



IDEAS, ACTIVITIES and RESOURCES



For teachers, by teachers

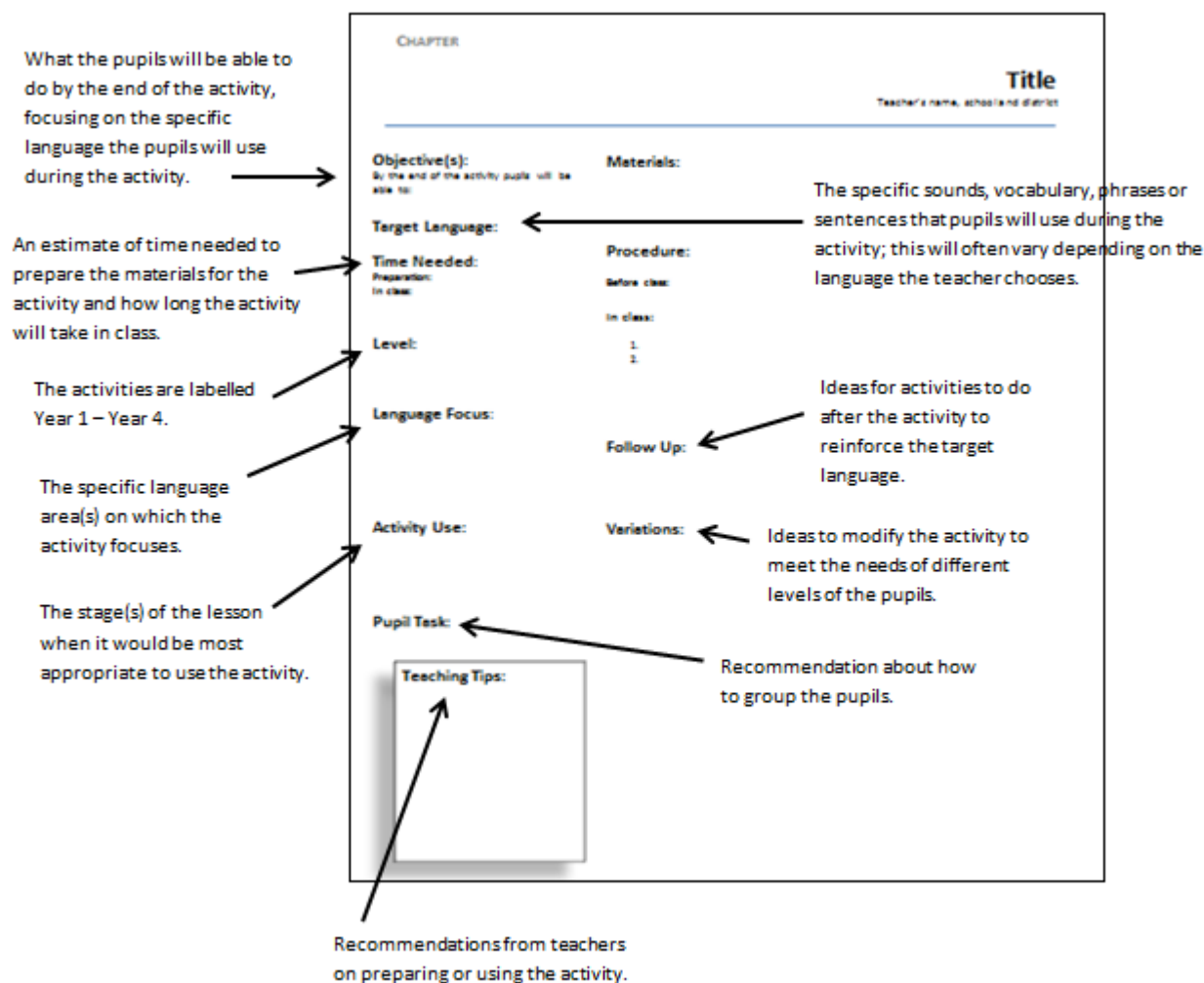


English Language Teacher Development Project

Introduction

Welcome to the first ELTDP Resource Book!

Since 2011 teachers working on the English Language Teacher Development Project have been creating and developing quality resources for teaching and learning. This book is a collection of some of the teaching ideas, classroom resources and engaging activities that have been successfully used in classrooms across East Malaysia to teach English. Some of the ideas are original, while others have been adapted by teachers from other activities. We hope that you will enjoy, share, adapt and be inspired by the ideas and resources in this book and that your pupils will enjoy using them in class.



Amazing Activities – Versatile and reusable resources that can be adapted and used for a number of different lessons and in teaching different skills.

Fantastic Phonics – For practising all of the phonics skills, including recognising and articulating individual phonemes; blending phonemes for reading simple words; and segmenting phonemes to improve spelling.

Great Games – Games for pairs, small groups or the whole class to help practice and improve grammar and vocabulary.

Wonderful Worksheets – Ready to use for individual and pair work.

Printable Pages – Word cards and pictures for topics common in Level 1 classes such as colours, numbers and animals.

Useful websites with resources

Throughout the ELTD Project teachers have used a range of internet resources to help improve the teaching and learning in their classrooms. Here are some we would like to recommend.

British Council sites:

- ELTDP Videos on YouTube – <https://www.youtube.com/user/ELTDPMalaysia/videos>
This channel contains many videos created as part of the ELTD Project including workshops, speeches and other videos from both the 2013 and 2015 Symposiums, Power of Reading videos, and other project related videos.
- Teaching English – <https://www.teachingenglish.org.uk>
- Learn English Kids – <http://learnenglishkids.britishcouncil.org/en/>
- Engaging Malaysian Schools in English - <http://www.emse.com.my/>
- Schools Online - <https://schoolsonline.britishcouncil.org/>

Phonics:

- Jolly Phonics resources - <http://jollylearning.co.uk/gallery/>
- Letters and Sounds - <http://www.letters-and-sounds.com/>
- Starfall - <http://www.starfall.com/>
- LINUS 101 – <http://linus101.weebly.com/#/> - a site created by teachers in Pitas

Printable classroom resources:

- Twinkl - <http://www.twinkl.co.uk/>

Printable activities and lesson ideas:

- Demonstration of different flashcard activities - <https://www.youtube.com/watch?v=X9KebTgfLJI>
- DLTK's Educational Activities for Kids – <http://www.dltk-teach.com/>
- Kiz Club – <http://www.kizclub.com/>
- Enchanted Learning – <http://www.enchantedlearning.com/Home.html>
- ESLprintables – <http://www.eslprintables.com/>

Songs and videos:

- Dream English – <http://www.dreamenglish.com/>

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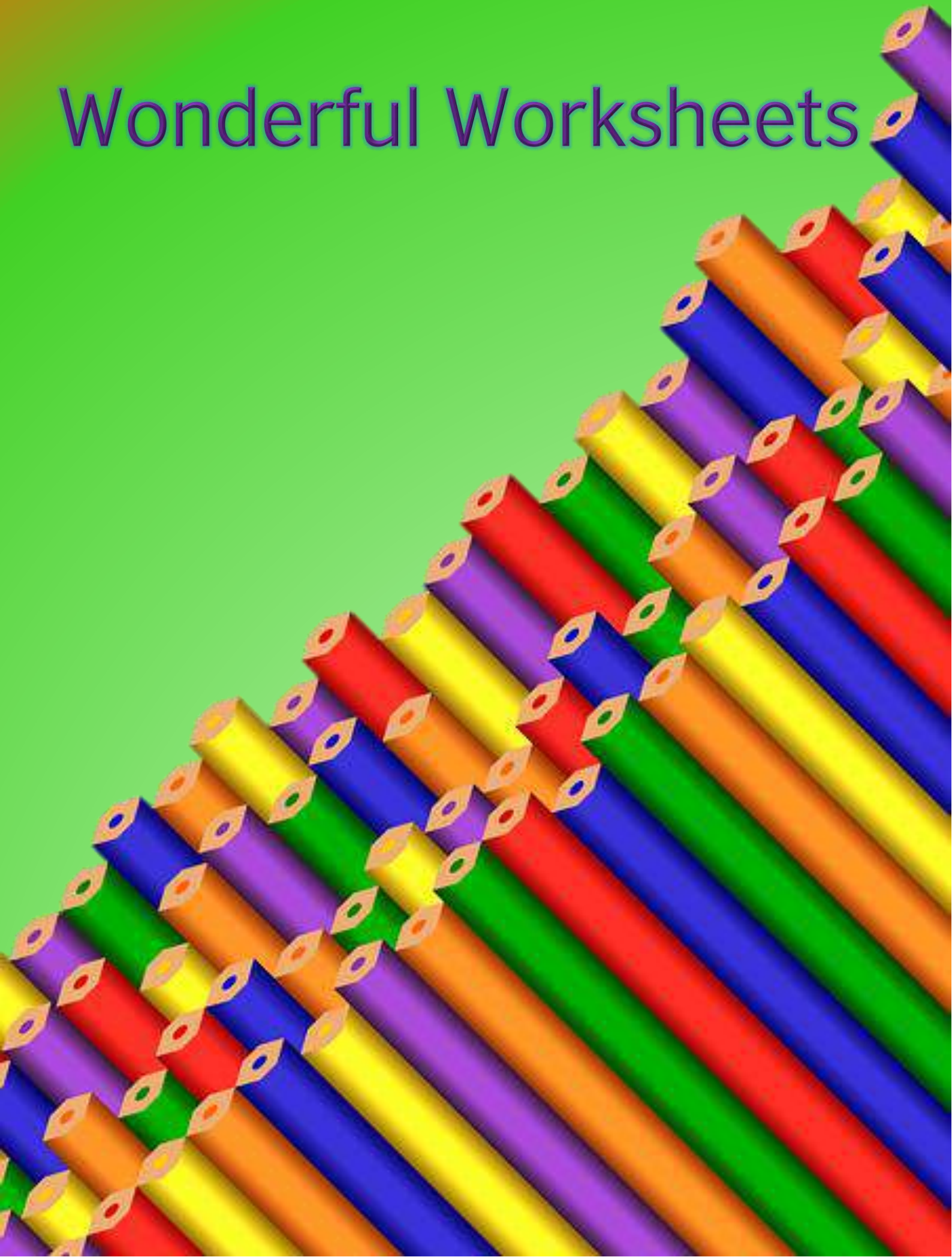
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Wonderful Worksheets



Picture crossword

ELTDP Teachers, Limbang, Sarawak

Objective(s):

By the end of the activity pupils will be able to:

- write words with correct spelling

Target Language:

Animals, fruit, classroom objects

Time Needed:

Preparation: 5 minutes

In class: 20 minutes

Level:

Year 1

Language Focus:

Writing
Reading

Activity Use:

Assessment
Review

Pupil Task:

Individual

Materials:

Crossword puzzle sheet, answer sheet

Procedure:

Before class:

1. Copy/print one puzzle sheet for each pupil.

In class:

1. Model, on the board, how to use the picture clues to help unjumble the letters and use the answers to fill in the crossword puzzle.
2. Hand out one puzzle sheet to each pupil.
3. Monitor, assist and collect finished sheets.

Follow Up:

Groups of pupils could devise their own letter jumble clues and challenge other groups to come up with an answer.

Variations:

The crossword can be done in pairs.

A competitive element could be introduced with the first pupil/pair/group to complete the crossword as the winner.

Teaching Tips:

Space pupil's desks apart before this activity if you wish to discourage copying.

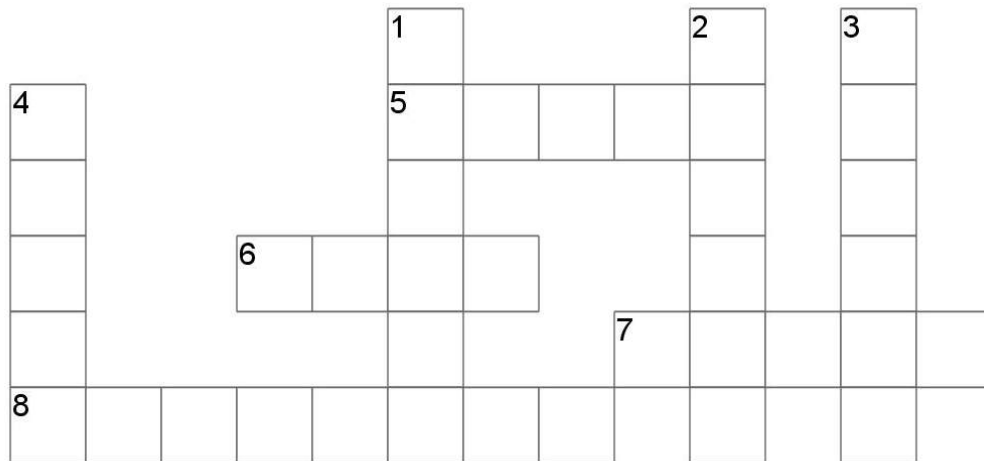
Answer Key:



Crossword Puzzle

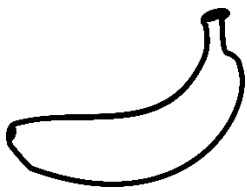
Name: _____

Class: _____



Instructions:

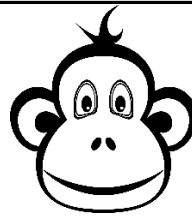
Spell the words correctly. Write them in the boxes above.



1. naanab



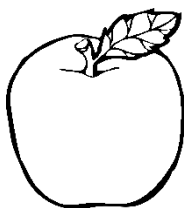
2. plince



3. yonkem



4. kanes



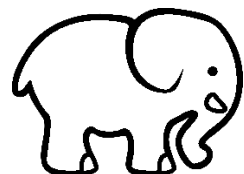
5. plepa



6. reba



7. grite



8. planteeh

Score: /8

Send a message to a friend

ELTDP Teachers, Limbang, Sarawak

Objective(s):

By the end of the activity pupils will be able to:

- write simple messages to friends

Target Language:

Greetings, simple messages

Time Needed:

Preparation: 10 minutes

In class: 20 minutes

Level:

Years 2 and 3

Language Focus:

Writing

Activity Use:

Review

Practice

Assessment

Pupil Task:

Individual

Materials:

Gap fill sheet; Phone SMS message writing sheet.

Procedure:**Before class:**

Print/copy enough of the two worksheets, one per pupil.

In class:

1. Give out the gap fill sheets, one per pupil.
2. Pupils complete the gap fill sheets creating messages they can send to their friends.
3. When a pupil finishes the gap fill sheet the teacher hands them an SMS writing sheet.
4. Pupils select one of their created messages and copy it onto the SMS writing sheet.
5. Pupils 'send' their messages by taking their completed SMS writing sheets to their friends.

Follow Up:

Other activities focusing on greetings e.g. making greetings cards, performing dialogues with a greeting focus.

Variations:

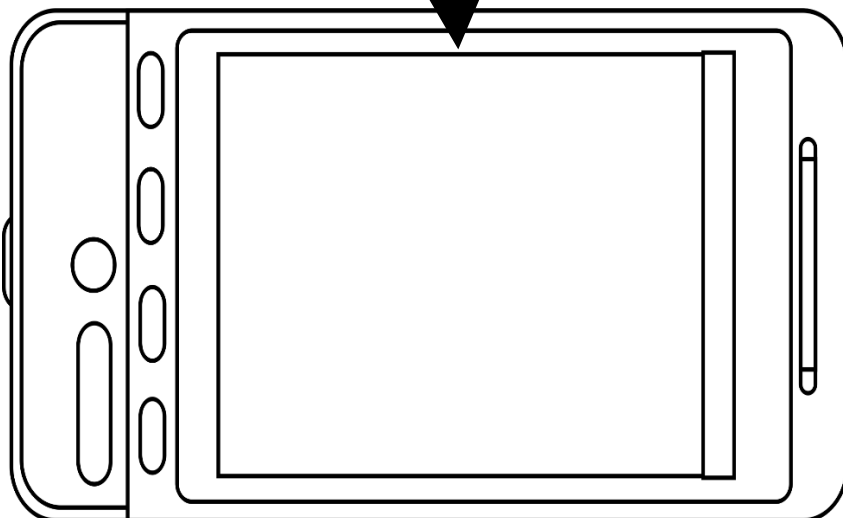
The teacher could ask the pupils to bring a phone number of a friend or family member to class. Pupils who perform well in the activity could be rewarded by having their message sent as an actual SMS to the phone number they've provided.

Teaching Tips:

Stronger pupils can be encouraged to create their own messages without following the gap fill template.

Print out spare SMS writing sheets so fast finishers can have more than one go.

Writing Worksheet		
Complete the messages below		Name: _____
happy	friend	thank you
a) _____ for being my _____. You make me _____.		
birthday	fun	friend
b) Happy _____ to you my _____. Have a _____ day.		
smile	friend	
c) Thank you _____ for being there for me. You make me _____.		
Now choose one message and write it on the hand phone worksheet.		

Write a message on the phone to your friend	
To: _____ (your friend's name)	From: _____ (your name)
<p>Write your message here.</p> 	
<p>When you have finished SEND your message to your friend.</p>	

Objective(s):

By the end of the activity pupils will be able to:

- identify what food animals eat
- ask and answer basic questions

Target Language:

Question: What food does a _____ eat?

Answer: A _____ eats _____.

Time Needed:

Preparation: 5 minutes

In class: 20 minutes

Level:

Year 3

Language Focus:

Listening

Speaking

Activity Use:

Review

Practice

Pupil Task:

Whole Class

Pair Work

Group Work

Materials:

Animal pictures, food pictures.

Procedure:**Before class:**

1. Make one copy of the worksheet (pictures of animals and food) per group.
2. Enlarge the pictures cards to make flashcards.

In class:

1. Review the names of animals, for example: cat, rooster, goat, parrot, dog, tiger. Ask the pupils questions for example "Is it a dog?" and ask them to answer correctly.
2. Review the food the same way using pictures cards, for example: fish, grain, grass, nuts, bone, meat.
3. The teacher puts the pupils into groups and each group receives the worksheet which they cut up. The pupils then match the animals to what food they eat. There can be more than one answer.
4. After the pupils have done the matching, the teacher asks the pupils if they can think of any questions they can make about the pictures for example, 'What does a cat eat?'
5. The pupils briefly drill the question and answer forms and then work in their pairs/small groups to ask and answer the questions about the different animals.

Follow Up:

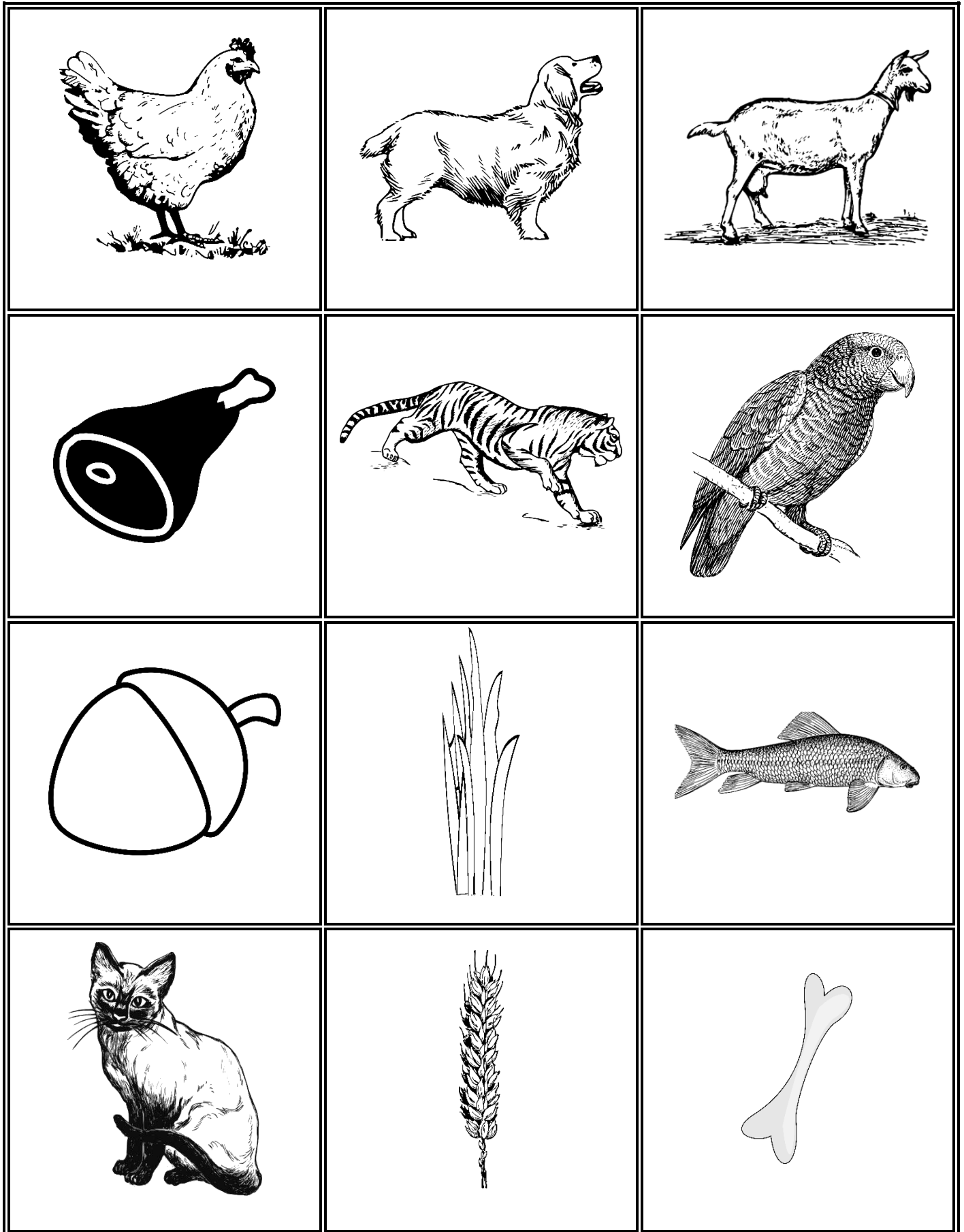
Group activity: Pupils can use the pictures to make mini books and write simple sentences about what food each animal eats.

Variations:

For Step 5, the teacher can ask, "Which animal eats fish?" and pupils answer, "A cat eats fish." Pupils practice the sentence pattern orally.

Teaching Tips:

Collect the mini books created by the pupils to put in the class Reading Corner.



Food and drink: categories

Nur Izzati Ahmad, SK Kidurong II, Bintulu, Sarawak

Objective(s):

By the end of the activity pupils will be able to:

- categorise food and drink items under appropriate headings

Target Language:

Items of food and drink

Time Needed:

Preparation: 5 minutes

In class: 15 minutes

Level:

Year 3

Language Focus:

Writing

Activity Use:

Practice

Review

Pupil Task:

Individual

Materials:

Worksheets x2 (pictures and category tables); realia as a variation.

Procedure:

Before class:

1. Make one copy of each worksheet per pupil and prepare items of food/drink (realia) to bring to class.

In class:

1. Review food and drink vocabulary including words from the worksheet, such as “healthy/unhealthy”, “breakfast/lunch” and so on. The teacher can use page 9 of English Year 3 SK Textbook.
2. The teacher puts examples of food and drink on a table.
3. Hold up one item and ask questions like, *What is this? Do you like it?*
4. Make a space on the table for things which pupils like and another for things they do not like.
5. Show the pupils how to physically categorise the items. Repeat this procedure with different questions e.g. *What is this? Is it healthy/unhealthy?*
6. Distribute the worksheet with pictures. Ask pupils to say the names of items.
7. Pair work - pupils write down the names of the items under the pictures.
8. Distribute the “Categories” worksheets.
9. Point to the first table and ask pupils which words they could write under each column. Elicit further examples to ensure the pupils understand the activity.

Follow Up:

Ask the pupils to compare their tables/ideas with a friend. Talk about the different ways pupils have categorised the vocabulary as a whole class.

Teaching Tips:

The teacher can also ask pupils to bring in their own pictures of food/drink.

To make this even more fun, categorise real food/drink items.

Variations:

For lower level pupils ask them to cut out the pictures and stick these into the tables instead of writing the words.

For higher level pupils encourage pupils, in pairs, to make sentences based on their categories. For example, *I like chocolate but I don't like carrots; I eat cereal for breakfast and chicken for lunch; rice is hot and ice cream is cold.* Tell the pupils that the pair who can write the most sentences wins!

A way to personalise the language is to get the pupils to bring their own pictures and ask them to add these to their tables. Pupils can also invent new categories.

WONDERFUL WORKSHEETS

Look at the pictures. Think of the words in English. Write the words under the categories below. You can write words more than once! 😊

food items	drinks

healthy food/drink	unhealthy food/drink

things I like	things I don't like

have for breakfast	have for lunch/dinner

fruit	vegetables

singular nouns	plural nouns

Can you think of any other categories?

A garden of friendship

Ling Teng Hua, SJK Guong Ann, Sibul, Sarawak

Objective(s):

By the end of the activity pupils will be able to:

- ask and answer simple questions to a classmate
- describe a classmate using simple sentences

Target Language:

How old are you?

What is your favourite food?

What is your hobby?

My friend is _____ years old.

His/Her favourite food is _____.

His/Her hobby is _____.

Time Needed:

Preparation: 5 minutes

In class: 60 minutes

Level:

Year 3

Language Focus:

Listening

Speaking

Activity Use:

Presentation

Practice

Pupil Task:

Pair Work

Materials:

Flower handout - one sheet per pupil, coloured pencils, scissors, green card, ice-cream sticks, paper cups.

Procedure:

Before class:

- Make one copy of the flower handout for each pupil.

In class:

- Draw a flower on the board and fill it with information about a friend. Refer to the handout. Introduce your friend to the class.
 - My friend is a girl/boy.
 - Her/his name is _____.
 - She/he is _____ years old.
 - Her/his favourite food/hobby is _____.
- The teacher asks individual pupils about their age, favourite food and hobby. The teacher writes the target language on the board for reference.
 - How old are you?
 - What is your favourite food?
 - What is your hobby?
- Give each pupil a copy of the worksheet.
- Each pupil finds a partner and asks about his/her personal information. They use the questions in Step 2. The pupils fill in the flower according to their friend's answers.
- The pupils colour and cut out their flowers. Use green cardboard paper or ice-cream sticks to make stems.

Follow Up:

The pupils introduce their friends to the whole class: "My friend is a _____. Her/his name is _____. She/he is _____ years old. Her/his favourite food/hobby is _____."

The pupils can use their flowers and paper cups filled with sand to make individual flower pots for their class garden of friendship.

Variations:

For more advanced pupils: After Step 5 pupils write five sentences about their friend using the information in their flower.

For weaker pupils: Step 4 pupils draw pictures of their friend's favourite food and hobby.

Teaching Tips:

Pupils can take their flowers home to introduce their friends to their family.

A worksheet designed to look like a flower with five petals. Each petal contains a question about a friend. The top petal asks for the friend's gender. The top-right petal asks for the friend's name. The bottom-right petal asks for the friend's age. The bottom-left petal asks for the friend's hobby. The left petal asks for the friend's favorite food.

My friend is a
boy/girl

Name

Age
_____ years old

Hobby

Food

Super-giant vocabulary and spelling

Hernita Balanga, SK Tagaroh, Kota Marudu, Sabah

Objective(s):

By the end of the activity pupils will be able to:

- practice reading skills by identifying key vocabulary in a context
- practice spelling skills by noticing how rhyming words can be spelt differently

Target Language:

scarf, giraffe, goat, boat, house, mouse, socks, fox, dog, bog

Time Needed:

Preparation: 5 minutes

In class: 45-60 minutes

Level:

Years 2 and 3

Language Focus:

Reading
Writing
Listening

Activity Use:

Practice

Pupil Task:

Individual

Materials:

A story about a very kind giant (this activity is based on The Smartest Giant in Town by Julia Donaldson and Alex Scheffler). 2 x photocopiable pages, coloured pencils for each pair/group.

Procedure:

Before class:

1. Photocopy both pages for each pupil.

In class:

1. Before reading the story talk about being kind to others and what kind things people do.
2. Read the story to the class, talking about the pictures and conveying the meaning of vocabulary items to pupils.
3. After the story has been read, check vocabulary has been understood.
4. Pupils complete a gap-fill activity inserting relevant vocabulary. They then colour the pictures.

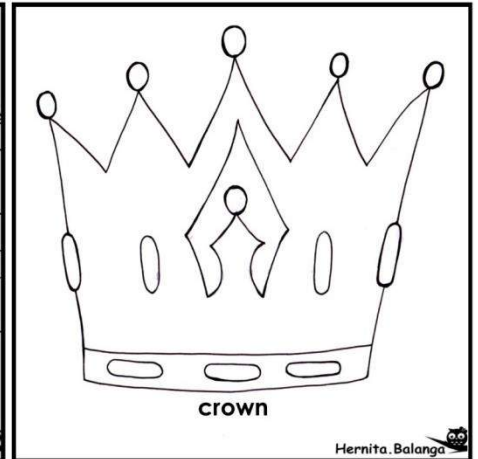
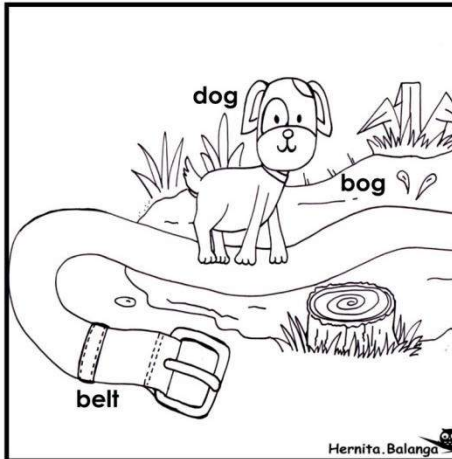
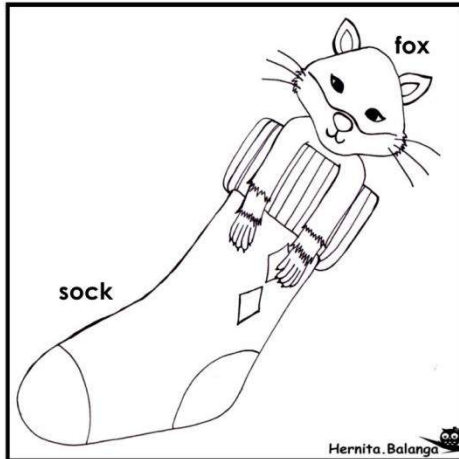
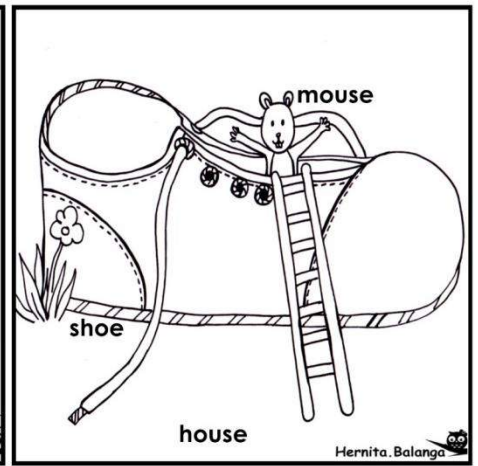
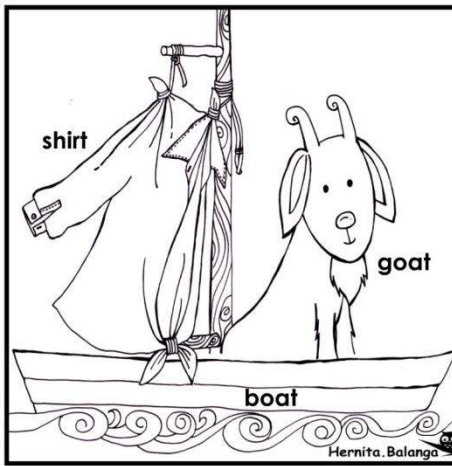
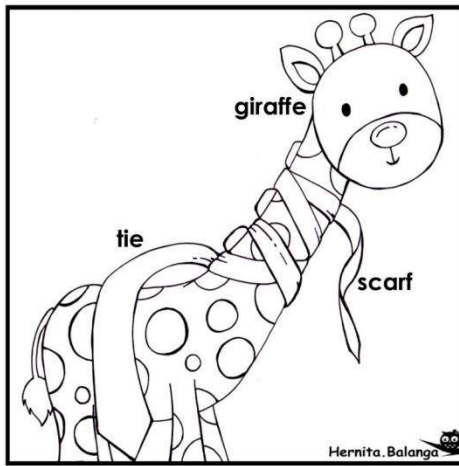
Follow Up:

Pictures can be used to make a mini book – cutting, sequencing and pasting pictures.

Books can then be taken home and read to parents.

Variations:

- Pictures can be enlarged to A4 or A3 and coloured to create a wall display or big book.
- The pupils act out the story in groups and perform for the class.
- The pupils can be given the pictures and have to write speech bubbles or captions to match the pictures.
- Further work on rhyming words and spelling patterns for example fox, box, locks; goat, boat, float, coat etc.



The tie is a _____ for a very cold _____.

One of the _____ is a bed for a _____.

The shirt is on a _____ as a sail for a _____.

The shoe is a _____ for a little _____.

house
dog goat giraffe
fox scarf crown
boat socks mouse
town bog

The belt helps a _____ to cross a _____.

The _____ is for the kindest giant in _____.

Talking about your hobbies

John Robert Romar & Dayang Anak Jaya, SK Nanga Salim, Sarawak

Objective(s):

By the end of the activity pupils will be able to:

- talk about their hobbies
- talk about their friends hobbies using the 3rd person
- formulate a simple Wh-question

Target Language:

I like...

He/she likes ...

Vocabulary related to hobbies

What do you like?

Time Needed:

Preparation: 10 minutes

In class: 30 minutes

Level:

Year 2

Language Focus:

Grammar

Speaking

Listening

Activity Use:

Practice

Production

Pupil Task:

Group Work

Teaching Tips:

Encourage pupils to put down one sticker at a time and not both at the same time. This keeps them engaged in the task and encourages listening.

Keep modelling good language throughout and highlight that *He likes...* is an alternative to *John likes...*

Materials:

Blackboard, 2 x stickers for each pupil, 1 x worksheet per group.

Procedure:

Before class:

1. Copy one sheet per group of pupils and prepare 2 stickers per pupil.

In class:

1. Draw a copy of the chart on the board.
2. Model the sentence e.g. "*I like reading and gardening*" and put a tick in the reading and gardening columns.
3. Ask some pupils about their hobbies "What is your hobby?" and encourage them to answer with full sentences e.g. "I like playing football."
4. Repeat the pupil's hobby e.g. "*Fadzli likes playing football. He likes playing football.*"
5. Record the pupils' answers on the grid on the board by writing the pupil's name under the chosen hobby. The grid will be an example for pupils.
6. Ask pupils to read some of their friends' choices from the chart. "*What does Mary like?*" "*She likes singing.*"
7. Divide the pupils into groups of 5.
8. Hand out a worksheet and 2 stickers per pupil.
9. Pupils take turns to stick 1 sticker down on their favourite activity saying the sentence: "*I like playing with my doll.*"
10. Pupils practice saying what their friends like by reading the chart. "*He likes...*" Or "*Dayang likes...*"
11. Ask one or two groups to come to the front to present their chart.
12. Make a circle and get a pupil to ask "What is your favourite hobby" and the pupil beside answers and then asks the pupil beside them until everyone asks and answers.

Follow Up:





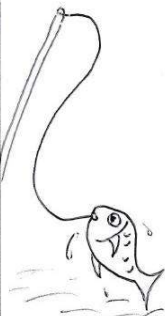
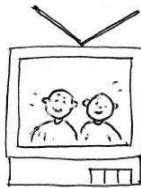
Ask pupils to copy the chart into their book or use an I-think map (bubble map) to record the information on the chart.






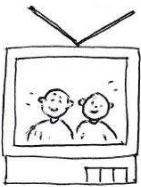
This activity can be done using the negative form e.g. "He doesn't like..." or "She doesn't like..."

Put the charts up at the back of the classroom.

Variations:

Use the grid format for other topics such as favourite food, favourite animals, etc.

	Name						
1.							
2.							
3.							
4.							
5.							

	Name						
1.							
2.							
3.							
4.							
5.							

Indoor/outdoor activities

Tan Eyang Kiang, SJK Guong Ann, Sibul, Sarawak

Objective(s):

By the end of the activity pupils will be able to:

- match written words to pictures
- ask and answer wh-questions about hobbies

Target Language:

What is she/he doing?

What are they doing?

Time Needed:

Preparation: 5 minutes

In class: 60 minutes

Level:

Year 3

Language Focus:

Listening

Speaking

Activity Use:

Presentation

Practice

Pupil Task:

Pair Work

Materials:

Picture/question cards, hobbies word cards

Procedure:

Before class:

1. Make one copy of the picture/question cards sheet for every three pupils.
2. Enlarge the picture cards to make flashcards.

In class:

1. Introduce different hobbies using the flashcards.
2. Ask volunteers to come to the board and pick the picture of their favourite hobby. They hold up the card and say "My hobby is _____" or "I like _____".
3. The pupils take the cards back to their places.
4. The teacher then introduces the word cards and spelling.
5. The teacher distributes the word cards to pupils who don't have picture cards.
6. Pupils match the word cards to the correct pictures. Cards are then displayed on the board.
7. The teacher then writes the following questions on the board and elicits answers about the different flashcards.
 - What is she/he doing?
 - What are they doing?
8. The teacher models asking and answering the above questions.
9. Give each pupil one picture/question card.
10. Each pupil finds a partner and shows their picture. The pupil asks his /her partner the question on the back of their card. The partner answers, e.g. 'They are playing badminton'.
11. Pupils swap cards and look for another partner to ask them about their cards.
12. Repeat Step 10 with two more classmates.

Follow Up:

Pupils can separate the picture cards from the question cards and play Snap.

Pupils can use the picture/question cards to create a class book about indoor and outdoor activities.

Pupils categorise picture cards into outdoor and indoor activities.


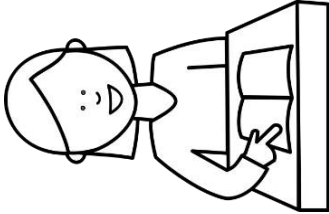

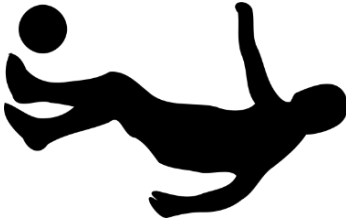


Variations:

For more advanced pupils: after Step 12, pupils write three sentences about their favourite hobbies.

For weaker pupils: Step 9, pupils copy from the board the name of the activity and write it beneath the picture. They can draw a picture of their favourite hobby.

Teaching Tips:

Pupils can draw a double-bubble map about indoor and outdoor activities and write common and different things between them.

	<p>What are they doing?</p>
<p>What is she doing?</p>	
	<p>What are they doing?</p>
	<p>What is he doing?</p>
<p>What is she doing?</p>	
	<p>What are they doing?</p>

Kuching or cat?

John Rishi Anak Onell, SK Sampadi, Lundu, Sarawak

Objective(s):

By the end of the activity pupils will be able to:

- identify common and proper nouns

Target Language:

Common and proper nouns

Time Needed:

Preparation: 10 minutes

In class: 50 minutes

Level:

Year 3

Language Focus:

Reading

Writing

Activity Use:

Presentation

Practice

Pupil Task:

Individual

Pair Work

Materials:

Worksheet (A4)

Procedure:

Before class:

1. Make copies of the worksheet for each pupil or pair. Ask pupils to bring scissors and two empty yoghurt pots or some other similar small container to class to sort the word cards into.

In class:

1. Explain what common and proper nouns are e.g. which nouns must begin with capital letter.
2. Give examples of common and proper nouns e.g. table, bag, dog, window, school, Wisma Bapa Malaysia, Peter, John, Sarawak, Sabah.
3. Ask pupils to cut out the noun cards and take turns placing the cards in the correct yoghurt pot, one pot for common nouns and one for proper nouns.
4. After practising with the noun cards, write a simple sentence on the board containing a common and a proper noun but deliberately use a small letter for the proper noun e.g. I have a pet cat named lucky.
5. Elicit the proper noun and underline it with red pen. Change the small letter to a capital letter.
6. Elicit the common noun and underline it with a blue pen.
7. Ask pupils to read the text on the worksheet and identify the common and proper nouns then write them in the table using capital letters for the proper nouns.

Follow Up:

In pairs, pupils tell each other the proper nouns and common nouns they know:

Proper nouns – Buildings: Wisma Bapa Malaysia

Person: John, Peter

Country: Malaysia

Common nouns – Occupations: teacher, doctor

People: auntie, uncle

Variations:

If pupils forget the yoghurt pots and scissors, they can use two different coloured pencils and colour the common nouns blue and the proper nouns red.

Teaching Tips:

Paste the work of the pupils on the wall for them to read when they are free.

Tuesday	egg	car
apple	teacher	Selangor
ring	chair	tiger
July	book	Sitti
Michael	September	banana
Malaysia	friend	Mrs Sang
Madai caves	hibiscus	hospital

Hello, my name is ali. i am eight years old. i study at sekolah kebangsaan sampedi. i have many friends. They are robert, sandra, stella, and lim. My english teacher is mr. john.

i have a father, mother, two brothers and a sister. My father's name is andrew. My mother's name is mary. My brother's names are bob and ben. My sister's is sarah.

Common nouns	Proper nouns

Objective(s):

By the end of the activity pupils will be able to:

- list occupations
- identify places of work

Target Language:

Names of occupations
Places of work

Time Needed:

Preparation: 10 minutes

In class: 60 minutes

Level:

Year 1

Language Focus:

Listening
Speaking
Reading

Activity Use:

Set Induction
Presentation
Practice

Pupil Task:

Individual
Pair Work
Whole class

Teaching Tips:

You can give the worksheets provided to pupils as homework.

Materials:

Song lyrics, flashcards, worksheets.

Procedure:**Before class:**

1. Make a poster to display the song lyrics (below).
2. Enlarge the picture cards to make flashcards.
3. Make one copy of the worksheets for each pupil.

In class:

1. Sing the song using the 'Jingle Bells' tune.
2. Ask the pupils what occupations they can find in the song.
3. Review occupations using the flashcards to elicit names of the occupations from the pupils.
 - a) Hold up each of the flashcards and ask "What's is his/her job?"
4. Give each pupil Worksheet A. Explain what they need to do for a matching activity.
5. Distribute Worksheet B. Pupils work in pairs to fill in the blanks with correct letters. Check with whole class.

Follow Up:

In groups, pupils can play the "Who am I" guessing game on Worksheet B. Pupils will guess the occupations by reading the clue in the worksheet.

Variations:

For step 5, the teacher can use the flashcards to check the answers with the pupils.

Job Song (tune of jingle bells)

My father is a teacher

He works in a school

He teaches the pupils

And comes home at two

My mother is a nurse

She works in a hospital

She takes care of people

She loves her career

My father is a fisherman

He works on the sea

He catches fish and lobster

And sells them to people

My father is a policeman

He works at the police station

He catches bad people

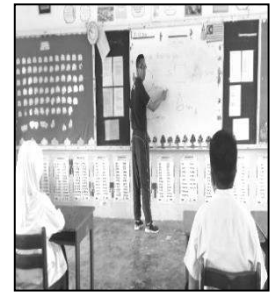
And makes the world safe

Worksheet A Match pictures with occupations



teacher

doctor



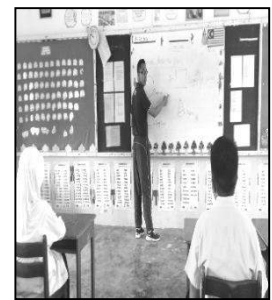
policeman

nurse



Worksheet B

Fill in the missing letters



p_licem_an

n_rs_

d_ct_r

t_ach_r

I am Amin

My job is to protect our people and country.

I wear a blue uniform.

Who am I?

I am Martha.

I work in the hospital.

My job is to care for patients.

Who am I?

I am Shima

I love to teach.

I work at school.

Who am I?

I am David

I work in a hospital

My job is to treat patients.

Who am I?

Objective(s):

By the end of the activity pupils will be able to:

- identify occupations

Target Language:

Names of occupations

Time Needed:

Preparation: 5 minutes

In class: 40 minutes

Level:

Year 1

Language Focus:

Listening

Speaking

Activity Use:

Presentation

Practice

Pupil Task:

Whole Class

Materials:

Picture and word cards of occupations, refer to page 156.

Procedure:**Before class:**

1. Enlarge and print out the occupations picture cards
2. Prepare the (small) occupations picture cards to be distributed to the class

In class:

1. Review the occupations introduced so far using the flashcards and the question, "What is he/she?"
2. Place the picture cards at different parts of the classroom. Divide the class into teams. 1 pupil from each team comes to the front and the teacher asks, "Where is the _____?" The pupils run to find the picture first and score a point for their team.
3. The teacher introduces the following dialogues and drills the class:
 - a) What is he? He is a _____.
 - b) What is she? She is a _____.
4. Pupils are given a picture card of an occupation each and in groups of 3 they practise the dialogue.
 - a) Pupil 1: What is he? (pointing at Pupil 2)
 - b) Pupil 3: He is a ...
5. Conduct a short game: another version of the "Simon Says". Pupils are assigned to an occupation by the teacher.
 - a) Stand up, teachers.
 - b) Sit down, pilots.
 - c) Jump, teachers and pilots.

Follow Up:

Pupils are given a worksheet with pictures of occupations and it requires them to answer the question for each occupation.

Variations:

For stronger pupils at Step 4, they could be given the word cards.

For step 2, teacher can prepare red (false) and green (true) cards and pupils hold up the card of their choice in response to the matching of the picture and word card. For instance, the picture of a teacher is matched to the teacher word card. Pupils hold up the green card.

Teaching Tips:

Ensure the pupils are comfortable with the question and answer forms before they begin the activity.

Shapes and parts of the body

Rohizah Rokiah and Norul Fatimah binti Mohamad, SK Kidurong, Bintulu, Sarawak

Objective(s):

By the end of the activity pupils will be able to:

- identify and name different shapes
- identify and name parts of the body
- describe their monster using basic sentences

Target Language:

Shapes and body parts

Time Needed:

Preparation: 5 minutes

In class: 45 minutes

Level:

Year 2

Language Focus:

Listening
Speaking
Language Arts

Activity Use:

Review

Pupil Task:

Individual
Pair work

Materials:

Worksheet for each pupil

Procedure:

In class:

1. Warm up: song such as Heads, shoulders, knees and toes.
2. Review the names of shapes and parts of the body with pupils.
3. Give each pupil a worksheet and work through the activities. Ask them to draw their own 'monster' or 'alien' but they can only use the shapes; triangle, square, circle, rectangle.
4. Briefly review parts of the body with pupils touching the corresponding parts on their own body.
5. Teacher provides simple sentence structures for describing monsters. For example: "My monster's name is **Frightening Fred**. He has **four square** eyes."
6. In pairs pupils tell each other about their monsters.

Follow Up:

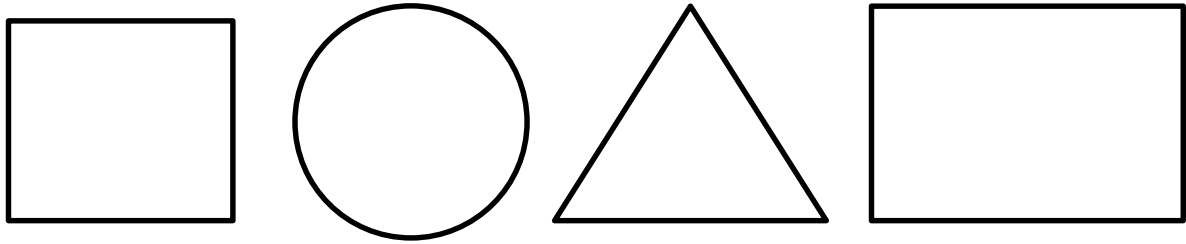
Gallery Walk: Place the pupils' pictures on the wall around the room. Give pupils a few minutes to walk around and look at each other's drawings. The pupils can then choose their favourite monster and write about it.

Pupils can label the body parts and shapes of their monsters and write sentences e.g. She has six arms.

Teaching Tips:

Encourage pupils to be as expressive as possible in drawing their monster – it can have as many ears, eyes, arms, legs, etc. as they want.

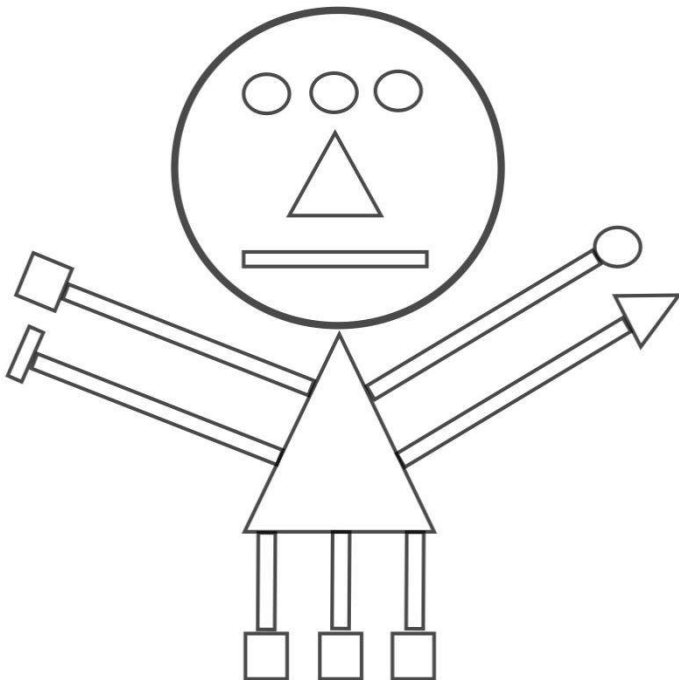
1. Listen and point



2. Now write these words under the shapes:

circle square rectangle triangle

3. Look at the monster, listen and point to the shapes and body parts. Then draw your own monster in the box



My monster's name is _____.

Objective(s):

By the end of the activity pupils will be able to:

- name the five senses
- use their senses to differentiate between objects

Target Language:

Names of the five senses
Adjectives related to the senses
Parts of the body

Time Needed:

Preparation: 10 minutes

In class: 25 minutes

Level:

Year 2

Language Focus:

Language Arts
Writing

Activity Use:

Review
Production

Pupil Task:

Group Work

Materials:

A selection of different items that can be described with different senses e.g. sugar, lime, soy sauce, cotton wool, bell, ball, phone, cuddly toy, etc. and a worksheet.

Procedure:

Before class:

1. Photocopy the worksheet – 1 per group and prepare at least 6 items per group of the items to describe

In class:

1. Review the five senses: touch, taste, smell, sight, and sound by asking the pupils which body part each sense is related to.
2. Review the adjectives related to each sense, such as salty, sweet, sour and bitter for taste. Ask the pupils to name a food item for each adjective to ensure they understand.
3. Ask the pupils to get into their groups and give each a worksheet to complete.
4. Draw an example grid on the board and demonstrate the activity with a couple of items, eliciting the information from the pupils and writing it on the board.
5. Each group will have a set of different items. Ask them to fill in the chart by tasting, touching, smelling, looking at and listening to the items.

Follow Up:

Encourage the groups to write in other items that would come under the different headings.

Variations:

Blindfold a pupil and ask them to taste something and guess what it is.






You could focus on a particular sense and do this activity multiple times or give each group one sense to focus on.






Example completed worksheet:

Object	Taste	Smell	Feel	Look	Sound
Sugar	Sweet	None	Grainy	White	Crunch
Lime	Sour	Citrus	Skin – rough, inside-wet	Green/Yellow	Squelch
Soy Sauce	Salty	Salty	Wet	Black, liquid	Slosh
Cotton Wool	None	None	Soft	White, fluffy	None
Stone	None	None	Smooth, hard	Grey, round	None
Ice	Plain	None	Wet, cold	Clear	None

Teaching Tips:

Not all the items will be able to be tasted, so make sure you choose a range of items. That way the pupils can test each sense at least once.

Object	Taste	Smell	Feel	Look	Sound
?					

Object	Taste	Smell	Feel	Look	Sound
?					

Where is my home?

Martina Wong, SJKC Sacred Heart Tajau, Kudat, Sabah

Objective(s):

By the end of the activity pupils will be able to:

- identify the homes, food and the gender of the animals

Target Language:

The names of homes and animals

Time Needed:

Preparation: 5 minutes

In class: 15 minutes

Level:

Year 3

Language Focus:

Listening
Speaking
Reading

Activity Use:

Practice

Pupil Task:

Group Work

Materials:

Story about animals and their homes (Year 3 SJKC Textbook), worksheets for each group, pencils, coloured pencils

Procedure:

Before class:

1. Make copies of the worksheet for each group, enlarge the worksheet and paste on manila card for displaying on the board.

In class:

1. The teacher reads 'Animals on the Farm' (SJKC Year 3 Textbook) and pupils listen and point to the pictures of the animals mentioned in the story.
2. The teacher distributes the worksheets to groups.
3. The teacher reads the story again and pupils listen out for the information about where the animals live.
4. The pupils draw the correct animals in the empty bubbles.
5. The teacher reviews the animals and their homes, food and gender, eliciting information from the pupils.
6. Pupils label the animals (male, female and their young) on the worksheet.

Follow Up:

In pairs, pupils can ask each other "Where does a _____ live?" and answer "A _____ lives in a _____."

Variations:

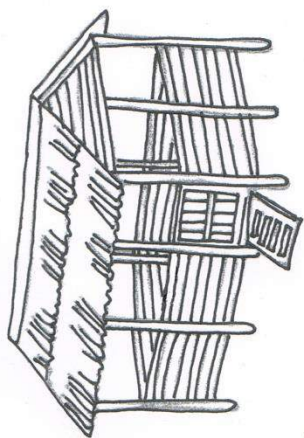
For a whole class activity, the teacher could hand out cards to the pupils with the name of the animals and their homes on them. Then as they listen to the story, pupils can bring their card to the board and paste it in the correct place when they hear the information in the story.

Instead of the teacher reading the story, it could be pasted up around the classroom in sections for pupils to read as a running dictation to focus more on the reading skill and group cooperation.

Teaching Tips:

Pupils can use the completed worksheets to make a classroom display or a mini-book using simple sentences about the animals.

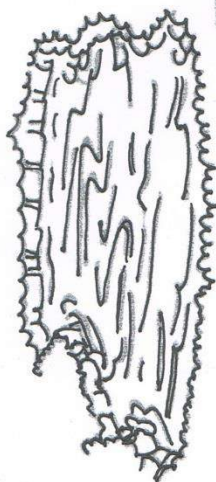
Where is my home?



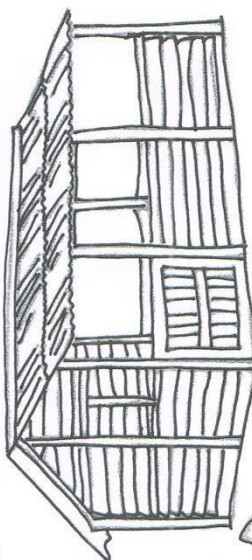
pen



coop



pond



shed

Objective(s):

By the end of the activity pupils will be able to:

- ask and answer wh-question about food

Target Language:

What do you like to eat?

I like to eat

Time Needed:

Preparation: 5 minutes

In class: 40 minutes

Level:

Year 2

Language Focus:

Listening

Speaking

Activity Use:

Practice

Pupil Task:

Whole Class

Pair work

Teaching Tips:

Pupils can ask their friends in groups instead of moving around.

Materials:

Food picture cards, 'Favourite Food' table - one per pupil

Procedure:**Before class:**

- Make one copy of the food table for each pupil.
- Enlarge the picture cards to make flashcards.

In class:

- The teacher asks pupils about the food they had for breakfast. Find out other types of food that they like to eat in other meals.
- Use the flashcards to introduce different types of food. Display in a spider web form on the board.
- The teacher asks pupils about their favourite food. Individual pupils come to the front and pick the picture of their favourite food. They hold up the card and say 'I like.....'
- The teacher writes the target language on the board for reference.
 - What do you like to eat?
 - I like to eat.....
- Give each pupil a copy of the table.
- Pupils write the food they like - they can copy from the table if they want to.
- Mingling Activity: Each pupil asks a friend about his/her favourite food, writes their friend's name and ticks the food they like. They then ask another two friends.
- Teacher asks volunteers to feedback on the food their friends like.

Follow Up:

Pupils can use the pictures to make mini books of the food they like and write the name of each food item beneath it.

Pupils can cut out the pictures and place them next to each other in a circle or rectangle shape. In groups, pupils take turn rolling a dice, moving from one card to another, and naming the food they land on.

Variations:

The teacher can ask, 'Who likes roti canai/chicken curry?' to know the number of pupils who prefer to eat each food type. The teacher can draw a tally chart on the board about their food preferences.

For more advanced pupils ask them to write 3 sentences about their favourite food.

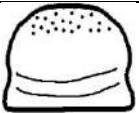


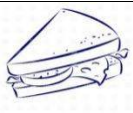
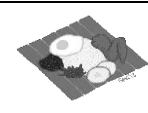

Yummy, yummy!

Name: Date:

What do you like to eat?

I like to eat

Tick your friends' favourite food.

Name						
1.						
2.						
3.						

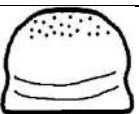


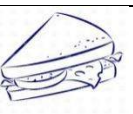
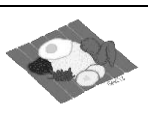

Yummy, yummy!

Name: Date:

What do you like to eat?

I like to eat

Tick your friends' favourite food.

Name						
1.						
2.						
3.						

Objective(s):

By the end of the activity pupils will be able to:

- describe sea creatures

Target Language:

Giving descriptions by using simple present tense:

- It is a _____.
- It is _____.
- It has _____.
- It lives _____.
- It eats _____.

Simple Wh-questions

Time Needed:

Preparation: 30 minutes

In class: 45 minutes

Level:

Year 3

Language Focus:

Listening

Speaking

Reading

Activity Use:

Set Induction

Presentation

Production

Pupil Task:

Group Work

Materials:

Manila cards, glue, pictures of sea creatures, scissors, worksheet

Procedure:**Before class:**

1. Cut each sea creature picture into jigsaw puzzle pieces.
2. Cut the information sheet up to make an information card for each creature.

In class:

1. Put pupils into groups of 3 or 4 and give each group a picture puzzle to solve.
2. One at a time, a pupil from each group brings their picture to the front of the class while the teacher uses Wh-questions to elicit information about the sea creatures.
 - a. What is it?
 - b. Where does it live?
 - c. What does it look like?
 - d. What does it eat?
3. The teacher encourages full sentences for the answers given above and writes these on the board, with the questions, to provide a reference for the following speaking activity.
 - a. It is a (name of animal).
 - b. It lives in (where it lives).
 - c. It is (colour). It has (nouns to describe).
 - d. It eats (food).
4. Drill the sentence structures and model how to ask and answer questions.
5. Give each group the information that goes with their creature and a copy of the worksheet for each pupil.
6. Pupils work together to complete the table for their creature and construct sentences about the creature.
7. Pupils practice asking and answering questions in their groups, with guidance.
8. Ask pupils to move around the room asking each other about their sea creatures.
9. Ask a few pupils to talk about one of the creatures they learned about.

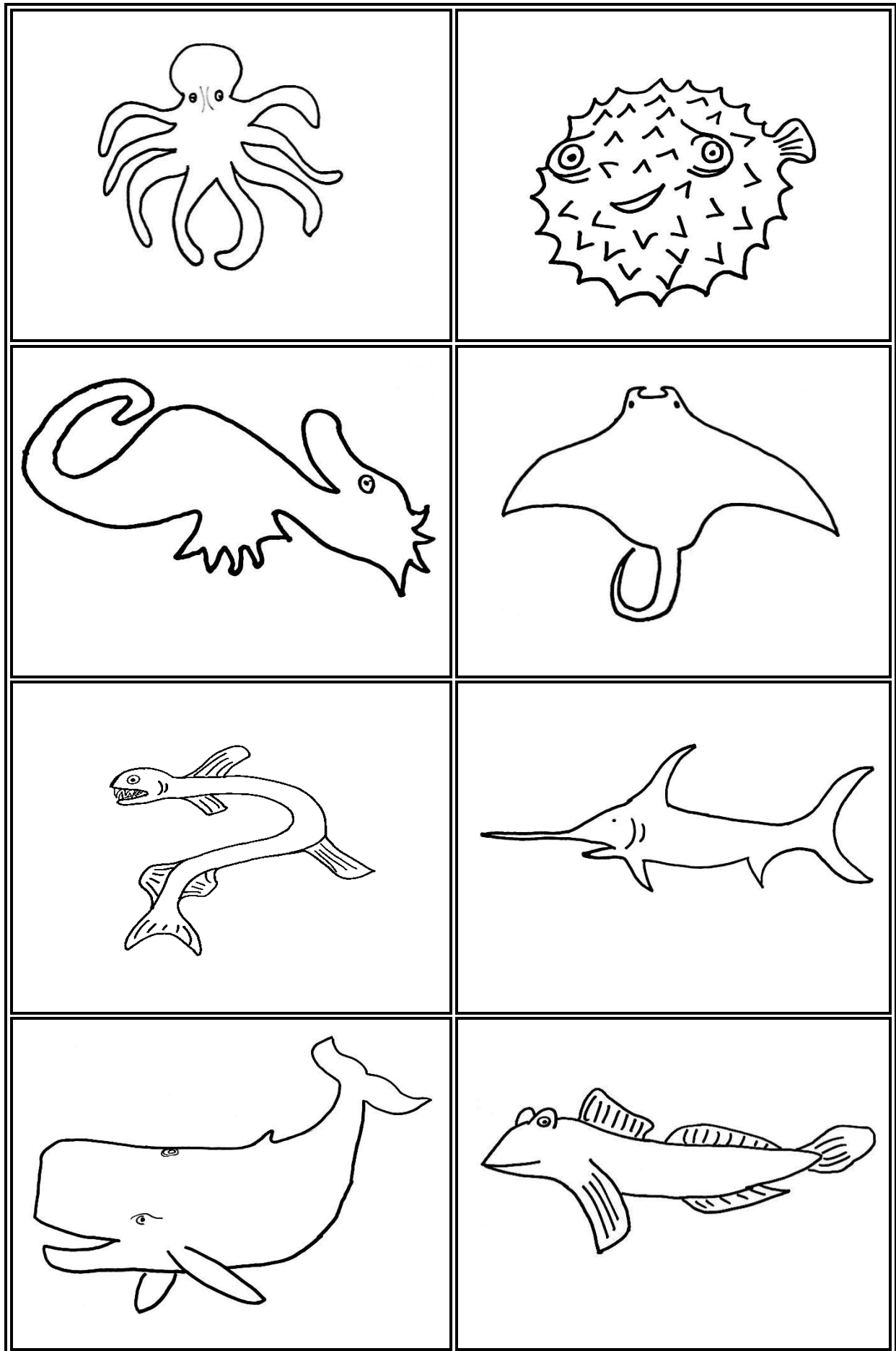
Follow Up:

Word cards can be used for writing lesson.

Pupils can work in their groups to make a poster for their sea creature.

Variations:

Puzzles can be made into flash cards for vocabulary revision.



Viperfish		Whale	
Live	Deep ocean	Live	Ocean
Look like	Sharp teeth, long body, changes colour	Look like	Grey skin, thin flippers
Eat	Fish	Eat	Plankton, tiny fish
Interesting fact	Live up to 50 years	Interesting fact	Biggest mammal in the world

Mudskipper		Porcupine fish	
Live	Shallow ocean, mud	Live	Shallow ocean, warm water
Look like	Brown, eyes stick out	Look like	Round body, spines
Eat	Insects, worms, small fish	Eat	Crabs, shrimps, clams
Interesting fact	Walk on its front fins	Interesting fact	Poisonous

Octopus		Seahorse	
Live	Ocean floor	Live	Ocean
Look like	Eight long legs, soft body	Look like	Curly tail, a snout
Eat	Clams, fish	Eat	Plankton, shrimp
Interesting fact	Cannot hear, has no bones	Interesting fact	No teeth, no stomach

Swordfish		Manta Ray	
Live	Ocean	Live	Ocean floor
Look like	Long body, sharp, flat bill	Look like	Flat body, dark top and white belly
Eat	Octopus, fish	Eat	Plankton
Interesting fact	Fast swimmers	Interesting fact	Have strong jaws with many rows of teeth

WONDERFUL WORKSHEETS

In your group

1. Complete the table with information for your animal.
2. Practice asking and answering the questions.

Walk around the room and ask other pupils about their animals.

	Your animal
Name?	
Live?	
Look like?	
Eat?	
Interesting fact?	

In your group

1. Complete the table with information for your animal.
2. Practice asking and answering the questions.

Walk around the room and ask other pupils about their animals.

	Your animal
Name?	
Live?	
Look like?	
Eat?	
Interesting fact?	

My diary: KSSR Year 1

Lyza Yusof, SK Likas, Kota Kinabalu, Sabah

Objective(s):

By the end of the activity pupils will be able to:

- practice writing simple sentences

Target Language:

Activities/hobbies

Days of the week

Time Needed:

Preparation: 5 minutes

In class: 20 minutes

Level:

Year 2

Language Focus:

Reading

Writing

Activity Use:

Presentation

Practice

Pupil Task:

Pair Work

Group Work

Materials:

Word cards for days of the week – 1 set per group, worksheet – 1 per pair

Procedure:**Before class:**

1. Print out and photocopy worksheets – 1 per pair

In class:

1. Divide the class into groups of 7 pupils and give them the cards for the days of the week and ask them to get in the right order without speaking.
2. Stick Monday on the whiteboard and ask the pupils what they do on Mondays, and so on for the other days of the week. Draw simple pictures of the activities, if possible, to check understanding e.g. on Monday Amin plays basketball.
3. Ask pupils to complete the diary worksheet in mixed ability pairs.
4. Give the pupils the chance to look at their other friends' diaries to compare, check and correct their answers before feeding back to the class.

Follow Up:

Pupils can continue by making their own diaries for the week including drawings or cut out pictures.

Read the Eric Carle book "Today is Monday" and teach the pupils the song.

Teaching Tips:

Pupils enjoy making the diaries into mini-books too.

My Diary

What day is missing? _____.

Sunday, 6th July

car
wash
father



I help my _____ to _____
his _____.

Monday, 7th July

walk
school



On Monday, Tina and I _____ to
_____ together.

Tuesday, 8th July

room
homework



On Tuesday I do my _____ in
the study _____.

Wednesday, 9th July

yellow
bicycle



On Wednesday I ride my
new _____. It is _____.

Friday, 11th July

grandmother
visit



My family and I go to _____ my
_____ in the evening.

Saturday, 12th July

park
fun
picnic



On Saturday we go for a _____ at
the _____. It is _____.

Objective(s):

By the end of the activity pupils will be able to:

- identify the toys
- identify the colours

Target Language:

Names of toys
Colours

Time Needed:

Preparation: 5 minutes

In class: 20 minutes

Level:

Year 1

Language Focus:

Listening
Speaking

Activity Use:

Presentation
Practice

Pupil Task:

Whole Class

Materials:

Toy picture cards (one sheet per pupil), crayons or coloured pencils

Procedure:**Before class:**

1. Make one copy of picture cards sheet for each pupil, enlarge the picture cards to make flashcards.

In class:

1. Review the colours (red, blue, yellow, green, orange, violet/purple).
 - a. Using coloured pencils hold up the pencil and ask the pupils to name the colour
2. Review the names of the toys (doll, robot, ball, boat, car, hen.)
 - a. Using the flashcards hold up each card and say 'It's a _____.'
3. Give each pupil a copy of the worksheet.
4. One picture at a time the teacher tells the pupils to colour the toys a certain colour.
 - a. Colour the doll blue.
 - b. Colour the robot red.
 - c. Colour the ball violet.
 - d. Colour the hen yellow.
 - e. Colour the boat green.
 - f. Colour the car orange.
5. After the pupils have coloured all six pictures the teacher asks the pupils to name the toy for each colour.
 - a. Which toy is blue?
 - b. Which toy is red?
 - c. Which toy is violet?
 - d. Which toy is yellow?
 - e. Which toy is green?
 - f. Which toy is orange?

Teaching Tips:

Pupils can take the cards home to practice or the teacher can collect them to use later for another activity.

Follow Up:

In pairs, pupils can ask each other 'Which toy is _____?'

Pupils can cut up cards and play a game such as Snap!, Go Fish or Memory. Pupils can use the pictures to make mini books and write the name of each picture beneath it.

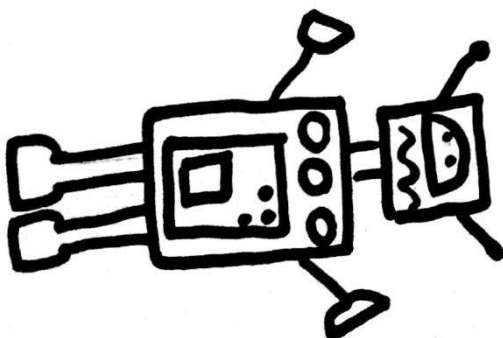
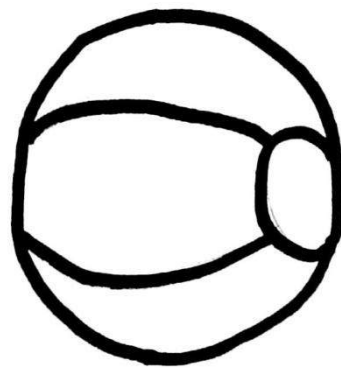
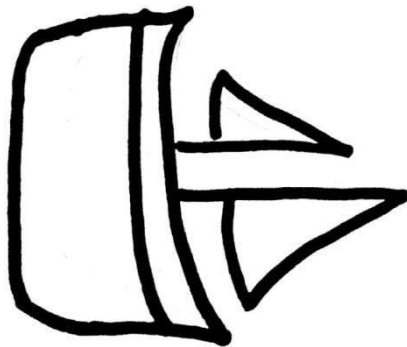
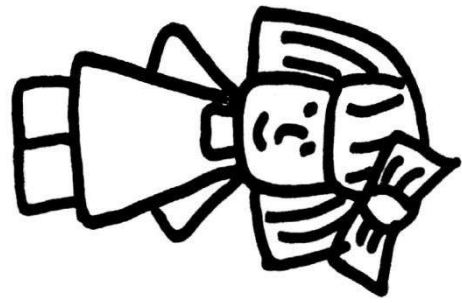
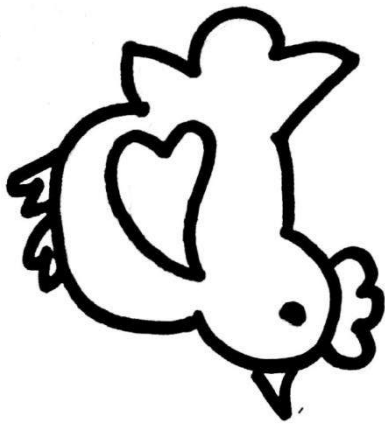
Variations:

For step 5 the teacher can ask 'What colour is the _____?' to practice colours.

For more advanced pupils:

Step 4: Half of the class colours the top three pictures, the other half the bottom three pictures.

Step 5: In pairs, pupils tell their partner what colour to use for their three pictures.



Transport survey

Arlizah Barah & Surayah Anjong, SK Sangkabok, Kuala Penyu, Sabah

Objective(s):

By the end of the activity pupils will be able to:

- identify different forms of transport
- conduct a survey of transport in the local area

Target Language:

Names of transport

Time Needed:

Preparation: 5 minutes

In class: 60 minutes

Level:

Year 3

Language Focus:

Reading

Speaking

Listening

Writing

Language Arts

Activity Use:

Presentation

Practice

Pupil Task:

Whole Class

Group work

Materials:

Whiteboard for writing the results, survey, picture flashcards and toy cars, planes, etc. (if you have them)

Procedure:

Before class:

1. Prepare flashcards of transport (see Printable Pages section) and worksheet for the survey.

In class:

1. Review common transport vocabulary using the flashcards.
2. Put pupils into small groups.
3. Explain to the pupils that they will be leaving class to count transport/vehicles in their local area – check that they know how to behave and advise that if they do not behave well they will immediately return to class.
4. Distribute the survey sheets and ask the groups to guess how many of each kind of transport they will see.
5. Lead pupils out of class to survey the transport in the local area.
6. Record the numbers on a mini-whiteboard or on a piece of A3 card during this activity. That way the pupils can all count together, and there are no disagreements about numbers when you return to class!
7. Encourage stronger pupils to give directions to the class e.g. “turn left, stop, go straight”, etc.
8. Return to the class and compare survey results with the group’s predictions. Briefly drill the phrase; “There are/is _____ cars/boats/bicycles in kampong _____.” and ask the pupils how many of each transport item they recorded.
9. The group who guessed the closest to the right result is the winner.

Follow Up:

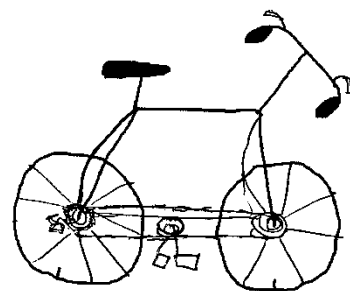
The pupils can make a memory game of forms of transport and reinforce the vocabulary learning.

Teaching Tips:

Surveys are a great way of getting the whole class involved and to encourage speaking.



TRANSPORT IN OUR VILLAGE



Group Name:

Group Members:

.....

.....

.....

Transport	Guess	Result
Bicycle		
Car		
Van		
Plane		
Motorcycle		
Boat		
Helicopter		
Train		
Bus		



We would like to say a big thank you to all of you for your contributions, enthusiasm and hard work in making the ELTDP Resource Book happen. We hope that you will use it, enjoy it and share it with your colleagues and be inspired by everyone's creativity.

With thanks from the Resource Book Committee:
Ann, Anna, Brenna, Chriss, Fiona, Helen, Kieta, Kyle, Nick, Penny, Stefani and Yik.

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