Repeat two or three times.
2. Read the two verses again and help the students to say parts of them. Highlight, 'try, try, try' and 'dry, dry, dry' and get them to say just those six words while you repeat the rest of the poem. After that they can add, 'hands', 'fingers', 'toes', 'legs', 'nose'. Then they can produce, 'After my bath' and 'to wipe myself'. Gradually increase the amount the students can say, until most of them can say most of it. Write the two verses on the board with the help of the students. It is a good strategy never to write anything on the board without the students telling you what to write. This keeps them on their toes. Ask

students to tell you only one word each. As a student tells you one word, write it on the board, then ask the next student for the next word, and so on, until the first two verses are complete. Read the first two verses with the students, pointing to the words, so that they associate the written words with the spoken words. Divide the class into two. One half reads and the other half acts. Swap roles.

3. Repeat the first two verses, look at your watch and indicate a long time for a person to dry themselves. Then read the last verse quickly and mime the action. Repeat the verse three times. Ask the students what animal is involved and whether it is quick or slow. Ask the students to join in with the last two lines after some drilling. Write the third verse on the board, using the same procedure as in Step 2.
4. Highlight the rhymes by underlining them. Read the poem while the students add the rhyming words, 'try/dry', 'toes/nose', 'take/shake'. Get the students to bang out the rhythm on the desk or clap their hands while you read. This can be according to the feet. There are two feet per line or according to sentence stress on the verbs, nouns, adjectives and adverbs or according to the word stress, that is, the stressed syllable of each word. As it is a poem, the first of these may be the most appropriate. Be careful not to emphasise *the rhythm* too much or too loudly or the poem will become more like a chant.

"After my bath I try, try, try to wipe myself till I'm dry, dry, dry.

Hands to wipe and fingers and toes and two wet legs and a shiny nose.

Just think how much less time I'd take if I were a dog and could shake, shake, shake."

Practise speaking the first two verses very slowly and third verse very fast.

5. When you have a bath, you put water on yourself. It is very quick. But then you have to get dry. It takes a long time, because you must dry so many parts of your body. But it is easy for a dog. A dog doesn't wipe the parts of their body. It shakes. Questions, *Who has a bath or a shower? Are you wet or dry after a bath? What do you need to dry yourself? A bottle, or a towel, or a car, or a shirt? What parts of your body do you have to dry? Does it take a long time? How long? Who is lucky? Does a dog use a towel? What does a dog do? Does it take a long time or a short time? Is it quick or slow? What else do you do that takes a long time, but a dog does very quickly?* Answers, *dressing, eating, running, drinking, going to bed, getting up.*
6. Drill each sentence slowly with the whole class, verse by verse. After each verse, get them to read without you, in rows or halves of the class and also in pairs. Divide the class into four groups and get three groups to read different verses of the poem, while one group acts. Change the roles. Rub out some of the words and continue practising. Rub out more words. Rub out all the words except the first word of each verse. Get the students, in their own time, to read the poem silently just mouthing the words with their lips and tongue. Put the participants into groups of four and get them to practise reading different verses of the poem as a group exercise with one person acting. Divide the students into three groups and ask them to learn one verse each with actions. Could you add another third verse? Find out other parts of the body from the students. Can they find a rhyme for some of the words and make up a last line? What about, *'Ears and eyes and hair and head. Arms and knees and it's time for bed.'*?

Strategies

A. Simplify

- The poem itself cannot be simplified. To help understanding, you can pre-teach the parts of the body via a Total Physical Response activity, getting the students to touch and then wipe those parts of their body mentioned in the poem.
- If there are very weak students in the class, restrict what they have to say in the poem, and use them as a chorus who say selected parts of the poem, *such as, 'try, try, try', 'dry, dry, dry', 'toes', 'nose', 'shake, shake, shake.'*
- With students who have trouble reading, and whose memory for the sounds of the words is short, one option is to put them in a group on their own either with the teacher as part of that group, or better, with an equal number of the ablest students who help and coax them to speak the lines.

B. Extend

- Hand out different envelopes to small groups of students with the different verses chopped up into separate words for the group to put into order. With good students this could include the new verse suggested above or even another one, not mentioned, *'I blow my nose and I comb my hair. I think and think about what to wear.'*
- The poem could be adapted into a jazz chant, with different groups of students reading different parts and acting. This could be done at assembly for the rest of the school.

C. Apply

- The content can link to health education. For health or English teachers should be aware that poems are participatory. They should provoke a reaction in the listeners. They are to be shared. They are about sounds. For those reasons, students in primary school should be taught to take part in them, to react to them with facial expressions or gestures or actions, to speak them in different ways, to say them in groups. Introduce poems regularly.

Awareness during learning

- Have you practised reading the poem to yourself in an interesting, varied, clear way? Your ability to read the poem as if you enjoyed it will transfer to the students.
- Have you worked out a scheme for different groupings to read different parts of the poem or do different activities at the same time?

Learn as a teacher

- Did all the students take part in the lesson? Did all the students manage to say at least some of the poem? Finally, did all the students enjoy the lesson?
- Were you sure of your lesson plan and was it briskly carried out? Was the momentum of the lesson maintained throughout?

Team Building and Cooperative Learning

Theme World of Stories and Knowledge

Topic Drawing out the Artist in Groups

Level Primary

Skills Speaking
Listening
Writing



Learning Outcome Working as a team to listen to, speak and write English.

Resources Mahjong paper, pens, and Tack-it (Blu tack)

Warm Up

- Revise the vocabulary for the parts of the animal or figure you will ask the students to draw. Do this as a whole class activity on the board. Leave the vocabulary on the board while the students complete this activity.
- Remind students of class rules and expectations while working in groups, *for example, work quietly, everybody contributes, respect each other's ideas.*

Steps

1. Explain to students that they will be working in groups of four to draw a picture of an animal or figure, *for example, a cow, a tiger, an old house or a character from a story.* Everyone must draw *a part* of the animal or figure.
2. Divide the class into mixed ability groups of four students.
3. Tell the students each person in group must have a job, *for example, someone to collect the pen or marker and paper from teacher, someone to ensure the group speaks in English, someone to check everyone's name is next to the part she or he drew and someone to bring the drawing to front to display to the class and to talk about the drawing.*
4. Give the students time to allocate roles.
5. Tell the students they are now going to draw an animal or figure and that it must be big and the drawing must take up most of the paper. The drawing should include, *for example for an animal, head, body, tail, and legs.*
6. Give students time to draw the animal and to add their names to drawing.
7. Invite each group to have someone bring their drawing to the front of the class to share it.
8. Display the students' work on classroom walls.

Strategies

A. Simplify

- Students might display work and the teacher might praise the efforts of the group in English if students do not have the language to report on their drawing. .

D. Extend

- Students might be encouraged to have a “Group Think”. As a group, the students brainstorm what they like or are proud of in their drawing and their teamwork and this is included in the oral report. Students might also name the parts of the animal they have drawn.
- Students could use smiley faces and a short sentence or adjectives to reflect on their participation in this activity.

C. Apply

- Group drawing can be applied to many types of text, *for example, lines of poetry, paragraphs or actions in a story, capturing a scene after listening to a story or reading for enjoyment, designing a new or different cover for a book, an advertisement, creating a sign, creating a sequence/cartoon.*

Awareness during the learning

- Are the students speaking English?
- Are the students sharing the work in the group?

Learn as a teacher

- How can I encourage better teamwork in mixed ability groups?
- What have I observed during this activity about student needs, *for example,* pronunciation, sentence structure, responding to directions and how might I address these in follow up?

Developed by Gary Smith, State ELC Kedah



Theme	World of knowledge
Topic	Expert House
Level	Primary
Skills	Speaking Listening Reading Writing
Learning Outcome	Ability to talk about your home Understand simple descriptions Spell correctly Use 'and' correctly
Resources	Whiteboard and markers Mahjong paper and colour pencils or markers



Warm Up

- Begin with a review of the vocabulary for rooms in a house. Use the textbook if needed. Make cards with the names of objects in the classroom and give them to students to tape onto the objects.

Steps

Divide the class into groups of five.

1. Give each group one of the rooms of a house, *kitchen, bedroom, living room, bathroom, laundry room, etc.* and ask each group to list all the vocabulary connected with that room. They should work with each other to come up with a comprehensive list of vocabulary and every student should have a copy of the list.
2. Take one person from each group and put them in a new group, or *expert group*, so that the new group has a representative from each of the old groups.
3. Give the new group a large piece of paper and ask them to draw and label an entire house.

Strategies

A. Simplify

- Put the vocabulary on the board for students to use when labeling the house.

B. Extend

- Tell the students that they have to design a 10 million ringgit house for a celebrity and label the parts. They should add things, *such as swimming pools, private F1 race tracks, sports stadiums, etc.*

C. Apply

- Tell students to label their own house. They can make cards to take home and put on the items in their house.

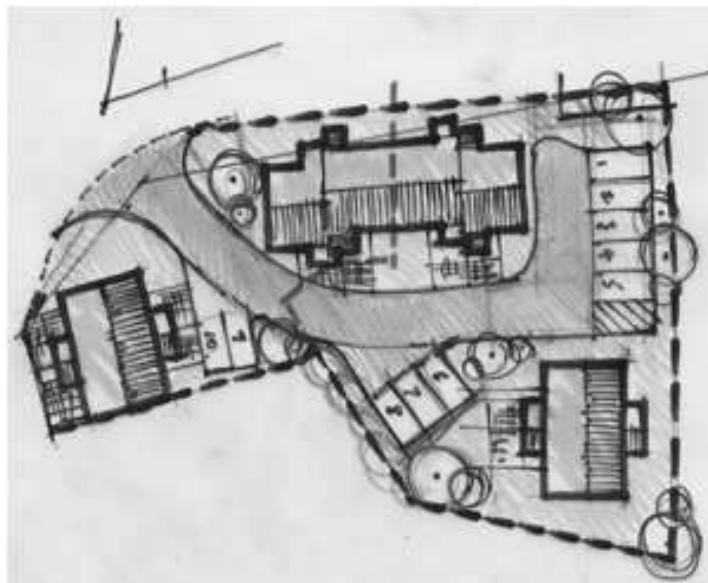
Awareness during the learning

- How does being an 'expert' give the students confidence during the second part of the lesson?
- What is the easiest way to arrange the groups? What about the expert groups?

Learn as a teacher

- Did your students enjoy being the expert? Why or why not? How does being the expert affect their motivation?
- What is the best way to arrange your classroom for this activity? Draw a chart of how the tables will be moved for this activity. How can you practice getting your class into groups so they can do it quickly and quietly?

Developed by William Key, ELC, Dungun, Terengganu



Everyday Life

Theme	World of Self, Family and Friends
Topic	Assembly
Level	Primary
Skills	Listening Speaking
Learning Outcome	Development of focused listening for information Assembly vocabulary Sentence structure awareness
Resources	The lesson will focus on 'onion-peeling' techniques and building up sentence structure awareness via a substitution table



Warm Up

- The aim of the warm up is to focus the students on their school assembly.
- Put ten words on the board. Ask them which words are connected with assembly and which words not. *For example, food, Negara Ku, head teacher, Sunday, Monday, information, homework, listening, sport, money, field.*

Steps

1. The teacher reads the text once,

'First the students sit down. They sit down in rows. The duty teacher says a prayer. Next the students stand up, and they sing the National Anthem. Then they sing the state song. Then the students sit down again. Next the discipline teacher gives a speech. He scolds some lazy students. Then the headmistress gives a speech. She praises some tidy students. The students listen. Next she gives a cup to the tidiest class.'
Finally the duty teacher dismisses the students, and they walk to their classrooms

The teacher asks for the subject, 'assembly'. She asks the students to listen for the word, 'students' and count them. She reads the text again and gets the answer, '7'. The teacher asks the students to listen for the students' activities in the text. She reads the text again and gets the answers, 'sit down', 'sit down', 'stand up', 'sing', 'sing', 'sit down', 'listen', 'walk'. She now asks the students to count and name the teachers involved. The teacher reads again and gets the answers, '3', 'duty teacher', 'discipline teacher', 'headmistress'. She asks the students to listen for the actions of the teachers. She reads again and gets the answers, 'says the prayer', 'gives a speech', 'scolds', 'gives a speech', 'praises', 'gives a cup', 'dismisses the students'. She reads the text again and gets the students to mime the different teacher actions, first by doing them herself for the students to copy, and then by reading the text and letting the students do the actions when they hear the words. The teacher asks the students to put up their hands when they hear the words, 'first', 'finally' and 'and'. She reads the text again and asks the students to count the number of, 'next's and 'then's in the text. The teacher now asks the students to say, 'stop' when she says, 'he', 'she' or 'they'. She then asks who, 'he',

'*she*' and '*they*' refer to. The teacher reads the text with some mistakes. The students say, '*no*' at the mistakes. She reads the text again and the students try to say the next word after she stops.

2. The teacher distributes the substitution table to the students. She may also have one on the board.

		SUBJECTS	VERBS	OBJECTS	
1.					
2.					
3.					
4.					
5.					
6.					
7.					again.
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

		SUBJECTS	VERBS	OBJECTS	
1.	First	the students	sit down.		
2.		They	sit down		in rows.
3.		The duty teacher	says	a prayer.	
4.	Next	the students	stand up,		
5.	and	they	sing	the National Anthem.	
6.	Then	they	sing	the state song.	
7.	Then	the students	sit down		again.
8.	Next	the discipline teacher	gives	a speech.	
9.		He	scolds	some lazy students.	
10.	Then	the headmistress	gives	a speech.	
11.		She	praises	some tidy students.	
12.		The students	listen.		
13.	Next	she	gives	a cup	to the best class.
14.	Finally	the duty teacher	dismisses	the students,	
15.	and	they	walk		To their classes.

Some of the boxes may already have some phrases in them depending on the level of the students and what the teacher wants to focus on. The teacher reads each sentence and asks the students what the action is. They write each action down in the verb column. She then asks the students whether the verb has an 's' at the end or not. Then she asks

who does each action. A link is thus established between the number of the subject and the 's' or no 's' at the end of the verb.

The students write down the subjects. A link can also be established between the gender and number of the subject and the pronouns. To fill in *the Objects column*, she asks the students direct questions, 'What does the duty teacher say?' The students write down the answers in the objects column. To fill in *the last column*, she asks the students direct questions, 'How do the students sit?' Finally write the text markers and conjunctions on the board, 'first', 'finally', 'next', 'then', 'and', and read the text again while the students write them in the right place.

4. *Drill* the sentences for pronunciation with the students as a class activity. Rub out selected verbs, and then all the verbs, and get the students to read the sentences by rows. Put the students in pairs. They should use their own sheets. One of them uses a strip of paper to cover the verb column and tries to read the sentences to their partner. The partner corrects and helps them. They change roles. Replace the verbs and try the same activity with the subjects. Say cue words and elicit sentences from students, *for example*, 'scolds', 'tidy', 'Anthem'. Do actions and mime to elicit sentences from students, *for example*, 'sing', 'praise', 'cup'.

Strategies

B. Simplify

- Pre-teach some of the vocabulary, 'duty', 'teacher', 'discipline teacher', 'prayer'
- The teacher has her own table on the board which weak students follow.
- The substitution table given to the students has more blanks filled in.

C. Extend

- Good students should be able to read with more words rubbed out. After a lot of practice, the teacher can do cue actions and the whole class says all the sentences.
- Good students should be encouraged to relate what happens at assembly without reference to the table.
- Substitution tables should also be used creatively. Ask students to change words, *such as*, 'lazy', 'tidy', 'tidiest', 'headmistress', 'cup', 'state'.

D. Apply

- Give students a similar text on a different school process, *exams, break, end of school*, and get them to put the sentences in columns.
- Give students another simple process to write and then speak about, giving them a blank substitution to work with. Give them ten words of useful vocabulary. They should work in small groups.

Awareness during the learning

- Students need to hear English spoken a lot before they can begin to speak it. They need to hear the correct pronunciation before they read it. How many times are you going to speak the text? Is that enough?
- Students can listen for one detail at a time. They can't remember words, especially new or fairly unfamiliar words, after one hearing. What kinds of responses can you ask students to give after listening to a text?

Learn as a teacher

- Did all your students take part in responding to the listening activities? Or was it only certain ones? If it was, was it the better ones, or the ones nearer you, or the more confident ones or the more extrovert ones? What can you do to make sure that all the students are involved in giving the responses to listening?
- Was there any evidence that students became more aware of sentence structure during the lesson? Did they find it easier to allocate words to the right column? Can they identify a verb more easily?

Developed by Hugh Leburn, ELC Hulu Langat



Using Healthy Short Dialogues

Theme	World of Self, Family and Friends
Topic	Causes of Pain
Level	Primary
Skills	Listening Speaking
Learning Outcome	Students will be able to take part in a short dialogue They will be able to respond to the words of their partner
Resources	Whiteboard and markers 44 flash cards Colour pens



Warm Up

- Teaching ten parts of the body, 'ear', 'eye', 'finger', 'knee', 'nose', 'thumb', 'tooth', 'toe' and the word 'sore'.
- Teacher says the parts of the body, using the direction, 'touch your _____', for example, 'ear'. Students touch that part of their body. Build up slowly, making sure, for example, students know the first three before moving on to the fourth. If you move too quickly, you will confuse the students and they will struggle during the rest of the lesson. Teacher should repeat the sentence as often as possible, especially the parts of the body to expose the students to the words.
- Teacher gets the students to repeat the words for the parts of the body after her, as she and they touch them. Then teacher touches the parts of the body and the students say them, firstly as a whole class and then individually. Again, build up slowly, making sure students can say the first three before you ask them to say the fourth.
- Pair-work. Students work in pairs. A says the part of the body, B touches or points to it. Then B says the part of the body and A touches it. Then A touches part of the body and B says it. Then B touches part of the body and A says it.
- With the whole class, the teacher says the sentence, "I have a sore ear", touching her ear and grimacing with pain. Students copy. Encourage them to act, even overact, here. Repeat for the other parts of the body.
- The teacher says the sentences and students mime. *Drill* the sentences.
- Pair-work, as before, but with the whole sentence, not just the parts of the body.

Steps

1. The teacher reads the dialogue,

"A: Hello, Ali. How are you?
A: What's the problem?
A: How?
A: Bad luck."

B: Not so good.
B: I have a sore neck.
B: Looking at the stars.

She takes both roles, moving to indicate there are two people. She mimes, '*I have a sore neck*' and '*Looking at the stars*'. She puts lots of expression on her face for the other lines. Repeat four times. Students stand up in pairs, A and B. They imitate the expressions and mimes of the teacher, for the right role. Students sit down. The teacher distributes flashcards with the words of the dialogue on them. There are 24 cards. Teacher writes, 'A' four times and 'B' three times on the board. Teacher reads each line of the dialogue and the students holding the flashcards come up and stick them on the board. The dialogue is, thus, created on the board.

2. The teacher begins the practise using *drills* of the dialogue. She divides the class into different halves. Students stand up in pairs and read the dialogue. They should use their partner's name. She rubs out more and more of the words until there are none left, and the students, as a whole class, and then in pairs, repeat the dialogue. Pairs come to the front in groups of five and show others what they can do.
3. The teacher introduces other causes of pain, *for example, playing badminton, boxing, eating bones, eating hamburgers, hammering, playing rugby, reading, sewing, watching TV, kicking a door*. She mimes these actions in one by one and tries to elicit the vocabulary from the students. Teacher follows the same procedure for the parts of the body to teach recognition and then production of the action words. Ten students come to the front and teacher gives them each a flashcard of the action each. They hold the flashcard showing it to the rest of the students and mime the action. The rest of the students say if they are right or wrong. The ten students swap their flashcards with each other and repeat the process. Other groups of ten students come to the front and repeat the procedure.
4. The teacher expands the dialogue by asking four students to replace the dialogue on the board with the original flashcards. She removes, '*neck*' and '*looking at the stars*'. She distributes flashcards with the other ten parts of the body and the ten actions among the students. She asks for another word in place of, '*neck*' and then asks the students which action caused that part of the body to be sore. After agreement, the students holding the relevant cards bring them to the board and place them in the dialogue. Four pairs of students act out and read the new dialogue. There are various possible combinations. The teacher should applaud all logical suggestions, but she can also turn it into a quiz with only one possible answer. She removes the two words and places them next to each other at the side of the board. The procedure continues till all ten alternatives are produced,

ear – playing rugby,
head – reading,
thumb – hammering,
tooth – eating bones,

eye – watching TV,
knee – playing badminton,
stomach – eating hamburgers,

finger – sewing,
nose – boxing,
toe – kicking a door,

5. The students practise the various dialogues. First, the teacher divides the class into two down the middle. The two halves face each other. She shows one of the parts of the body cards to one half of the class. The two halves of the class carry out the dialogue. B says the correct part of the body and then chooses the right cause action. A responds with their part of the dialogue. Change roles. The same procedure is repeated, but this time A acts out the sore part of the body and the cause action when the hear the other half saying the words. This forces them to listen and respond to what B is saying. The boys line up in two lines opposite each other, one is A and the other is B. Students in line B choose the part of the body affected, and the cause action while A does the mime in response. After each pair has done one dialogue, remove one student from the top of one of the lines and place them at the bottom of the same line. Everyone in that line moves up one place. They repeat the dialogue, but now have a different partner.

Strategies

A. Simplify

- The dialogue cannot easily be simplified, but weaker students could work with only five parts of the body, those familiar to them, *nose, ear, eye, finger, head*. More familiar causes could also be used, *boxing, listening to music, watching TV, writing, reading*.
- Weak students may not be able to learn the whole dialogue, so the dialogue can be left on the board for them to refer to if necessary during the different practice activities.
- Weak students may find it easier working in groups rather than on their own, so pair-work activities could be replaced by two groups of five students doing the dialogues together.

B. Extend

- The original dialogue could have an extension after '*bad luck*' to force A to listen to what B is saying. Something like, '*I never look at the stars*' or '*looking at the stars can be dangerous*.' The former requires the students to omit the, '*-ing*' from the verb.
- Put students into groups of four and give them, in envelopes, all the words with different dialogues on greetings and health in them. The group creates the dialogues with the given words. They can do this with different dialogues which are passed from group to group on completion. The two roles can be written in different colours to make it a little easier. Groups practise one of the dialogues to present to the class.
- The students then write out their dialogues in their groups but have to change some of the words. These could be the words that the teacher has underlined.

C. Apply

- Students need to practise short conversations like this on subjects, *such as homework, asking for prices and buying things, asking for solutions to problems, making suggestions for activities, requesting favours, introducing people, answering the phone, making an appointment, borrowing something, asking permission*.
- Create other dialogues to present to students or for students to unjumble. Practise them in groups and pairs. Make sure the dialogues have alternative information in them, in particular, alternative information that provokes different responses. This makes the dialogues real communication, rather than rote learning.
- Encourage the students to show facial expressions and speak with appropriate intonation. This is how people speak in real life and it is also the beginning of *drama*.

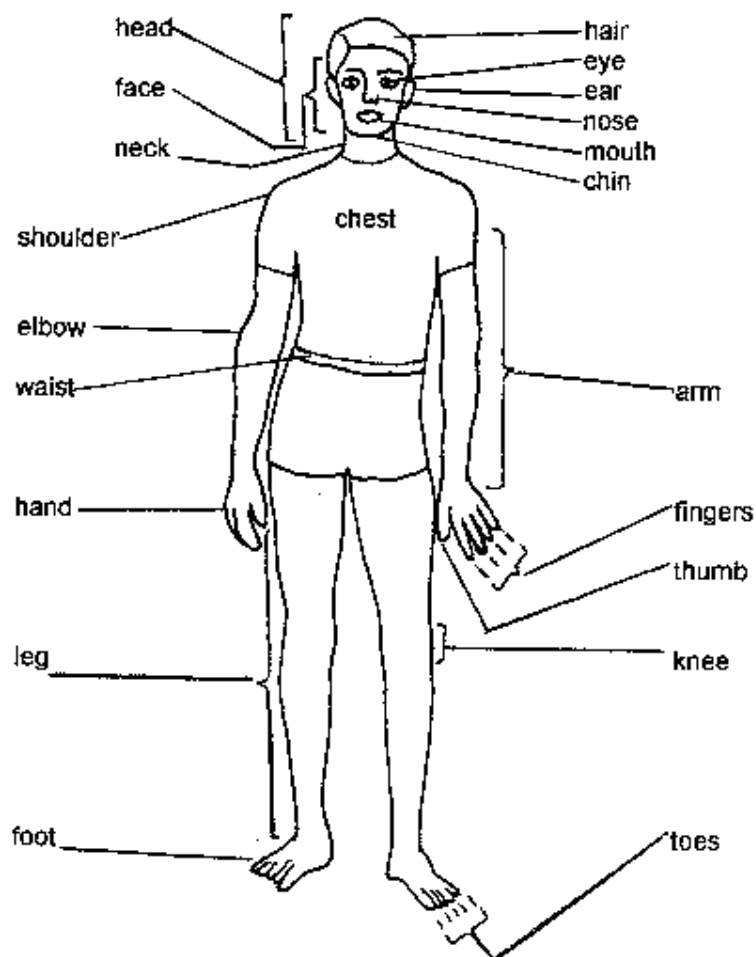
Awareness during the lesson

- You have a lot of flashcards to deal with. Are you satisfied with your plans for distributing the cards and sticking them on the board? Who distributes the cards, manages the Tak-it, and removes the cards from the board? What language do you use for instructions?
- You are teaching a dialogue which involves two people or two groups. Have you

thought what pairings and groupings you are going to use?

Learn as a teacher

- Did you feel the students, from their actions and expressions and mimes, understood the situation of the dialogue and what they were saying?
- Not all the students may have mastered the dialogue. But did your weak students learn something from the lesson?



Phonetic Chains

Theme	World of Self, Family and Friends
Topic	Word 'Chunks'
Level	Lower Primary / Primary
Skills	Ability to distinguish sound and sound sequences correctly
Learning Outcome	The student will demonstrate the ability to correctly read phonemic sounds and sequences
Resources	Whiteboard and markers Flashcards of all phonemic sounds which can be colour coded for consonants and vowels

Warm Up

- Any song or chant that is based on rhyming.

Steps

1. Students will verbally identify a number of flashcards.
2. Teacher will write *CVC consonant, vowel, consonant* sequence on the board and ask students to pronounce it. These will not be real words and, therefore, students must use the phonemic system to say word 'chunks'
3. Teacher will change one sound and ask students to verbalize a new word chunk.
4. Teacher will make a chain of up to ten word chunks and then ask students to read the entire chain. Use up to three examples of 3-4 sentences each

Strategies

A. Simplify

- Use CVC sequences as described in Step 4 above.

B. Extend

- Include blends up to CCCVCCC. Erase the chain and ask the students to write the chain individually or as a group. Use the chain to reinforce sounds that the students find difficult.
- In pairs, ask the students to dictate the chain to classmates.

C. Apply

- Introduce vocabulary, as examples of phonemes, morphemes, and as words, phrases and sentences. Put these in real sentences or utterances as in sample dialogues. Use words to explore different tones and how emotions link to these tones.



















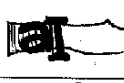



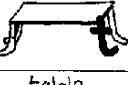


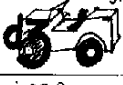











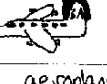





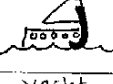
Awareness during the learning

- How can I control the noise level to promote accurate learning?
- How can I encourage the learner who has difficulties?

Learn as a teacher

- Are the students continuing to learn from this activity or has it become a show of little interest?
- How can I help the students to apply the skills learned from this lesson to their writing when English language has so many non-phonetic words

ENGLISH SOUNDS

 /i:/	 /rɪ/	 /bʊk/	 /bʊt/	 /ɪə/	 /reɪdɪə/		
 /elɪfənt/	 /kæmərə/	 /bɜːd/	 /bɔːl/	 /kjʊə/	 /bɔɪ/	 /fəʊn/	
 /fæt/	 /hʌt/	 /kɑː/	 /lɒk/	 /heɪə/	 /naɪf/	 /kaʊ/	
 /pɒt/	 /bɒtl/	 /teɪbəl/	 /dɔː/	 /tʃɒpə/	 /dʒiːp/	 /keɪ/	 /ɡhɒst/
 /flaʊə/	 /væn/	 /θʌm/	 /feðə/	 /sneɪk/	 /noʊz/	 /ʃaʊə/	 /eɪʃə/
 /maʊs/	 /æroʊpleɪn/	 /sɪŋ/	 /haʊs/	 /laɪt/	 /rɪŋ/	 /wet/	 /jɒt/

Found Objects

Theme	World of Knowledge and World of Self
Topic	Found Objects
Level	Beginners / Lower Primary / Primary
Skills	Speaking
Learning Outcome	Teamwork Practising spoken and written English
Resources	Cardboard and scissors Tak-it and glue Pens, coloured pencils Found objects



Warm Up

- Near the close of a lesson, *for example on plants, nature, home, or learning about themselves*, brainstorm with the students what they might bring to class to make a group collage on the topic. Tell students that they must bring one found object to class to help build the collage. This object must be small, light, clean and able to be glued or stapled to card. It must not be valuable or important as they will not get it back. *Examples might be, a leaf, a lolly paper, a ribbon, a card, a picture from the paper, a scrap of pretty paper or fabric, a used stamp, a receipt.* The found object must have some meaning for the student.

Steps

1. Ask the students to produce what they have found and brought to class. Invite students, in turn, to display their object and to say a sentence or two about why they chose it. As students do this, list their names and objects on the board to help you group students so that they can make interesting collages. This also helps students with the spelling of their found objects.
2. Explain to students that they are to create an interesting picture or pattern using the objects they have brought to class. Draw a rectangle which will become a chart on the board and rule a line near the bottom of it. Each student writes his or her name here along with the object brought. The picture or pattern is created above the line and should take up most of the space. Students can also draw and colour to add to the collage.
3. Explain to students that it is best to play with the found objects by putting them in different positions on the cardboard and, to experiment with patterns, before they start colouring, drawing and gluing.
4. Group students in mixed ability groups by being guided by what they have provided.
5. Have students allocate group roles, *for example, someone to collect cardboard, scissors, glue, etc., an English expert, someone to encourage, someone to ensure all students add an object to the collage, someone to explain the collage to the class.*

6. One student in group collects scissors, cardboard, glue, etc.
7. Then *one* student rules a line near the bottom of the sheet and *all students* record their names and objects under this line. Refer to the board example to help students follow this instruction.
8. Now the students may make a group collage for discussion, praise and for later display .

Strategies

A. Simplify

- The teacher brings a collection of found objects to class and students select one object from these. The students then try to explain their choice.

B. Extend

- The completed work might be displayed on a wall and in groups the children make up a very short story to tell around one or more of the collages. Each student contributes and says a sentence in English.

C. Apply

- Collages may be created around a theme, *for example colours, shapes, events in a story, sports day, birthdays and other special events*. Collages may also explore emotions, *for example, fear or happiness or illustrate values*. Newspapers, magazines, wrapping paper and old cards also provide material for collages. Words might be cut from newspapers and glued over illustrations and graphs.

Teacher awareness during class

- Are all students participating and speaking in English, especially the students who are weak in English?
- Do I need to teach more vocabulary about this theme? Do I need to re-teach some words?

Learn as a teacher

- Use a *Y-chart* to record what you saw, heard and felt during this activity.
- Make a list of Plus – positive- Minus – things to change - and Interesting for this lesson. Write two action statements of things that could be changed in the next similar lesson.



READING



Learning Through Shape - Make a Mobile

Theme	The World of Stories / The World of Knowledge
Topic	From Shapes to Animals
Level	Lower Primary/Primary
Skills	Reading Writing
Learning Outcome	Acquire vocabulary and enjoy learning.
Resources	Coloured pens and pencils Paper or cardboard, mahjong paper String, scissors, Tak-it, tacks A Coat hanger

Warm Up

- Remind the students of the last lesson on the story, poem or resource. Ask some recall questions to engage students in coming activity.

Steps

1. Read students story or section of story from which you are drawing vocabulary as focus, for example, 'The Little Blue Boy - parts of the body'
2. Fix a piece of mahjong paper to the board. In blue pen outline a body taking up as much of the paper as possible.
3. Elicit from the students the names for different parts of the body. As students respond, write these in the appropriate place inside the body shape in blue pen.
4. Lead students in the pronunciation of the vocabulary within the blue shape.
5. Distribute blue paper, scissors, string and pens.
6. Demonstrate to students the drawing and cutting out of a body shape. Then tell students to, 'Draw a blue man, write the names of the different body parts in the correct places within the shape, carefully cut these out, leaving some card above the head to punch a hole through, write their name on the reverse of the figure.'
7. Put students into groups and give each a coat hanger. Tell students they are to tie their figures to coat hanger. Suggest they use different lengths of string for interest.
8. Hang mobiles from classroom ceiling and move mahjong paper from board to classroom wall.

Strategies

A. Simplify

- Draw a shape and write in vocabulary. Hand out to individual students to colour lightly and to cut out.

B. Extend

- Have students write a sentence(s) or appropriate adjectives on the reverse of the shape. Students pair and share these before creating and hanging mobiles.

Apply

- Appropriate shapes may be found for almost any theme or subject matter across the curriculum,

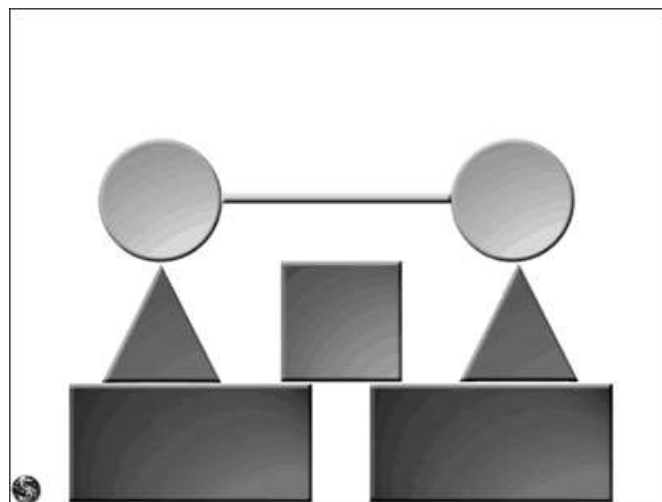
The different shapes, colours and sizes of balls, football, tennis ball, ping pong ball, rugby ball. Maps, the outline of Peninsula Malaysia or a country being studied. Shoes, draw a shoe shape and list, boots, slippers, thongs, shoes, runners. Animals, colours and adjectives, names of young, habitat, food. Cars, different marques, parts of car, just draw and colour and even name colours. Trees and Flowers, in groups, students create a mobile of different tree shapes, coconut, rubber, teak, lillypilly, mango. Tigers, a good one to discover if the Malaysian Tiger is the smallest of the Big Cats. Maths, triangles, squares, circles, hexagons, and so on.

Teacher awareness during class

- Are students copying vocabulary accurately? Do I notice any students with difficulties shaping letters?
- Do the students stay focused on the task?

Learn as a teacher

- How can I enrich the English environment I am creating in my classroom with visuals for the classroom?
- In terms of student learning, could I make this learning more fun?
How can I reinforce the skills student have learnt in follow up lessons?



Finding Information in a Text

Theme	The World of Stories / The World of Knowledge
Topic	Unpacking Stories
Level	Primary
Skills	Reading
Learning Outcome	Making predictions about a text from pictures, skimming a text for general comprehension, scanning a text to find details
Resources	1 copy of the text for each student, 1 copy of the comprehension questions for each group on a separate sheet of paper, blu-tak or tape for posting the text to the walls or board, 1 cut-up picture related to the text for each group, 1 blank piece of paper for each group, glue



Note about the pictures: The pictures will be used to divide the students into groups. For example, you want to divide your 40 students into 8 groups of 5. You will need 8 different pictures cut into 5 pieces each. If there aren't enough good illustrations with the text, look at <http://office.microsoft.com/clipart> for free high-quality clipart and photos. They are easy to copy and paste into documents and you don't need copyright permission.

Warm Up: Fadillah's Vocabulary Review

- Give each student a piece of a picture.
- Tell them that they must find the students with the other pieces of their picture and sit down together.
- When a group is formed, give them a blank piece of paper and some glue. Ask them to paste the picture onto the paper and write what the picture is at the top of the page. (This will be the name of the group.)
- Each group in turn shows the class their picture and says their group name.
- Explain that the students will have 1 minute to write 3 words associated with their picture on the paper. When the teacher says *Time's up!*, they should pass their picture to the next group. When the teacher says *Go!*, the groups add 3 more words to the new picture.
- Continue adding and passing until each group has added 3 words to each picture. After the second round, the students might need more than 1 minute to think of new words. Students often add only nouns. Remind them to add verbs, adjectives and adverbs too if they can't think of any more.
- Each group checks the words on their original paper for duplications and spelling mistakes.

Steps

1. Predict the text

Tell the students that they will read a text about the pictures. Ask them to predict what the text will be about. Give them 2 minutes to discuss it in their groups. Write the predictions on the board.

2. Timed Reading

Pass out the text to each student. Explain that they will have 2 minutes only to read through the text and see which of the predictions is correct.

Remind them that they are reading to understand the general meaning of the text, not to understand every word and sentence.

Students choose the correct prediction.

3. Information Search

Collect the texts from the students and post about 10 of them around the room. Ask each group to select one secretary. Give the secretary the comprehension questions.

All of the other members are searchers. The searchers read the text to get the information needed to answer the questions. The searchers cannot write down the information. They must tell it to the secretary, who writes it down.

4. Correcting the answers

Ask the groups to exchange their answer sheets with the group next to them. Discuss the answers as the secretaries mark the papers. Return the answer sheets to the original group.

Strategies

A. Simplify

- If the students are weak, reduce the number of words they need to write in Fadhilah's Vocabulary Review. Alternatively, increase the time they are allowed.
- Give the students several options to choose from rather than stating their own prediction.
- Use sentences rather than a paragraph for the text.

B. Extend

- Ask the students to write phrases rather than single words in Fadhilah's Vocabulary Review.
- Include questions that require the students to infer the answer because it is not directly stated in the text.
- Use vocabulary in the text that is unfamiliar but can still be understood from the overall context.

C. Apply

- Fadillah's Vocabulary Review can also be used to brainstorm words before writing tasks.
- Timed reading can also be used with charts, maps, dictionaries. It is a fun way for students to develop their skills of finding information in a wide variety of resources.
- Information search can also be used as a dictation exercise. Instead of finding the answer to questions, the searchers repeat what they had just read to the secretary.

Awareness during learning

- How can I prevent the searchers from becoming over-excited, noisy and rowdy during Information Search?
- What kind of guidance can I give weak students to help them make predictions about the text?

Learn as a teacher

- Read the following sentence out loud. *Vivi flugs zinfad many chila.* Do you understand what it means? Consider whether being able to read something aloud shows understanding. Also consider which skills will be more useful on exams or in life outside of the classroom: reading aloud, predicting, skimming or scanning?
- Do the students require less teacher guidance to understand a text after practicing specific reading skills like predicting, skimming and scanning?

Developed by Fadillah bt Abu Bakar SMK Seri Bentong (SISP)



Theme World of Knowledge

Topic Fruit

Level Primary

Skills Reading
Writing



Learning Outcomes

Read and understand phrases, sentences, paragraphs and whole texts.
Read aloud expressively and fluently pronouncing words correctly and observing correct stress and intonation and sentence rhythm
Complete texts with the missing word, phrase or sentence.

Resources

Teacher-produced text on mahjong paper.
The text is,
"My favourite fruit has a rough, red, hairy skin. The flesh of the fruit is white and it is juicy and sweet. What is it?"
A4 paper copy of this text for each student on the same page as the following parallel writing text,
"My favourite fruit has a, skin. The flesh of the fruit is and it is and What is it?"
Master text on mahjong paper and one photocopy of reading text and parallel writing text for each student.
Coloured crayons or pencils for students to use.
Selection of fruit.

Warm-up

- Two students come to the front of the class. One covers the eyes of the other and the 'blindfolded' student then feels a fruit item and tries to guess what it is. Repeat this process with a number of fruit items and a number of volunteers.
- The fruit is then opened and eaten by volunteer students.
- The following vocabulary is elicited and written on the board: *smooth/ rough/hairy skin, sweet/sour, juicy, flesh*. Colours can also be reviewed. The warm up should focus on pre-teaching the vocabulary in the reading text and any vocabulary they might need for the guided writing.

Steps

1. Put up master text and have students read it silently. Mime the behaviour of reading silently.
2. Make some statements about the content of the text. If your sentence is true, students should give you a 'thumbs up' sign. If false 'thumbs down'. For example, "My favourite fruit has a smooth, yellow skin." Not true, so thumbs down.

3. Read the text out loud with natural intonation and stress and then invite the students to read after you, sentence by sentence, with an emphasis on stress and intonation.
4. Invite one student (a weak student) to come out and point to single words in the text. Then, the rest of the group say the word out loud. The weak student will normally choose the most difficult words and the words s/he does not know.
5. Put students in pairs or threes, grouped with a strong student as 'teacher'. The pair/three then practice reading the text to each other while the teacher circulates unobtrusively and listens but does not over-correct. Try to have set 'reading buddy' pairs or groups with those who can read teaching those who cannot. Students generally enjoy acting as teacher and do it with great seriousness.
6. Guided writing. Students then work at completing the parallel writing text based on their personal favourite fruit. Teacher provides scaffolding by making a mind map on the board with colours, skin textures and tastes. Students swap their writing with each other and guess their partner's favourite fruit. Once they have guessed, they draw that fruit on the A4 paper below their partner's writing. Prize for best drawing and a piece of fruit for each student.
7. Students are instructed to take home their text and share it with their parents. If the parents do not speak English, their task is to teach their parents.

Note: This model allows for multi-level classes. Peer teaching is used in the reading task. With the writing task, weaker students tend to copy the master text exactly, while strong students tend to create their own text and may even extend the text by adding extra sentences.

Strategies

D. Simplify

- For year one, the text could be: *"My favourite fruit is apple."* Guided writing: *"My favourite fruit is"*
For year two, the text could be: *"I love grapes. They are sweet and juicy."* Guided writing: *"I love They are and"*

E. Extend

- The reading text can be more complex and the guided writing can be less guided so that students can provide more of the structure themselves.
Reading text, *"Malaysia has many types of delicious, tropical fruit. For example, we can find rambutan, durian and jackfruit in the street markets. I love them all!"*
Less structured guided writing based on above text:
"Malaysia has many..... .For example, we can find..... . I"
- The topic of fruit could be continued over several weeks with students researching information about fruit from different countries. They could then make posters about different fruit for the classroom. They might also develop a general knowledge quiz about fruit.

F. Apply

- The shared reading to guided writing procedure given above can be used with any short

text (one to six sentences) and with any class (from year one to year six.)

- Teachers can develop their own texts based on the curriculum or the textbook.

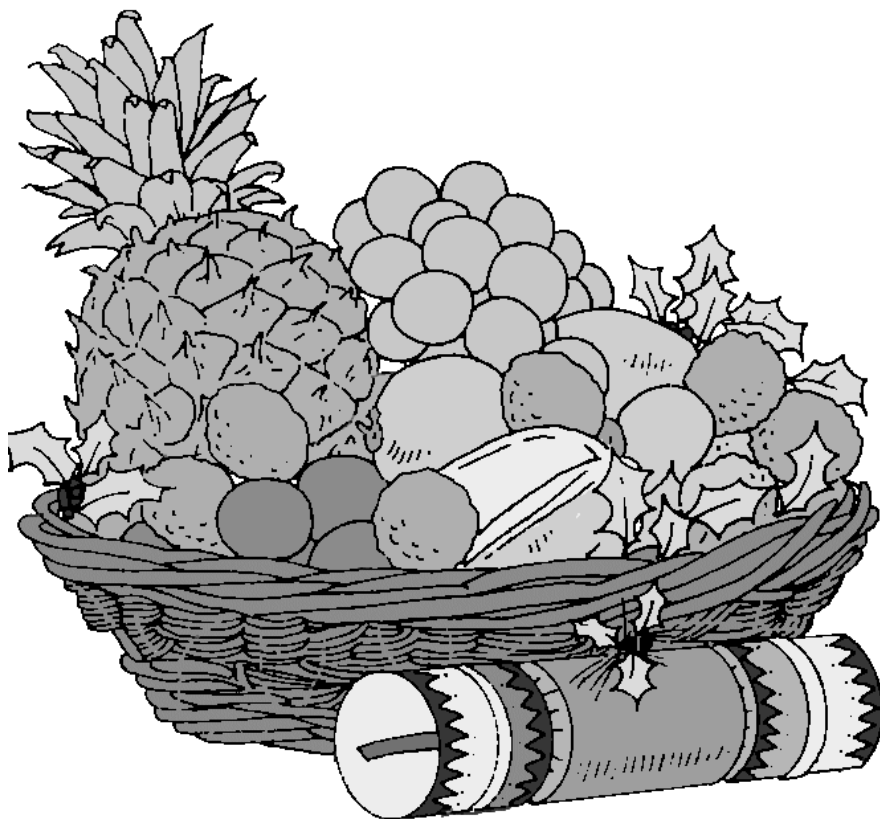
Awareness during the lesson

- Have the students been paired with an appropriate 'reading buddy'? (Pairs/threes should be mixed level and be friends)
- How can I monitor student reading without discouraging through over-correction?
- When the students come to the writing task, how much help do I need to give them? (Try not to do the task for them, but equally, provide scaffolding.)

Learn as a teacher

- Why is pre-teaching important with a reading task?
- Is shared reading about developing literacy skills, reading for meaning or improving pronunciation? To what extent is each of these skills important?

Developed by Alison Lyall, ELC, Kota Kinabalu



Learning to Read

Theme	Phonics
Topic	Pronouncing and understanding letters
Level	Primary
Skills	Reading
Learning Outcome	Students learn to read aloud and silently and to recognize the pronunciation of 'A' with one following consonant and then a vowel, 'E'
Resources	Sketch Cards of, <i>a cage, a date, a whale, a cane, a wave, a flame, a lake, a shape, a face, a spade</i> Colour whiteboard markers Flash cards Worksheet with sentences



Warm Up

- The warm up is to revise and learn vocabulary with the pronunciation pattern. First, Prepare simple sketches on card of the following items, *a cage, a date, a whale, a cane, a wave, a flame, a lake, a shape, a face, a spade*. These are all items that are easy to draw as a simple sketch.
- Stick the cards on the board in two vertical columns of five sketches with a gap for a word between them. Call six students to the board. Read the word for the items and get each student to point to three before sitting down. Start with the ones they may know, *such as, a date, a face, a lake*. Build up slowly, so that those who don't know them have a chance to recognise them. So, *a date, a face, a date, a face, a face, a date, a lake, a face, a date, a lake, a flame, a lake, a face, a flame, a lake, a date, etc.*
- Call six other students to the board and continue. Make sure that all the students in the class have come to the board and have pointed to three sketches. The students will not know all the words, but they will learn by trial and error. When they do not know a word, they continue pointing to different sketches until they hit the right one. They and the rest of the class will then have started learning to recognise the words

Steps

- Create forty boxes beside the sketches by drawing vertical and horizontal lines,

sketch					sketch				
sketch					sketch				
sketch					sketch				
sketch					sketch				
sketch					sketch				

Write in the letters, 'a' and 'e' in one colour of chalk or marker in columns two and four. Drill the pronunciation of each word with the students and then ask two of them to come up and write in the consonants in columns one and three. Give them a different colour marker than for the vowels for this. Repeat until all the words are spelt correctly. Repeat if necessary to give all the students a chance to take part. Rub out all the letters and ask groups of four students to come and fill in the letters for each of the words, while you read the words. Continue to use the two colours until all the boxes are filled as follows,

sketch	d	a	t	e	sketch	c	a	n	e
sketch	f	a	c	e	sketch	w	a	v	e
sketch	l	a	k	e	sketch	fl	a	m	e
sketch	c	a	g	e	sketch	sh	a	p	e
sketch	wh	a	l	e	sketch	sp	a	d	e

- The next step is to confirm the spelling pattern. Put the students in pairs. Distribute flashcards with *one* of these words on each card, *ace, age, bake, brave, crane, cave, fake, frame, game, gate, hate, late, lane, male, mate, name, plane, pale, place, plate, safe, save, shade, space, shake, same, tame, tale, tape, wake*. Give one card to each pair. Name the partners A and B. A holds the card. Call out the new words. The A who has the word holds it up. A and B then come to the front with the flashcard. They copy the word onto the board using the two different colour markers. They give the flashcard to the teacher. Make sure the students write the words on the board in big letters. Repeat with the different words, for example, if you have 34 students, you will use seventeen words. Give each pair a piece of paper. They write the numbers 1 to 17 on it, if you have seventeen words. Do a mime, or make a facial expression, or show a picture, or give an example, or give an explanation for each of the words on the board, and see if the pair of students can identify the word from the seventeen on the board. Give them thirty seconds to write down the answer. After thirty seconds, ask the whole class to give the answer by conducting a class response. The teacher circles the appropriate word. The students correct their piece of paper or put a tick. Continue till all seventeen words on the board have been circled. *For example, "Yesterday I saw a tiger. The tiger attacked my chickens. But I attacked the tiger. I was very _____. Soldiers and policemen have to be like this." Answer, 'brave'.* Another example, *"This is a hole in a hill or mountain. You see them in KL beside a famous Hindu temple. They are also in Sarawak in places like Mulu and Niah."* Answer 'cave'.
- To read words with the spelling pattern, put the students in groups of four. Give every group the following worksheet with these sentences on it. Tell the students to circle, one student at a time, all the words that have the same spelling pattern as the one they have just practised. Then tell them to practise speaking the sentences. Ask different groups to come up and read the sentences. After every group has come up, read the sentences as a class,

*Jane came and ate some dates off the plate.
 Kate made a cake and gave it to Dave.
 Pat came late to the class and said, "I hate school."
 My name is Kate and my age is the same as Jane's.
 When you wake up, bake a chocolate cake for me. I will make your bed for you.
 Cats are tame, but apes and cranes are wild.
 I have 6 teammates, 29 classmates and one roommate, my sister.
 When it is hot, look for a place in the shade.
 For example, a lane with trees or a cave.*

Gather all the students round the board. Read each sentence and show what it means with the aid of sketches and actions and role play and questions. *For example, tell a student to draw a picture of Jane, tell another student to draw a plate, tell a third student to draw the dates on the plate and then ask a fourth student to show what Jane did.* Give each group one of the sentences to learn by heart and speak to the whole class without looking at the worksheet

5. Read and understand a story with a spelling pattern,

'Dave, Jane and Kate went to the lake. Jane decided to bake a cake to take with them. She made it in the shape of a face. They swam in the lake. Then they became hungry. So Jane gave Kate and Dave the cake. But Dave said, "I hate cake." So, only Kate and Jane ate the cake. Dave was still hungry. There was a date palm beside the lake. Dave started to shake the date palm. But the dates didn't fall. But there were some tame apes in the tree. They thought it was a game. The apes started to shake the date palm. The dates fell. Dave ate the dates, and gave some to Kate and Jane.'

Strategies

A. Simplify

- In step two, weak students may be confused by so many words and so much vocabulary. Although it is better always to link words to meaning, you could do the first and second activities only.
- In step three, choose only the four easiest sentences. Do an example with the students before asking them to work in groups.
- Give students words on card and ask them to colour the letters on one side in two different colours, one for the vowels and one for the consonants. This gives an attractive shadow effect, as well as reinforcing the pattern.

B. Extend

- Introduce words that have other vowels, including 'y', after the second consonant or are longer. *For example, 'baby', 'crazy', 'craziest', 'lazy', 'amazing', 'making', or, 'ashamed', 'latest', 'slavery'*
- You can contrast the pronunciation between words with one consonant and two

consonants after the 'a'. But this needs to be done with very clear examples, using the two colours and highlighting that there are two consonants. *For example, 'later' v 'latter', 'cane' v 'cannot', 'mating' v 'matter', 'made' v 'madder', 'rate' v 'ratty', 'brace' v 'bracket'.*

C. Apply

- The same pattern can be pointed out for the other vowels, 'e', 'i', 'o' and 'u', although 'e' has few examples and can be omitted. You can formulate a general rule that, when there is only one consonant, the letter before the consonant is pronounced in the same way as the name of the letter.
-
- The teacher's job is to highlight the pattern. Some students may not absorb it. If you teach it once, you can after that, refer to it whenever a new word comes up that follows the pattern.

Awareness during the learning

- Are my sketches clear? They shouldn't be detailed, but each should have elements that tell the students immediately what the sketch represents.
- How do I want my blackboard/whiteboard organised so that the student can all read the words, and write the words themselves for all to see? Will I need a chair?

Learn as a teacher

- Did I do my best to show the meanings of the words to the students
- If some students did not observe and absorb the pattern, is it because the lesson didn't show it clearly enough? Or is it because they were not ready to notice it?

Developed by Jeremy Bishop, ELC Perak



The Reading Zoo

Theme	The World of Knowledge
Topic	Animals
Level	Primary
Skills	Reading Listening
Learning Outcome	Read aloud words in lists and pictures Match phrases to pictures
Resources	Cut-up picture cards Instructions cards Manila cards and envelopes Marker pens Worksheets



Warm Up

- For about three minutes, the students have to guess the sounds of animals made by the teacher and name them in English.

Steps

- The teacher introduces some new words, for example, 'fins', 'crawls', 'glides', 'beak', 'swims', 'flies', 'wings', 'legs', 'jumps', 'frog' by writing them on the board. She asks the students to read them aloud. This should take about five minutes.
- The teacher gives out the letter cards, for example, 'E' for elephant, 'C' for crocodile, 'B' for bird, 'F' for fish, 'S' for snake and 'M' for monkey. One for each student and then divides the class into six groups of six student, according to the letter cards they each have. The student and the teacher rearrange the desks, if necessary, for group activities. This should take about five minutes.

- For about 30 minutes the student complete Group Tasks. Each group is given a large envelope that contains, a cut-up picture of an animal, glue, and a manilla card. They also receive a task card of instructions. The students read the instructions to rearrange the cards, paste them on the manila card and find out what animal is in the picture. From the reassembled picture, they have to answer the given question,

For example, 'A _____ lives in the pond. It has _____. It can _____. It eats _____.'

- The next ten minutes are given to Group Presentations when the teacher asks each group to show their work on the board. Two of the students from each group present their work in front of the class. The teacher asks them to tell about other features of their animal.
- To end the session and for about seven minutes or however much time is left, the students are each given a worksheet. They are asked to do their own enrichment activities, on their own, while the teacher circulates and discusses the question with each of the groups.

Fill in the blanks with the correct answer.

swim

fly

worms

birds

fish

pond

leaves

rabbit

caterpillar

crawls

.....

This is a _____. It lives in a _____.

It likes to eat _____. It can _____.



.....

This is a _____. It _____.

It likes to eat _____.



.....

These are _____. They can _____.

They like to eat _____.



Strategies

A. Simplify

- The use of *more pictures* to accompany a *reduced text* in order to give the students prompts will aid their comprehension further, particularly with the task instructions. It is also a way to introduce this kind of structured lesson to the younger students at the school.

B. Extend

- Additional tasks can be given to the students or groups who find this activity easy to do and complete it early in Step 3. *For example, ask them to brainstorm other names of animals that are 'kindred' or even 'associated' with their animal picture, tiger=lion=cat or even elephant=bird, because birds often sit on elephants in the wild.*

C. Apply

- This activity can be used for almost any topic or theme across the curriculum,

Teacher awareness during class

- Are the students following the instructions? Are any of the students restless because the tasks are too difficult or hard?
- Are the students interacting well and cooperating in the groups?

Learn as a teacher

- How successful is this activity with these particular students in engaging them in the form and meaning of the new words?
- How can I reinforce the vocabulary with a different follow up activity to help students remember the words?
- What experiences remembering 'new' English words do I have which I can apply to my teaching?

Developed by Lee Pei Wen SJKC Chung Hwa Banting



WRITING



Theme	World of Self/World of Knowledge
Topic	Drawing Pictures, then onto Words
Level	Lower primary
Skills	Writing
Learning Outcome	Students will demonstrate the ability to write original text
Resources	A writing booklet with half blank and half-lined pages for diagrams and pictures.



Warm Up

- The teacher can give a written or spoken prompt to inspire students to create personal work. A useful form is to provide an unfinished story linked to the picture that she uses later. An action sequence which is unfinished is useful such as a potential accident.

Steps

- The teacher will *show* students visual stimuli, *such as photographs, pictures, real life objects etc.* and *talk* about them. These should be linked to the earlier prompt.
- She writes up vocabulary which arises out of the student provided adjectives or sentences. She writes words on the board in groups of naming words, action words and describing words
- Students are asked to respond to the teacher by drawing or creating a picture or diagram in the booklet. For example what happens next after a picture of an accident. While students are drawing, the teacher circulates in the class suggesting words related to the students' artwork.
- Students then write an accompanying passage after copying the date in booklet.
- Writing can be done every day but should be done at least twice a week.
- Booklets are collected weekly and teacher responds individually to student writing. Teacher asks students to further explain ideas or give new ideas. In addition, the teacher can ask students questions about the ideas within the writing in order to promote natural communication centred on students
- Some corrections can be appropriate but it is necessary to be sensitive to the student's ability. No formal evaluation is written in student's book. Drawings and diagrams are incidental to the writing and are not criticized. Praise is used for specific good features.

Strategies

A. Simplify

- The value of pictorial stimulation for this age group cannot be overstated and should be closely linked to writing development.

B. Extend

- Present the students with family portraits. Ask students to name family members in the target language. Write key words on the board. Ask students to draw a picture of their family and to write about it on the lines provided. Provide assistance as needed.

C. Apply

- After studying a lesson in Science, Maths or Social Studies, ask students what they have learned. Write key words on the board. Ask students to draw what they have learned and write about it. For example one can draw imaginary animals made up of varied geometric shapes.

Awareness during the lesson

- Who is copying entire text from classmate and how can I help her or him to do original work?
- How can I arrange my lesson so that students are not being frustrated by not knowing how to write particular words? When do I need to stop and provide support for sentence ordering?

Learn as a teacher

- Which prompts are the most successful? How could I use more creative prompts in a following lesson?
- How can I challenge the students who find this task very easy to do?
- How can I provide for a sense of a real audience for writing ie publishing the best stories on a notice board?

Developed by Andrew Parry ELC Mersing together with rural teachers



Alien Story

Theme	World of Stories
Topic	My Alien Friend
Level	Beginners
Skills	Writing Speaking Reading
Learning Outcome	Sentence construction Third person singular verbs Talking about others.
Resources	A5 sheets of recycled and coloured/blank paper Whiteboard and markers Tak-it and pins



Warm Up

- Discuss aliens. Show pictures. Mime with the students how they feel about aliens. For example, scared, excited, curious, friendly. Get the students to mime to their partners. Elicit answers to, "What colour is an Alien?", "How many _____ heads/arms/legs? " etc.

Steps

- Get students to hand out the blank sheets of paper. Explain to the students that they will write the answers to the teacher's questions on the paper. *Then* fold the paper so the answer is not seen and pass to the person on the right. Model this clockwise rotation of the papers to the students.
- Ask the students to close their eyes and imagine an Alien.
- The teacher asks the students this question, "What is the name of your Alien?"
Teacher writes on the board,
'My Alien's name is _____.'
She tells the students to write this down and, "Write the name of your Alien."
Next she asks,
"How many eyes does it have and what colour is its hair?"
Teacher writes on the board,
'It has _____ eye/s and _____ hair.' She tells the students to write this down and, "Write how many eyes it has and the colour of its hair."
Finally, the teacher asks the students this question,
"Where does it live?"
Teacher writes on the board,
'It lives in _____.'
She tells the students to write this down and, "Write where your Alien lives."

Remember, after each question and answer, to tell the students *to pass the paper to their right or clockwise.*

4. At the conclusion of the questions, ask the students holding to open the papers and read about *'their Alien friend'*.
5. Teacher reviews the sentence structure on the board and fills in the blanks with her own words. She then asks the students to share their description to a partner or in a group.
6. She asks the children to write their own complete description or *first draft* of their Alien in their own exercise books and to use the model on the board.
7. The coloured paper is handed out and she then asks them to rewrite the description. She also asks them to draw and decorate around their writing.
8. After they have finished, the students fix their work by themselves to the wall or blank poster and they are invited to walk around the room to view other Aliens. Selected or confident students can also present their Alien to the class.

Strategies

A. Simplify

- Draw an outline of an Alien. Simplify the amount and complexity of the questions to suit mixed abilities.

B. Extend

- Have the students draw and colour the Aliens friend's or family. Students could also write another sentence to further describe their Alien. Teacher could have extension questions to stimulate the better students. For example, "Is the Alien friendly / frightened / cold / hungry?"

C. Apply

- The topic and theme could be adapted to many applications, such as, animals / family / cars / buildings. Also alternative grammar structures can be introduced, such as, has / have / got. Comparatives, is taller than / the tallest in and so on.

Teacher awareness during learning

- Are the students engaged and enjoying the lesson and who is having difficulty or losing concentration and needs guidance?
- Do the students understand the grammar point and can the students correctly read, pronounce and use the sentence structures?

Learn as a teacher

- Have the students enjoyed this lesson?
- What have they learned and what are some other activities to reinforce these grammar structures?

Developed by Keetha McInnerney ELC Selatan, Penang

My Best Friend

Theme World of Self, Family and Friends

Topic My Best Friend

Level Lower Primary

Skills Writing
Listening
Speaking



Learning Outcome Listen to and follow simple dictation
Acquire range of adjectives for describing a person
Change texts to personalise them
Practice group writing

Resources Sheets of A4 paper, at least one per student
Pencils
Pictures of people
Prepared Text

Warm Up

- Write the word '*friends*' on the board. Ask the class how they would describe their friend, "*Is s/he big, small, pretty, or strong?*", "*Is s/he nice, happy, sad?*" etc. Brainstorm as a whole class. Write their choices on the board.
- Ask the students what these words are, *adjectives*. Explain that we use adjectives to describe someone or something.
- Write a sample text on the board using adjectives suggested by the class, *For example,*

.....
- 'My best friend is called _____. S/he is 9 years old. S/he has _____ hair
- and _____ eyes. S/he is _____, (*thin / tall / small etc.*)
- S/he is _____ and _____ (*happy / clever / funny etc.*) His/her favourite hobby
- is _____..
-

- Tell the class that they are going to do a dictation and then draw a monster that they will later write about.

Steps

1. Distribute A4 paper, one sheet to each student.
2. Tell the students they will be doing a dictation, but first you want them to write down some thing. They should write down their ideas, not what their partners write.

3. Ask them to write down a man's or woman's name. Ask them to write down a number between 1 and 100. Ask them to write down a colour. Ask them to write down another colour. Ask them to write down an adjective of physical description ask them to write down a character adjective. Ask them to write down a hobby.

4. Now tell them that they will do the dictation. Dictate the text as before,

*"My best friend is called_____.(they must write down the name that they chose).
S/he is_____ (they must write down the number that they chose) years old.
S/he has_____ (they must write down the colour that they chose) hair and_____ eyes.
(they must write down the colour that they chose) eyes. S/he is_____ (they must write
down the adjective that they chose) and_____ (they must write down the
characteristic they chose). His/her favourite hobby is_____.. (they must write down
the hobby that they chose)*

5. Ask the students to show their partners their texts. Ask some of them what their choices were. Who has the oldest friend? What colour hair has their friend got, etc?
6. Explain that they now have to rewrite the text to make it true about their real best friend. They need to change all the words that are wrong. They should do this in groups to help each other.
7. When students have finished writing, ask them to show their work to their partners. Are there any spelling mistakes? Are their descriptions the same?

Strategies

A. Simplify

- For students new to writing a description, provide them with a gapped text when they rewrite, but include multiple choice options for each gap in the text.
- Alternatively they could complete given key words, for example, 'He is h--pp--' (happy.)
- These will also help students with lower proficiency in deciding on appropriate choices for their text.

B. Extend

- The adjectives learned/practiced in the lesson can be recycled and used in future classes.
- Get the students to work in groups on writing a descriptive paragraph about someone they know or using a picture. They can use the text from this lesson as a template.
- Play "Word Tennis". Divide the class into two. Tell the students to shout out adjectives to describe people. Each side takes turns. If someone calls out a wrong word, for

example, not an adjective, can't think of a word or shouts out the same word as someone else, then they lose. The other team gets 1 point.

This is a fun way to quickly *recycle* words that they have acquired. It also trains students to cooperate and listen to each other.

- Ask students in groups to write down adjectives for certain letters, for example, 'A', 'B', 'C', etc. They can use dictionaries to help them. Then write all the words on the board. Students copy them into their vocabulary books.

C. Apply

- When students are familiar with writing short descriptive paragraphs, they can be asked to group write a paragraph relating to other subject areas. The teacher could provide frames for descriptive sentence writing, and the students add words to complete the text. The texts could then be displayed in the classroom or on the English notice board.

Awareness during the learning

- Students are contributing ideas, but using their mother tongue instead of English. How can I make use of these contributions to help the class gain further understanding in English?
- How can make sure that all the students are working together during the activities in the lesson?

Learn as a teacher

- What do you think the students enjoyed or did not enjoy about the lesson, in particular? How could I use the tasks for another topic?
- What would help group work to be more successful in the classroom? Are there ways I can provide more opportunities for students to work in groups?



Colours & Animals

Theme World of knowledge

Topic Colours and animals

Level Lower Primary

Skills Writing
Listening
Speaking,
Reading



Learning Outcomes Acquire the key words
Match colours to animals
Match word cards to pictures
Write short phrases/ sentences
Work cooperatively

Resources Coloured paper squares
Animal Flashcards
Word Flashcards of colours & animals
A4 worksheets

Warm Up

- Teacher asks the students questions about animals,

*'Do they like animals?', 'What are their favourite animals?',
'Do they have any pets at home?', 'Can they name these animals?', 'Can they
describe these animals?' 'Can they name any other animals?'*

Steps

1. Introducing the *Key Words*. *Colours, 'black', 'green', 'grey', 'yellow', 'red', 'white'*
Teacher sticks coloured squares on the board and names each colour. Students repeat the colours after the teacher. Teacher sticks flashcard words of the colours on the board and reads the words. Students repeat the words after the teacher.
2. Introducing the *Key Words*. *Animals, 'cat', 'frog', 'rabbit', 'fish', 'parrot', 'chicken'*
Teacher sticks coloured animal cards on the board and names each animal. Students repeat the names of the animals after the teacher. Teacher sticks each animal word card on the board and names the animal. Students repeat the animal names. She points to each coloured animal flashcard and says the colour and name, *for example, 'black cat', 'green frog', 'grey rabbit'*. Students repeat after the teacher.
3. Teacher asks students to match word cards to coloured squares on the board. She asks students to match animal name cards to animal pictures on board. *A game follows*, teacher distributes animal picture cards, animal name cards, and colour word cards to students. Students have to quickly form groups of, *for example, three students with animal picture/black/cat or animal picture/white/chicken*.

4. Either individually or in pairs or in small groups students work on worksheets, colouring plain animal pictures appropriately, copying, completing, composing phrases or sentences, according to ability, *for example, 'The cat is black.' 'I have a grey rabbit.' 'Frogs are green.' 'A red parrot'.* They read sentences or phrases to partner or group.
5. Teacher asks students to help compose an 'Animal Colours' song or chant. All suggestions are considered. Example outline,

.....
 'The cat is black.
 The frog is green.
 A white chicken I have seen.
 Some rabbits are grey
 And parrots red.
 Yellow fish?
 That's what they said!

Strategies

A. Simplify

- Focus initially on one topic only, the colours or the animals. Students can colour plainsquares in response to oral direction or squares may be labeled, 'red', 'green', etc.,and students colour accordingly. Students may be asked to match labels to animal pictures.
- Teacher introduces a 'colours' and /or 'animal' song which s/he has written or selected. Students may be asked to colour plain animal pictures freely and the results can be shared, discussed and colours identified.

B. Extend

- Longer sentences can be attempted. Students can be asked to add to the range of colours and animals. Students can identify and write about other animal characteristics.
- Categories or species of 'animals' can be identified, for example, 'fishes', 'birds', 'reptiles'. Students can learn to differentiate between 'domestic' and 'wild' animals. Animal sounds can be incorporated. Students can simulate animal movements, for example, crawl, hop, climb, swim.

C. Apply

- Students can complete a table as shown below,

Animal	Colour	Species	Sound	Wild/Domestic
cat	various	mammal	miaow	domestic
buffalo	black	mammal	moo	domestic
frog	green	amphibian	croak	wild
eagle	golden	bird	screech	wild
elephant	grey	mammal	trumpet	wild/domestic
fox	red/brown	mammal	bark	wild
bear				
wolf				
dolphin				
flamingo				

- Students write extended sentences based on table above, for example,

*'Cats are of various colours.
 They are mammals and make a "miaow" sound.
 Cats are domestic animals.
 The eagle is a large, wild bird.
 Some are golden in colour.
 The sound eagles make is a screech.'*

- Working in small groups students will consult reference sources and draw and colour pictures of animals and label them. They then design animal posters to decorate the classroom.

Awareness During Learning.

- It is important that maximum use is made of the students' own experience gleaned for their own environment. To that will be added much that has been learned from other sources, especially television.
- Care must be taken to see that all students are actively engaged in the learning and production process. The use of mixed ability grouping can facilitate shared activity. The use of 'teacher talk' to motivate and stimulate the students while they are engaged in the task can be highly supportive.

Learn as a teacher

- How best can the teacher ensure that all students derive maximum benefit from the learning experiences? Are the weaker students coping? Are the brighter ones being challenged?
- Are all four skill areas receiving sufficient attention? Does the teaching approach being used encourage the development of the children's social skills?

Developed by Stan Austin, ELC, Sipitang



Job Descriptions

Theme	World of Self, Family and Friends
Topic	Job Descriptions
Level	Primary
Skills	Writing Reading Listening
Learning outcome	Students will increase their vocabulary about the different aspects of jobs. Students will absorb sentence structure and be able to write about the jobs of working people.
Resources	Year Three Textbook by Audrey Lim Bee Yoke, Manjin Darjit Kaur and Shanti David, pages 75-84 Flashcards



Warm Up

- Revising and learning the names of professions,
'Actor, architect, artist, astronaut, badminton player, baker, bus driver, butcher, carpenter, cashier, diver, doctor, electrician, farmer, fishmonger, florist, grocer, hairdresser, illustrator, newspaper vendor, nurse, painter, photographer, pilot, plumber, police officer, postman, prime minister, scientist, singer, soldier, sportsman, surgeon, sweeper, tailor, taxi-driver, teacher, waiter.'
- Distribute flashcards with the names of 12 professions to the students, one for each pair, or, if there are more than 24 students, one between three or four.
- Mime the different professions. The students bring the relevant flashcard to the board.
- Reinforce word recognition, by repeating the mimes, while students point to the words or say them. Get the students to do the mimes. *Drill* the pronunciation of the words.
- Students work in pairs. A does the mime, B says the profession. They swap roles. Then A says the profession and B does the mime.

Steps

- Collecting information on clothes, tools, places and activities. Distribute flashcards with the work places on them to pairs or groups of students,

a theatre, an office, a studio, space, a badminton court, a bakery, a bus, a shop, a workshop, a supermarket, the sea, a clinic.

Say the name of the place. One of the students in the pair or group holds the word up, and the other or another member comes to the front to stick the word beside the profession. Repeat the same process for:

*clothing,
make-up, every day clothes, an overall, a space-suit, shorts, a white hat, a cap, an apron,
an overall, a uniform, a diving suit, overalls.*

*tools,
a drawing board, a paintbrush, a spaceship, a racket, an oven, a map, a chopper, a saw, a
cash-register, an oxygen tank, a stethoscope.*

*products,
makes people happy, designs buildings, paints pictures, explores space, plays badminton,
makes bread and biscuits, drives a bus, sells meat, makes furniture, takes money from
customers, explores the sea, cures sick people.*

With this information on the board, ask the students to find the pictures and information of the twelve people in the text book and note down what page they are on. Reinforce learning and model language by reading out descriptions of the people and getting the students to identify the profession, *for example, 'She works in a supermarket.' 'She wears a uniform.' 'She uses a cash register.' 'She takes money from customers.' 'Who is she?'* Redistribute all the flashcards mixed up and ask the students to move around the classroom and give them to the person holding the relevant profession flashcard.

Presenting a model of language and structure. Read a short description of a mechanic three times. Show the students a spanner, a screwdriver and oil. Mime. Check that they understand what a mechanic is.

1.	I	am going to talk		about a mechanic.
2.	A mechanic	works		in a garage.
3.	He	wears	an overall.	
4.	He	uses	Oil, a spanner and a screwdriver.	
5.	He	checks	cars.	
6.	He	services	cars.	
7.	He	repairs	cars.	
8.	He	gets	very dirty.	

- Put flashcards with all the words for sentences 2-8 mixed up to one side of the board. Draw an outline of the substitution table on the board in the centre. Write up the first line in the relevant boxes. Read the description of the mechanic line by line. Keep repeating the line slowly. Ask students to come to the board in groups according to the number of words in the line, for example, six for sentence 2. They pick the words in order from the side of the board and place them in the right boxes. They will need a lot of guidance at the beginning, but some of them will see a pattern emerging towards the end.
- Practising the model. Drill the sentences. Use different groups of students to say different lines. Remove some of the flashcards and continue giving students practice. Use topic words to cue sentences, 'Introduction', 'Place', 'Clothes', 'Tools', 'Activities'.
- Exploiting other models. Put the students into groups of three. Give each group a grid and a set of jumbled words for the description below. They sort the words and write them in the grid. Ask them to look at page 92 for help. The teacher circulates to help.

Introduction	I	am going to write		about a farmer.
Place	He	works		in a field.
Clothes	He	wears	old clothes.	
Tools	He	uses	a tractor, a sickle and a combined harvester.	
Activities	He	ploughs	the field.	
Activities	He	plants	the seeds.	
Activities	He	harvests	the rice.	
Activities	He	separates	the grain	from the stalks.

5. *Writing practise.* Put the students into pairs or groups. Give each pair or group the set of flashcards for one of the 12 professions. Give them a grid and ask them to fill it in with the information on the flashcards. *Ask them to write three extra lines for the activities.* The teacher circulates and gives as much help as necessary with vocabulary for these three lines. Collect the grids. Mark the work. Indicate where there are mistakes. Give the work back to the group and get them to write out a good version altering the mistakes.

Strategies

A. Simplify

- Work with five familiar professions at the beginning.
- The writing on the flashcards can be in different colours, one colour for the profession, another colour for the place, another for the clothes, etc.
- In step two use different colours of card for the different columns of the substitution table. *For example, pink for the subjects, blue for the verbs, green for the objects and beige for the prepositional phrases.*
- Repeat the lesson with different professions a month later.

B. Extend

- After step four, give further jumbled words and grills to individual students and ask them to work alone. Then they check their version with a partner's, and then with another pair in groups of four.
- After step five, get the students in pairs to work on a description of a profession of which they have had no input, one of the remaining 26 in the first box of this module. They can use the textbook to gather information. They still follow the same headings. The teacher circulates.
- The students write out a rough version of their description. After correction by the teacher, they write out a good version, leaving the profession blank. The descriptions are numbered and circulated, and everyone tries to name the profession from the rest of the information.
- Work can be done on categorizing professions, *'Which ones entertain, help, provide a service or make a product?'*, *'Which ones earn a high salary, an average salary and a low salary?'*

- Students make quizzes, 'Who uses a mask?', 'Who works on a tractor?', 'Who wears jeans?'

C. Apply

- The descriptions of professions could be expanded to include skills and virtues required such as, *patience, courage, precision, cheerfulness, firmness, efficiency, creativity, for example, 'A policeman needs firmness.', 'A surgeon needs precision.'*
- Students could move on from professions in general to particular people, describing in more detail what specific people actually wear, need, do, use and where they work. *For example, politicians, sportsmen, entertainers can be used, but also various people in school, such as the canteen cook, the gatekeeper, the head-teacher, the discipline teacher.*
- Students should talk to their parents and elder siblings to find out what they do.


Awareness during the learning

- Think of the weakest students in your class. Are they going to be able to cope with your lesson, especially at the beginning? If not, reduce and simplify the examples and their vocabulary.
- There is a lot of board-work at the beginning of the lesson. Have you thought of bringing all the students round the board to make them feel more involved?

Learn as a teacher

- How well did the students manage the writing? Were you disappointed? You shouldn't have been. There are quite difficult tasks here. What do the students need? More practice. So repeat the lesson with different examples.
- Are there any other categorizing activities you can do to reinforce the vocabulary in follow up lessons?



Theme	World of Self, Family and Friends	
Topic	Someone We Know	
Level	Primary	
Skills	Writing	
Learning outcome	For students learn how to write about physical appearance using facial body parts vocabulary and descriptive adjectives.	
Resources	A photograph of each student Paper and pens.	

Warm Up

The teacher, in order to stimulate students' interest in the task, should circulate one or more pictures of one famous individual, well-known to the students around the room. Students should be encouraged to express their observations verbally about the appearance of the person they are going to write about. The teacher should write relevant impressions on the board, focusing on descriptive adjectives.

Steps

1. Teacher asks students to comment about the famous person's face, highlighting the facial body parts such as eyes, ears, nose, mouth, etc. Using adjectives of size and shape the teacher can guide the class to form a consensus regarding the famous person's facial features.
2. The teacher passes out each student's picture to the class. Prior to this, she the class they cannot tell anyone whose picture they have.
3. Using the consensus as reference and the correct sentence structure provided by the teacher, the students can now proceed to write a paragraph describing their 'friend's' facial features, using the pictures passed out as well as looking at the faces in person. The paragraph can begin with, 'My friend's name is _____. He/She has ... '
4. After students have written the paragraphs, each student can take their paragraph and read it to the class and the students have to guess who the person is. The class can be broken into two teams and the team with the most correct guesses wins.

Strategies

A. Simplify

- One facial attribute can be tackled at a time if the vocabulary is too much. You can start with describing eyes, then lips, then ears and so on.

B. Extend

The face can be the starting point. Afterwards you can move onto the entire body, describing skin, limbs, hair, height, weight, etc. The tasks can be turned into a speaking activity where students describe a face to another student who draws the face, interpreting what they are hearing described to them.

C. Apply

Students can transfer skills learned in this lesson to other subjects such as animals, insects etc., as we call the body parts of animals much the same as we do our own body. Added vocabulary will come about by learning the names of body parts of insects with which there exists no human equivalent, that is, *antennae*, *claws*, etc.

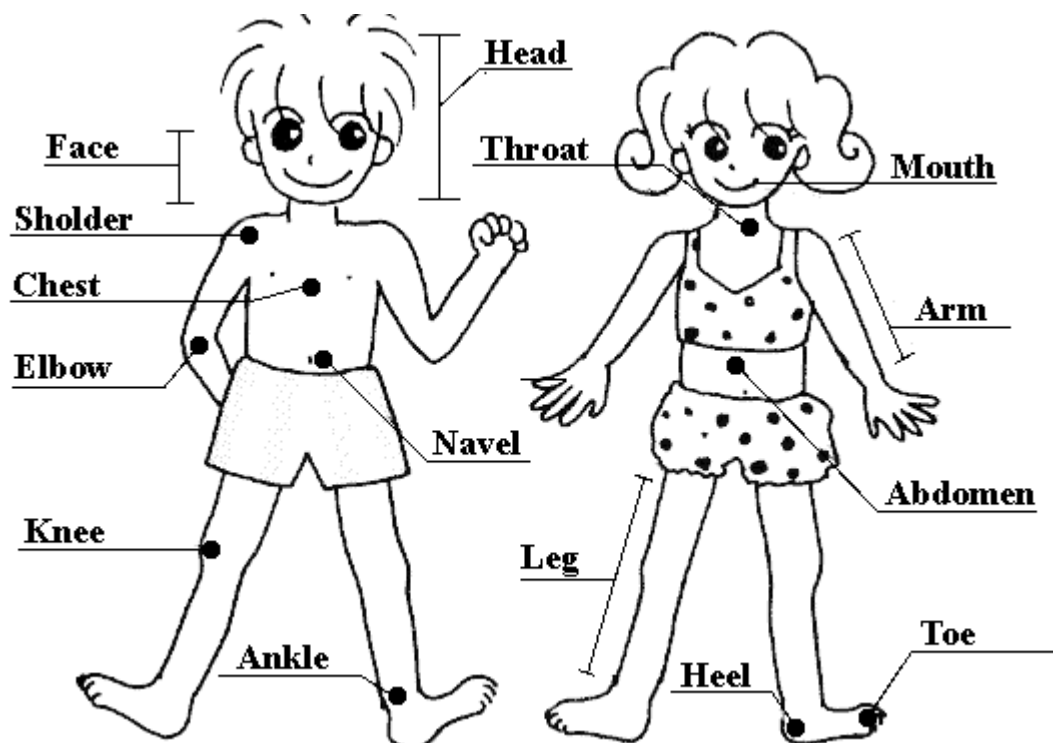
Awareness during the learning

- Are students matching correct body parts and vocabulary? Are they using English and not another language?
- Are students being able to show their work to others in order to compare and learn from peers?

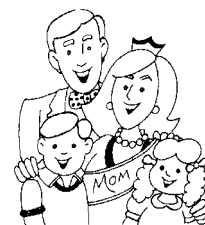
Learn as a teacher

- How can I use a lesson like this with other subjects and other vocabulary?
- How did the students like this type of learning method as compared to my other ways of teaching?

Developed by William Key, DELC, Dungun, Terengganu



Theme	World of Self, Family and Friends
Topic	An exciting event –questions for UPSR
Level	Primary
Skills	Understanding and answering questions
Learning Outcome	To teach students to use questions as a successful approach to answering examination questions
Resources	Example of a UPSR exam question



Warm Up

- The teacher begins by asking the class a series of questions beginning with simple ones and progressing to more difficult ones. *For example, “How are you?”, “What’s your name?”*
- You can use these elementary blocks of all language learning and move on to the basic formula,

‘Or’ questions. *For example, Q: Is this a car or a van? A: It is a car.*

‘Yes and No’ questions. *For example, Q: Is this a lorry? A: No!*

Q: Is this a van? A: No!

‘Wh... and How’ questions. *For example, Q: What is it? A: (It’s a) car!*

- Other common usage questions that are based around the verb forms, ‘do, did, will do,’ ‘go, went, will go,’ ‘have, had, will have,’ ‘can, could’ *for example, ‘Do you like football?’, ‘Did you go home?’, ‘Can you help me?’ etc.,* may also be introduced to the students as they develop, *beginning with, ‘do / did’, ‘go / went’, ‘have / had’ and ‘can / could’*
- All questions stem from what is best described as a key sentence made up of key vocabulary and these key sentences and vocabulary should always be included as part of the lesson. In the examples the key sentence is, “*It is a car*” and the teacher should *drill* this sentence with the students using their fingers to count out the words before any questioning begins.

Steps

- Brainstorming Vocabulary.** Put the students into groups and hand out the UPSR exam worksheet to them,

Picture 1



Picture 2



Picture 3



It is very important that there should be *no word prompts* on this sheet, that is, the worksheet has pictures only. Ask the students to write down everything they can see in the first picture. For example, 'a boy', 'a car', 'mother', 'father' and so on. Now do the same for the other two pictures. The teacher acting as guide should provide *feedback to the students* by circulating between the groups checking the answers and the spelling

2. *Further brainstorming using questions about what is happening?* You should always ask the most appropriate questions according to your students' level of English. In this exam example, you can ask some of the following questions about the first picture. Note the increasing difficulty of the questions. You should use the ones you are confident your students can answer.



"The boy," Teacher points to the boy.

"Is he a boy or a man?"

"Is his name Harry? / Riduan? / Firdaus?"

"What is his name?"

"Is he putting his bag under the car? / on top of the car?"

"Where is he putting his bag?"

"The people," Teacher points to them.

"Are they his friends? / his grandparents?"

"Who are they?"

"Are they putting the bags in a van? / lorry?"

"Where are they putting the bags?"

"The situation,"

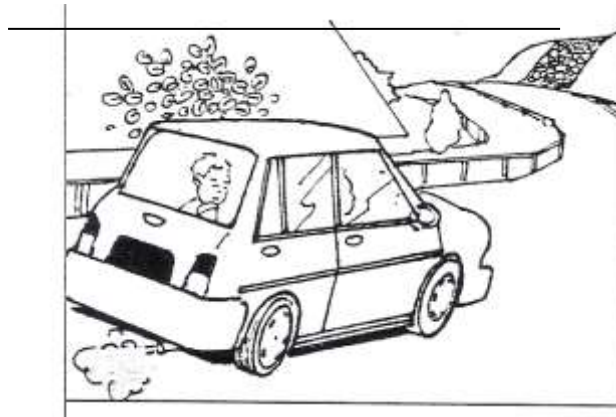
"Are they going to Singapore? / KL? / London?"

"Where are they going?" or "Where do you think they are going?"

"What time of the year do you think it is? / during school time or during the holidays?"

"Is it the end or the beginning of the school holidays?"

Repeat the Procedure for Picture 2.



"Is Ali driving the car?"

"Who is driving the car?" or "Who do you think is driving the car?"

"Can you see any buildings?"

"What can you see?"

"Are they driving along a road in a city?"

"Where are they?"

"Are they driving along a country road or a highway?"

"Is this a long journey or a short journey?"

"Where is Ali?"

"What is he doing?"

"What is he looking at?"

"How do you think Ali feels? Happy? / Tired? / Bored? / Excited? / Hungry?"

Repeat the procedure for Picture 3.



"Are they at the supermarket? / at school? / at the library?"

"Where are they?" or "Are they at his grandparents' house"

"Is Ali happy or sad to see his grandparents?"

"Are his grandparents angry?"

"Are they smiling or crying?" ... and so on.

3. *Personalising the situation.* Another effective questioning strategy to stimulate the students' responses and deepen their understanding is to ask questions about the pictures that require a personal answer,

"Have you made a journey like this?"

"Did you like it?"

"What did you do?" or "Did you sleep? / listen to music? / play games?"

"How did you feel?"

"Do you like travelling by car?"

Now tell the students that if they answered, 'Yes', they should write down three things they like about travelling by car. If they answered, 'No', then write down three things that they don't like about travelling by car.

4. *Think about...* To develop the children's imagination and depth of thinking the term 'think about' should be introduced to them at an early stage. In this example the following questions should provide for appropriate responses,

'What do you think Ali did during the journey?'

'How long did the journey take?'

'What things did he see?'

'What questions did he ask his parents?'

'Did they stop on the journey?' 'Why?'

You should ask these questions as the next step and also add a general '*think about...*' question that can be used for any exam question and situation,

'Think about...what they said?' For example,

'When Ali saw his grandparents, what did he say' and

'What did Ali's grandparents say to him?'

5. *Writing the story.* It is now time to ask the students to write about Ali's journey. Divide the children into groups and say to them, *"Ali made the journey to see his grandparents last year. Can you tell me what happened? Begin your story like this..,"* Now write on the whiteboard, *'At the beginning of the school holidays last year,...'* Allow them time to complete this task.

6. Then, hand out a worksheet of the exam question *with the word prompts* written under the pictures and say, *"Look at the words under the pictures. Have you used these words? Can you put them into your story?"*



The UPSR exam question with word prompts

7. *Dramatisation.* Ask the children to look at the pictures again and imagine they made this journey. You should ask the following questions,

"What did you say to your parents?"
"What did your parents say to you?"
"What did you say to yourself?"
"What did you say to your grandparents when you arrived?"
"What did they say to you?"
"What did your grandparents say to your parents?"
"What did your parents say to your grandparents?"

Then ask them to write down what everybody said, *for example,*

Dad: "Hurry up! Give me your bag. I have to put it in the boot."
Mum: "Quickly! We are late. We have a long journey today."
You: "Ok mum, I'm coming. Here is my bag. Where are we going?"
Mum: "We are going to visit your grandparents in Ipoh."
You: "How long is the journey?"
Dad: "About ten hours." etc.

You may be delighted to find that the children have little difficulty in writing dialogue compared to the essay format. It is a short step for the teacher to guide the children to incorporate dialogue, in the first or third person form, into the essay. This may be done as a separate lesson and should always follow the dramatization or *dialogue only* exercise. When the children have finished their scripts get them to act it out. For example, put two chairs together and then put another two chairs behind them. Let the students pretend they are in a car. You can add another character, if you like. Let them read their scripts and then after some practise, ask them to try speaking to each other in English without any form of prompt. Be careful doing this as the children's abilities with this form of exercise may amaze you.

8. *Substitution Exercise.* Here is an example of a substitution exercise. Children really enjoy correcting their teacher and its value as *reinforcement that is fun to do* can be applied generally to exam questions or any learning activity,

TEACHER: I can't remember the story. Can you help me? Look at the worksheet. During the school holidays, Abu and his parents went on a journey.

Students: No! During the school holidays, Ali and his parents went on a journey.

TEACHER: They went by van.

Students: No! They went by car.

TEACHER: They put their boxes into the car.

Students: No! They put their bags into the car.

TEACHER: They went to visit Ali's friends.

Students: No! They went to visit Ali's grandparents.

TEACHER: Ali went with his school friends.

Students: No! Ali went with his family.

TEACHER: During the journey Ali saw some buildings.

Students: No! During the journey Ali saw hills and trees.

TEACHER: They drove along a country road.

Students: No! They drove along the highway.

TEACHER: The journey took 10 hours.

Students: No! The journey took 5 hours. etc.

Strategies

A. Simplify

- At its most basic level, a questioning strategy can begin with one simple picture (or even without, using found objects in the classroom) that the teacher uses to ask questions, model and elicit answers, followed by individual and some group drilling of the key sentences and vocabulary. As a further empowerment, the children are also taught the question form, which is a natural, and some may argue, the prevalent form of first (or any language) for them to use. This is particularly true in early childhood, when their innate curiosity requires them to ask many, many questions. So language becomes an essential tool to their exploration and understanding of their environment and final socialization.

B. Extend

- As an example of the extensive possibilities for questions, here is just a small selection of questions contributed by participating teachers in the programme,

Picture 1

*'Is this boy Raju? (pointing to Ali) Is this boy Peter? Who is he?
Are they Ali's grandparents? (pointing to Ali's parents) Are they Ali's friends?
Who are they? Did they put their food or their luggage in the car?
Where did they plan to go? When did they make this journey?'*

Picture 2

*'Is this an aeroplane? Is this a truck? What is it?
Is the car big or small? Is the car travelling on a country road or a highway?
Are they going to Germany? Are they going to Singapore?
Where are they going?'*

Picture 3

*'Are the two people young or old? Are they teachers? / doctors?
Who are they? Do they look sad? Why do they look happy?'*

Extra questions

*'What did Ali do during the journey? What did he say to his parents?
What did his parents say to him? What did he say to his grandparents?
What things do you think Ali saw during the journey?'*

C. Apply

- The use of questions as a form of pedagogic communication goes back in the Western tradition to the ancient Greek philosopher, Socrates and is still pervasive throughout educational, legal, medical and scientific institutions today. Within the context of language learning, it has applications that extend from early childhood to the highest tertiary levels of enquiry. As this particular strategy shows, its application to the UPSR writing exam provides a solid enhancement to the students' communicative competence and effectiveness. Its contribution to their exam success is measurable and points to the future development of questioning strategies across all four skills in language learning.

Teacher awareness during class

- Are the questions at the appropriate level for the majority of the students? Do they need to be simpler or more complex?
- Which students are better at writing than speaking and vice versa? What can I do to strengthen their confidence?

Learn as a teacher

- How can I encourage the students to voluntarily ask questions during the lesson?
- How much more effective is a questioning strategy compared to traditional methods of teaching language?

Note: This strategy was devised by Patricia Costelloe, ELC, Selangor with help and contributions from many Pontian District teachers.

A Selection of Further Reading

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A Selection of Useful Websites – there are thousands of sites worth exploring

www.the-tutor.com Malaysian specific with relevant learner and teacher resources

<http://www.funbrain.com> games and songs

[Http://teachers.teach-nology.com](http://teachers.teach-nology.com) links to many sources of material

<http://www.abcteach.com> many kinds of downloadable resources

<http://www.onestopenglish.com/News/Magazine/children/Childrenmain.htm> full of ideas

http://www.longmans.com/young_learners/teachers/index.html a useful publishers site

<http://english.phonicsland.com> helpful for early phonics

<http://www.magickkeys.com/books> childrens' storybooks online

<http://teachingenglish.org.uk> - joint BBC/BC site full of ideas + some good downloads + links

[http:// englishraven.com](http://englishraven.com) – wide variety of materials/ideas

<http://esl-lounge.com> - materials for lots of areas e.g. boardgames + forum, etc

<http://learningpage.com> - free materials - Primary stuff (e.g. Tommy Tales, themed worksheets)

[http:// sitesforteachers.com](http://sitesforteachers.com) - many links to sites for teachers.

