

ENGLISH YEAR 1

SEKOLAH JENIS KEBANGSAAN

Textbook

ENGLISH YEAR 1 SJK

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RUKUN NEGARA

Bahawasanya Negara Kita Malaysia
mendukung cita-cita hendak;

Mencapai perpaduan yang lebih erat dalam kalangan
seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

Mencipta satu masyarakat yang adil di mana kemakmuran negara
akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap
tradisi-tradisi kebudayaannya yang kaya dan pelbagai corak;

Membina satu masyarakat progresif yang akan menggunakan
sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia,
berikrar akan menumpukan
seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut
berdasarkan prinsip-prinsip yang berikut:

**KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN**

(Sumber: Jabatan Penerangan, Kementerian Komunikasi dan Multimedia Malaysia)

STANDARD-BASED CURRICULUM FOR PRIMARY SCHOOLS



ENGLISH

YEAR 1



SEKOLAH JENIS KEBANGSAAN TEXTBOOK



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INTRODUCTION

The **English Language Year 1 SJK Textbook Package** which comprises the Textbook and the Activity Book is written in accordance with the *English Language Standard Document for Primary Schools Year 1 SJK (Revised Edition)*.

The Educational Emphases outlined in this revised document are built into the Package which aims to:

- provide the pupils with the basic literacy skills in order to be proficient in the language and to be able to communicate effectively;
- inculcate moral values in the pupils so that they become good citizens;
- equip the pupils with 21st Century skills for them to compete globally.

As such, the activities are pupil-centered, contextualised, purposeful, varied, interesting and meaningful. They are also graded to enable mastery learning. In addition, moral values, how to use money wisely (an important element of entrepreneurship) and elements of patriotism are taught.

The activities also exploit the use of different multiple intelligences; develop the pupils' higher order thinking skills; encourage the use of information and communication technology; promote knowledge acquisition through the use of materials drawn from subjects across the curriculum. They also facilitate the pupils' movement towards achieving Level A1 of the Common European Framework of Reference for Languages (CEFR).

The 18 Units in the Textbook and the Activity Book are based on the following themes: World of Self, Family and Friends; World of Stories; World of Knowledge. Each unit consists of four modules: Listening and Speaking; Reading; Writing and Language Arts.

The principle of 3Ps (Presentation, Practice and Production) is reflected in every module of the Package.



The Listening and Speaking module aims to train pupils to be good listeners as well as confident and effective speakers. Phonemic awareness is given due importance.



The Reading module employs the strategies of phonics to enable pupils to become independent readers. The activities are also designed to develop the pupils' reading strategies and higher order thinking skills.




The Writing module begins with pre-writing skills to address penmanship and to encourage good writing habits. This module also seeks to develop pupils' ability to write linear and non-linear texts.

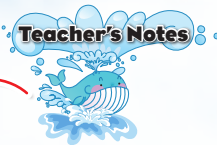


The Language Arts module allows the pupils to enjoy and appreciate rhymes, poems and action songs; the aim of which is to activate their imagination and interest as well as to encourage them to use English Language widely.


The following icons can be found in the textbook:




Learning Standard reference.



This icon points to helpful notes for teachers.



Reference to pages in Activity Book.



This icon refers to the moral value to be instilled in the pupils.



Signpost provides explanation or information.




This icon indicates enrichment activities.




This icon indicates remedial work.



This icon indicates reinforcement activities.



This icon identifies tasks that require higher order thinking skills.



This icon indicates activities that help pupils function at CEFR Level A1.



Hi, I am Ace. I provide the pupils with assessment activities to check their understanding.

Thinking Maps



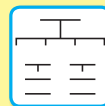
Circle Map

for brainstorming ideas and for showing prior knowledge about a topic



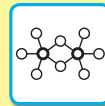
Bubble Map

for describing qualities using adjectives



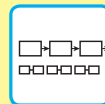
Tree Map

for classifying and grouping



Double Bubble Map

for comparing and contrasting



Flow Map

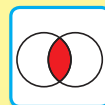
for showing the sequence and order in a process

Graphic Organisers



Spider Diagram

for brainstorming a topic or listing all the details related to the topic



Venn Diagram

for comparing and contrasting



Ming



Anil



Mei



Adam



Ida



Ebin



Rani



Ben



UNIT 1

I CAN HEAR...



Listening and Speaking

What sounds do these animals make?
Listen and sing.

(Tune: Old MacDonald)

Uncle Ka Lun has a farm,
E-I-E-I-O.
And on his farm he has a cow,
E-I-E-I-O.
With a moo, moo here,
And a moo, moo there,
Here a moo, there a moo,
Everywhere a moo, moo.
Uncle Ka Lun has a farm,
E-I-E-I-O.



Sing the song again with the words below.

duck >> quack

hen >> cluck

dog >> woof



Teacher's Notes

- Get the pupils to mime as they sing the song.
- Elicit other animal sounds from the pupils.





Listening and Speaking

Listen and repeat.



Listen and point.





Grr...grr...



Work in pairs.



1.1.1(i)
(ii)(iii)
(iv)(v)

Teacher's Notes



Mimic the sounds made by the animals, instruments and the people. Pupils point to the respective animals, instruments and people. Refer to this link for sound: https://www.youtube.com/watch?v=_E14mPFo8Lo



Activity Book
p 8



Reading

What can you  or  at a park?

Read.

Ben takes Tim to a park.



A bird chirps.

A cat meows.

A duck quacks.

A frog croaks.

Complete the sentences.

Be kind.

A  quacks.

A  chirps.

A  meows.

A  croaks.

Is Ben a kind boy? Why? 

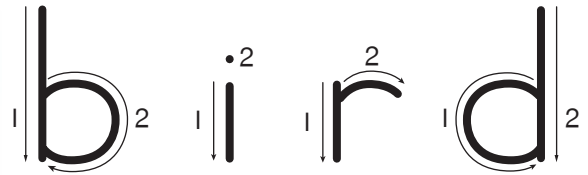
2.2.6(i)
(ii)
1.2.1(i)
(iii)

Activity Book
pp 9, 10



Writing

Look and trace. Read the words.



Write the words in your exercise book.

3.1.2(i)
2.2.1

Teacher's Notes

Get pupils to use their fingers to trace the letters of the words in the air.





Listen and say.

A frog croaks and croaks,
A frog croaks and croaks,
Croak, croak, croak, croak,
A frog croaks and croaks.

Group 1

Group 2

A duck quacks and quacks,
A duck quacks and quacks,
Quack, quack, quack, quack,
A duck quacks and quacks.

Group 1

Group 2

A cat meows and meows,
A cat meows and meows,
Meow, meow, meow, meow,
A cat meows and meows.

Group 1

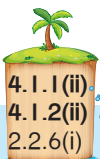
Group 2

Say the rhyme again with these words.

bird >> chirps

cow >> moos

dog >> barks



4.1.1(ii)
4.1.2(ii)
2.2.6(i)

Teacher's Notes

Pupils recite the rhyme in groups and mimic the sounds made by the animals.



Activity Book p 12



UNIT 2

WHAT DO YOU SAY?



Listening and Speaking

Listen and say.



Be polite.



Practise with a friend. Point to a picture and say.



Good morning.

Good morning.



Teacher's Notes

- Say the greetings: Good morning, Good afternoon, Good evening, Goodnight, Goodbye.
- Pupils repeat and point to the respective pictures.
- Pupils practise saying the greetings.





Listening and Speaking

Listen. Say and sing.

(Tune: *The Farmer in the Dell*)



Sssss...

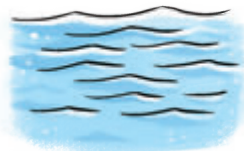
The **S** says, 'Sssss...'
The **S** says, 'Sssss...'
Every letter makes a sound
The **S** says, 'Sssss...'



Listen and repeat.



sun



sea



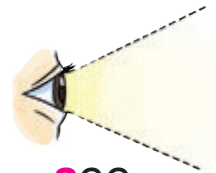
sand



saw



six



see



Read aloud these words.



Teacher's Notes

Pupils point to the respective pictures and words as they repeat after the teacher.





Reading

Where are the children?
Read.

It is morning.
Good morning, Sam.
Good morning, Sue.



Sam plays in the sea.
Sue plays with sand.

Sam goes home. Sue goes home.



Goodbye, Sam.



Goodbye, Sue.

Say 'True' or 'False'.

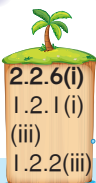
- 1 Sam plays in the sea.
- 2 Sue plays at home.
- 3 It is morning.



Are the children polite?
Why?



Do you like to play in the sea? Why?



Teacher's Notes

Talk about what pupils should do to keep safe at the beach.



Activity
Book
p 15



Language Arts

Listen and sing.

(Tune: *Oh My Darling Clementine*)

Good morning, good morning,
Good morning, my friend,
Good morning, good morning,
Good morning to you.



Good afternoon, good afternoon,
Good afternoon, my friend,
Good afternoon, good afternoon,
Good afternoon to you.



Sing the song again with the words below.



4.1.1(iii)
4.1.2(iii)
2.2.6(i)

Teacher's Notes

- Pupils turn to their friends and greet them as they sing.
- They may replace the underlined words with names of their friends.



UNIT 3 NICE TO MEET YOU



Listening and Speaking

Listen and repeat.

Hello, I am Tom.
What is your name?

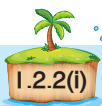
My name is Andy.
Nice to meet you.



Be polite.



Play the game.



1.2.2(i)

Teacher's Notes

Get pupils to sit in circles and carry out a chain drill to practise introducing themselves. Get them to stand up straight when they introduce themselves.



Activity Book
p 17





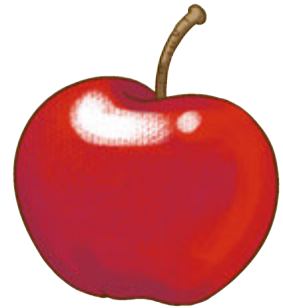
Listening and Speaking

Listen and sing.

(Tune: Skip to My Lou)



A is for apple, a...a...a.
A is for apple, a...a...a.
A is for apple, a...a...a.
A is for apple, a...a...a.



T is for tap, t...t...t.
T is for tap, t...t...t.
T is for tap, t...t...t.
T is for tap, t...t...t.



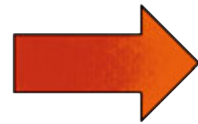
Listen and point to the pictures.



ant



axe



arrow



ten



top



pot



Say the words with the 'a' sound. Then, say the words with the 't' sound.



Teacher's Notes

- Say the sound of the letters.
- Give the pupils further practice with other 'a' sound words and 't' sound words.

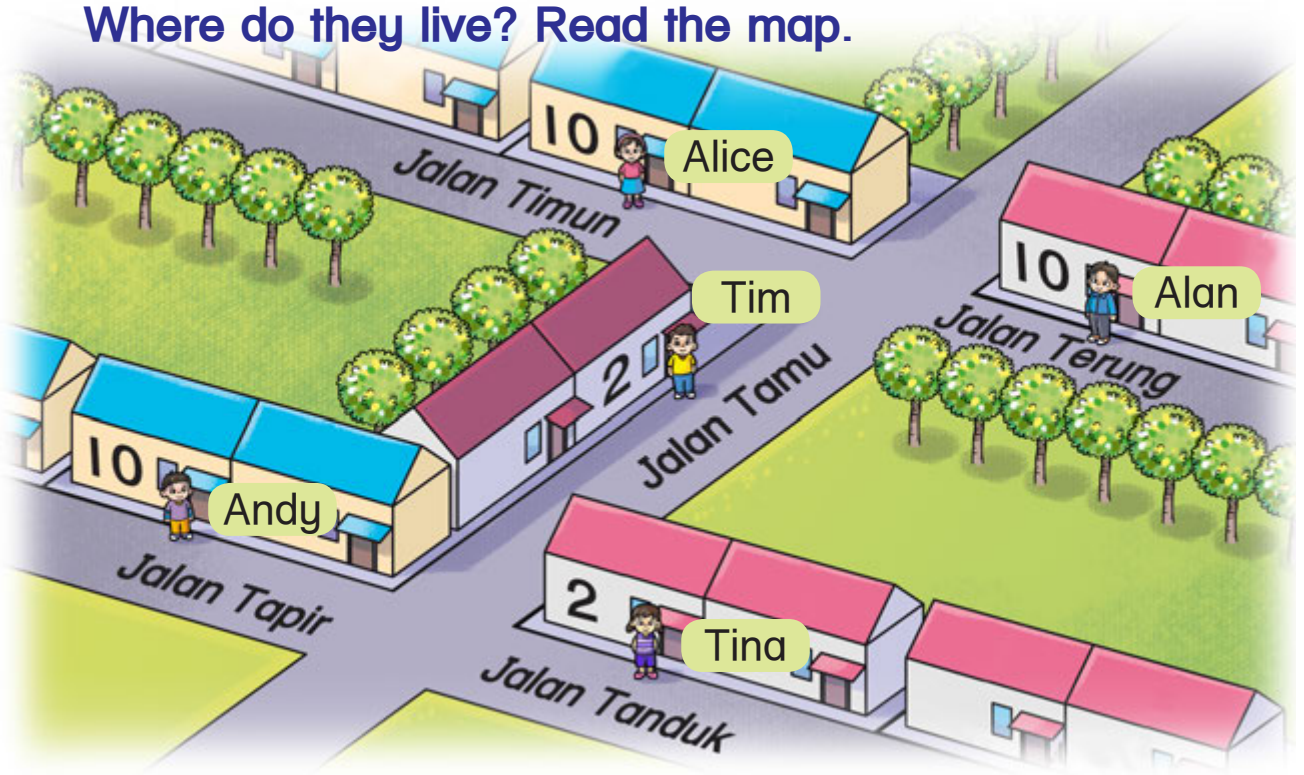


Activity Book
pp 18, 19



Reading

Where do they live? Read the map.

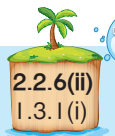
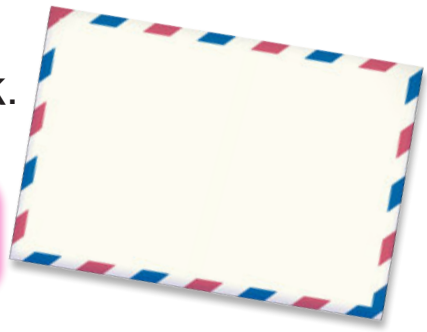


Listen and say 'Yes' or 'No'.

- 1 Alan lives at 2, Jalan Terung.
- 2 Tina lives at 10, Jalan Timun.
- 3 Andy lives at 10, Jalan Tapir.
- 4 Tim lives at 2, Jalan Tamu.
- 5 Alice lives at 2, Jalan Tanduk.



Write your name and address.



2.2.6(ii)
1.3.1(i)

Teacher's Notes

- Ask questions to elicit the addresses of the children on the map.
- Read sentences 1-5 aloud and pupils give Yes/No replies.
- Get pupils to write their names and addresses on envelopes. The envelopes may be posted to surprise the pupils.



Activity
Book
p 20

Look and learn.







Full stop

My name is Ken.
I live in Taman Ria.
Roy lives in Taman Sa.

Count the capital letters and the full stops.

- 1 I am Liza.
- 2 I live in Taman Indah.
- 3 You are Roy. You are my friend.

	capital letters	full stop
1	2	1
2		
3		

Trace with your finger.



My name is Sam.

Teacher's Notes

- Teach pupils that:
 - 1 capital letters are used: (a) at the start of a sentence (b) for names (c) for the pronoun I
 - 2 a full stop is used to end a sentence.





Language Arts

Listen. Say the chant.

Hello, I'm **A**ndy.
What's your name?

I'm **A**ndy, too.
We've the same name.



Hello, I'm **T**ina.
What's your name?

I'm **T**ina, too.
We've the same name.



Say the chant again. Act
it out with your friend.

4.1.1(i)
4.1.2(i)
2.2.6(i)

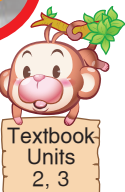
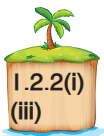
Activity
Book
p 22

TRY AGAIN I



Listening and Speaking

What do they say?



UNIT 4

USE YOUR TIME WELL



Listening and Speaking

Listen and repeat.



It's Monday,
I play with my friends.



It's Tuesday,
I ride my bicycle.



It's Wednesday,
I play computer games.



It's Friday,
I play football.



It's Sunday,
I help my mum.



Use your
time well.



Does Adam use his time well?
How do you know?



1.1.5
1.3.2(i)

Teacher's Notes

Get pupils to mime the activities as they say the poem.



Activity
Book
p 25



Listening and Speaking

Listen and say.

1



play football

2



watch television

3



go swimming

4



ride my bicycle

5



do my homework

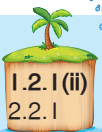
6



help my mother

Teacher's Notes

- Read the phrases. Pupils repeat.
- Read any one of the phrases. Pupils say the number.
e.g. **Teacher:** Do my homework. **Pupils:** Number 5.
- Say the number of a picture. Pupils name the activity.
e.g. **Teacher:** Number 3. **Pupils:** Go swimming.





Listening and Speaking

Listen and say.

pan ————— put

tap ————— top

pin ————— sit

bin ————— tin

1.1.3(a)
(b)
2.1.2(a)
(b)
1.1.5



Say the rhyme.
Put the **pin** in the **tin**.
Put the **tin** in the **bin**.





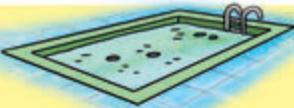





Reading






How do you use your time?

Read. How do Ebin and Ming use their time?

	 Ebin	 Ming
Friday	 watches television	 rides his bicycle
Saturday	 waters the plants	 goes swimming
Sunday	 plays football	 plays football



Complete the sentences below.

- 1 Ebin  on Sunday.
- 2 Ming  on Saturday.
- 3 Ebin watches television on .
- 4  rides his bicycle on Friday.
- 5 Ebin meets Ming on Sunday. They meet because .

2.2.6(ii)
1.2.1(ii)
(iii)
1.3.2(i)


Activity
Book
pp 28, 29



Writing

What does Ming say? Read.

Saturday



go swimming

I go swimming on Saturday.



Tell the class what Ida, Rani and Anil say.



Write what they say.



Choose two days of the week. What do you do on those days?





Language Arts

Listen and sing.

(Tune: Ten Little Indians)



Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday and then, Sunday.

There are seven days in one whole week.
Let's use our time well.



What day comes after Sunday?

What day comes before Sunday?



In groups, sing the song and clap to it.

Signpost

before after

1 2 3



What do you do each day of the week?
Do you use your time well?



4.1.1 (iii)
4.1.2 (iii)
4.4.1 (iii)
2.2.6 (i)

Teacher's Notes

- Get pupils to sing the song in a round e.g. each group starting the song at a different time.

MOVE AHEAD



Reading

Read and make a chart.

1 Write the days of the week.



2 Think of the things you do in the week and find pictures.

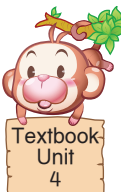
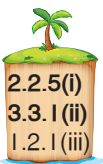


3 Cut out the pictures and stick them on your chart.



Take turns to use the chart to tell the class the things that you do.

I play badminton on Monday.



LET'S HAVE FUN I

Seven animals are hiding in the picture. Find and name them.



UNIT 5 MY HAPPY FAMILY



Listening and Speaking

Listen and sing.

(Tune: Are You Sleeping?)

He is my father,
He is my father,
He loves me,
He loves me.
I love my father,
I love my father,
I love him.

She is my mother,
She is my mother,
She loves me,
She loves me.
I love my mother,
I love my mother,
I love her.



sister

father

mother

brother



Love your family.



Sing the song again with these words.

He – brother – him

She – sister – her



Do you love your family? Why?



1.1.5
1.2.1(iii)

Teacher's Notes

Get pupils to sing the song in groups. Replace 'father' and 'mother' with 'brother' and 'sister'. Draw children's attention to the correct use of pronouns.



Activity Book p 31



Listening and Speaking



Listen and repeat.



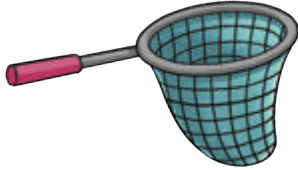
nap



man



dog



net



pan



mat



gum



door

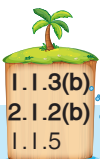


lid

Say aloud.

Tom **does not** have a **nice dog**,
Tom **is sad**.

Pam **does** have a **nice dog**,
Pam **is not sad**.



Teacher's Notes

Draw the children's attention to the initial and final positions of the same sound. Get pupils to think of other words with the 'n', 'm' and 'd' sounds.





Reading

What does Adam's family like to do? Read.



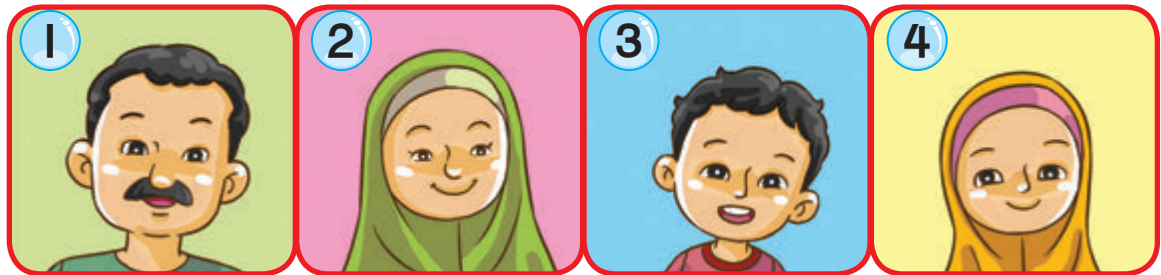
This is my family.
 My father's name is Musa.
 He likes to play football.

My mother's name is Miza.
 She likes to cook.

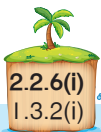
My brother's name is Nadim.
 He likes to ride his bicycle.

My sister's name is Dina.
 She likes to watch television.

Match Adam's family members to the things they like to do.



What do your family members like to do?



2.2.6(i)
1.3.2(i)

Teacher's Notes

Get pupils to talk about other activities their families enjoy doing.



Activity Book
pp 33–35





Language Arts

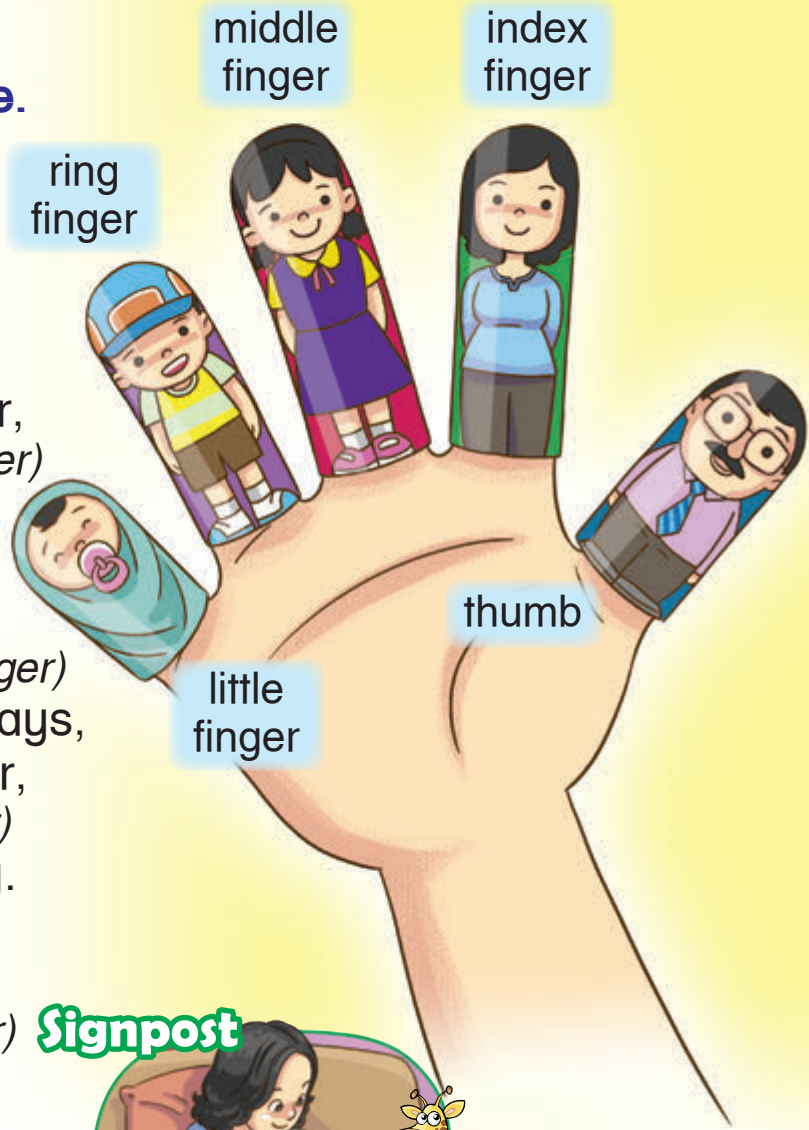
Listen. Say the rhyme.

My Finger Family

This is my father,
(point to your thumb)
 Who is lots of fun,
 And this is my mother,
(point to your index finger)
 Who loves everyone.

This is my sister,
(point to your middle finger)
 She helps and she plays,
 And this is my brother,
(point to your ring finger)
 Who reads every day.

But who is this one?
(point to your little finger)
 He's on Mother's lap.
 Why, it's Baby,
 And he's taking a nap.



Signpost



Make finger puppets. Use them to say this rhyme.

4.1.1(ii)
 4.1.2(ii)
 4.4.1
 2.2.6(i)

Teacher's Notes

Pupils say the rhyme in groups and point to the respective fingers.
 To get pupils to sing the Finger Family song, type:
<https://www.youtube.com/watch?v=YJyNoFkud6g>

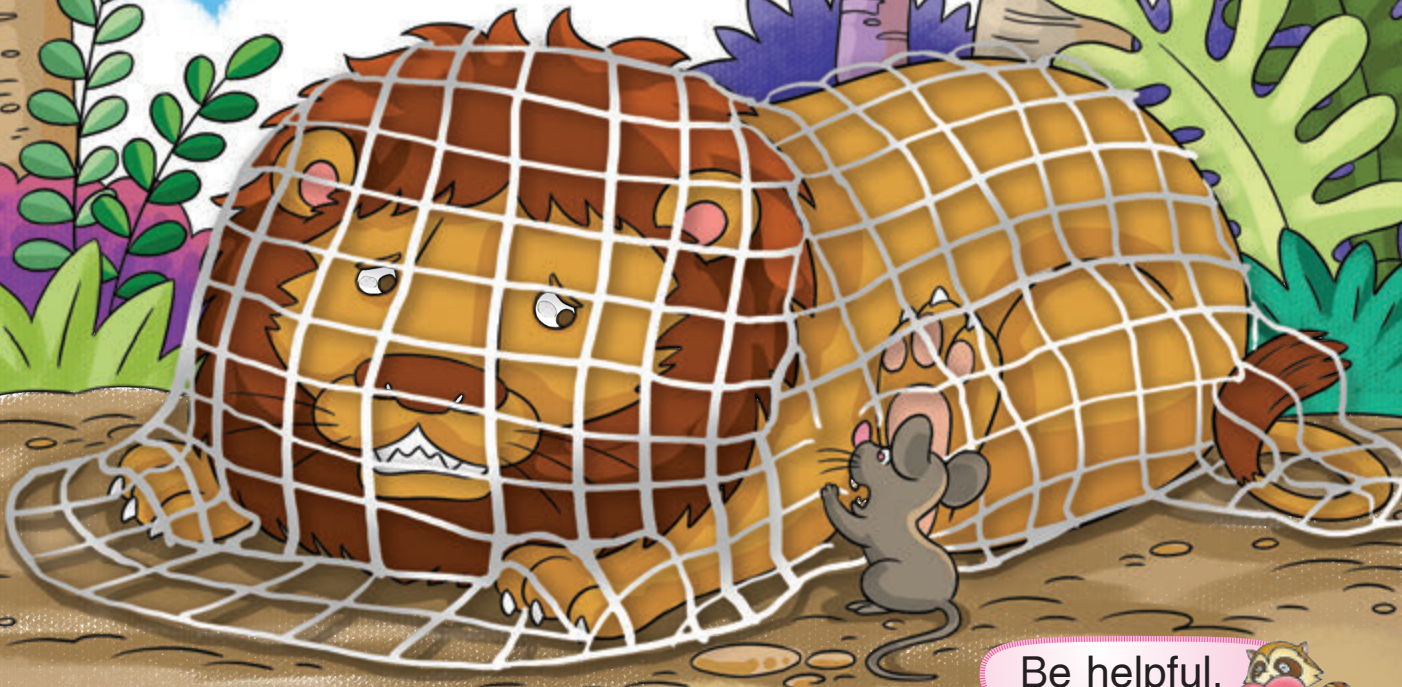


Activity Book
 p 36



Listening and Speaking

Listen to the story.



Be helpful.



Listen to the statements. Say 'True' or 'False'.



Is the mouse a good friend?
Why do you say so?



1.3.1(ii)

Teacher's Notes

Tell the story of The Lion and the Mouse. Make statements about the story:
e.g. The mouse helped the lion. Talk about the value of being helpful to others.





Listening and Speaking

Listen and say.

g



g – girl

o



o – ox

Listen and repeat.



g-u-m
gum



g-a-p
gap



m-o-p
mop



t-o-p
top



b-a-g
bag



p-e-g
peg



b-o-x
box



p-o-t
pot



Say aloud.

- 1 The girl has got a peg on her bag.
- 2 The mop, the pot and the top are on the box.



1.1.3(c)
2.1.2(c)
2.1.3
2.1.4

Teacher's Notes

Draw the pupils' attention to the initial and final positions of the same sound.
Teach pupils to blend phonemes and to segment words.

Activity Book
p 38



Reading

Do you know the parts of a book? Read.



Signpost

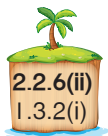
Author = the person who writes the story

Illustrator = the person who draws the pictures



Answer the questions.

- 1 Name the parts of a book.
- 2 What is the title of the book?
- 3 Who wrote the book?
- 4 Who drew the pictures?



2.2.6(ii)
1.3.2(i)



What do you think the story is about?



Activity Book
pp 39, 41



Reading

Do you like birds? Read.

Two little blackbirds
 Sitting on a wall
 One named Peter
 The other named Paul
 A boy kicks a ball
 And it hits the wall
 So, fly away Peter
 And, ...

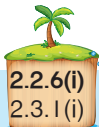


Answer the questions.

- 1 Who are Peter and Paul?
- 2 Choose the picture that ends the story.



- 3 In the end, are the two blackbirds happy? Why?



2.2.6(i)
2.3.1(i)

Teacher's Notes

Get a few pupils to mime the rhyme as the rest of the pupils read aloud or recite it.

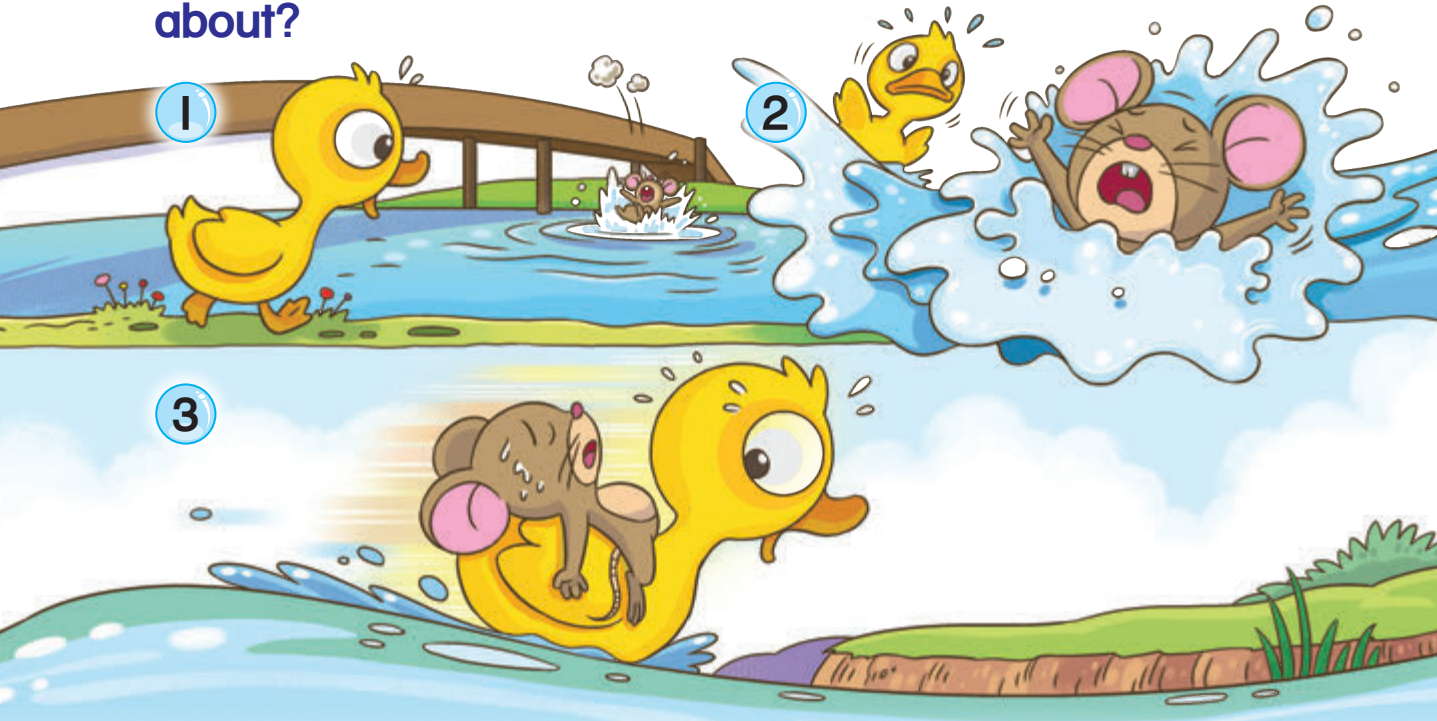


Activity
Book
p 40







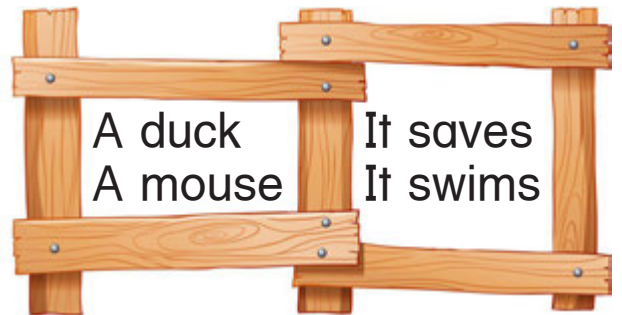
Writing

Look at the pictures. What do you think the story is about?



Complete the story. Use the words in the box.

-  falls into a river.
-  sees the mouse.
-  to the mouse.
-  the mouse.



Write the story in your exercise book. Draw the picture.

3.1.3(iii)
2.2.6(i)
2.3.1(i)

Teacher's Notes

- Encourage the pupils to say what the story is about.
- Write the words 'falls', 'river', 'saves' on the board and explain their meanings.

Activity Book p 40



Do you like books? Why?
Read the poem.

Open a book
And you will find,
Stories of people who are kind.

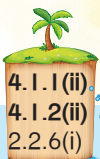
Open a book
And you can share,
Words that you find in there.

Open a book
And I will too.
You read to me,
And I'll read to you!

Anonymous



Tell the class what you like to read and why.



4.1.1(ii)
4.1.2(ii)
2.2.6(i)

Teacher's Notes

Get pupils to recite the rhyme in groups.

Poem adapted from:

<http://joyfullearninginc.blogspot.my/2012/03/spring-poems.html#.VqB7g>

ILIQRc



Activity
Book
p 42

TRY AGAIN 2



Writing

Read.

This is my father.

He likes to play football.

This is my sister.

He likes to cook.

This is my brother.

She likes to swim.

Match and write.

1



sister – swim

This is my sister.
She likes to swim.

2

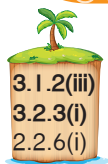


brother – play football

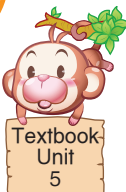
3



father – cook



3.1.2(iii)
3.2.3(i)
2.2.6(i)



Textbook
Unit
5

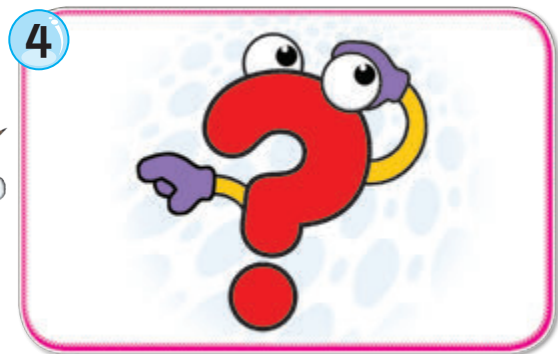
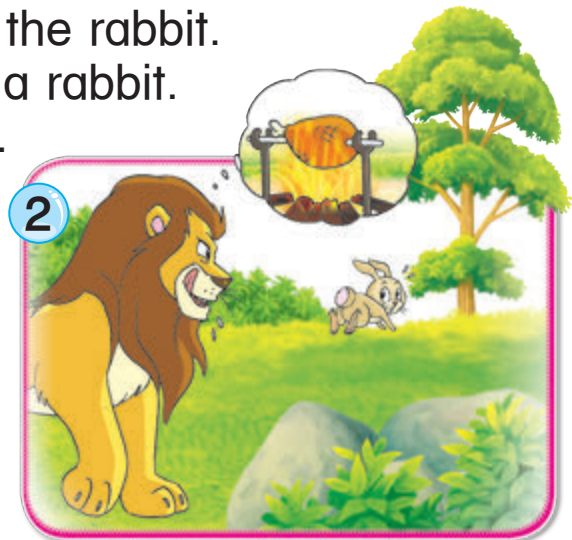
MOVE AHEAD 2



Reading

Read. Arrange the sentences to form a story. Use the pictures to help you.

- ★ It runs into a hole.
- ★ The lion wants to eat the rabbit.
- ★ One day, a lion sees a rabbit.
- ★ The rabbit runs away.



What happens in Picture 4?

In the end, how does the lion feel? Why?

2.2.6(i)
(ii)
2.3.1(i)

Textbook
Unit
6

UNIT 7

OUR COLOURFUL WORLD



Listening and Speaking

Listen and repeat.



red blue green yellow black white

Listen and point.

Love our world.



Listen and say.

The cat is white. The ducks are yellow.



Teacher's Notes

Tell the pupils Ming is dreaming that he and his friends are in a world of giants. Describe the things he sees in his dream. Say 'The car is blue.' Pupils call out the number of the object in the picture – No. 9. Reverse the activity. Call out the number of an object in the picture, e.g. No. 4. Pupils say, 'The cat is white.'



1.2.1 (iii)



Activity Book p 45

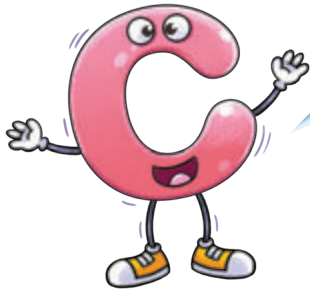




Listening and Speaking

Listen. Say and sing.

(Tune: Mary Had A Little Lamb)



The letters **c** and **k** say **k...**,
k...k...k..., **k...k...k...**,

The letters **C** and **K** say **k...**,
k...k...k..., **k...k...k...**,



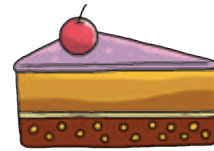
Listen and repeat.



car



cow



cake



kite



king



key



Say aloud.

King **K**evin **k**eeps his **k**ey in the **c**ar.

Cathy **c**alls for her **c**at and her **c**ow.



1.1.3(c)
2.1.2(c)
1.1.5
2.2.1

Teacher's Notes

Pupils point to the respective pictures and words as they repeat after the teacher.



Activity
Book
p 46

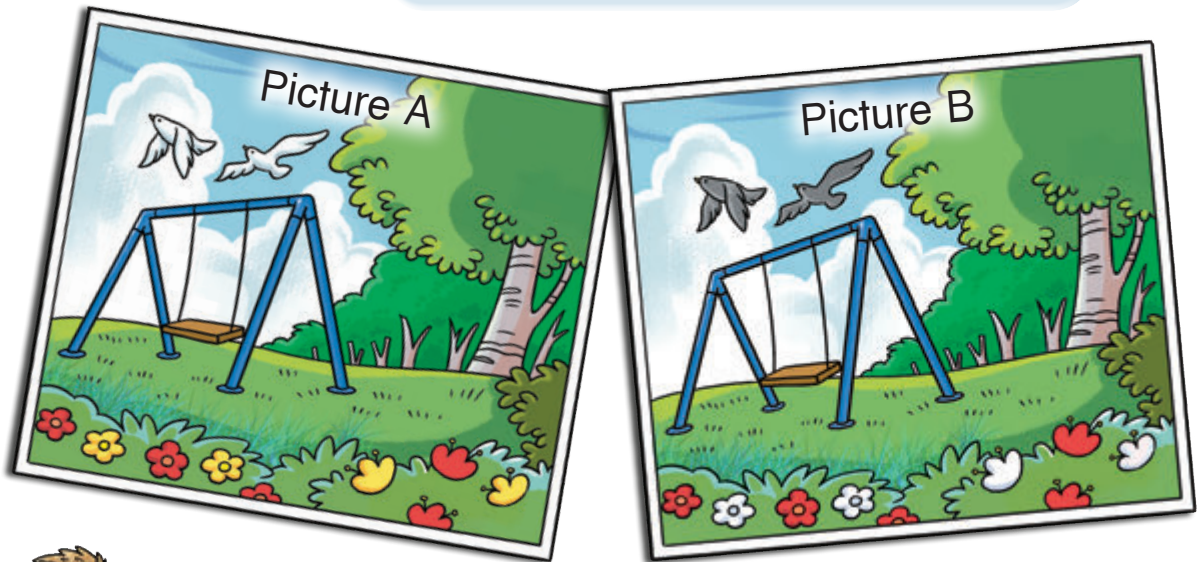


Reading

Which is Rani's garden? Read.



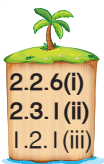
I have a colourful garden.
The trees are green.
The flowers are red and yellow.
The birds in the garden are white.
There is a blue swing there, too.



Say why Picture A is not the same as Picture B.



In Picture A, the birds are white.
In Picture B, the birds are...



Draw a picture of a garden you like. Talk about it.





Language Arts

Listen and chant.

What colour is the bird? >>> **Group 1**
What colour is the bird? >>> **Group 1**

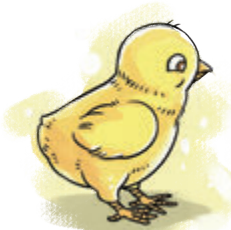
The bird is green. >>> **Group 2**
The bird is green. >>> **Group 2**

Is it green? >>> **Group 1**
Really? >>> **Group 1**

Yes, it is. >>> **Group 2**
Yes, it is. >>> **Group 2**



Say the chant again about these animals.



What do you see around you? Write a list.

Thing	Colour
bag	black
cap	blue

- 4.1.1(i)
- 4.1.2(i)
- 4.4.1(i)
- 2.2.6(i)
- 3.2.3(ii)

Teacher's Notes

- Get pupils to suggest other animals and things to chant about.
- Help the pupils with colours in the surroundings that are new to them e.g. brown, orange, purple, pink, etc.

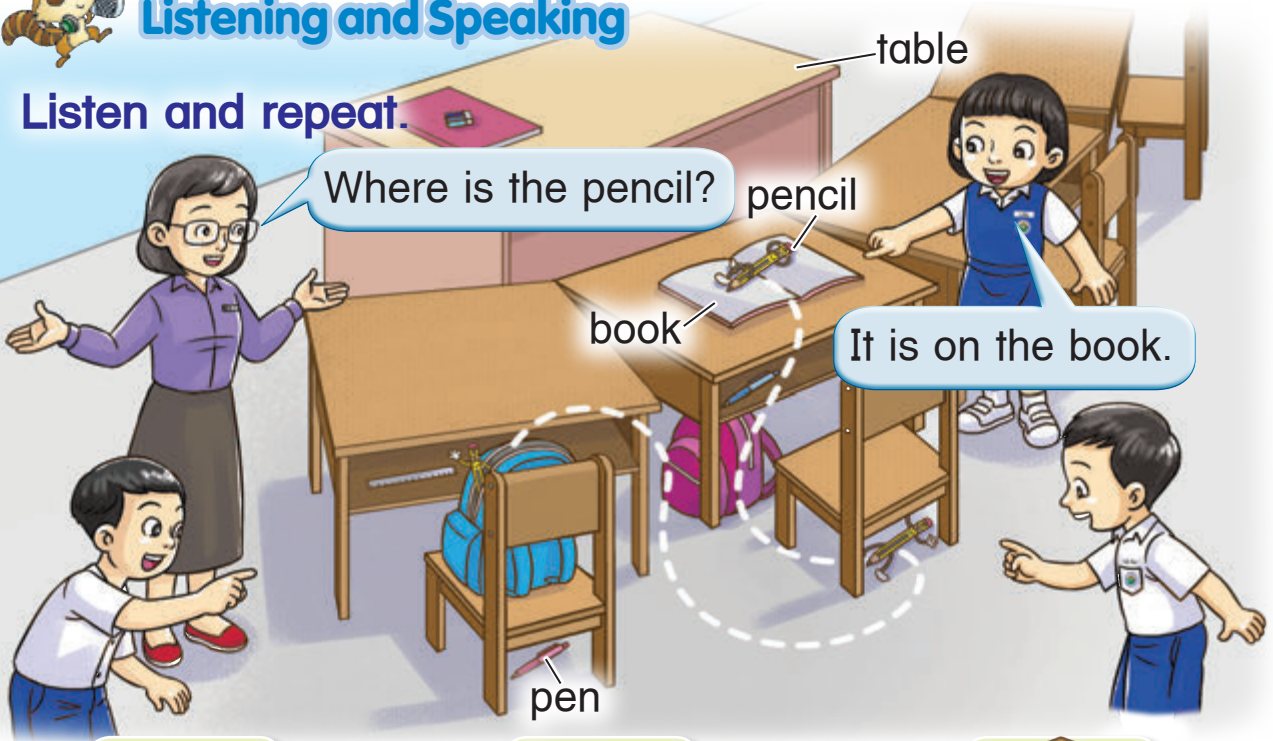


UNIT 8 OUR CLASSROOM



Listening and Speaking

Listen and repeat.



on



in



under



Ask and answer.



Where is the ruler?

The ruler is in the desk.



Name five things in your classroom. Say where they are.



Teacher's Notes

- Name the items in the classroom and have pupils repeat the names.
- Names of other items found in your classroom may be written on the board if the pupils ask about them.





Listening and Speaking

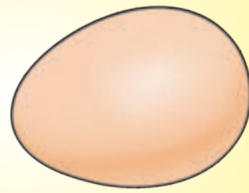
Listen and say.

ck



tack

e



egg

Listen and repeat.

-ck



d-u-ck
duck



l-o-ck
lock



p-e-ck
peck



s-a-ck
sack

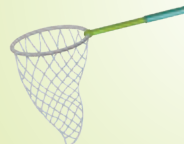
-e-



l-e-g
leg



b-e-d
bed



n-e-t
net



p-e-t
pet



Say aloud.

- 1 A duck in a sack.
- 2 An egg on a bed.
- 3 A lock in a net.



Activity Book
p 50

1.1.3(d)
2.1.2(d)
2.1.3
2.1.4

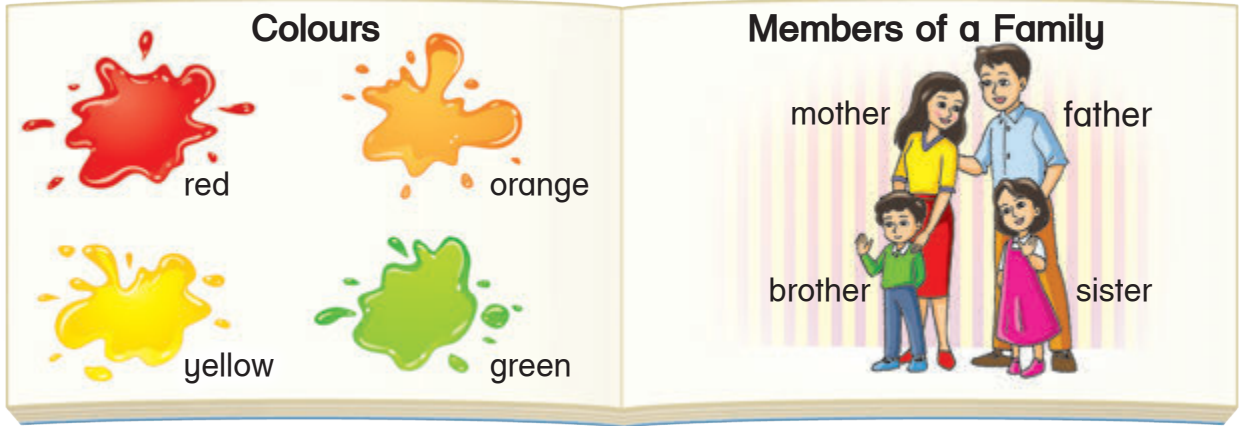
Teacher's Notes

Pupils point to the respective pictures and words as they repeat after the teacher. Teach pupils to blend phonemes and to segment words.



Reading

Look at the picture dictionary.



 Group the pictures. Write a list.



cat



monkey



horse



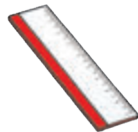
bag



desk



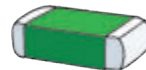
goose



ruler



sheep



eraser



chair

Things in the Classroom



Animals



Signpost

You can use a dictionary to learn more words.



In a group, cut out pictures and use them to make a picture dictionary.

2.2.3
3.1.3(i)
3.2.3(ii)

Teacher's Notes

Draw pupils' attention to the categorisation of things. Show them a picture dictionary and talk about how they can use it and what they can learn from it.

Activity Book p 51



Writing

Read what Ben is writing.

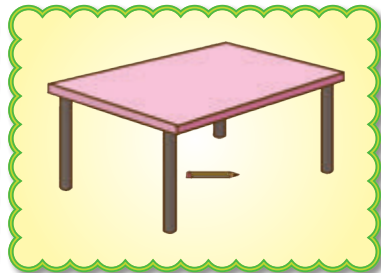
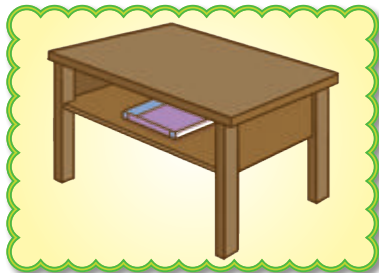
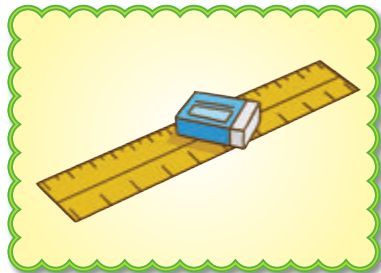


Say where the things are.



Where are the things? Write.

Take care of your things.



3.2.3(i)
1.2.1(iii)

Teacher's Notes

For weaker pupils, talk about the things in the three pictures above before the pupils write on their own.

Activity Book
pp 52, 53



Language Arts

Listen and sing.

(Tune: Are You Sleeping?)



Where's the ruler?
Where's the ruler?
Please tell me.
Please tell me.

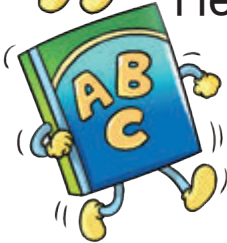
Group 1



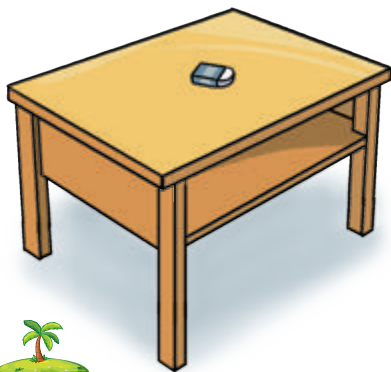
Group 2



It is on the table.
It is on the table.
Here it is.
Here it is.



Look at the pictures below.
Sing the song again.



4.1.1 (iii)
4.1.2 (iii)
4.4.1 (iii)
2.2.6 (i)

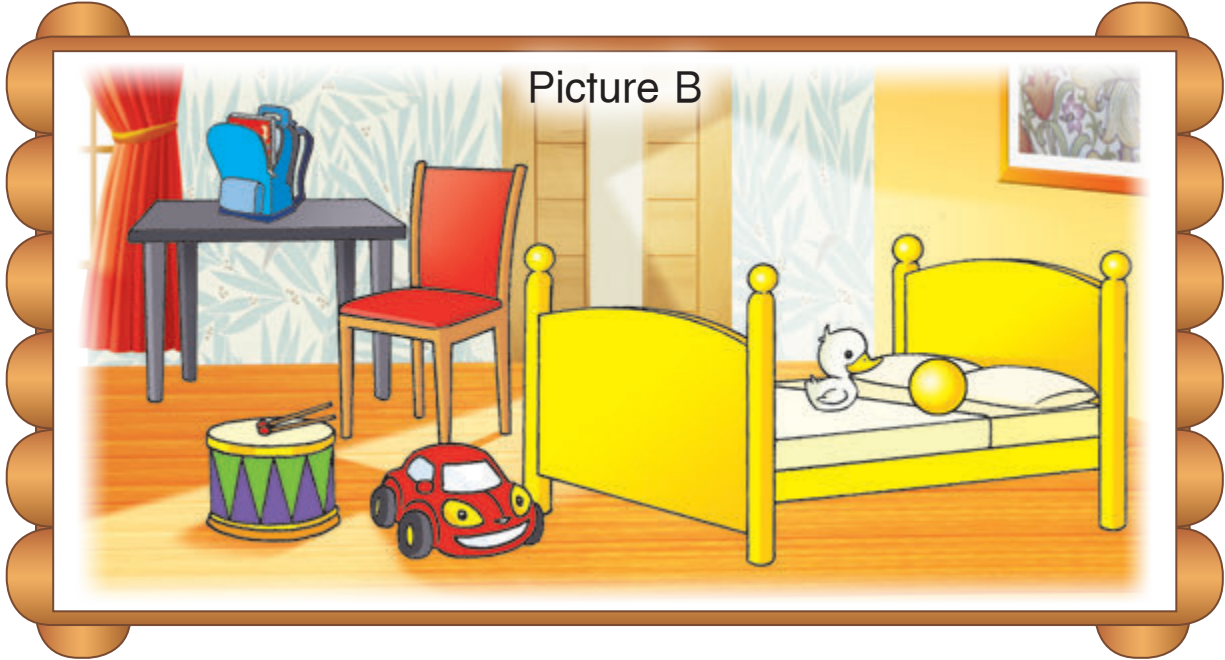
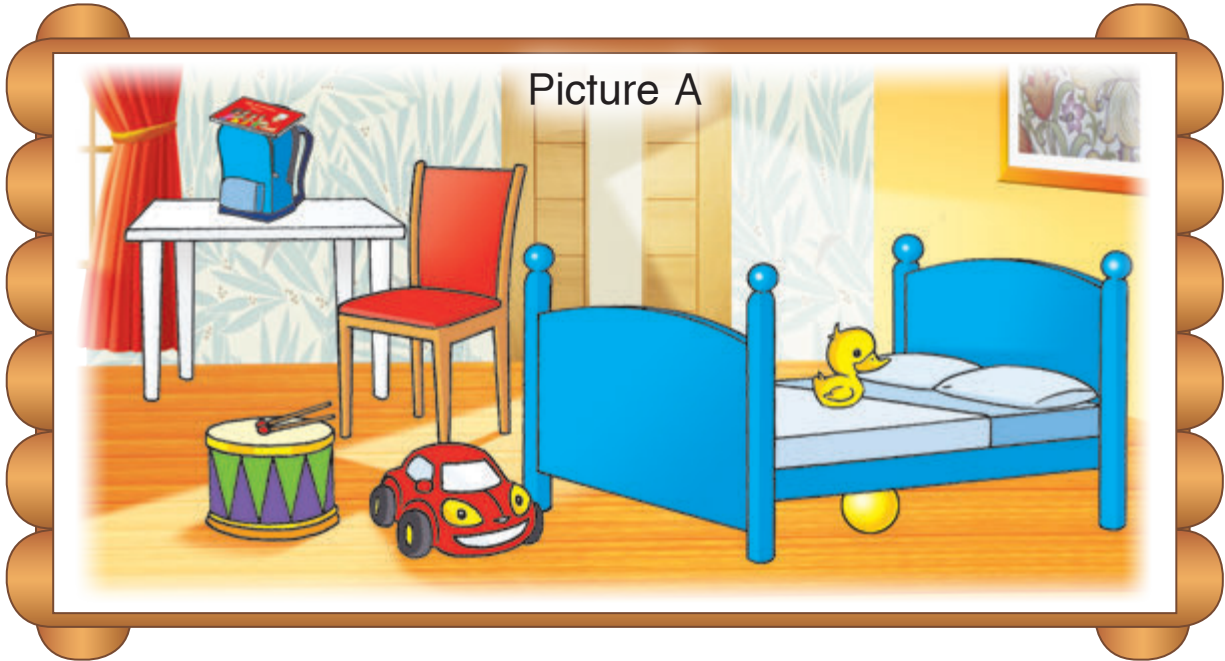
Teacher's Notes

Get pupils to sing about the things in their classroom. Encourage pupils to use realia and to mime the song.

Activity Book p 54

LET'S HAVE FUN 2

Look at Picture A and Picture B.
Find 5 differences. Say what they are.

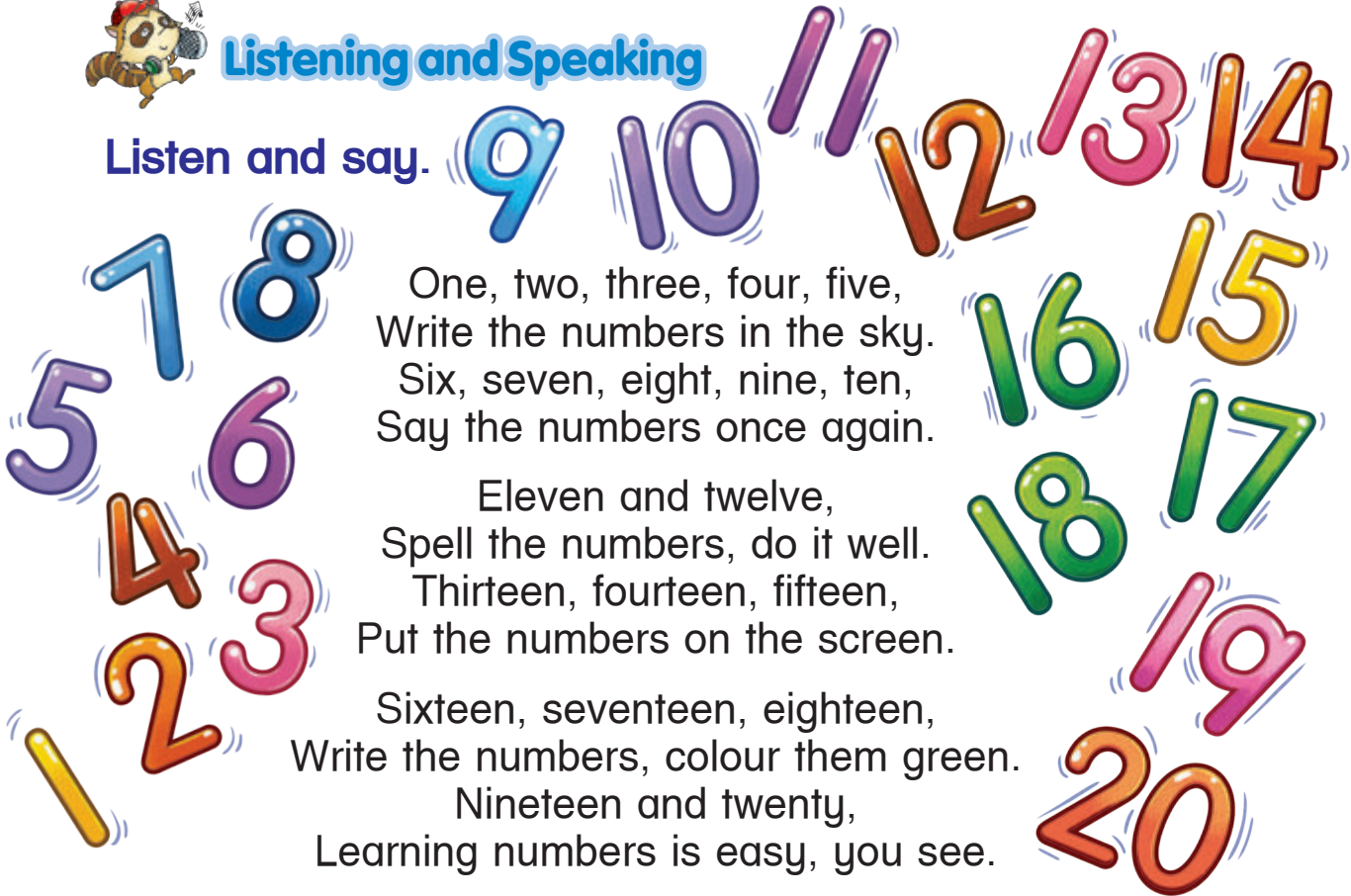


UNIT 9 I CAN COUNT



Listening and Speaking

Listen and say.



One, two, three, four, five,
Write the numbers in the sky.
Six, seven, eight, nine, ten,
Say the numbers once again.

Eleven and twelve,
Spell the numbers, do it well.
Thirteen, fourteen, fifteen,
Put the numbers on the screen.

Sixteen, seventeen, eighteen,
Write the numbers, colour them green.
Nineteen and twenty,
Learning numbers is easy, you see.

Write number cards. Ask and answer.



What number is it?

It is number ten.



Say the rhyme in groups.
Use number cards.



1.1.4(i)
2.2.4(i)
3.1.4(i)

Teacher's Notes

- Draw the pupils' attention to the numeral and word forms of numbers 1 to 20.
- Get pupils to make number cards. Call out a number and pupil holds up the corresponding card.

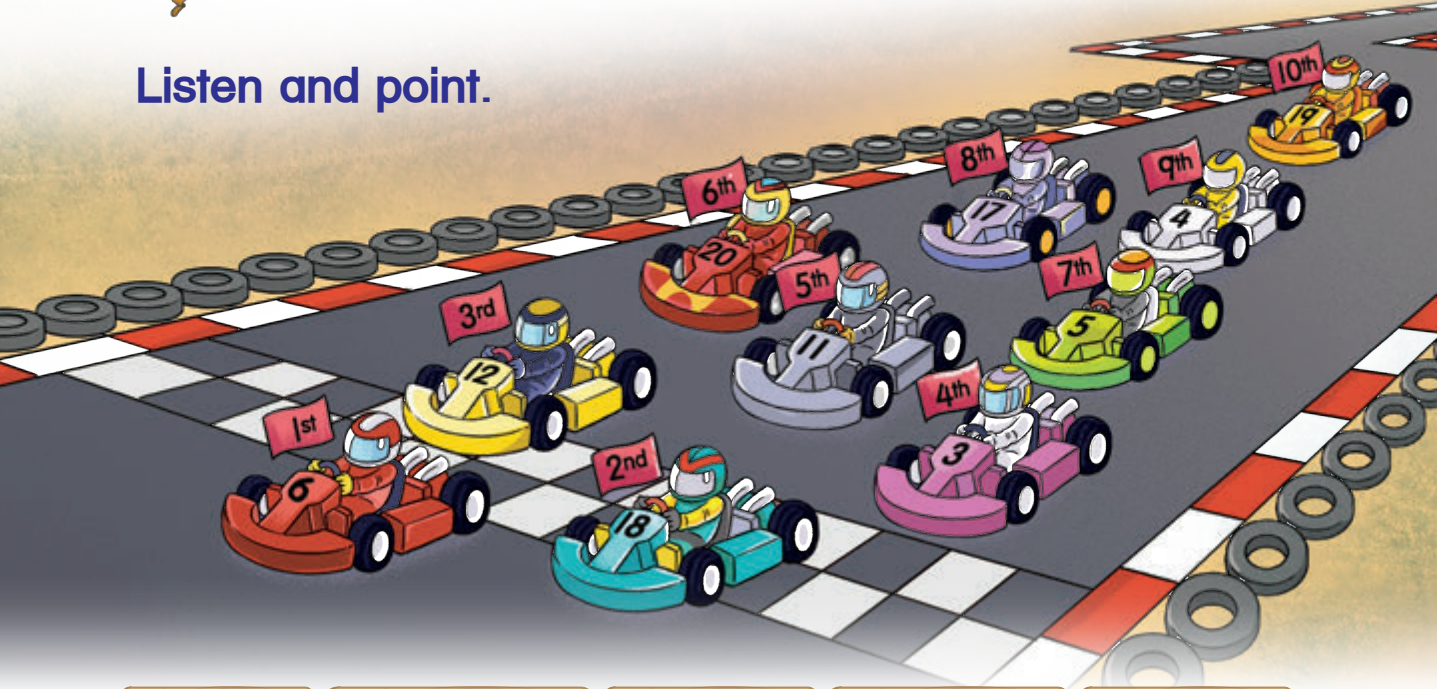


Activity
Book
p 55



Listening and Speaking

Listen and point.



1 st first	2 nd second	3 rd third	4 th fourth	5 th fifth
6 th sixth	7 th seventh	8 th eighth	9 th ninth	10 th tenth

Ask and answer.



Who is first in the race?



Number six is first in the race.



Say who the first ten pupils are on the class name list. For example, Abu is first on the name list.



1.1.4(ii)
2.2.4(ii)

Teacher's Notes

Draw the pupils' attention to the numeral and word forms of ordinal numbers 1st to 10th.








Activity Book
p 55




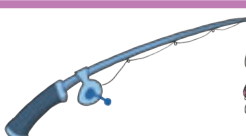



Listening and Speaking

Listen. Say aloud.

u
↑
u – up

 s- u -n sun	 b- u -n bun	 b- u -s bus
 m- u -g mug	 b- u -g bug	

r
r – read

 r- a -t rat	 r- o -d rod	 r- e -d red
 r- i -p rip	 r- o -c-k rock	



Say aloud.

- 1 The **r**at **ran** **u**p the **bus**.
- 2 **R**ani saw a **r**ed **bug** in the **mug**.



1.1.3(d)
2.1.2(d)
2.1.3
2.1.4

Teacher's Notes

Draw the pupils' attention to the pronunciation of the 'u' and 'r' sounds. Teach pupils to blend phonemes and to segment words.

Activity Book
p 56



Reading

Where are the children?
Look at the picture.



Adam Rani Mei Ben Ebin Ida

Answer 'True' or 'False'.

Be patient.

- 1 Ben is third in the line.
- 2 There are twelve books on the shelf.
- 3 Adam has two books in his hand.
- 4 Ida is first in the line.
- 5 There are seven bags on the shelf.



List the things you can buy from the shop.

Things I can buy

1. pencils
2. _____



Activity Book
pp 57, 58

2.2.6(ii)
3.2.3(ii)

Teacher's Notes

• Talk about being patient when waiting in a queue.



Listen and sing.

(Tune: Five Little Monkeys)

Twenty little monkeys
Jumping on the bed.

One fell off and
Bumped his head.

Mama called the doctor
And the doctor said,

'No more monkeys
Jumping on the bed.'

In groups, sing the song and act it out.

4.1.1(iii)
4.1.2(iii)
4.4.1(iii)
2.2.6(i)

Teacher's Notes



Get pupils to sing the song starting from 20 monkeys right down to one. For the tune, go to: https://www.youtube.com/watch?v=VTmmoaO2M_U Have pupils mime the song.



PLAY AND LEARN 1



Play the game.



START

1



2



Ajit likes to _____.

3



4

Mala and Devi are Mr Mano's children. Mala is Devi's _____.



17

Where is the bag?



15

Spell and say aloud:

14

Max is _____ in the race.



18

16

12

19

20

What colour is the duck?



21

22



Who is Amy Li?

23

Say aloud:



34

A _____ croaks.

33



32

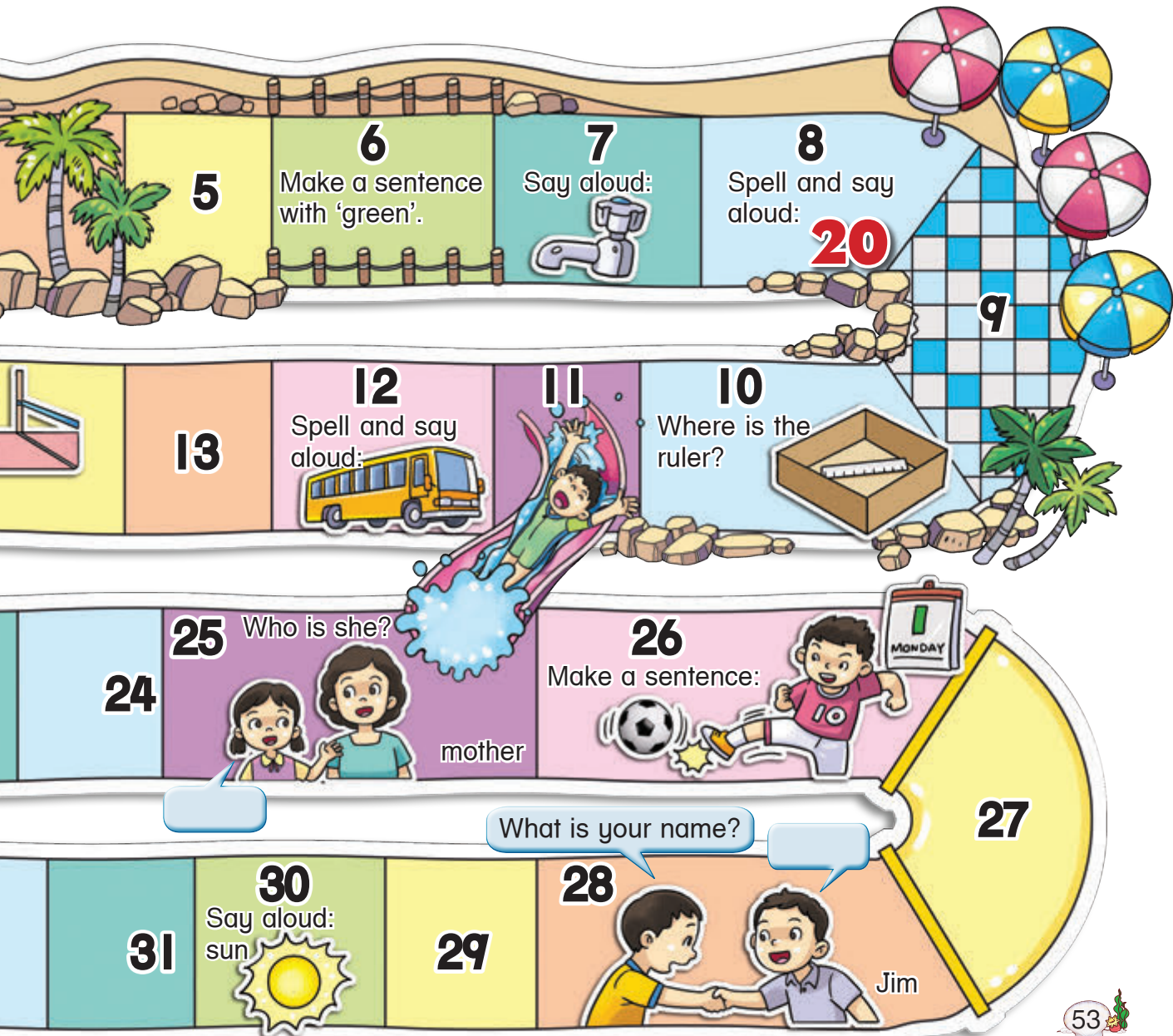
FINISH

35



Instructions

1. Throw the dice.
2. Move your token according to the number on the dice.
3. Answer the question you land on. If your answer is wrong, you miss a turn.
4. The first person to reach FINISH wins the game.



TRY AGAIN 3



Reading

Read. Group the words.



red



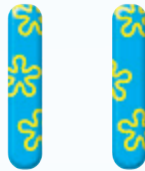
book



eighteen



chair



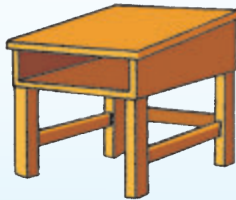
eleven



yellow



white



desk



seven

Colours



Things



Numbers



2.2.1



Textbook
Units
7-9

UNIT 10 HAPPY BIRTHDAY



Listening and Speaking

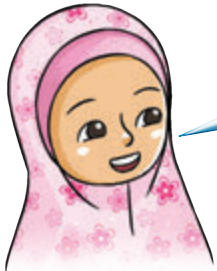
Listen and say.



When is your birthday?
 January, February, March,
 April, May or June,
 July, August, September,
 October, November, December?
 Write to me and tell me soon.



Ask and answer.



When is your birthday?



My birthday is in May.

Signpost

There are 12 months in a year.



Write a list of your friends' birthdays.



Name	Birthday
Adam	April



Teacher's Notes

- Draw the pupils' attention to the correct pronunciation of the names of the months. Practise saying the names.
- Get pupils who are born in the month of this lesson to stand. Have the class sing them 'Happy Birthday'.





Listening and Speaking

Listen and repeat.



Act out the story with your friends.

Be polite.



What do you say?



1.2.2(ii)
(iv)
2.3.1(i)

Teacher's Notes

Discuss situations in which one thanks someone or apologises to him. Elicit answers from pupils.
Talk about being polite by using the words 'Thank you' and 'I am sorry'.

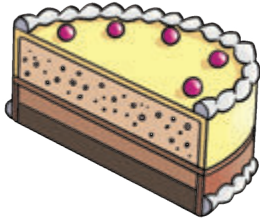
Activity Book
p 64



Listening and Speaking

Listen and say.

h



half

b



band

Listen and repeat.

h – at
hat



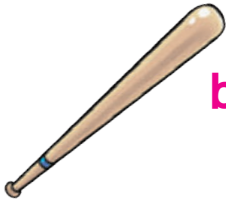
h – ug
hug



h – all
hall



b – at
bat



b – ug
bug



b – all
ball

(Tune: *Camptown Races*)

Bring your **bat**,
And bring your **ball**,
B...b..., **b...b...**,
Bring your **bat**,
And bring your **ball**,
To the park to play.

Sing the song.



1.1.3(e)
2.1.2(e)
2.1.3
1.1.5

Teacher's Notes

Draw pupils' attention to the onset and the rime to form words.
Get pupils to replace the words in bold and sing the song again – 'bat' to 'hat', 'ball' to 'hoop', 'B...b...' to 'H...h...'.
For the tune of *Camptown Races*, type:
<https://www.youtube.com/watch?v=j3NjoGFJwqQ>



Activity
Book
p 63





Reading

How do you invite your friends to a party?

Read.



Answer the questions.

- 1 Who has a birthday in October?
- 2 Where is Esa's birthday party?
- 3 Who invites Ida to her birthday?
- 4 At what time is Rani's party?
- 5 Rani invites you to her party. You will buy a  for her because .



Which party would you like to go to? Why?



Pretend you have just been to a birthday party. Say what you did there.



2.2.6(ii)
1.3.2(i)

Teacher's Notes

Draw pupils' attention to the use of 'in' and 'on', e.g. in June, on 5th June.



Activity Book
pp 64, 66



Writing

Look and learn.








I am a question mark.
Use me to end a question.
e.g. When is your birthday?

I am a full stop.
Use me to end a sentence.
e.g. It is in March.



Put a 'full stop' or a 'question mark'.

- 1 When is Arul's birthday 
- 2 Ida's birthday is in June 
- 3 How many days are there in December 
- 4 Where do you live 
- 5 My father's birthday is in August 



Rewrite correctly.

- 1 What is your name.
- 2 My birthday is in November?
- 3 When is your birthday party.
- 4 I am sorry, Adam?
- 5 Thank you, Ming?



3.2.1 (ii)
(iii)

Teacher's Notes

Get pupils to hold up the appropriate question mark or full stop card when the teacher says a sentence or question.



Activity
Book
p 65





Listen and repeat.

Thirty Days Has September

30 days has September,
 April, June and November,
 All the rest have 31,
 Except for February, it's the one,
 Which has 28 days in a year,
 And 29 in each leap year.



Make a card for each month of the year. Recite the poem using the cards.

 Name the months that have 31 days. Name your favourite month. Say why you like it. 

4.1.1(ii)
 4.1.2(ii)
 1.2.1(i)
 (ii)
 2.2.6(i)

Teacher's Notes

- Get pupils to hold up the appropriate cards showing each month of the year when they recite the poem.
- Explain what a leap year is.

UNIT 11 ARE YOU HUNGRY?



Listening and Speaking

Listen, point and say.



Point and say.

Do not be greedy.



I like cakes.

I do not like fish.



Tell the class what you like and do not like.



Teacher's Notes

Elicit names of food from pupils.

Play a chain drill game with the pupils – Pupil 1: I like milk. I do not like meat. Pupil 2: I like meat. I do not like cakes. Pupil 3: I like cakes. I do not like...



Activity Book p 67





Listening and Speaking



Listen and sing.

(Tune: Old MacDonald)





Fay and I
 Went to the beach
 With my floating fish
 It got a hole
 The air came out
 F...f...f...f...f...




Listen and repeat.

f


 fan


 fairy


 father


 five

ff

 buffalo

 giraffe

 muffin

 puff



Say aloud.

The fairy gave my father five muffins.
 Fanny Fish meets a buffalo and a giraffe.



1.1.3(e)
 2.1.2(e)
 2.1.3
 1.1.5

Teacher's Notes

- Draw pupils' attention to the similarity of the /f/ sound depicted by the graphemes 'f' and 'ff'.
- Get pupils to think of other words that contain the /f/ sound.



Activity
 Book
 p 68



What are the children doing? Read.



Answer 'Yes' or 'No'.

- 1 Anil likes fish.
- 2 Adam likes cakes.
- 3 The boys are in school.
- 4 Anil and Ben like apples.



How many kinds of food do the boys talk about? What do all of them like?



Write five kinds of food you like.

I like , , ,  and .

2.2.6(i)
(ii)
3.2.2(i)

Teacher's Notes

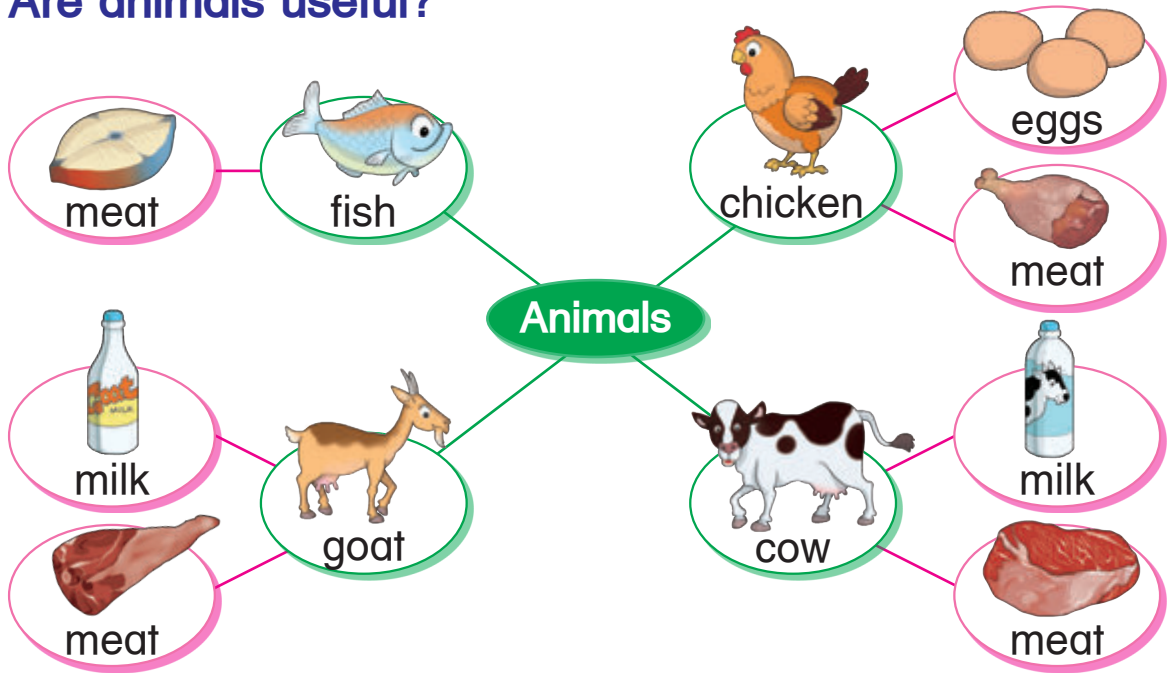
Talk about the types of food one can find in a supermarket.



Activity Book p 69



Are animals useful?

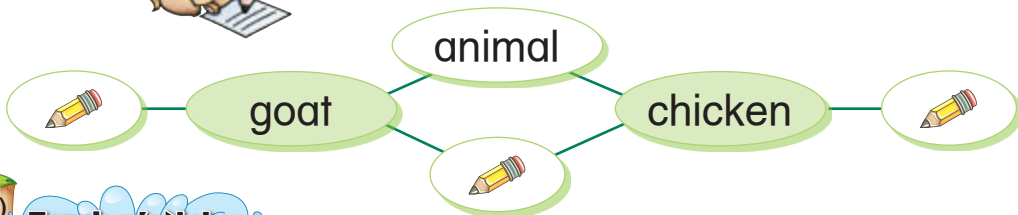


Answer 'True' or 'False'.

- 1 Animals give us food.
- 2 A goat gives us milk.
- 3 We get milk from a chicken.
- 4 A cow gives us meat and milk.
- 5 We get meat from goats, cows and fish.



Complete the map.



2.2.6(ii)
3.2.2(ii)

Teacher's Notes





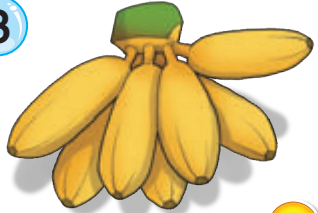

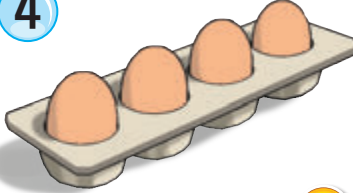









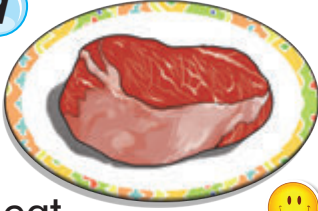

Elicit from the pupils what the mind map means.
Talk about the sources of food.



Activity Book
p 70



Talk about what the pictures show.

<p>1</p>  <p>noodles </p>	<p>2</p>  <p>rice </p>	<p>3</p>  <p>bananas </p>
<p>4</p>  <p>eggs </p>	<p>5</p>  <p>milk </p>	<p>6</p>  <p>cakes </p>
<p>7</p>  <p>ice cream </p>	<p>8</p>  <p>fish </p>	<p>9</p>  <p>meat </p>

Play a game.

- 1 Toss a coin.
- 2 Make a sentence.



Look at the pictures. Write five sentences.

3.3.1 (i)
1.2.1 (iii)

Teacher's Notes

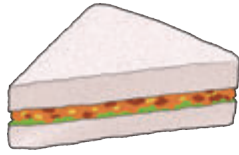
Explain the game to the pupils. Make a sentence based on the picture the coin falls on. Points may be awarded for each correct sentence.





Language Arts

Listen. Say the chant.



I don't like **chips** – no, no, no.
I don't like **sweets** – no, no, no.



No, no, no, no. No!

Chips, oh no! **Sweets**, oh no!

No, no, no, no. No!



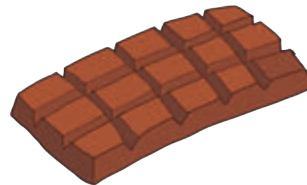
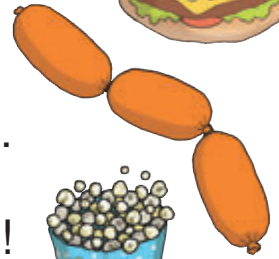
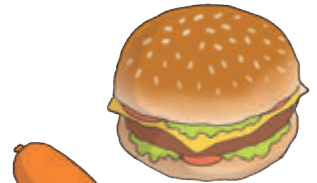
I like **milk** – yes, yes, yes.

I like **ice cream** – yes, yes, yes.

Yes, yes, yes, yes. Yes!

Milk, oh yes! **Ice cream**, oh yes!

Yes, yes, yes, yes. Yes!



Make your own chant. Replace the words in bold.



Is it good to eat chips and sweets? Why?



- 4.1.1(i)
- 4.1.2(i)
- 4.4.1(i)
- 1.3.2(i)
- 2.2.6(i)

Teacher's Notes

Get pupils to say the chant in groups and to clap to the rhythm. Talk about healthy and unhealthy food.





Listening and Speaking

Listen to the story.



Listen again and answer the questions.



How did the bear save himself?

Signpost

A bear is a wild animal.



Have you ever seen a bear? Where?

Teacher's Notes

I.3.1(iii)

Tell the story of The Bear and the Bees. Ask Wh-questions about the story e.g. Why did the bear hit the beehive?





Activity Book p 73



Listening and Speaking

Listen and say.

<p>I</p>  <p>laugh</p>	<p>ll</p>  <p>pull</p>
---	--

Listen and repeat.

I-		-ll	
lamb	lion	well	bell
log	lips	wall	doll



Say aloud.

A lamb looked down,
 And fell into the well,
 A lion saw the lamb,
 So he rang the bell.



1.1.3(e)
 2.1.2(e)
 1.1.5

Teacher's Notes

Draw the pupils' attention to the graphemes 'l' and 'll' having the same phoneme /l/.

Activity
 Book
 p 74



Reading

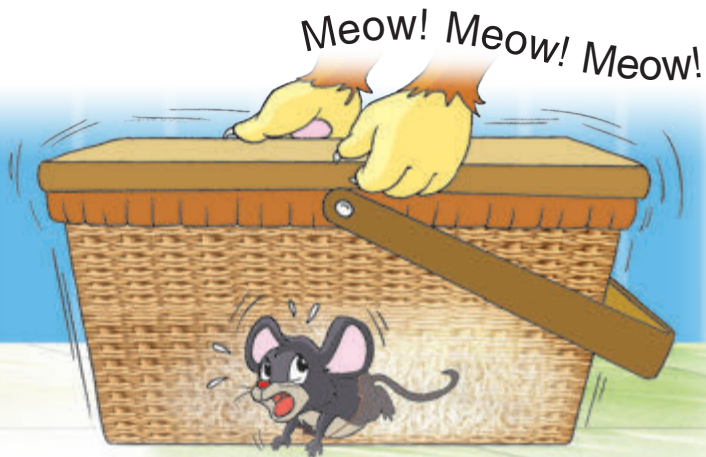
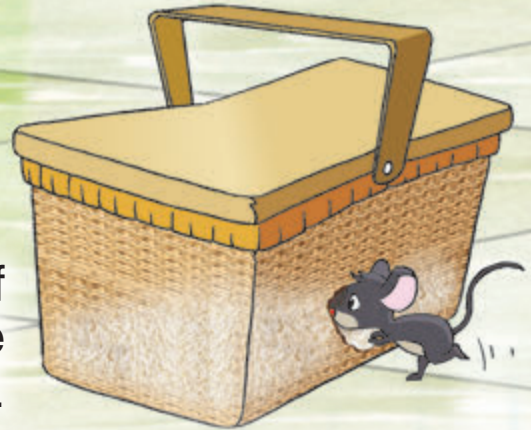
Are rats and cats friends?

Read.

One day, a rat saw a basket of rice. He wanted to eat the rice. He made a small hole in the basket. He went into the basket.

He ate a lot of rice. He was very happy. Then, he tried to get out of the basket. He could not.

Suddenly, ...

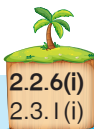


Answer the questions.

- 1 The rat could not get out of the basket. How did he feel?
- 2 In the end, what happened to the rat?
- 3 Was the rat clever? Why?



What lesson do you learn from the story?



Teacher's Notes

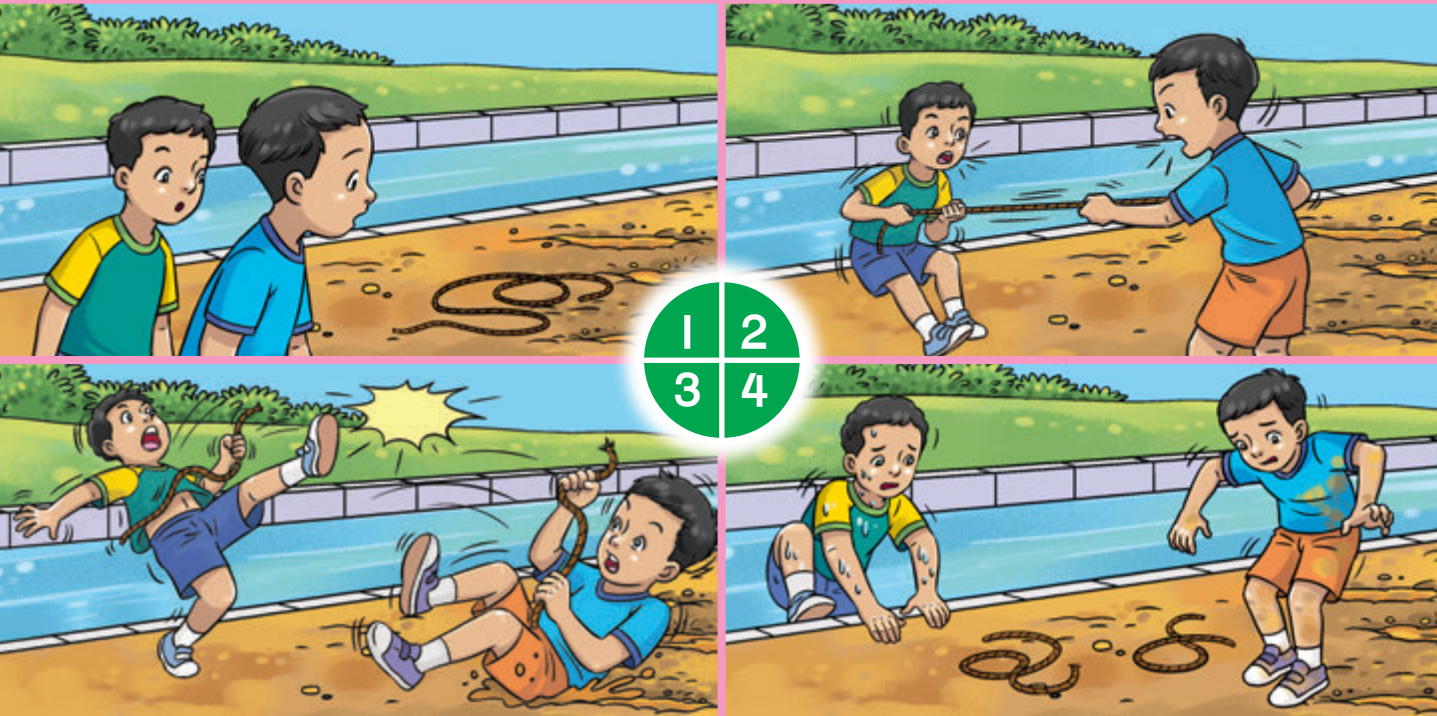
Ask pupils to tell the class about other stories that teach them not to be greedy.





Writing

Talk about the story in the pictures.



Read and match to form the story.

Two friends found

They started to

They pulled the rope

One fell into a drain

fight for the rope.

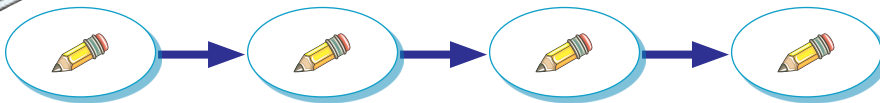
and the other into mud.

a rope on the ground.

and it broke.



Use the sentences above to complete the map.



3.2.3(i)
2.2.6(i)
(ii)

Teacher's Notes

Get pupils to act out the story. One group tells the story as a pair of pupils act it out.

Activity
Book
p 77



Language Arts

Listen and sing.

(Tune: Ding Dong Bell)

Ding dong bell,
 Pussy's in the well.
 Who put her there?
 Little Johnny Hare.
 Who'll bring her in?
 Little Tommy Thin.
 What a good boy was that
 To get some milk for pussy cat,
 Who never did any harm,
 But played with the mice in his
 father's barn.



Sing and act out the song.

Be kind to animals.



Who do you want to be your friend, Johnny or Tommy? Why?



4.1.1 (iii)
 4.1.2 (iii)
 4.4.1 (iii)
 2.2.6 (i)
 1.3.2 (i)

Teacher's Notes

Get a group of pupils to sing the song and another group to act it out.
 For the tune, type: <https://www.youtube.com/watch?v=-oTvcKZeyMO>



Activity
 Book
 p 78



TRY AGAIN 4



Reading



Read. Rearrange the pictures to form a story.



They started to fight for the watermelon.



He cut the watermelon into half.



Aru and Ari found a big watermelon.



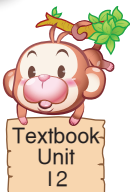
Pak Amin stopped the boys.

In the end, the boys were

happy.

sad.

2.2.6(i)
(ii)



UNIT 13 I LOOK GOOD



Listening and Speaking

Listen. Point and repeat.



big



small



long



short

Love yourself.



Look and say.

She has a small nose.



He has long legs.



Talk about yourself.
e.g. 'I have...'



1.2.1 (i)
(iii)

Teacher's Notes

Name the parts of the body. Pupils repeat.

Make sentences about the children in the picture e.g. He has small eyes. Pupils point and repeat.

Get pupils to stand if they have long hair, big eyes, etc.



Activity
Book pp.
81, 83, 84



Listening and Speaking

Listen and repeat.



bus



dress

Listen and clap.



Say aloud.

‘Comb your hair. It **is** a mess,’ said Bess to Tess.
‘A mess? A mess?’ Tess asked Bess.
‘Yes! Yes! Yes!’ said Bess to Tess.



Teacher's Notes

1.1.3(e)
2.1.2(e)
1.1.5

- Get pupils to clap when they hear the 's' sound in the words read out to them e.g. 'kiss' (pupils clap)
- Draw pupils' attention to the graphemes 's' and 'ss' having the same phoneme /s/.



Reading

How do you keep your body clean?
What does Mr Clean say? Read and match.

a Take a bath. Keep your body clean.

b Good! Brush your teeth. Keep them clean.

c Well done! Wash your hands with soap and water.

d That is right! Cut your nails. Keep them clean.



What will Mr Clean say?



2.2.6(i)
(ii)
2.3.1(i)
1.3.2(i)

Teacher's Notes

- Elicit from pupils other ways of keeping clean.
- Talk about the importance of cleanliness to health.

Activity Book p 84



Listen and say.

Hands on shoulders, hands on knees.
Hands behind you, if you please.

Touch your mouth, now your nose,
Now your hair and now your toes.

Hands up high, in the air,
Then pull them down and touch your hair.

Clap your hands, one, two three,
Then hands at your sides, like a giant tree.



Say the rhyme again with actions.

Did you enjoy the rhyme? Why?

Signpost 

giant = very big

- 4.1.1(ii)
- 4.1.2(ii)
- 4.4.1(ii)
- 2.2.6(i)

Teacher's Notes



- Have pupils act out the actions in the rhyme.
- Get pupils to perform the rhyme in groups.



Writing

Write what Zak and Zuk say.

My hands .
My legs .
I look good.



Zak

hands – big

legs – long



Zik

My eyes are small.
My ears are big.
I look good.



Zuk

legs – short

feet – big



3.1.3(ii)
(iii)
3.2.3(i)



Textbook
Unit
13

LET'S HAVE FUN 3



cat

rhymes with



rat

and



bat

Which word does not rhyme?

1



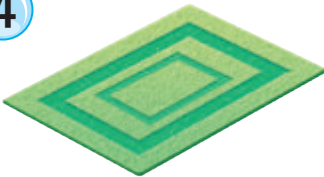
2



3



4



5



UNIT 14 GETTING DRESSED



Listening and Speaking

Listen and repeat.

A



B



Say and point.

Be clean.



Rani is wearing a red skirt.

Ben is wearing a blue shirt.



Say how Picture A is different from Picture B.



I.2.1 (iii)

Teacher's Notes

Get pupils to name the items of clothing above. Encourage them to name other items of clothing.
Talk about how clothing protects us.



Activity Book p 85



Listening and Speaking

Listen and sing.

(Tune: Jingle Bells)

Jelly and jam,
Jelly and jam,
Jingling on the plate,
Just, what will I eat it with?
J...j...j...j...



Drive Vic's van,
Drive Vic's van,
Drive around the village,
Just, what sound will it make?
V...v...v...v...

Listen and repeat.

j-

 jar

 jet

 jug

 jump

v-

 village

 vase

 vest

 violin



Say the words that begin with the same sound as these.

a



b



1.1.3(f)
2.1.2(f)
1.1.5

Teacher's Notes

For the tune, type: <https://www.youtube.com/watch?v=Djz82FBYiug>



Activity Book
p 86



Reading

What do the girls like to wear? Read.

Jeya likes to wear blue blouses and white skirts. She also likes to wear yellow dresses and blue shoes.

Vera likes to wear green T-shirts. She also likes red blouses and white skirts. She likes to wear blue shoes.

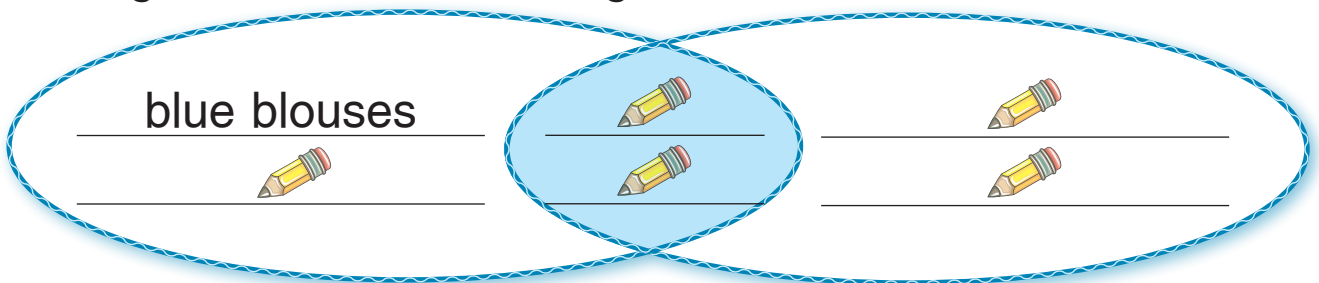


Complete the diagram.

Jeya likes...

They like...

Vera likes...



What do Jeya and Vera both like to wear?



What does your friend like to wear? Do you both like the same clothes?

2.2.6(i)
2.3.1(ii)
1.3.2(i)
3.2.2(ii)

Teacher's Notes

- Elicit the use of the Venn diagram from the pupils.
- Encourage pupils to draw Venn diagrams or double-bubble maps to show differences and similarities in preference for clothes.





Writing

What is Rani wearing? Read.

Rani is wearing a green blouse, a yellow skirt and red shoes.



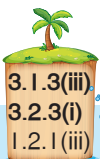
Say what Ben and Mei are wearing.



Write what Ben and Mei are wearing. You may use a computer.

Ben is wearing ,  and .

Mei is wearing ,  and .



Teacher's Notes

Get pupils to describe what the teachers in the school are wearing on that day.





Language Arts

Listen and say the chant.

I've got blue trousers,
 And a green T-shirt.
 I've got a brown jacket,
 And a purple skirt.
 I've got red shoes,
 And long pink socks.

And they are over there,
 On an orange box!



Say the chant again
 with actions.

Signpost

blue + red → purple
 blue + yellow → green
 red + yellow → orange



Do you have a jacket
 a jacket?



? When do you wear



4.1.1(i)
 4.1.2(i)
 1.3.2(i)

Teacher's Notes

For the chant, type: <https://www.youtube.com/watch?v=AYwLx5zhKI4>



Activity
 Book
 p 90

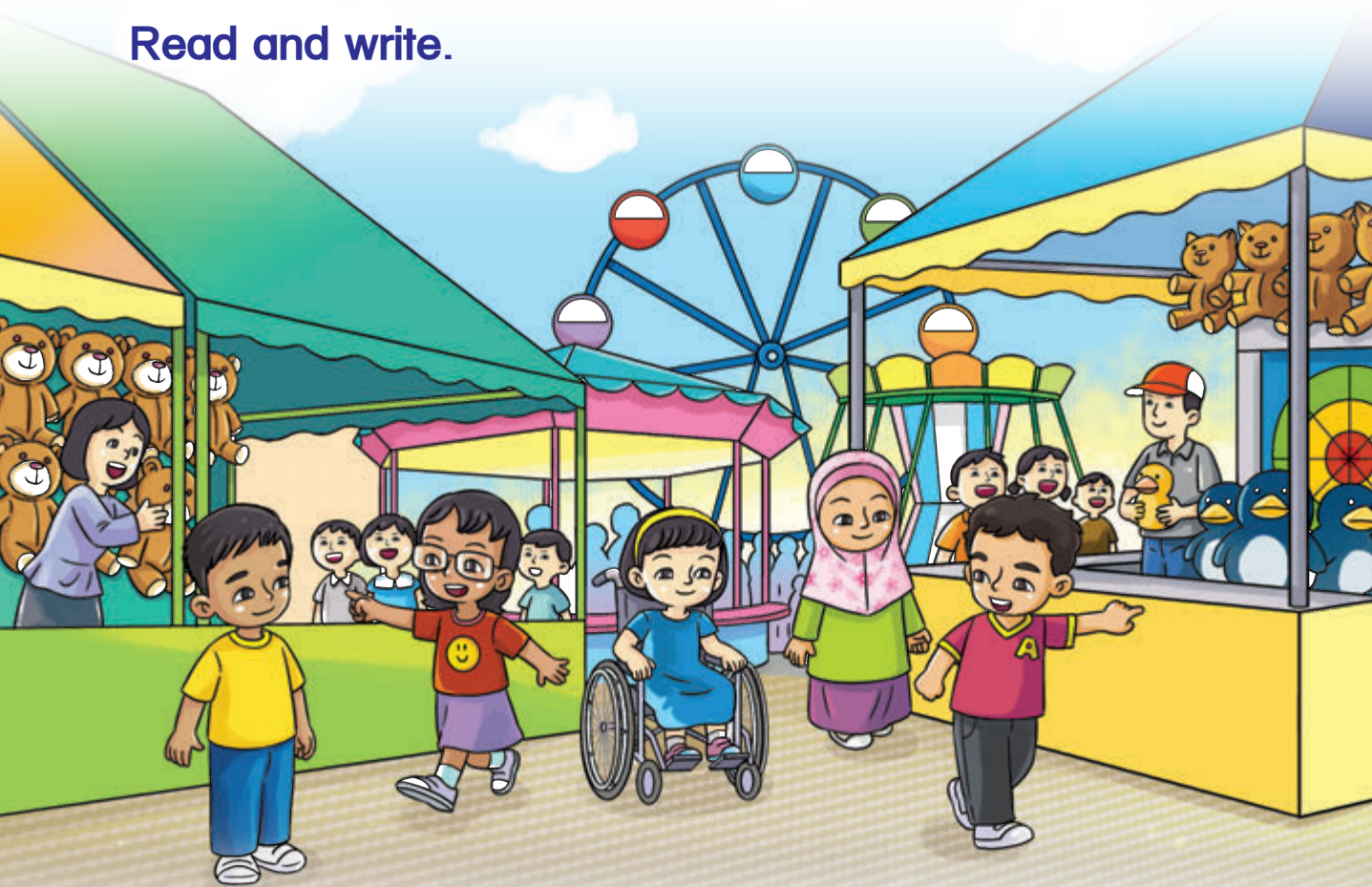






TRY AGAIN 5

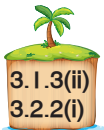


Writing

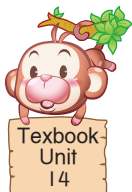
Read and write.



- 1 Mei is wearing a blue dress.
- 2 Ida is wearing a .
- 3 Rani is wearing a .
- 4 Ebin is wearing a .
- 5 Adam is wearing .



3.1.3(ii)
3.2.2(i)



Texbook
Unit
14

UNIT 15

WHERE ARE YOU GOING?



Listening and Speaking

Listen and sing.

(Tune: Oh My Darling)



library



classroom



canteen

Where are you going?
Where are you going?
Where are you going,
my friend?

To the office,
To the office,
To the office,
my friend.



school hall



school field



staffroom



toilet

Ask and answer.

Love your school.

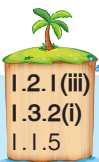


Where are you going?

I am going to the library.



Which is your favourite place in the school? Why?



1.2.1(iii)
1.3.2(i)
1.1.5

Teacher's Notes

Get pupils to sing in two groups: asking and answering. Pupils sing the song again replacing 'office' with the names of other places in the school. Talk to the pupils about what they should or should not do in certain places in the school, e.g. keeping quiet in the library, etc.

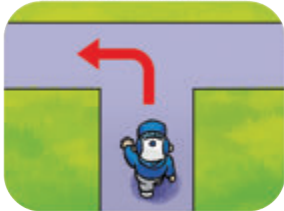


Activity Book p 91

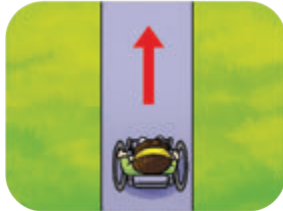


Listening and Speaking

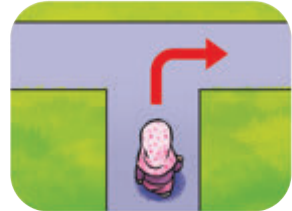
Listen, say and point.



Turn left.

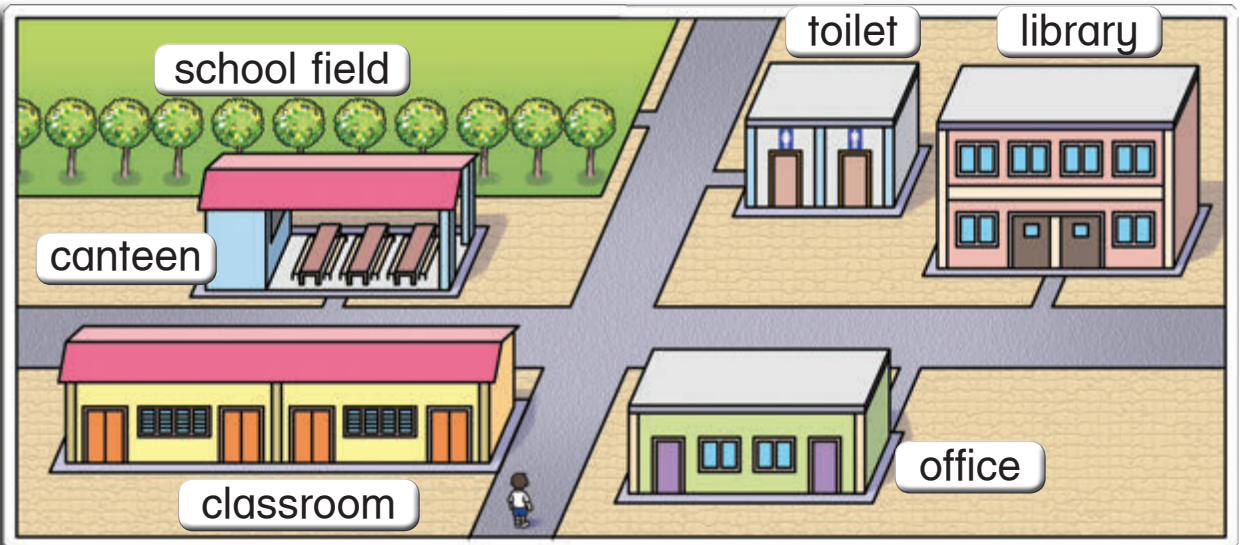


Go straight on.



Turn right.

Look at the map. Listen and trace.



Listen and answer.



Go straight on. Turn left.
It is on your right.



It is the canteen.



Teacher's Notes

- Get pupils to turn their heads to the right and to the left according to the instructions they hear.
- Draw a line on the floor and get pupils to stand on the line. Say 'Jump to your right/left' and pupils do accordingly.



Activity Book p 92



Listening and Speaking



Listen and repeat.

	 w ell	 w all	 w ater
	 o x	 o x	 o x
	 y o-yo	 y olk	 y ell
 o y	 o y	 o y	



Say aloud.

This is the **w**ay to get **w**ater from the **w**ell.
 The **fo**x put the **bo**x on the **o**x.
 'The **yo-yo** is on the **yolk**!' **y**ells the **bo**y.

1.1.3(f)
(g)
2.1.2(f)
(g)

Teacher's Notes

Get pupils to say the phonemes aloud before they say the words.



Activity Book p 93



What did Jon do yesterday? Read.



Answer the questions.

- 1 In Picture 2, where will Jon go?
- 2 Where does Jon want to go in Picture 3?
- 3 Where is Ebin going in Picture 4?



Is Jon a new boy in the school?
How do you know this?



Would you like Jon to be your friend? Why?



Activity Book
pp 94, 95

2.2.5(ii)
2.3.1(i)
1.3.2(i)

Teacher's Notes

Get pupils to act out the situation.



Writing

Where is Adam going? Read.



Adam is going to the library.



Play this game. Say where Adam is going.

	1	2	3
1			
2			
3			



Where are they going? Write.



Kuhan



Zaki



Ling



3.1.3(iii)
3.2.3(i)
1.2.1(iii)

Teacher's Notes

Get pupils to make a triangular spinner for the game.
Game: Use the spinner. Spin once for horizontal and again for vertical, e.g. 3 and 2 will be 'a school hall'.



Activity Book p 96



Language Arts

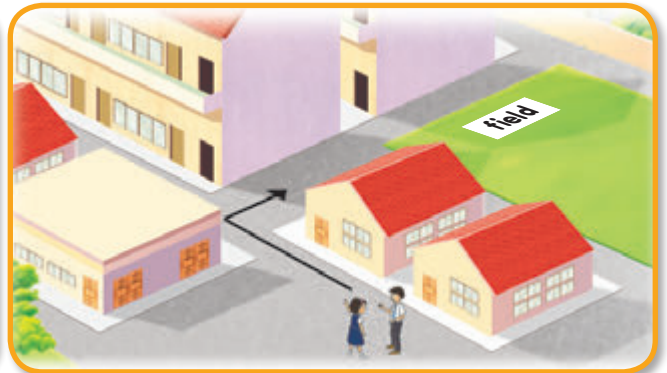
Listen and say the chant.

Excuse me. Excuse me.
 Where's the **library**?
 Where's the **library**?
 Go straight and turn right.
 Go straight and turn right.
 Oh, thanks. Thanks.

Excuse me. Excuse me.
 Where's the **canteen**?
 Where's the **canteen**?
 Go straight and turn left.
 Go straight and turn left.
 Oh, thanks. Thanks.



Say the chant again in groups.
 Use the pictures.



4.1.1(i)
 4.1.2(i)
 4.4.1(i)
 2.2.6(i)

Teacher's Notes



- Get pupils to replace the words in bold with other places in the school.
- Get the pupils to chant in two groups, one to ask and the other to answer.
- For the tune, type: <https://www.youtube.com/watch?v=AgTkKGM0TWE>



UNIT 16

ALL ABOUT MONEY



Listening and Speaking

Do you get pocket money? What do you do with it?
Listen and repeat.



Talk about what the children are doing.



Ming is saving money to buy a toy robot.



Do you save your money? What do you want to do with the money?

1.2.1 (iii)
1.3.2(i)

Teacher's Notes

Discuss with pupils what they can do with their money. Write the words 'save', 'spend' and 'share' on the board and talk to the pupils about saving, spending and sharing their money.





Listening and Speaking

Listen, point and repeat.



Use your money wisely.

Ask and answer.



How much is the robot?



The robot costs fourteen ringgit.



You have twenty ringgit.
What will you buy?
How much will you spend?
How much will you save?



1.3.2(i)
1.1.4(i)
1.2.1(iii)

Teacher's Notes



Emphasise on the importance of spending wisely and spending on what one needs and not what one wants.
Get pupils to trace coins and make money. Then, set up a play shop to buy and sell things.



Activity Book p 100



Listening and Speaking

Listen and repeat.



zero



jazz



quill

z-



zip



zoo



zebra

-zz



buzz



fizz



whizz

qu-



queen



quilt



quiet



Say aloud.

Zippy Zebra lives in the zoo.
Busy bees buzz and live there too.
‘Quiet! Quiet!’ quacks Queenie Duck.



1.1.3(g)
2.1.2(g)

Teacher's Notes

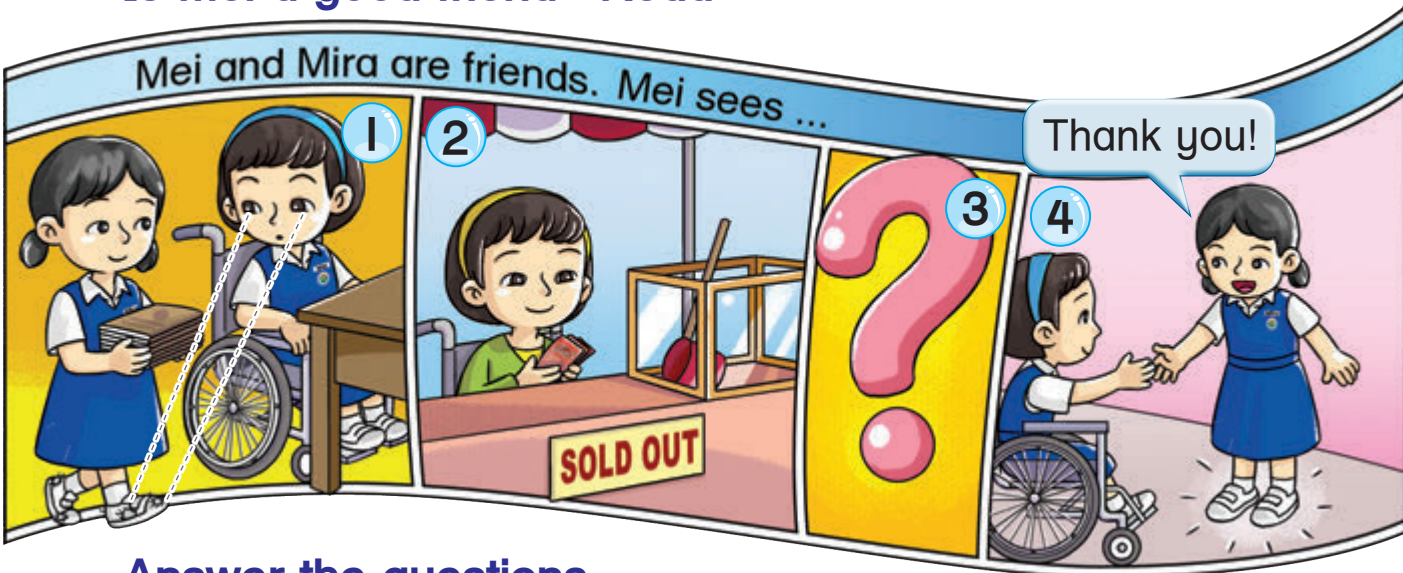
Draw pupils' attention to the graphemes 'z' and 'zz' having the same phoneme.

Activity Book p 101



Reading

Is Mei a good friend? Read.



Answer the questions.

- 1 Who sells drinks to make money?
- 2 What happens in Picture 3?
- 3 How do the girls feel in Picture 4?

Complete the map about Mei. Choose what you will write in it.



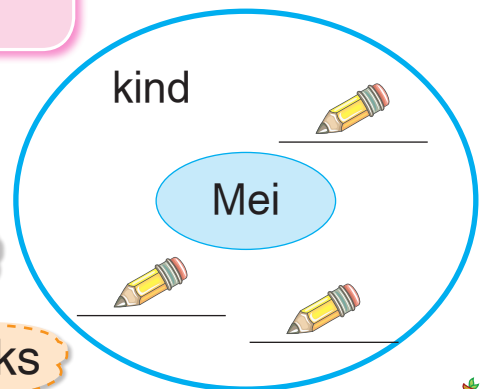
needs new shoes

uses money well

kind

buys shoes for Mira

sells drinks



2.2.6(ii)
2.3.1(i)
1.3.2(i)
3.2.2(ii)

Teacher's Notes

• Talk about using money to help those in need.



Activity Book p 102



Writing

Why is Ida saving her money? Read.



Ida is saving money to buy her brother a watch.



Use the table below to make as many sentences as you can.

Arul	is saving money to	buy a pen.
Biki		help the poor.
Ling		buy a T-shirt.
Lisa		buy a tie for Uncle Jim.



Write sentences about what the children are doing. Use a computer.



What are you saving your money for? Write a list.



Teacher's Notes

Get pupils to make other sentences apart from using the substitution table.





Language Arts

Listen and say the poem.

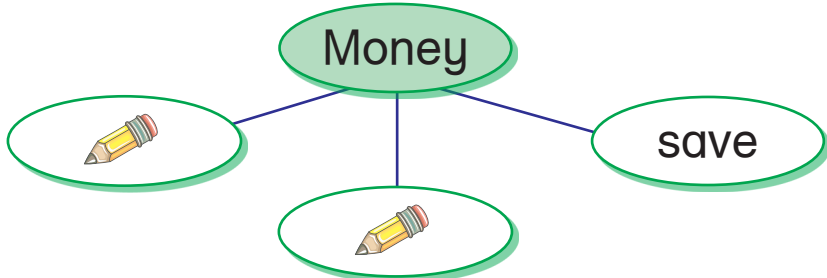
My name is Lucy Locket,
 I have money in my pocket,
 Money to save and money to spend,
 And money to help a friend,
 Yes! Yes! Yes!
 Money to save and money to spend,
 And money to help a friend.



Say the poem again with actions.



Complete the map.



4.1.1(ii)
 4.1.2(ii)
 4.4.1(ii)
 1.3.2(i)
 2.2.6(i)

Teacher's Notes

Ask pupils whether they think Lucy uses her money wisely and get them to give reasons for their answers.





Listening and Speaking

Listen and sing.

(Tune: She'll Be Coming Round the Mountain)

Let us recycle paper,
 Let's do that. (Yes, we can.)
 Let us recycle cans,
 Let's do that. (Yes, we can.)
 Let us recycle glass,
 Let us recycle plastic,
 Let us keep our place clean,
 Let's do that. (Yes, we can.)



Answer the questions.

- 1 What are the children doing?
- 2 Why are there three bins?
- 3 What does this sign mean?
- 4 Why should we recycle?



In groups, sing again with actions.



1.1.5
1.3.2(i)

Teacher's Notes

- Elicit from pupils the meaning of recycling. Discuss the importance of recycling.
- Get pupils to sing the song in groups using actions and real objects.





Listening and Speaking

Listen and repeat.



Keep the place clean.



Say and do.



Pick up rubbish from the ground.



In a group, write a list of what we can do to keep the place clean.



Activity Book p 106

1.2.3(i)
3.3.1(ii)

Teacher's Notes



• Say: To keep the place clean, recycle newspapers, plant more trees, etc. Write the phrases on the board and get pupils to practise saying them. Get a pupil to give the instruction and another to mime the action.



Listening and Speaking

Listen and repeat.



chicken



match



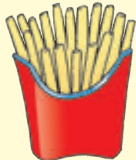
shell



fish

Say aloud.

ch-



chips



catch



chop



beach

sh-



ship



dish



shop



push



Say aloud.

Sheela eats fish and chips on a ship,
Charlie eats chicken chop in a shop,
Sheela sits on a chair on the beach,
Charlie likes to catch fish and can't stop.



Teacher's Notes

Get pupils to sing the songs in this link to practise the /tʃ/ and /ʃ/ sounds.
For the tune: <https://www.youtube.com/watch?v=jZSBwGQy5H4>





Reading

Read the poster.



Answer the questions.

- 1 Where will you see this poster?
- 2 What must you do to keep the school clean?
- 3 What else can you recycle?



Draw a map to show what you can do to keep the school clean.

Ways to Keep the School Clean



2.2.6(ii)
1.3.2(i)
3.2.3(ii)

Teacher's Notes

Talk about why we should keep the school and the environment clean and green.

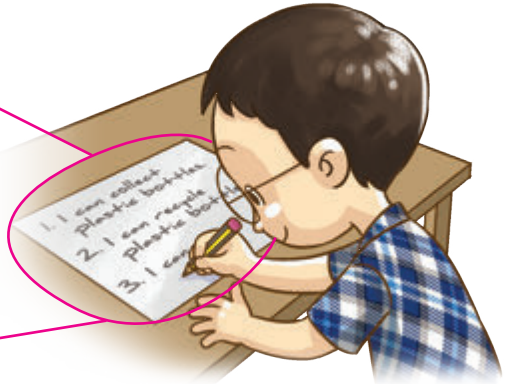
Activity
Book
p 108



Writing

What can Ming do to keep the park clean? Read.

1. I can collect plastic bottles.
2. I can recycle plastic bottles.
3. I can



Rearrange the words to form sentences.

- 1 into bins rubbish throw I can
- 2 newspapers I can old recycle
- 3 plastic reuse bottles I can
- 4 plant in more trees the garden I can
- 5 the ground from I can rubbish pick up



Look at the pictures. List what you can do to keep the place clean. Use a computer.



3.1.3(iii)
3.3.1(ii)
1.2.1(iii)

Teacher's Notes

Get pupils in the higher proficiency group to make sentences other than those shown in the pictures.



Activity Book
pp 109, 110



Language Arts



Listen and say the poem.

Reuse plastic bottles,
Everyone should help,
Clean up the playground,
You can plant more trees,
Collect glass bottles and cans,
Learn to recycle paper,
Enjoy playing in a clean place.



Arrange the sentences to write another poem.

Come and collect plastic bottles
 Enjoy walking in a clean park
 You can find them on the ground
 Let's keep the place clean
 Recycle old newspapers
 Everyone can do it
 Cans and glass bottles

R...
 E...
 C...
 Y...
 C...
 L...
 E...



Teacher's Notes

Get pupils into groups and encourage them to write an acrostic poem on 'RECYCLE' together. Have them write on a cardboard and decorate their work. Display it in class.



Activity Book p 110

MOVE AHEAD 4



Reading

Read.

I am Canny Can. Nick buys me.
He drinks my fizzy orange juice.
He throws me on the ground.

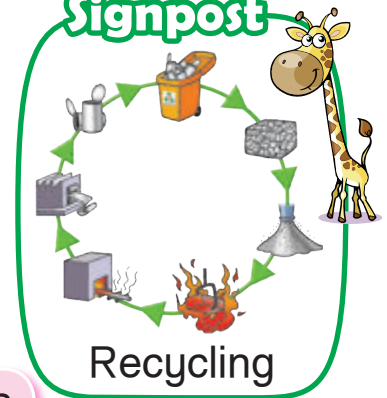


Adam picks me up. He puts me
into an orange bin. I meet many
friends there.



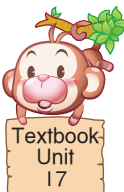
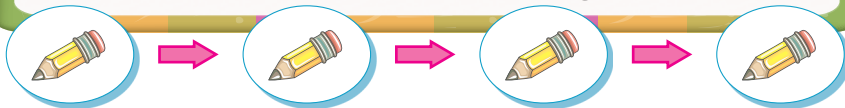
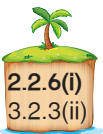
One day, two men take me and my
friends away. The men wash us.
Then, they make us into new cans.

Signpost



Draw a map to show what happens
to Canny. Use the sentences below
to help you.

- I become a new can.
- Adam puts me into an orange bin.
- Some men wash me.
- Nick throws me on the ground.



LET'S HAVE FUN 4

Play this game with a friend.

1. Look at the pictures and remember them.
2. Count to 10.
3. Close the book. Write the names of the things.
4. The person with the most number of correct things wins.



UNIT 18 WE LOVE MALAYSIA



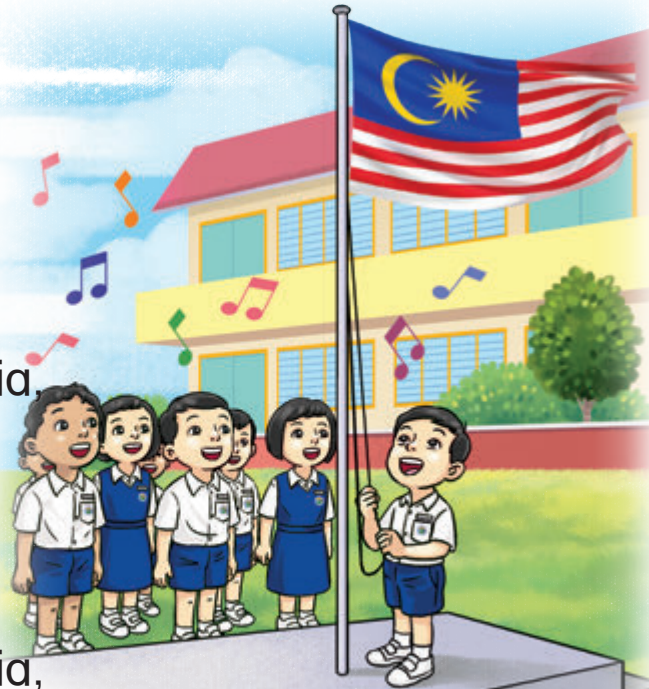
Listening and Speaking

Listen and sing.

(Tune: *The Wheels of the Bus*)

We love our country, Malaysia,
Malaysia, Malaysia,
Fly our flag high up proudly,
Jalur Gemilang.

We love our country, Malaysia,
Malaysia, Malaysia,
Stand straight up and sing proudly,
Negaraku.



What do you do when you sing *Negaraku*? How do you feel when you fly the *Jalur Gemilang*?



How do you show your love for Malaysia?



Teacher's Notes

- Explain to the pupils that as good citizens/Malaysians, they should be respectful to the flag and the national anthem.
- Pupils may make little Malaysian flags and wave them as they sing.





Listening and Speaking

Look at the pictures. Where are the children? What are they doing?



Be a good Malaysian.



Are the children good Malaysians?
Why do you say so?

1.3.2(i)
1.2.1(iii)

Teacher's Notes

Get pupils to talk about what a good citizen/Malaysian should do. Discuss what they can do at home, in school and in the neighbourhood to be good Malaysians.



Activity Book
pp 111, 113



Listening and Speaking

Listen and repeat.



three



teeth




mother



king

Say aloud.

th	 thin	 mouth	 author
	 this	 father	 bathe
ng	 ring	 sing	 wing



Say aloud.

This author is better than that author.
The boys sing when the bells ring.



1.1.3(h)
2.1.2(h)

Teacher's Notes

Draw the pupils' attention to the correct pronunciation of the voiced and voiceless 'th' sounds.



Activity Book p 112

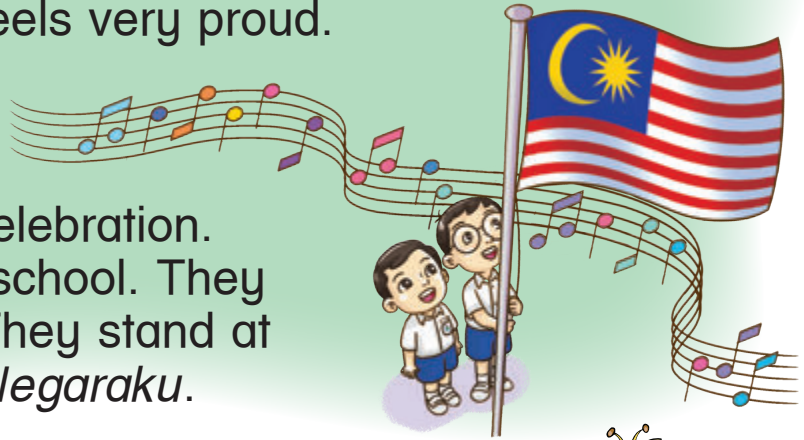


Reading

What do you do on National Day? Read.



Ida's father brings a flag home. Ida and her father fly it on National Day. They watch the parade on television. Ida feels very proud.



It is a National Day celebration. Ming and Ben are in school. They fly the national flag. They stand at attention. They sing *Negaraku*.

Answer the questions.

- What flag did Ida fly?
- Did Ida enjoy National Day?
- Where were Ming and Ben?

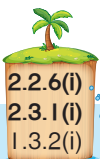
Signpost

The National Day of Malaysia is on 31st August.



Do the children love Malaysia? Why?

Look for pictures of the National Day of Malaysia on the Internet. Talk about what people do on that day.



2.2.6(i)
2.3.1(i)
1.3.2(i)

Teacher's Notes

- Elicit from the pupils the different ways they celebrate National Day.
- Emphasise on the need to show patriotism towards the country.



Activity Book
pp 113, 114



Writing

Read about Azri.

- Azri is a good Malaysian.
- He obeys rules.
- He keeps the place clean.
- He loves Malaysia.



Complete the sentences about Mei Yi.



-  is a good Malaysian.
- She helps to .
- She .
- She loves Malaysia.



Write about Deva. Use a computer.

Negaraku...



Write about yourself. Use a computer.

3.1.3(iii)
3.3.1(i)
2.2.6(i)

Teacher's Notes

Get pupils to type what they have written about themselves and to decorate their work with pictures from the internet. Display their work in class.

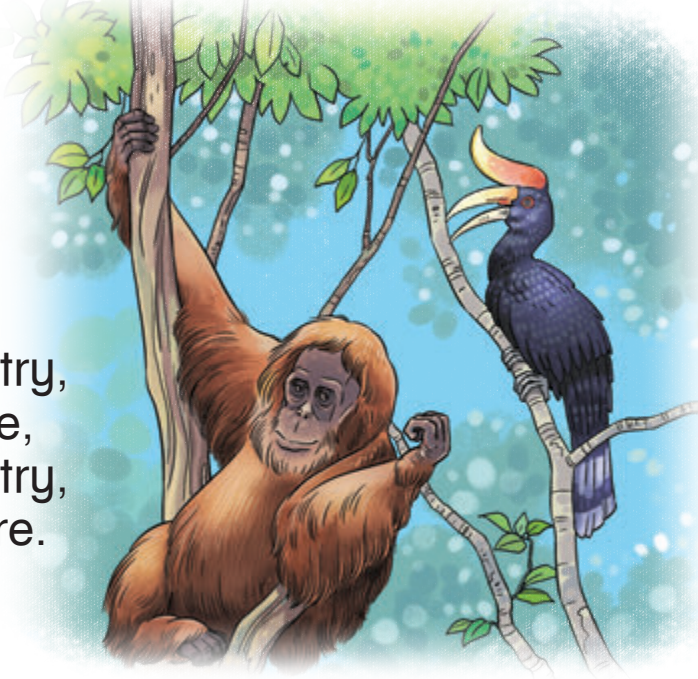




Language Arts

Listen and say the poem.

Malaysia is a beautiful country,
With green trees everywhere,
Malaysia is a beautiful country,
Where people give and share.

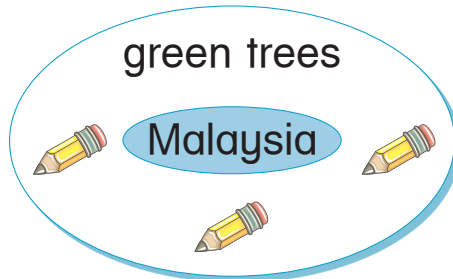


We live happily together,
We are all Malaysians,
Malays, Ibans, Chinese,
Kadazans and Indians.



What does the poem teach you?

Complete the map about Malaysia.



- 4.1.1(ii)
- 4.1.2(ii)
- 4.4.1(ii)
- 2.2.6(i)
- 3.2.2(ii)

Teacher's Notes

Highlight the beauty of Malaysia and the unity amongst the different races which makes Malaysia special.

TRY AGAIN 6



Reading

Read and match.

I recycle things.

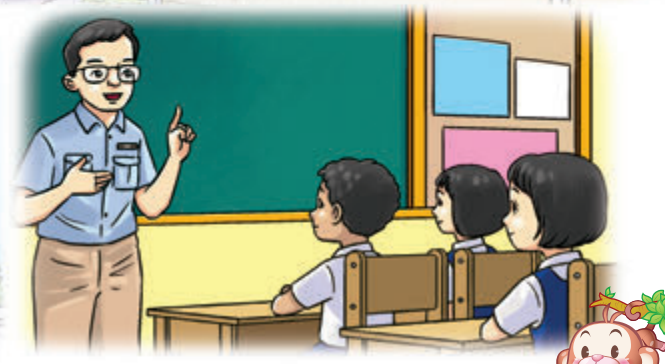
I pay attention in class.

I obey rules.

I fly the national flag proudly.

I help my neighbour.

I help to plant trees.



2.2.6(i)



Textbook
Unit
18



PLAY AND LEARN 2



Play the game.



20
Make a sentence with 'long'.

21
Do the action: 'Walk straight. Turn left.'

22
I eat in the _____ (n e c t e n a).

23
Read aloud: The fox met an ox at the well.

19
He is wearing a _____ T-shirt.

18
Go back 2 spaces.

17
Clap your _____.

16
Make a sentence: _____

15
Spell and say aloud: _____

14
b e _____

13
She has big _____.

1
Answer: When is your birthday?

2
Spell and say aloud: _____

3
_____ is the sixth month of the year.

START

Instructions


1. Throw the dice.
2. Move your token according to the number on the dice.
3. Answer the question you land on. If your answer is wrong, you miss a turn.
4. The first person to reach FINISH wins the game.



LET'S SING

Thank you and Goodbye

(Tune: *Twinkle, Twinkle, Little Star*)

The illustration depicts a school scene. On the left, the Malaysian flag flies on a tall pole. In the center, a group of seven children in school uniforms are waving. One girl is in a wheelchair. On the right, a female teacher in a purple shirt and black skirt is waving. The background shows a school building and a tree. Musical notes are scattered throughout the scene.

Goodbye, goodbye to Year 1,
We all had a lot of fun,
Learnt to read, to count, to write,
Learnt about what's wrong and right,
Thank you, thank you dear teachers,
For your love, care and kindness.

4.1.1(iii)
4.1.2(iii)
2.2.6(i)

Dengan ini **SAYA BERJANJI** akan menjaga buku ini dengan baik dan bertanggungjawab atas kehilangannya serta mengembalikannya kepada pihak sekolah pada tarikh yang ditetapkan

Skim Pinjaman Buku Teks			
Sekolah _____			
Tahun	Darjah	Nama Murid yang Menerima	Tarikh Terima
Nombor Perolehan: _____			
Tarikh Penerimaan: _____			
BUKU INI TIDAK BOLEH DIJUAL			