

PRESENTATION OF MODULES

MODULE ONE

A OBJECTS

Aim : Introduction to objects

Function : Identifying objects

Objectives : Listen and pronounce objects correctly

Listen and identify objects by saying out their names

Listen and identify objects by colouring them

Listen and identify objects by pointing at them

Listen and identify objects by circling them

Aids : a book, a pen, a pencil, a handkerchief, a ruler, a sharpener, an eraser,
a plastic bottle, a desk, a chair, a pair of socks and a pair of shoes.
Worksheets A1, A2

Teacher's Activity:

Step One

Pick up a book from your desk or from a learner's desk and ask the class "Do you know what this is?" Repeat the question several times in different ways, for example, "What is this?" or "What do you call this?" If the learners are unable to understand the questions, use facial expressions and gestures to help them to understand the questions. There might be one or two who may respond in their mother tongue. If this happens, accept it by saying, "Yes, you're right but what is it called in English?" If nobody knows it, you may proceed by saying, "This is a book. . . . book . . . a book." Make them repeat after you. You do not have to use the word *repeat* each

time. For variation, you may use the phrases like: “Say after me.” or “Again” as well as gestures to indicate that they are required to repeat the word after you.

Continue by asking the learners if they have a book with them, for example, “Do you have a book? Let’s look in your bags.” Pick one of the learners’ bag and show it to the class. “This is a bag . . . a bag Let’s look in the bag. Oh yes, there is a book in this bag.” Take out the book and show it to the class. Look at the owner of the book and say, “Yes, you do have a book.” Then say, “Class, does Aina have a book? Yes.” Repeat the question and make the class answer “Yes” in a chorus.

Then say, “Now, put your book up.” Put your book up. Make all the learners put their books up. This is to introduce the verb *put*. Put your book up in the air and ask, “What is this, class?” When the class says, “Book”, you say, “Good, . . . this is a book.” Do this activity for the rest of the objects.

Step Two

Distribute Worksheet A1. Show the class Worksheet A1 to check that everyone has the same copy. Call out the name of an object while the learners point at it. Explain the activity. Introduce the verb *point*. Demonstrate to the class how to *point* at the object using their index finger.. Always prepare the learners for a listening task by saying, for example, “Are you ready?” or “Can we start now?” Let’s say the object is a pen. Say, “It’s a pen.”

Repeat several times between pauses. During pauses, walk around to check that all the learners are pointing at the right object. If there are learners pointing at the wrong object, show them on their paper and make them repeat after you, individually. Continue with the rest of the objects in the worksheet.

Step Three

Introduce the word *circle*. Demonstrate how a circle is drawn on the board.

Using the same material (worksheet A1), ask the learners to circle the objects as they listen to the names being called out.

Script

Now, listen and circle the correct picture.

1. It's an eraser.
2. It's a ruler.
3. It's a desk.
4. These are shoes.
5. It's a pencil.
6. It's a book.

Step Four

Distribute Worksheet A2. Give the instruction for this activity. Introduce the word *tick* and show the class what it looks like by drawing it on the blackboard. Get the learners ready and start the activity. Remember to repeat each statement and have pauses in between so that the learners will have enough time to complete the task.

Script

Let's listen and put a tick in the correct box.

1. It's a handkerchief.
2. It's a sharpener.
3. These are socks.
4. It's a pen.

5. It's a chair.
7. It's a bottle.

Step Five

Introduce a game very similar to "Queen of Sheba". You are the queen of the class and request for the objects introduced in this lesson. The role of the learners is to present the objects requested by the queen. The first person to present the queen with the object requested is the winner. Start the game by saying " I'm the queen of this class and I wish to have.....(name of the object)". You may repeat the same objects and play the game till the end of class.

REACTIONS OF THE CHILDREN AND TEACHER TO MODULE ONE

This module deals with objects. The objects chosen were common objects which the learners encounter and use daily especially in the classroom. They were not something new to them. At the age of four, they may even know the terms for them in their mother tongue. As Rohaty Mohd. Majzub (1998) puts it; materials presented should be 'meaningful' and 'relevant' to the learners or 'related to the previous knowledge' or 'the experience' of the learners. The objects were pen, pencil, ruler, book, desk, chair, eraser, sharpener, handkerchief, shoes, socks and bottle. I have chosen to introduce twelve objects only because I did not want to overload the learners with too much input, as this would make the learners become restless. Anyway, the learners may not be able to remember too many things at a time as they were still at Piaget's pre-operational stage.

When I first met the learners, they were very shy, as I was new to them. I knew I had to break the ice before I could proceed with my plans. It actually took me about an hour to get to know them and for them to feel comfortable with my presence. It was vital to create an atmosphere of emotional warmth in order for the process of teaching and learning to take place effectively. Not a single word of English was used during the ice breaking session. Instead, I used Bahasa Malaysia, the learners' mother tongue because I wanted them to feel comfortable communicating with me. I only started with my plans in the second session with the gap of five hours between the sessions.

They were glad to see me again in the second session. This time I used English only. They were puzzled at first as I sounded very strange to them but as the session

English it's called *point...point*." The learners then repeated after me. I went on with the activity. They had no problems identifying the book, pen, pencil, ruler, bottle, chair, desk and handkerchief but two of the learners had difficulty identifying between the socks and shoes and also between the sharpener and eraser. They must have got confused due to the similar shapes of the socks and shoes, and the shapes of the sharpener and eraser.

At the end of this exercise, I made the learners practise using the structure "This is....." orally. The first time I said, "This is a book," the learners remained silent. Nobody said anything. I guessed they did not catch my utterance. I tried again but this time I had pauses in between the words. My guess was right. When I repeated the sentence slowly with pauses, the learners were able to follow. I spent quite a long time going through this exercise. I was afraid that the learners might feel bored but surprisingly they had a good time. They enjoyed it because they were producing something – they listened and produced it by imitating it in the oral form.

I decided to have a short break before going into the next activity. It was not the children who were tired but the teacher. Nevertheless, I felt good watching the children practising among themselves.

After the short break, I proceeded with the next activity. All of them managed to circle correctly. This meant that they managed to identify the objects learnt successfully.

When they reached Step Four, they had no problems identifying the objects. As a follow-up activity, I introduced a game similar to "Queen of Sheba". I explained the rules several times and demonstrated the game. They were very excited and had so much fun that they did not want to stop.

unfolded they became more confident because the objects I introduced were familiar to them.

The learners were very actively involved in the first part of the lesson (Step 1). When I showed the book, all them said *buku*, which was the term used in their mother tongue. When I told them it was a *book*, one of them said in his mother tongue, “My mother said it’s called *buku*.” This showed that they were familiar with this particular object. I explained to them that in English, it was called a *book* and they would be learning more terms in English. Before I could proceed, one of them picked up a ruler and asked me what it was called in English. I was pretty excited at that time as I could sense that they were interested to learn.

Then I went on asking if they had any books with them. As expected, the learners did not understand what I said except for the word *book*. What they did was to point at the book I was holding. With that I said, “This is my book. Do you have a book, Anis?” Anis looked at me blankly. “Let’s look in your bag.” Anis picked up her bag from the floor and put it on her desk. This action showed that she knew what a *bag* was as the object was also known as *beg* in her mother tongue. “Yes... Let’s look in your bag... Oh yes, you do have books in your bag.” By this time, the rest of the learners had picked their bags up and brought out whatever books they had.

When I distributed Worksheet A1, they got very excited and started citing some of them to themselves. By this time, most of them had managed to remember the words *pen*, *pencil* and *book*. They did not have problems with the first two words, as they were similar to the terms used in their mother tongue. After going through all the objects in the worksheet, I explained what they were supposed to do and introduced the verb *point*. Spontaneously, one of the learners’ said *tunjuk* which meant *point* in his mother tongue. I responded to that statement by saying, “Yes, in