

QUESTIONNAIRE (STUDENT)

A Participant's Details	
Name: _____	School: _____
Gender: _____	E-mail Address: _____
Age: _____	Contact Number: _____
Language spoken most: _____	(Home/Friends) _____ (School)
Language written most: _____	(Home/Friends) _____ (School)

Please complete the following by ticking (/) the relevant responses.

B Contents

		None	A few	Some	Many	All
1	The topics were interesting to me.					
2	The topics were up-to-date and covered current happenings.					
3	The topics were of real life practical examples. (For example: The terms used were commonly found in our daily usage such as social expressions etc.)					
4	The topics were well organised. (For example: One topic could be linked to another topic.)					
5	The topics were from easy to difficult and near to far.					
6	The topics could be easily understood.					
7	The topics were included in the scope of the UPSR examination.					
8	The topics were tested in the UPSR examination.					
		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
9	The topics were suitable for pupils of 10 years old.					
10	The various topics fulfilled the themes (World of Self, Family and Friends; Stories; and Knowledge) categorised by the syllabus.					
11	The topics were culturally appropriate.					

C Vocabulary

		None	A few	Some	Many	All
1	The new vocabulary items were highlighted in the text. (For example: coloured, bold, italic, etc.).					
2	The new vocabulary items were presented in an easy to understand manner. (For example: with matching pictures, through texts, etc.)					
3	The new vocabulary items were reinforced in subsequent lessons through texts, exercises and activities.					
		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
4	I was satisfied with the number of new vocabulary items introduced in the textbook.					
5	The new vocabulary items were useful for the listening and speaking assessment (oral) in the UPSR examination.					
6	The new vocabulary items were useful for the reading assessment in the UPSR examination.					
7	The new vocabulary items were useful for the writing assessment in the UPSR examination.					

D Grammar

		None	A few	Some	Many	All
1	The grammatical items were covered extensively. (For example: pronouns, subject-verb agreement, adjectives etc.)					
2	The grammatical points were well organised from easy to difficult.					
3	The grammatical points were taught exclusively in each topic.					

		None	A few	Some	Many	All
4	The grammatical points were taught in contexts.					
		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
5	The textbook covered enough grammatical items for answering the UPSR examination.					

E Exercises

		No	Yes			
			A few	Some	Many	All
1	Have you done any of the exercises provided in the textbook?					
2	Are the exercises well organised from easy to difficult?					
3	Could you do the exercises without any guidance from the teacher?					
4	Are the sample questions and answers relevant to the UPSR examination?					
5	Were you able to do the UPSR examination format questions by just doing these exercises?					
6	Did you use any other materials besides the exercises in the textbook (For example: workbooks)?					
		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
7	The exercises helped me to understand the lessons better.					
8	The vocabulary and grammatical items knowledge needed to be acquired from other resources for the UPSR examination.					
9	There is a variety of exercises in the textbook.					
10	The exercises help me to be a more analytical, creative and critical thinking person and a team player.					

STUDENT INTERVIEW QUESTIONS

Interviewee:

Sex:

Age:

Contact No.:

Date:

Place

Time of interview:

- 1- What do you think of the contents of the textbook?
- 2- What do you think of the vocabulary of the textbook?
- 3- What do you think of the grammar points of the textbook?
- 4- What do you think of the exercises of the textbook?
- 5- Do you think by using the textbook alone, is enough to cover the scope of the UPSR examination?
- 6- In what ways, do you think the quality of the textbook can be improved?

QUESTIONNAIRE (TEACHER)

A <u>Participant's Details</u>	
Name: _____	School: _____
Gender: _____	E-mail Address: _____
Age: _____	Contact Number: _____
Years of teaching experience: _____	Years of teaching English: _____

Please complete the following by ticking (/) the relevant responses.

B Objectives

The following objectives in the textbook are relevant to the UPSR examination [you may tick (/) more than one]

Unit 1 Living In Harmony	Listen and read a poem.		Unit 4 Take Care	Read and respond to a story.	
	Ask help from friends.			Match sentences to pictures.	
	Respond to someone asking for help.			Complete sentences.	
	Read and understand a text.			Read a poem with the 'e' sound.	
	Write your initials.		Unit 5 Try A Little Kindness	Listen and read a poem.	
Say a chant with the 'wh' sound.		Read and understand a letter.			
Name and talk about occupations of people.		Write sentences about the pictures.			
Unit 2 What's My Line?	Match words and sentences to pictures.		Make words from a big word.		
	Write sentences based on the pictures.		Read a telephone conversation with the 'ph' sound.		
	Read and respond to a story.		Unit 6 Healthy Living	Talk about food you like and dislike	
Say a chant with the 'p' and 'l' sounds.		Spell numbers 26 to 35.			
Unit 3 Many Happy Returns	Listen to and enjoy a song.		Read and write numbers 26 – 35.		
	Wish someone "Happy Birthday".		Write sentences on how to keep clean.		
	Understand words that show comparison.		Read a dialogue with the 'ch' sound.		
	Write sentences.				
	Read a poem with the silent 't'.				

Unit 7 Happy Teacher's Day	Ask for and give information.	Unit 10 Rain and Shine	Listen and read a poem.
	Read a text on Teacher's Day.		Read and understand simple paragraphs.
	Complete text with missing words.		Read a story.
	Write a text.		Understand words opposite in meaning.
	Read a poem with the 'o' and 'a' sounds.		Read a rhyme with the 'ir' sound.
Unit 8 Out and About	Listen to and follow directions.	Unit 11 I Love Nature	Tell the time.
	Name and categorise transports.		Talk about scenery.
	Talk about locations and directions.		Read and understand texts about nature.
	Write about locations and directions.		Complete a table.
	Read a poem with the 'ph' sound.		Write sentences using 'or' and 'so'.
			Read a poem with the silent 'h'.
Unit 9 Festive Cheer	Say 3-syllable words.	Unit 12 Story Time	Respond to stories.
	Recite a poem.		Describe the characters in a story.
	Read and understand texts about festivals.		Match sentences.
	Write sentences using 'and' and 'because'.		Read and understand stories.
	Write a short composition.		Write a short paragraph.
		Unit 13 Looking Back	Talk about likes and dislikes.
			Read and fill in a table.
			Write sentences.
			Write a composition.
			Solve a puzzle.

From C to F, you can only tick (/) one response. Please cross out (*) whichever is relevant and fill in the spaces provided.

C Contents

		None	A few	Some	Many	All
1	The topics are interesting.					
2	The topics are up-to-date and cover current happenings.					
3	The topics are of real life practical examples. (For example: The terms used are commonly found in our daily usage such as social expressions etc.)					
4	The topics are well organised. (For example: One topic can be linked to another topic.)					
5	The topics are from easy to difficult and near to far.					
6	The topics can be easily understood.					
7	The topics are included in the scope of the UPSR examination.					
8	The topics are tested in the UPSR examination.					
		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
9	The topics are suitable for pupils of 10 years old.					
10	The various topics fulfil the themes (World of Self, Family and Friends; Stories; and Knowledge) which are categorised in the syllabus.					
11	The topics are culturally appropriate.					
12	What topics should be included? *None / Suggestions:					
13	What topics should be excluded? *None / Suggestions:					
14	What other ways could the topics being portrayed? *Sufficient / Suggestions:					

D Vocabulary

		None	A few	Some	Many	All
1	The new vocabulary items are highlighted in the text. (For example: coloured, bold, italic, etc.).					
		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
2	The new vocabulary items are presented in an easy to understand manner. (For example: with matching pictures, through texts, etc.)					
3	The new vocabulary items are reinforced in subsequent lessons through texts, exercises and activities.					
4	I am satisfied with the number of new vocabulary items introduced in the textbook.					
5	The new vocabulary items are useful for the listening and speaking assessment (oral) in the UPSR examination.					
6	The new vocabulary items are useful for the reading assessment in the UPSR examination.					
7	The new vocabulary items are useful for the writing assessment in the UPSR examination.					
8	Other new vocabulary items to be included (For example: similes) *None / Suggestions:					

E Grammar

	<i>Grammar</i>	None	A few	Some	Many	All
1	The grammatical items are covered extensively. (For example: pronouns, subject-verb agreement, adjectives etc.)					
2	The grammatical points are well organised from easy to difficult.					
3	The grammatical points are taught exclusively in each topic.					
4	The grammatical points are taught in contexts.					
		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
5	The textbook covers enough grammatical items for answering the UPSR examination.					
6	Other grammatical items to be included (For example: phrasal verbs):					
7	Other ways to teach sentence structures effectively. *None / Suggestions:					

F Exercises

		No	Yes			
			A few	Some	Many	All
1	Do you carry out the exercises in the textbook?					
2	Are the exercises well organised from easy to difficult?					
3	Can the pupils do the exercises without any guidance from the teacher?					
4	Are the sample questions and answers relevant to the UPSR examination?					
5	Are pupils able to do the UPSR examination format questions by just doing these exercises?					
6	Do you use any other materials besides the exercises in the textbook (For example: workbooks)?					

		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
7	The exercises help the pupils to understand the lessons better.					
8	The vocabulary and grammatical items knowledge need to be acquired from other resources for the UPSR examination.					
9	There is a variety of exercises in the textbook.					
10	The suggested exercises help pupils to be more analytical, creative and critical thinking people and team players.					
11	What can be done to the exercises to help teaching effectively? *None / Suggestions:					
12	What can be done to the activities to help teaching effectively? *None / Suggestions:					

Please answer ALL the questions in section G.

G General comments

1) Do you think the textbook is suitable for Year Four pupils?

2) Do you think the textbook helps in the pupils' preparation towards their UPSR examination?

3) Do you think the textbook is essential to teachers?

4) Do you find the textbook easy or difficult to use? What ways?

5) What other factors affect the effective use of the textbook?

TEACHER INTERVIEW QUESTIONS

Interviewee:

Sex:

Age:

Contact No.:

Date:

Place

Time of interview:

- 1- From your experience, do you think objectives in The Year 4 SJK (Cina/Tamil) English Textbook comply with the learning outcomes stipulated in the Curriculum Specifications of the revised Integrated Curriculum for Primary Schools syllabus for Year 4?
- 2- What do you think of the contents of the textbook?
- 3- What do you think of the vocabulary of the textbook?
- 4- What do you think of the grammar points of the textbook?
- 5- What do you think of the exercises of the textbook?
- 6- Do you think by using the textbook alone, is enough to cover the scope of the UPSR examination?
- 7- In what ways, do you think the quality of the textbook can be improved?

ANALYSIS OF PAST YEARS UPSR QUESTIONS

PAPER 1

Section	Question No.	Year						
		2005	2006	2007	2008	2009	2010	2011
A: Vocabulary	1	Adjective	Noun	Noun	Preposition	Noun	Noun	Noun
	2	Adjective	Noun	Verb	Verb	Verb	Noun	Noun
	3	Noun	Verb	Noun	Collective noun	Verb	Noun	Verb
	4	Noun	Verb	Noun	Noun	Verb	Noun	Noun
	5	Noun phrase	Adverbial phrase	Collective noun phrase	Noun phrase	Collective noun phrase	Verb, Adverb	Collective noun phrase
	6	Simile	Classifier	Simile	Simile	Simile	Collective noun	Adverb
	7	Phrasal quantifier	Simile	Word pairing	Adverbial clause	Word pairing	Verb, Adverb	Simile
	8	In the school	At a post office	At home	In a clay factory	At a junction	In the school	On the beach
	9	At a circus	In a shop	At home	At home	Outside an ambulance	In the paddy field	In the kitchen
	10	In the school	At home	At the gate	In the school	On the pavement	In a room	In the garden

Section	Question No.	Year						
		2005	2006	2007	2008	2009	2010	2011
B: Social and Language Expressions	11	To offer help	Respond to an invitation	Respond to a comment	Requesting for help	Responding to a question	To decline an invitation	To remind a task
	12	To inform	To enquire	Respond to an expression	Expressing a wish	Asking for information	Responding to a statement	To enquire
	13	To inform	To compliment	Respond to a reminder	Enquiring information	Encouraging	Offering help	To say one's opinion
	14	To agree	To accept	Respond to a comment	Responding to a request	Responding to a question	Making a statement	To ask permission
	15	To apologise	To inform	Respond to a request	Offering help	Declining a suggestion	Responding to a question	To request
C: Grammar	16	Demonstrative pronoun	Preposition of time	Comparison of adjective	Preposition	Comparative	Comparative	Demonstrative pronoun
	17	Adjective of comparison	Article	Preposition	Verb	Adjective	Adverb	Wh-question
	18	Article	Past tense verb	Interrogative pronoun	Conjunction	Article	Pronouns	Comparative Adjective
	19	Question tag	Adverb	Possessive adjective	Preposition	Preposition	Verb	Possessive Pronoun
	20	Synonym	Possessive adjective, possessive pronoun	Verb	Determiner	Pronoun	Verb	Question tag
	21	Synonym	Antonym	Adverb	Synonym: Adverb	Antonym: Adjective	Synonym: Noun	Antonym
	22	People	Object	Singular noun	Body parts	Athlete	Tool	Animal
	23	Plant	Body parts	Singular noun	Clothing	Insects	Kitchen appliance	Animal

Appendix E

	24	Capital letter, full stop	Exclamation mark, comma	Comma, question mark	Comma, question mark	Full stop	Capital letter	Capital letter
	25	Quotation marks, question mark	Apostrophe	Exclamation mark, full stop	Capital letters	Comma	Capital letter, apostrophe 's'	Capital letter, comma, quotation marks
D: Text Completion	26	Pronoun	Pronoun	Noun	Noun	Noun	Noun	Noun
	27	Noun	Conjunction	Verb	Collection	Noun	Preposition	Present continuous
	28	Present participle	Past tense verb	Adverb of time	Noun	Noun	Noun	Preposition
	29	Preposition	Preposition	Preposition	Determiner	Adjective	Noun	Ordinal number
	30	Adverb	Past tense verb	Verb	Noun	Noun	Noun	Noun
E: Comprehension	31 - 35	Dialogue	Programme	Message	Recipe	Poem	Notice	Menu
	36 - 40	diary	Informal letter	Story	story	story	Newspaper report	Formal letter

Paper 2

Section	Question No.	Year						
		2005	2006	2007	2008	2009	2010	2011
A: Sentence Construction	1 - 10	Every question is based on a composite picture and 2 given words						
B: Information Transfer	11 - 15	Complete a dialogue based on an advertisement flyer on a holiday tour by sea to Japan or Hong Kong	Complete a passage based on a poster on a ostrich with descriptive information on its physical features and characteristics	Complete a dialogue based on the information given in an advertisement flyer	Complete the passage based on the information given in an advertisement flyer	Complete the passage based on the description given	Complete the passage based on the information given in a poster	Complete a dialogue based on the description given
C: Note expansion	i- iii	What Ramu and his friends did for their science project	Two ladies who are good neighbours	A fund-raising event for an orphanage by students, parents and teachers in a school	A family having a birthday party in a garden	A lady had forgotten her car key	Resquesting assistance	Pupils having injection in school

EXTRACT OF ENGLISH LANGUAGE SYLLABUS FOR PRIMARY SCHOOLS**USE IN THE NATIONAL TYPE PRIMARY SCHOOLS (SJK)****AIMS**

- To equip learners with basic skills and knowledge of the English language so as to enable them to communicate, both orally and in writing, in and out of school.

OBJECTIVES

- By the end of the primary school, learners should be able to:
 - i. listen to and understand simple spoken English in certain given contexts;
 - ii. ask and answer questions, speak and express themselves clearly to others using simple language;
 - iii. acquire good reading habits to understand, enjoy and extract information from a variety of texts;
 - iv. write legibly and express ideas in simple language; and show an awareness and appreciation of moral values as well as
 - v. love for the nation.
- By the end of **Year 4 SJK**, learners should be able to:
 - i. Talk a little about their likes and dislikes in relation to everyday matters, and on personal hygiene;
 - ii. Sing songs, recite simple poems and tell simple stories;
 - iii. Follow simple instructions and directions;
 - iv. Ask and answer simple questions;
 - v. Read and understand simple texts;
 - vi. Read and understand simple stories and talk about the people and events in these stories;

- vii. Write sentences; and
- viii. Show an awareness of moral values and love towards the nation.

CURRICULUM ORGANISATION

- Developed in line with the way English is used in society in everyday life when interacting with people, getting information, and when enjoying a good book or film. This is reflected in the learning outcomes of the curriculum.

I LEARNING OUTCOMES

- The learning outcomes are based on the four language skills of Listening, Speaking, Reading, and Writing. These four language skills in turn also incorporate the use of good grammar, the English sound system, and the use of appropriate vocabulary. In addition, the curriculum also takes into account other educational emphases such as thinking skills, ICT skills, values and citizenship education.
- By the end of their primary schooling, learners (* **Year 4 learners**) should be able to:

1.0 The Skill of LISTENING

- 1.1 Listen to and discriminate similar and different sounds of the English language*;
- 1.2 Listen to and repeat accurately the correct pronunciation of words, and the correct intonation and word stress when uttering phrases, expressions and sentences*;
- 1.3 Acquire vocabulary and understand the meaning of words and phrases in context*;
- 1.4 Listen to and follow simple instructions and directions accurately*;
- 1.5 Obtain information from texts listened to in relation to main ideas, specific details sequence*, and *cause and effect relationships (excluded in Year 4)*;

- 1.6 Listen to and enjoy the rhyme, rhythm and sounds of poetry, jazz chants and songs*; and
- 1.7 Listen to and enjoy stories, fables and other tales of imagination and fantasy and predict outcomes, and draw conclusions at a level suited to their ability*.

2.0 The Skill of SPEAKING

- 2.1 Speak clearly by pronouncing words accurately*, *and speaking with the correct stress, intonation and sentence rhythm (excluded in Year 4)*;
- 2.2 Talk confidently on topics of interest in simple language;
- 2.3 Express thoughts and feelings and talk about things heard, read, seen, and viewed in simple language*;
- 2.4 Ask questions politely to obtain information and clarification*;
- 2.5 Give relevant information politely in response to enquiries made by way of to state, to identify, to disagree, to make comparisons*
- 2.6 Take simple messages and convey them accurately;
- 2.7 Make and receive telephone calls using polite speech forms;
- 2.8 Tell stories based on pictures and other stimuli, and recite simple poems*;
- 2.9 Talk about the people, places and moral values of the stories heard, read and viewed using simple language*;
- 2.10 Perform a variety of functions in a social context such as exchanging greetings, making introductions, inviting people, etc.*; *giving simple instructions and directions (excluded in Year 4)*;
- 2.11 Respond to audio-visual materials such as cartoons on TV and suitable films by giving opinions, and relating the material to personal experiences and previous knowledge.

3.0 The Skill of READING

- 3.1 Acquire word recognition and word attack skills so that they are able to recognise sight words*;
- 3.2 Acquire key words at various stages of development*;
- 3.3 Read and understand phrases, sentences, paragraphs and whole texts based on the key words suitable to their level of development*;
- 3.4 Read aloud expressively and fluently pronouncing words correctly and observing correct stress, intonation and sentence rhythm*;
- 3.5 Understand the meaning of words by guessing their meaning through the use of contextual clues*, *base words, prefixes, suffixes (excluded in Year 4)*;
- 3.6 Use the dictionary to get the appropriate meaning of words and phrases;
- 3.7 Acquire additional vocabulary including synonyms and antonyms, homographs and homophones, compound words and collective nouns, common proverbs and similes*.
- 3.8 Skim and scan texts for the gist and specific information;
- 3.9 Read and understand simple factual texts for main ideas, supporting details, sequence, and cause and effect relationships*;
- 3.10 Read and enjoy simple stories and poems and respond to them by talking about the people, animals and moral values in the story or poem, and relating the story or poem to one's life*;
- 3.11 Read simple texts and predict outcomes at a level suited to learners' ability;
- 3.12 Read simple texts and make inferences, and draw conclusions;
- 3.13 Acquire problem-solving skills;
- 3.14 Read and obtain information from non-linear texts such as timetables, maps, graphs, and diagrams at a level suited to learners' ability; and
- 3.15 Read widely and independently*.

4.0 The Skill of WRITING

- 4.1 Copy correctly*;
- 4.2 Match words to linear and non-linear texts, word to word, word to phrase, and word to picture or symbol*;
- 4.3 Complete texts with the missing word, phrase, or sentence*;
- 4.4 Write at word, phrase, sentence and paragraph level in clear legible print and cursive writing*;
- 4.5 Construct simple and compound sentences with guidance and independently*;
- 4.6 Write longer texts in the form of paragraphs using simple and compound sentences in guided and /or free writing;
- 4.7 Spell correctly and take dictation accurately*;
- 4.8 Punctuate appropriately/ meaningfully*;
- 4.9 Give accurate information when writing messages, instructions, simple reports, and when filling in forms*;
- 4.10 Write simple informal letters to friends, parents and other family members, and to pen-pals in a social context;
- 4.11 Write short simple descriptions of things, events, scenes and what one did and saw;
- 4.12 Write to express one's feelings and exercise one's creativity such as when writing a diary, composing simple poems and stories, creating greeting cards, posters, etc.;
- 4.13 Plan, draft, revise, and proof-read one's written work; and
- 4.14 Communicate with people on the Internet and other electronic media by writing letters, messages, sending birthday greetings, etc.

II LANGUAGE CONTENT

1.0 The Sound System

1.1 Consonants, Vowels, and Diphthongs

Consonants – initial, medial, final positions

Vowels – long and short sounds

*Year 4

initial vowels e /i:/, o /ɔ:/, a /ɑ:/	final consonants l /l/, p /p/)	silent letters 'l', 'h'
Initial digraphs ph /f/, wh /h/	medial digraphs ph /f/, ir /ɜ:/	final digraphs ph /f/, ch /k/

1.2 Consonant clusters

1.3 Stresses in two- three- and four syllable words. (*Year 4 – 3-syllable words)

1.4 Stresses in compound words

1.5 Sentence stress and intonation

1.6 Homographs and homophones

1.7 Contractions

2.0 Grammar

2.1 Word Order

2.1.1 Positive and negative statements

2.1.2 Positive and negative questions and response

2.1.3 'Wh' questions and responses – *What Where When Why Who Which How Whose*

2.1.4 Requests, imperatives, commands, responses

2.1.5 Sentence type: simple, compound

2.2 Connectors

2.2.1 Conjunctions – *and but or so although therefore*

2.2.2 Sequence connectors – first next then finally before after

2.3 Verbs

2.3.1 Simple present tense

2.3.2 Simple past tense

2.3.3 Simple future tense

2.3.4 Present continuous tense

2.3.5 Past continuous tense

2.3.6 Future continuous tense

2.3.7 Simple perfect: *has have*

2.3.8 Modals: *can may might must could will would shall should*

2.3.9 Conditional: *If*

2.3.10 Subject-verb agreement

2.4 Articles

2.4.1 Articles with singular and plural countable nouns, and zero article: *a an the*

2.4.2 Articles with non-countable nouns

2.4.3 Articles with proper nouns

2.5 Prepositions

in out on under by next to near behind over at between among through above around

across from since of off to against in front of at the back of

2.6 Nouns and Pronouns

2.6.1 Noun forms: countable, uncountable, collective

2.6.2 Possessives: *his hers theirs ours mine*

2.6.3 Pronoun forms:

Personal – *I he she it they we our us their*

Interrogative – *who which what whose where when how why*

2.6.4 Gender: masculine feminine neuter

2.7 Modifiers

2.7.1 Adjectives, Adverbs

2.7.2 Comparative and superlative forms

* Year 4

<u>Nouns</u> Countable, uncountable (some), number (singular and plurals –s, -es), common and proper nouns, gender	<u>Articles</u> Singular nouns
<u>Pronouns</u> Personal, demonstrative, possessive adjectives, interrogative (what, who, where, when, which, why)	<u>Conjunctions</u> (and, or, but, because)
<u>Prepositions</u> (location and direction)	<u>Adjectives</u> Colour, shape, size (comparative and superlative)
<u>Subject-verb agreement</u>	<u>Simple present tense</u> Habitual, singular and plural verbs, imperatives
<u>simple past tense</u>	<u>Positive and negative statements</u>

Verb 'be'	
<u>Questions and responses</u>	<u>Sentence types</u> Simple and compound
<u>Punctuation</u> Capital letters, full stop, question mark, comma, exclamation mark, apostrophe	

3.0 Word List

Some key words that must be mastered by all learners according to their stages of development [Stage 1: 15 words; Stage 2: 132 words; Stage 3: 157 words]. ***Year 4 falls within Stage 2.**

III EDUCATIONAL EMPHASES

1.0 Thinking Skills

2.0 Learning How to Learn Skills

3.0 Information and Communication Technology Skills (ICT)

4.0 Values and Citizenship

5.0 Multiple Intelligences

6.0 Knowledge Acquisition

7.0 Preparation for the Real World

Unit 1

LIVING IN HARMONY

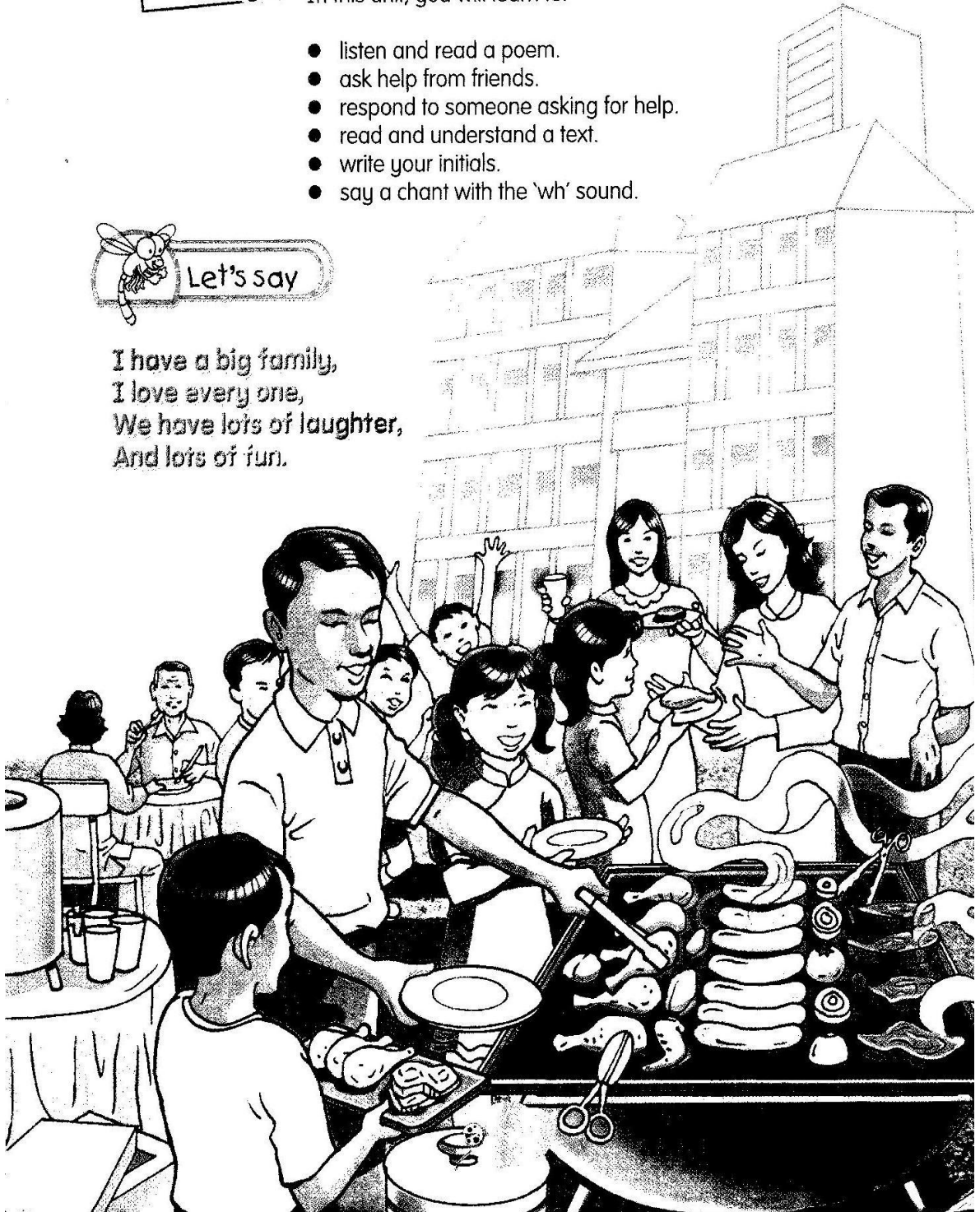
In this unit, you will learn to:

- listen and read a poem.
- ask help from friends.
- respond to someone asking for help.
- read and understand a text.
- write your initials.
- say a chant with the 'wh' sound.



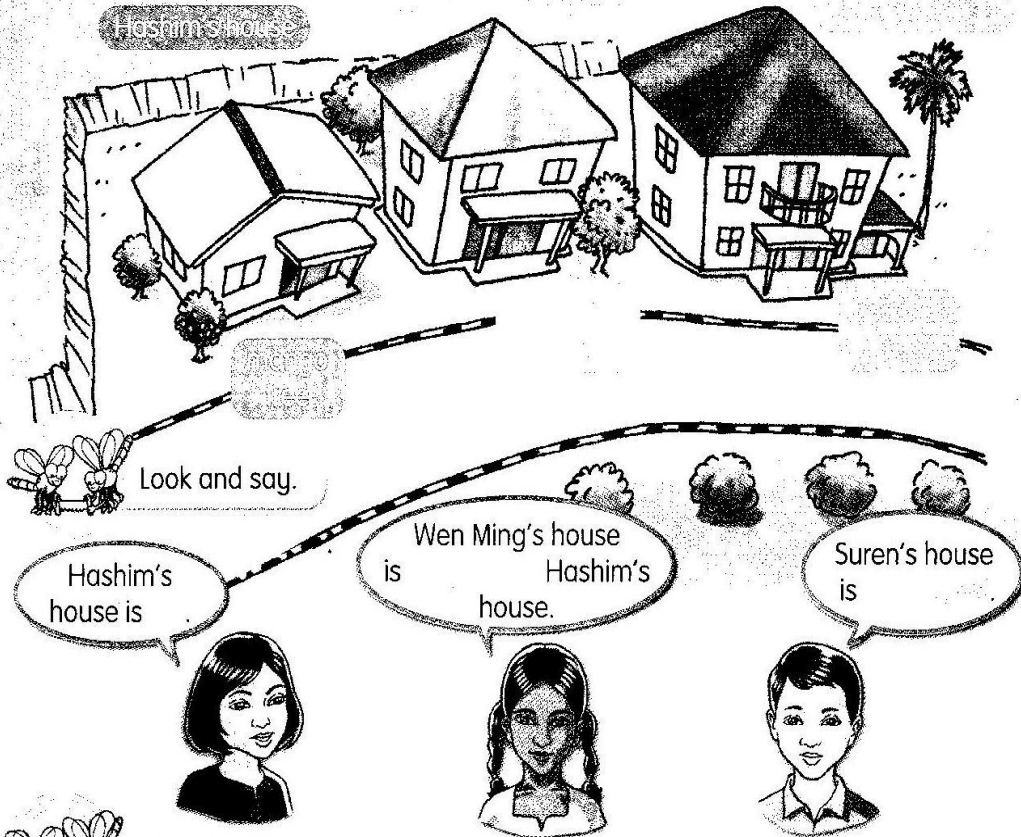
Let's say

I have a big family,
I love every one,
We have lots of laughter,
And lots of fun.



Let's read

Sofia, Mala and Azhar went to visit their classmates after the birthday party.



Look and say.

Hashim's house is

Wen Ming's house is
Hashim's house.

Suren's house is

Fill in the blanks.

Adjective	Comparative	Superlative
young	younger	youngest
high		highest
low	lower	
tall		

Look at the picture again. Complete the sentences.

The mango tree is tall. The rambutan tree is The coconut tree is the

MANY HAPPY RETURNS

Another look

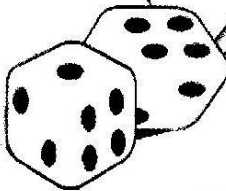


Let's play

We must must not play with sharp objects.

23

The flower pot is the watering can.



Give a word that begins with the sound.

19

What should you say if you see someone is about to touch a switch with a wet hand?

What should you say if you want your friends to be careful while using a pair of scissors?

The ball is the table.



Is this safe?

Name a dangerous situation.

Is this dangerous?

7

There is a man the roof.



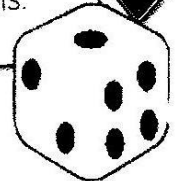
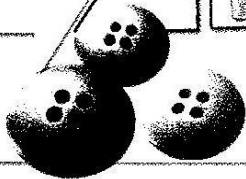
START

There is a dog the house.

3

We must must not go near hot objects.

5

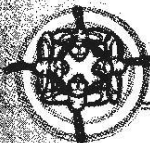


Another look



Spell the numbers.

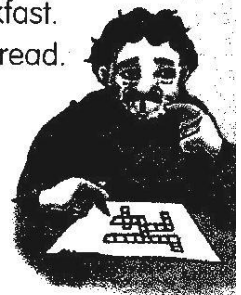
Elly is **35** years old. Her sister is **30** years old. Her youngest brother is **20** years old. They live next to each other. Elly lives at house No. **26**. Ella lives at house No. **27**. Edward lives at house No. **28**. Their parents bought the houses for them. They bought it **29** years ago, when Elly was **1** year old. How about Edward? Well, he was not around yet!



Complete the puzzle.

DOWN

- Mrs Tan baked some chocolate .
- We boil some for breakfast.
- Rajesh ate a slices of bread.
- He bends his .
- She likes to drink juice.



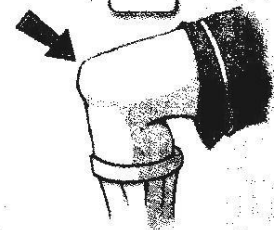
Crossword puzzle grid with the following letters and numbers:

- 1 C (Down)
- 6 T (Across)
- A (Across)
- 3 F (Down)
- 7 O (Across)
- E (Across)
- 10 A (Across)
- 2 R (Across)



ACROSS

- Mr Rengiah likes to drink .
- There are biscuits in the jar.
- She tapped him on the .
- There is a oil in the bottle.
- Sofia dranked a glass of .

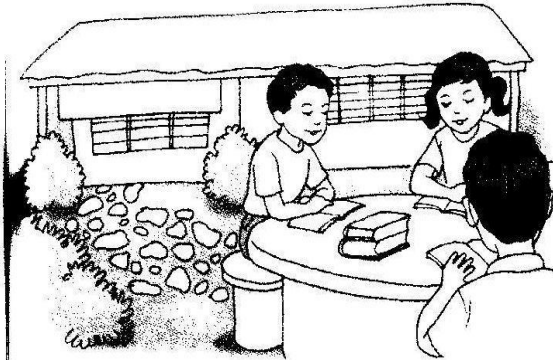


9 L (Across)

 **Let's write**

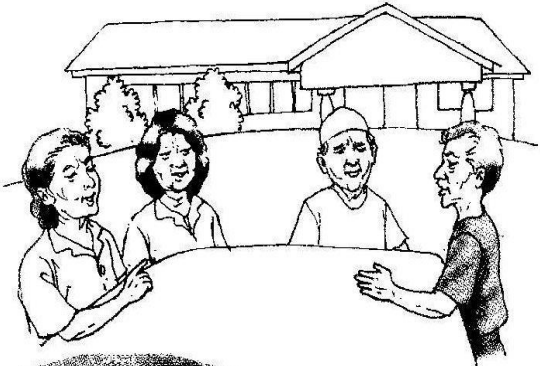


Francis and his classmates visited the orphanage, the old folks' home and the SPCA. Let's read about their visit.



Francis and his classmates went to the orphanage. Twelve boys and ten girls lived there. Many people visited the orphanage on that day. They brought food, toys and storybooks for the orphans.

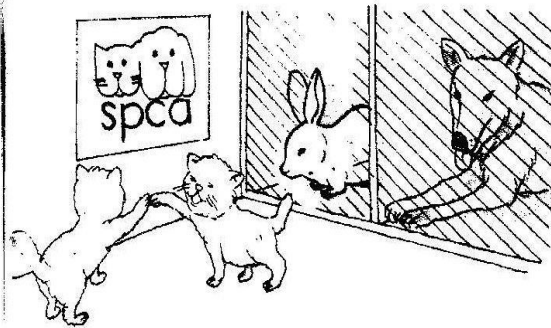
They also visited the old folks' home. Twenty-seven lived there. There were fifteen men and twelve women. Many people visited the on that day. They brought food, and books for the old people.



old folks' home

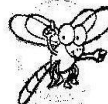
people

bringing



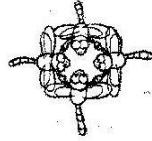
Later, they went to the SPCA. Thirty-two lived there. There were ten dogs, thirteen cats and nine rabbits. Many people visited the too. They brought for the animals.

TRY A LITTLE KINDNESS

 **Do you know?**

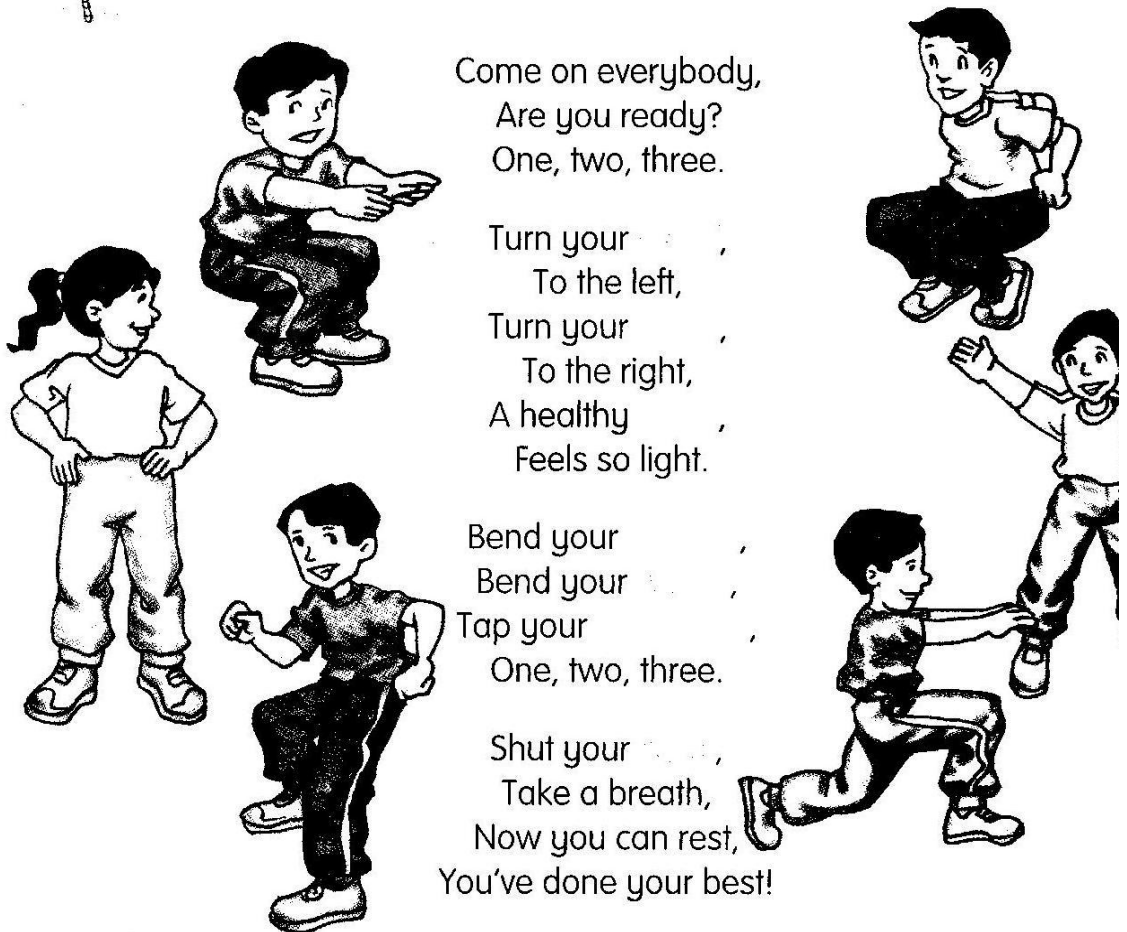
SPCA stands for Society for the Prevention of Cruelty to Animals. Go to to find out more about SPCA.





Exercise is good for health. Let's try this one.

HEALTHY
LIVING

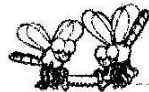


Come on everybody,
Are you ready?
One, two, three.

Turn your head
To the left,
Turn your head
To the right,
A healthy body
Feels so light.

Bend your knees
Bend your knees
Tap your feet
One, two, three.

Shut your eyes,
Take a breath,
Now you can rest,
You've done your best!



Describe how you do the above exercise.

Let's do some exercises. First, turn your head to the left. Then, turn your head . After that, . Then, . Next, . After that, . Finally, . Isn't it fun?

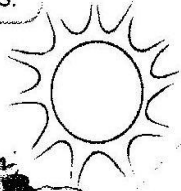
Another look

RAIN AND SHINE



Solve the riddles.

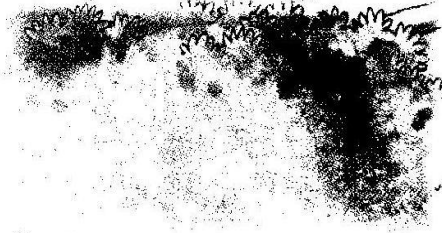
1. I give out light.
I give out heat.
I rise in the east.
I am not a beast.
What am I?



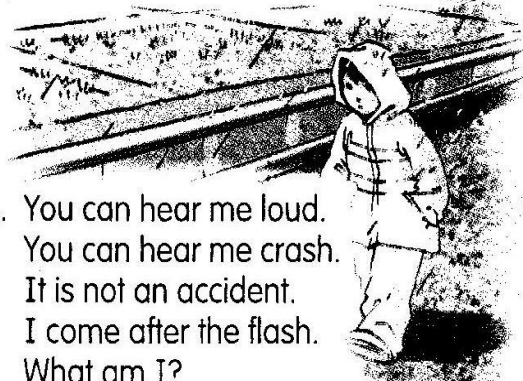
2. When I come from the sky.
The land will not be dry.
Sometimes, I fall.
Sometimes, I pour.
What am I?



3. You see me when the sun is bright,
And the rain is light.
When the sun or rain goes,
You will not see me so.
What am I?



4. You can hear me loud.
You can hear me crash.
It is not an accident.
I come after the flash.
What am I?



Keep a record of the weather for a week.
Use the weather symbols to guide you.



stormy



cloudy



rainy



sunny



windy

Morning							
Evening							