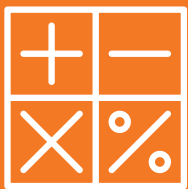


CURRICULUM DESCRIPTION CATALOGUE



Primary

2

Scan to visit our
website for more
information!



[edufront.com](https://www.edufront.com)





ENGLISH PROGRAMME

Ignite your child's passion and interest in mastering the language with our Primary English tuition programme! In our Primary English Mastery™ Programme, we provide the right support to develop and hone your child's mastery of the key language components. We take a unique approach in English Tuition for our students to master the English Language skills. Rather than rote learning and memorisation our English lessons inspire children to take a genuine interest in the language – and this begins by building their confidence in English, through our innovative system:

1

We break complex grammatical rules into bite-size pieces, so they make more sense for students of all levels to tackle school exams.

MAKING
GRAMMAR
EASY

INJECTING
EXCITEMENT
INTO ENGLISH

2

Students love our English tutors while learning to read, write, speak and listen – thanks to our engaging topic selection and teaching style.

DEVELOPING
META-
COGNITIVE
SKILLS

3

We teach students to evaluate their own work skills like error analysis, answer precision, identifying logical gaps, etc.

NURTURING
CRITICAL
THINKING

4

Our students develop critical thinking skills in our tuition class, such as the ability to answer inferential and application- type questions (which are common in the new MOE English syllabus).

BUILDING
WRITING
SKILLS

5

Students improve their writing skills quickly with our “6-traits of writing” learning process model – ideas, organisation, voice, word choice, sentence fluency, and conventions.



P2 English components:



Oral

Stimulus Based Conversation



Writing

Prompts to expand students answers



Grammar and Vocabulary

Various Grammar Mastery activities through numerous topics in the Primary English Proficiency booklet



Revision Papers

Prior to the examinations, students will do some revisions using past year papers. These papers comprise of all the components that they have learnt



Reading Comprehension

Various Comprehension comprehensive exercises including Open Ended, True or False through numerous topics in the Primary English Proficiency booklet

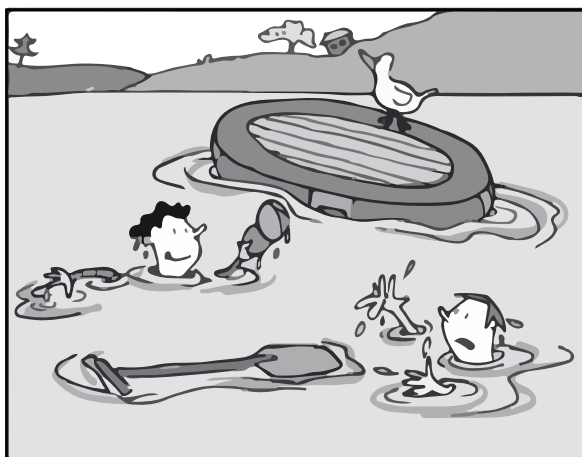


WORKSHEETS

&

ANSWERS

A LESSON LEARNT



Write 3 sentences for each of the pictures below:



1. _____

2. _____

3. _____



1. _____

2. _____

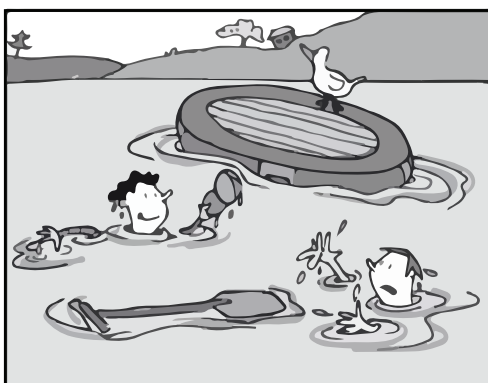
3. _____



1. _____

2. _____

3. _____



1. _____

2. _____

3. _____

P2



MATH PROGRAMME

Our skilled tutors employ the cutting-edge C-P-A-H methodology to assist your child in mastering complex math concepts and applying them to real-life situations. We aim not only to cultivate a profound understanding of mathematics but also to nurture a genuine passion for the subject, allowing your child's math abilities to reach new levels of excellence.

WHAT IS THE C-P-A-H SYSTEM?

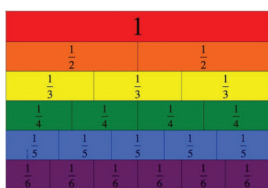
The C-P-A-H system develops your child's mathematical proficiency by building connections between Concrete, Pictorial, Abstract and the Heuristics.

C



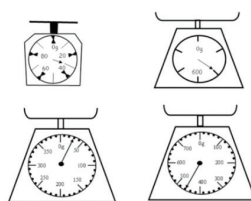
Concrete components include the use of objects that pupils can touch, feel and manipulate during the lesson.

P



Pictorial representations include drawings, diagrams, charts or graphics that pupils can draw, read or interpret.

A



Abstract refers to symbolic representations (like numbers or letters) that pupils can use to showcase their understanding of a concept.

H

Heuristics (Non-routine Strategies)

- Use a diagram
- Look for pattern
- Model method
- Unitary method
- Guess and check
- Making a list
- Working backwards
- Simplify the problem
- Before and after concept
- Branching method
- Repeated identity
- External unchanged
- Total unchanged
- Constant difference
- Number x value
- Simultaneous
- More than less than
- External changed
- Gap and difference

Heuristic refer to various strategies that pupils can use to solve both routine and non-routine maths problems.

With a wealth of knowledge and patience, our math tutors collaborate closely with your child to enhance their confidence and proficiency in math. They utilise diverse teaching approaches to ensure even the most intricate math concepts are easily grasped, and ample practice problems are given to reinforce the learning process.

OUR RESOURCES

1

Comprehensive notes and helpful cheat sheets

2

Diverse practice sets covering multiple-choice questions to word problems

3

Heuristic skills packages to enhance problem-solving abilities

4

Topical reviews for a thorough understanding of each subject

5

Revision papers for effective exam preparation

Additionally, we offer diagnostic tests to assess students' proficiency levels, allowing us to provide tailored support through our Learning Management System.

Curriculum Details

TERM 1	TERM 2	TERM 3	TERM 4
Numbers to 1000 Length Multiplication Tables of 2, 5 and 10	Mass Time Word Problems	Multiplication Tables of 3 and 4 Fractions Money	Volume Picture Graphs Shapes

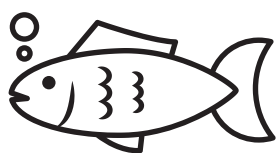


WORKSHEETS

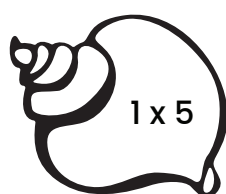
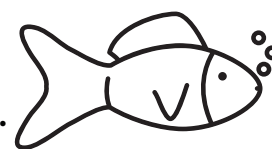
&

ANSWERS

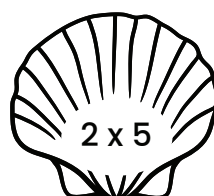
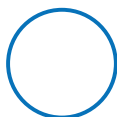
MULTIPLICATION UNDER THE SEA



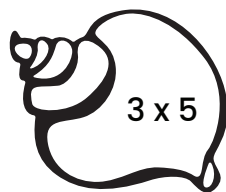
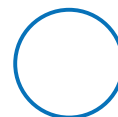
Solve the multiplication equations and write the correct answers in the bubble.



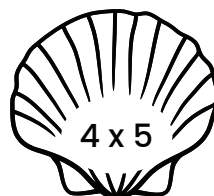
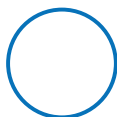
1×5



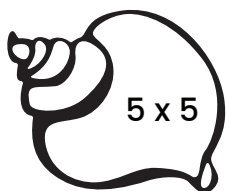
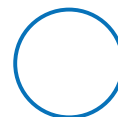
2×5



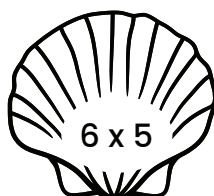
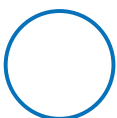
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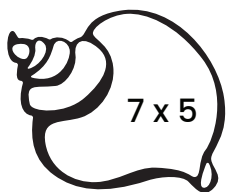
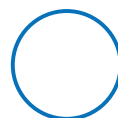
4×5



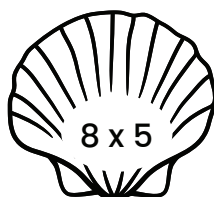
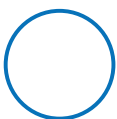
5×5



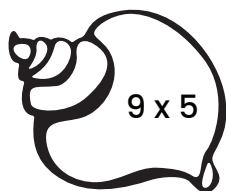
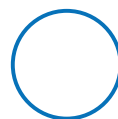
6×5



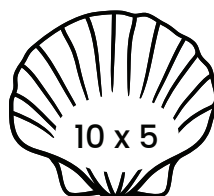
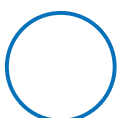
7×5



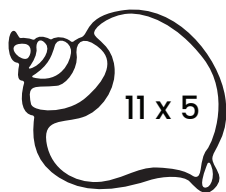
8×5



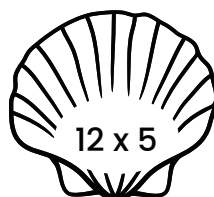
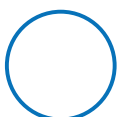
9×5



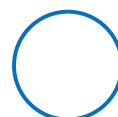
10×5



11×5



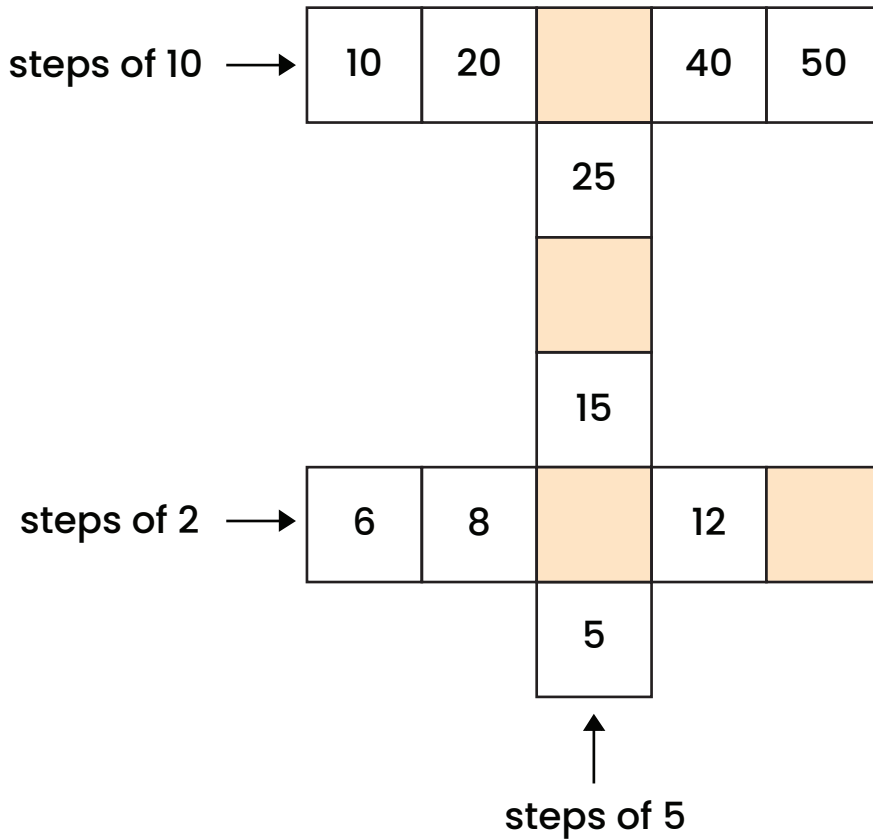
12×5



SECTION B

Answer the following questions.

1. Count in steps of 2, 5 or 10 and fill in the missing numbers.



2. Fill in the blanks.

- (a) 7×5 is 5 less than _____ $\times 5$.
(b) 4×2 is _____ less than 5×2 .
(c) 5×10 is _____ more than 4×10 .
(d) 2×10 is 10 more than _____ $\times 10$.

3. Fill in the missing numbers.

(a) 1 whole = $\frac{\boxed{}}{3}$

(c) 1 whole = $\frac{\boxed{}}{6}$

(c) 1 whole = $\frac{4}{\boxed{}}$

(d) 1 whole = $\frac{8}{\boxed{}}$

4. Fill in the blanks.

(a) $\frac{1}{4}$ and _____ make 1 whole.

(b) $\frac{3}{5}$ and _____ make 1 whole.

(c) $\frac{1}{6}$ and _____ make 1 whole.

(d) _____ and $\frac{4}{9}$ make 1 whole.

(e) _____ and $\frac{7}{10}$ make 1 whole.

5. Ariff had 187 straws. He has 78 more straws than Askar. How many straws does Askar have?

Askar has _____ straws.

6. Mr Shiva baked 382 chocolate chip cookies. He baked 188 more butter cookies than chocolate chip cookies. How many butter cookies did Mr Shiva bake?

Mr Shiva baked _____ butter cookies.



MALAY PROGRAMME

Ignite your child's passion and interest in mastering the Malay Language with our Primary Malay Language Mastery Programme. Our primary goal is to foster students' confidence in using the Malay language. We aspire to create an engaging and enjoyable learning journey for all our students.

OUR MONTHLY CURRICULUM STRUCTURE:



Lisan (Oral Communication)

- Show and Tell
- Picture-based Conversation



Tatabahasa (Grammar)

- Introduction of different Golongan Kata dan Ayat



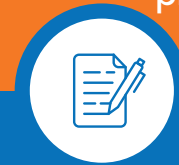
Kosa Kata (Vocabulary)

- Monthly thematic Spelling and Vocabulary practice



Kefahaman (Comprehension)

- Reading and comprehension skills
- Mastering answering techniques



Asas Penulisan (Basic Writing)

- Basic sentence construction
- Guided story writing

ADDITIONAL LEARNING RESOURCES

Other than the weekly worksheets, students are also exposed to a plethora of learning resources made available to them physically and online:



Library corner in all physical centres with specially chosen, quality Malay fiction and non-fiction books.



Compilation of winning entries to our national “Saya Boleh Mengarang” biennial writing competition



Online quizzes in our Learning Management System



Recordings of the weekly lessons in our Learning Management System



WORKSHEETS

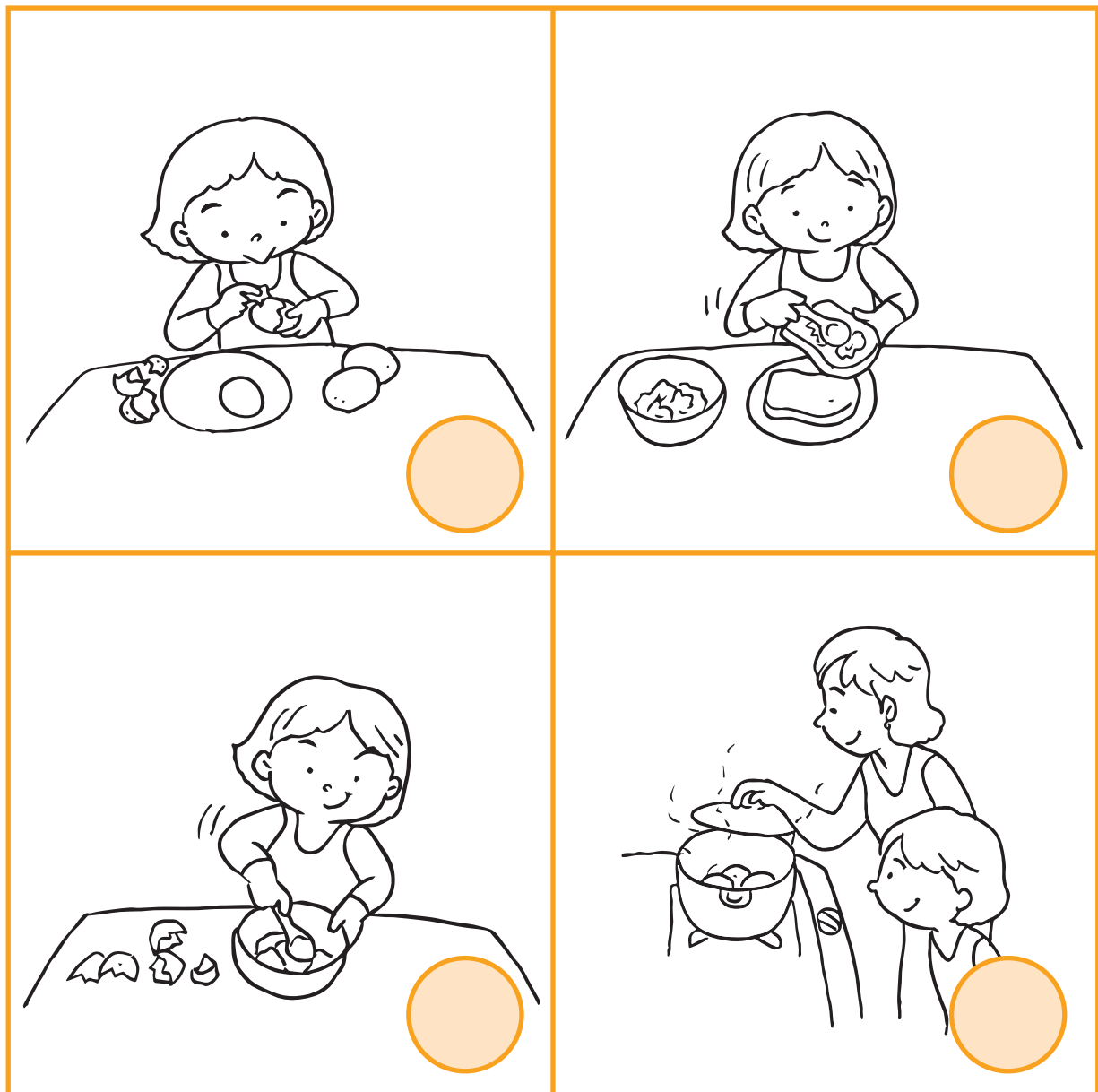
&

ANSWERS

ASAS PENULISAN

Tulis nombor 1-4 dalam bulatan yang disediakan untuk menyusun langkah-langkah menyediakan sandwic telur.

Resipi Sandwic Telur



Lengkapkan resipi sandwic telur di bawah ini:

merebus telur

mencampurkan sedikit garam, lada putih dan mentega yang lembut

gaulkan semua bahan-bahan

mengupas telur

menghancurkan telur menggunakan garfu

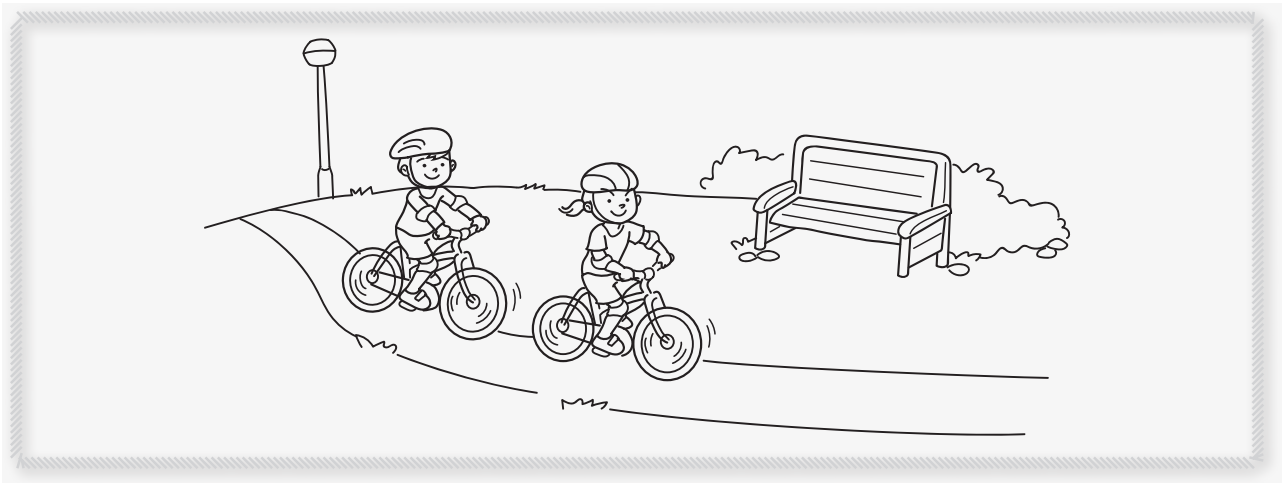
sapukan telur tadi ke atas dua keping roti

1. Pertama sekali kita mesti _____.
2. Selepas itu kita perlu _____.
3. Kemudian, kita perlu _____
_____.
4. Setelah itu, kita perlu _____
_____.
5. _____ tadi hingga sebatu.
6. Akhir sekali, _____
_____.

BINA AYAT

Susun perkataan hingga menjadi ayat yang betul.

Menjaga Kesihatan



1. dan Ali / rajin / bersenam / Siti

2. Mereka / di taman / suka / anak / berlari-lari

3. juga / Mereka / berbasikal / suka / bersama-sama

4. Udara / sungguh / di taman / segar

5. bersenam / minum / Selepas / air jarang / mereka

Bina sepotong ayat untuk setiap gambar di bawah ini menggunakan perkataan-perkataan yang diberikan.

Sakit Gigi

1.



suka

coklat

2.



sakit

gigi

3.



ibu

doktor gigi

4.



mencabut

rosak

5.



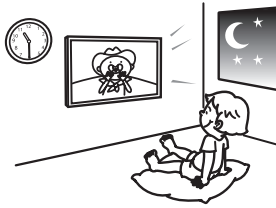
rajin

memberus

Bina sepotong ayat untuk setiap gambar di bawah ini menggunakan perkataan-perkataan yang diberikan.

Tidur Lewat

1.



menonton

malam

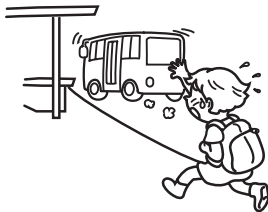
2.



bangun

lewat

3.



berlari

bas

4.



tertidur

mengantuk

5.



guru

memarahi

KEFAHAMAN OBJEKTIF

Baca petikan di bawah ini dengan teliti. Kemudian jawab soalan-soalan yang mengikutinya.

Alif dan Sani berkawan baik. Mereka suka berbasikal dan memancing. Mereka selalu memancing dengan ayat Alif, Encik Yusof. Encik Yusof akan membawa mereka memancing di Pantai Chanai. Mereka pergi memancing pada hari Ahad.

Mereka akan menggunakan joran dan mata kail semasa memancing. Mata kail itu tajam. Mereka akan menggunakan cacing sebagai umpan. Ikan yang mereka tanhkap akan disimpan di dalam sebuah baldi.

KEFAHAMAN OBJEKTIF

Jawab soalan-soalan di bawah ini. Tuliskan angka jawapan di dalam tanda kurung () yang disediakan.

1. Kawan baik Alif bernama _____.
(a) Sani
(b) Yusof ()
2. Alif dan kawannya suka _____.
(a) berenang dan membaca
(b) berbasikal dan memancing ()
3. Ayah Alif membawa mereka memancing di _____.
(a) Pantai Changi
(b) Pantai Sentosa ()
4. Alif menggunakan _____ semasa mereka memancing.
(a) joran dan mata kail
(b) joran, mata kail dan umpan ()
5. Ikan-ikan yang ditangkap akan disimpan di dalam _____.
(a) baldi
(b) bakul ()

KEFAHAMAN SUBJEKTIF 1

Baca petikan di bawah ini dengan teliti. Kemudian jawab soalan-soalan yang mengikutinya.

Loceng sudah berbunyi. Ayu pergi ke kantin. Ayu beratur di hadapan gerai makanan Melayu. Dia hendak membeli mi soto. Semasa dia membawa mangkuk yang berisi mi soto ke bangku, Lina terlanggarnya. Mi soto Ayu tertumpah. Baju seragam Ayu juga menjadi kotor.

Lina meminta maaf kepada Ayu. Dia membawa Ayu ke tandas untuk membersihkan pakaian seragam Ayu. Lina kemudian membeli mi soto yang baharu untuk Ayu.



Soalan di bawah ini dan tuliskan jawapan kamu di tempat kosong yang disediakan.

1. Ke manakah Ayu pergi apabila loceng berbunyi?

Ayu pergi ke _____.

2. Apakah yang Ayu beli di gerai makanan Melayu?

Dia membeli _____.

3. Siapakah yang terlanggar Ayu?

_____ yang terlanggar Ayu.

4. Apakah yang berlaku pada makanan Ayu?

Makanan Ayu _____.

5. Mengapakah Lina membawa Ayu ke tandas?

Lina membawa Ayu ke tandas untuk _____

_____.

KEFAHAMAN SUBJEKTIF 2

Baca petikan di bawah ini dengan teliti. Kemudian jawab soalan-soalan yang mengikutinya.

Hobi Sudin dan adiknya ialah membaca buku. Mereka selalu meminjam buku dari perpustakaan sekolah mereka. Cikgu Nahar selalu memuji Sudin kerana dia rajin membaca buku.

Ibu bapa Sudin menggalakkan Sudin dan adiknya membaca buku. Mereka juga suka membaca buku. Mereka selalu membeli buku-buku cerita. Mereka suka membaca buku kerana mereka akan mendapat pelbagai ilmu pengetahuan.



Soalan di bawah ini dan tuliskan jawapan kamu di tempat kosong yang disediakan.

1. Apakah hobi Sudin dan adiknya?

Hobi Sudin dan adiknya ialah _____.

2. Di manakah Sudin dan adiknya meminjam buku?

Mereka meminjam buku di _____.

3. Mengapakah Cikgu Nahar selalu memuji Sudin?

Cikgu Nahar selalu memuji Sudin kerana _____
_____.

4. Siapakah yang menggalakkan Sudin dan adiknya membaca?

_____ yang menggalakkan mereka membaca.

5. Apakah yang boleh Sudin dapat dengan banyak membaca buku?

Sudin akan mendapat _____
_____.

LATIHAN BAHASA

Kata Kerja (Imbuhan 'meN-', 'ber-')

ber	me	men	mem	meng	menge
-----	----	-----	-----	------	-------

1. Ibu goreng ikan untuk makan malam.



2. Budak itu lari-lari anak di taman.



3. Beg kegemaran Azzah warna kelabu.



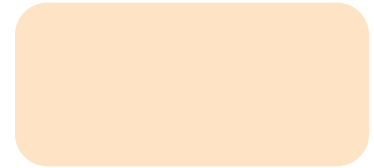
4. Alana nangis teresak-esak kerana mahu susu.



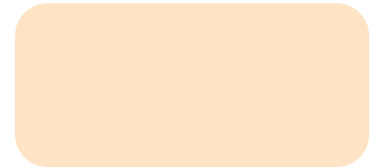
5. Hasnah membantu ibu sapu lantai.



6. Ayah sedang mop lantai.



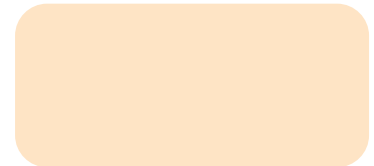
7. Aiman sedang baca buku.



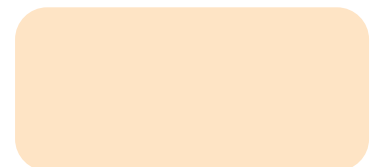
8. Abang sedang cuci pinggan.



9. Budak lelaki itu sedang korek tanah.



10. Seri suka tari di atas pentas.



KATA TUGAS (KATA SENDI NAMA)

Jawab soalan-soalan di bawah ini. Tuliskan angka jawapan di dalam tanda kurung () yang disediakan.

1. Adik terjun _____ dalam kolam renang.
 - a. ke
 - b. tepi
 - c. atas ()

2. Saya perlu berjumpa Cikgu Faisal _____ pagi hingga ke petang.
 - a. atas
 - b. dari
 - c. dalam ()

3. Amir bersembunyi di _____ bilik ibunya.
 - a. daripada
 - b. atas
 - c. dalam ()

4. Pak Abu memotong rumput di _____ rumah majikannya.
 - a. dalam
 - b. belakang
 - c. ke ()

5. Wani berada _____ pameran buku bersama kakak.
 - a. di
 - b. ke
 - c. dalam ()

KATA TUGAS (KATA SENDI NAMA)

Isikan tempat kosong di bawah dengan kata sendi nama “di” atau “ke”.

1. Khai ingin pergi _____ Korea bersama rakan-rakan sekelasnya.
2. Kucing itu berada _____ atas meja.
3. Fadhilah bekerja _____ hospital kerajaan.
4. Kita perlu melihat _____ kiri dan ke kanan sebelum melintas jalan.
5. Dia menunggu Sarah dari jam 9.00 hingga _____ jam 10.00 pagi.

KATA TUGAS (KATA ARAH)

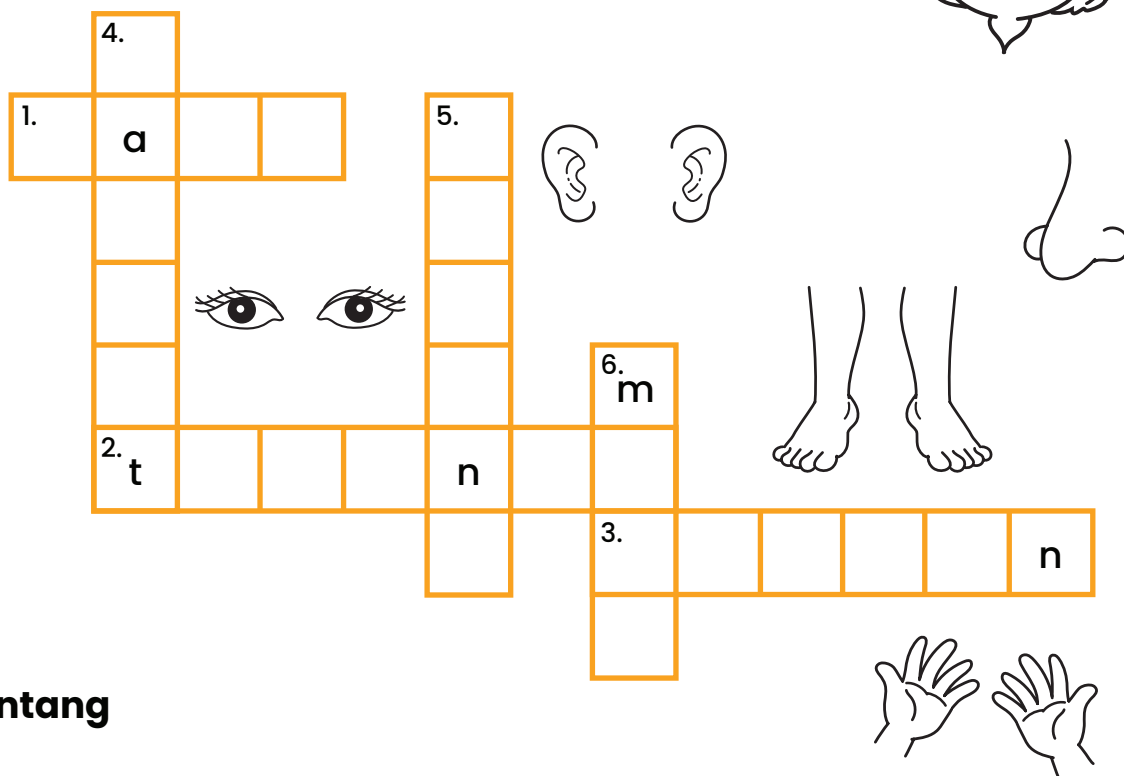
Isikan tempat kosong di bawah dengan kata arah yang sesuai.

1. Kami duduk di _____ (atas/bawah) tikar.
2. Bala tidur di _____ (atas/dalam) bilik.
3. Halimah berdiri di _____ (luar/bawah) bilik guru.
4. Anjing itu berada di _____ (bawah/dalam) jambatan.
5. Mereka menunggu di _____ (atas/belakang) rumah.

KOSA KATA

Lengkapkan silang kata ini.

Anggota Badan Saya



Melintang

1. Saya berlari dengan _____ .
2. Saya mendengar dengan _____ .
3. Saya melambai dengan _____ .

Ke Bawah

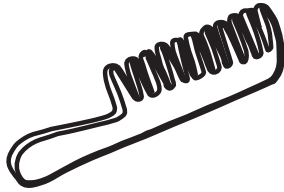
4. _____ saya panjang.
5. Saya menghidu dengan _____ .
6. Saya melihat dengan _____ .

Isi tempat kosong dengan perkataan yang betul.

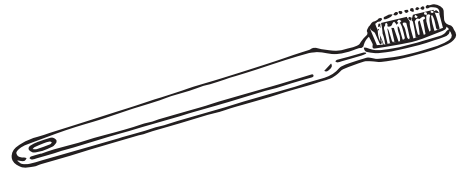
Menjaga Kebersihan Diri

syampu	sabun	tuala
ubat gigi	berus gigi	sikat

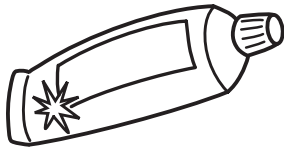
1.



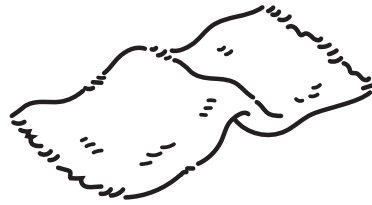
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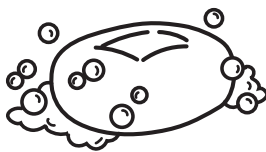
3.



4.



5.

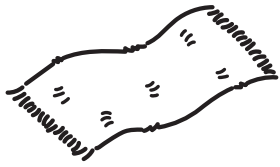


6.



Padankan gambar dengan frasa yang betul.

Menggunakan Deria Kita



● tangan kotor



● dahi panas



● bunga wangi



● tuala lembut



● air sejuk



● televisyen bising

ISI TEMPAT KOSONG

Isi tempat kosong dengan perkataan yang betul.

Membersihkan Bilik Tidur

melipat	almari	menyapu
disimpan	disusun	mengemas



Bilik Anis sentiasa bersih.

1. Setiap pagi Anis akan _____ katilnya.
2. Anis _____ selimutnya dengan rapi.
3. Buku-buku Anis _____ dengan kemas di atas mejanya.
4. Alat tulis dan peralatan lukisan _____ dalam laci.
5. Baju-baju yang telah dilipat terus disusun dalam _____.
6. Anis juga rajin _____ lantai biliknya.

Isi tempat kosong dengan perkataan yang betul.

Memasak Sarapan Bersama-sama

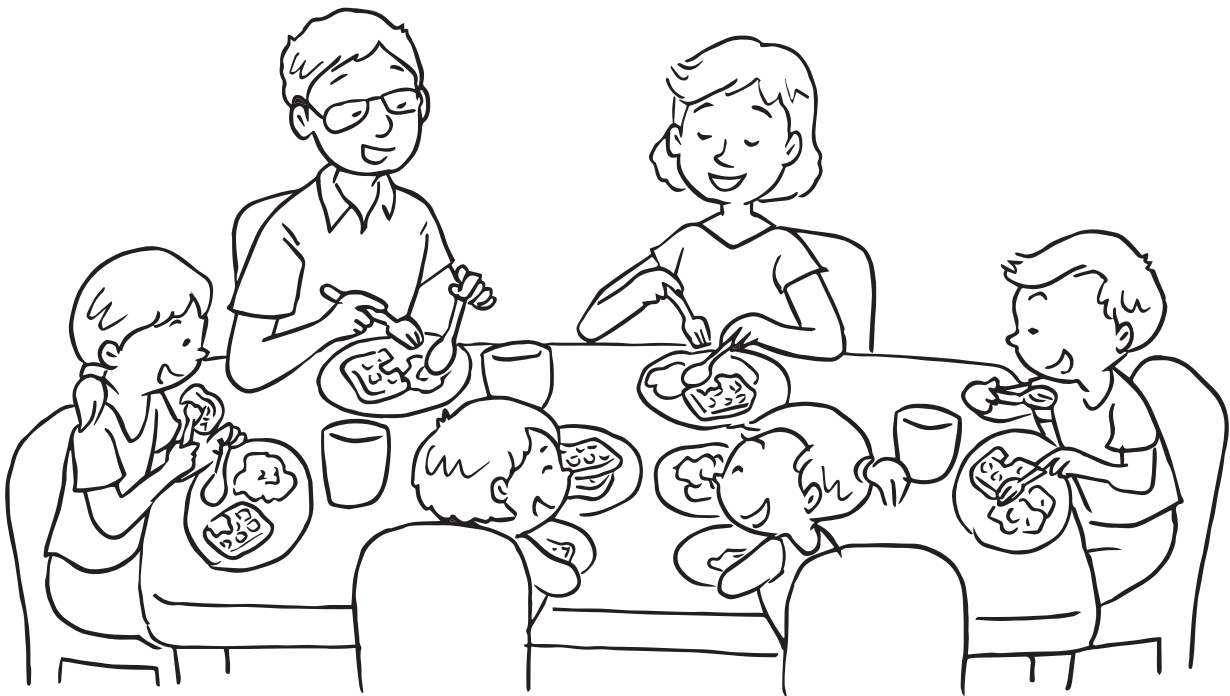
seronok	memasak	sementara	bersama-sama	comot
pembakar	tidak sabar	sarapan	menghidangkan	membancuh

Setiap hari Ahad, saya (1) _____ hendak bangun pagi. Keluarga saya akan menyediakan (2) _____ pagi bersama-sama. Sarapan kegemaran saya ialah wafel bersama sos coklat. Ibu mengajar saya dan Adik bagaimana hendak (3) _____ adunan wafel.

Kami berasa sangat (4) _____ menyukai tepung, susu, gula, telur dan mentega. Kemudian kami pun mengadun semua bahan-bahan tadi. Kami berdua kelihatan lucu kerana wajah dan pakaian kami (5) _____ .

Setelah adunan siap, Ibu akan mengajar Kakak dan Abang cara membakar wafel menggunakan (6) _____ wafel. Bau wafel yang sedang dibakar memang harum!

(7) _____ menanti wafel habis dibakar, Ibu memasak sos coklat. Ayah pula akan (8) _____ telur hancur untuk dimakan bersama wafelnya. Saya akan mengemas meja dan (9) _____ makanan. Akhirnya kami sekeluarga pun duduk makan (10) _____ dengan gembira.



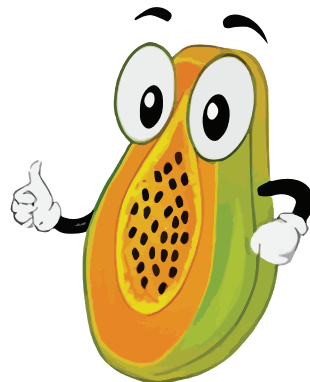
TEMA: KESIHATAN

Mari Menyanyi Bersama:

Papaya Ciku Ciku

Papaya buah rambutan
Ciku-ciku belum masak
Kelapa buah durian
Ciku-ciku masak enak

Saya menjual buah manggis
Luar hitam dalam manis
Buah rambai kulitnya tipis
Jual murah lekas habis



UNJUK DAN UJAR

Lukiskan gambar buah kegemaran kamu di sini:

1. Apakah buah kegemaran kamu?

Buah kegemaran saya ialah buah _____

2. Bagaimanakah kulit buah itu?

Kulit buah _____ berwarna _____

Kulitnya juga _____

3. Bagaimanakah isi buah itu?

Isi buah _____ berwarna _____

Buah _____ rasanya _____

MENJAGA KESIHATAN

Padankan.



- Makan sayur dan buah-buahan



- Kurangkan makan makanan manis



- Kita mesti rajin bersenam



- Berus gigi selepas makan

P2



小学华文课程结构 CHINESE PROGRAMME

学习资源概览

LEARNING RESOURCES PREVIEW

为什么要重视华语？

我们深知掌握多元语言与教育选择的重要性，并致力于满足家长及学生的需求。我们坚信，掌握中文不仅可以丰富学生的教育旅程，还可以为他们未来的全球机遇奠定基础。

Why should the Chinese language be emphasised?

We understand the importance of mastering diverse language and education options, we are committed to meeting the needs of parents and students.

We firmly believe that acquiring Chinese will not only enrich the educational journey of our students, but also equip them for prospective global opportunities.

下列为学习资源概览的两大部分。

Here are the two primary sections of the learning resources overview.

第一、课程信息

PART I: Curriculum Information

- i) 学科课程结构及详情
- i) Subject curriculum structure and details

每项学科都将依据学校课程范围,制定教学内容。同时,结合学生的弱点,整理出精品讲义。

Each subject will be taught according to the scope of the school curriculum. Besides, notes will be customised according students' weakness

第二、课堂练习及答案

PART II: Worksheets & Answers

家长即可翻页查看课程练习及课程指导,并查看孩子对基础课程的知识储备。

Parents can easily navigate through the exercises and lesson guides. In addition, these worksheets can monitor your child's understanding of the fundamental curriculum.

爱读坊为什么能脱颖而出?

What sets AiDufang apart from others?



独家笔记能帮助学生快速掌握知识点,并帮助您的孩子在此计划下受益。

Exclusive notes assist students in quickly understanding and enable your child to benefit from the lesson.

小学华文课程结构

Primary CHINESE Curriculum Structure

爱读坊将根据教育部标准来制定教学大纲。每月四份练习将涵盖口语/听力、综合练习、阅读理解及作文四个方面。

Our lesson plan will be based on the latest MOE syllabus. The monthly exercises will cover four topics, such as oral, grammar & vocabulary, comprehension and composition.

口试 ORAL

- 朗读篇章(纠正发音语调)
- 根据录像短片进行对话(对话技巧)
- Read aloud an article (correct pronunciation and intonation)
- Conversation based on video clips (conversation skills)

听力 LISTENING

- 根据录音回答问题(记忆力转化)
- Answering questions based on recordings (Enhance memory)

综合练习 GRAMMAR & VOCABULARY

- 分为生字新词及语文应用两个部分
- 学会读、写、造句
- 根据题目选出最适当的选项(词汇辨别及应用)
- two parts: vocabulary in textbook and language application
- Learn to read, write and form sentences
- Choose the most appropriate option according to the question (vocabulary identification and application)

阅读理解 COMPREHENSION

- 根据篇章选出最适当的选项(提高理解能力)
- Select the most appropriate option based on the passage (improve understanding)

4

写作 WRITING

- 命题、看图作文二选一(拓展思维能力)
- Either title-based composition or picture composition (expand thinking skills)

5

课程拓展

Additional Courses

历届考题

- 让学生熟悉会考格式及答题时间
- 提高陷阱题的敏感度
- 提高实战水平
- 培养答题思路



Past Year Paper

- Let students familiar with the examination format and control their answering time
- Build on the sensitivity of tricky questions
- Improve practical capability to answer
- Cultivating mindset for answering questions

网站练习

- 每月更新各类型考题
- 及时的答案反馈
- 补充课外知识



LMS (Online Quiz)

- Various quiz updated monthly
- Feedback answer promptly
- Replenish extracurricular knowledge

创意写作的架构

The structure of creative writing

爱读坊将培养学生在指定时间内,完成一篇符合题意、内容完整、叙述连贯的作文。

Students will be trained to finish a composition in accordance with the topic, complete content and coherent narrative within a timeframe.

看图作文

PICTURE COMPOSITION

需快速了解图画的连贯性及参考词语的意思,并进行联想及思维拓展,确定写作的重点。

It is necessary to quickly understand the coherence of the picture and the meaning of the reference words. After that, broaden your mindset to determine the main point of writing.

课堂安排 CLASS ARRANGEMENT

- 1) 剖析模范作文(30分钟)
Analyse model composition (30 minutes)
- 2) 讨论作文题目(20分钟)
Discuss composition topics (20 minutes)
- 3) 集思广益(20分钟)
Brainstorming (20 minutes)
- 4) 完成写作(50分钟)
Finish writing (50 minutes)

命题作文

TITLE-BASED COMPOSITION

体裁分为“写人”“记事”“抒情”“写景”“其他”“完成文章”六大类。写作时,可参考考卷提示,并根据限制及要求,创作出逻辑通顺且不偏题的文章。

Genre is divided into six categories:

- people
- events
- emotions
- scenery
- other
- situational writing

To ensure a successful writing, always refer to the exam instructions and make sure your writing is relevant and logical. Take note of the guidelines and restrictions.

课程细节

Curriculum Details



写作技巧 WRITING SKILLS

- 审题
- 编写提纲
- 掌握各类型作文的技巧
- Reviewing the topic
- Writing an outline
- Mastering the skills of each type of compositions



提高词汇量 INCREASE VOCABULARY

- 生字新词的运用
- 积累优美句子、名人名言
- 成语、谚语、古诗词等的加分项
- Usage of new vocabulary words
- Accumulate beautiful sentences, famous quotes
- additional points for idioms, proverbs, ancient poems, etc.



拓展能力 EXPANSION SKILLS

- 熟悉段落结构,连贯的叙事能力
- 结合老师、自己及他人意见,阅读模范作文,取他人之长
- 深刻描写,进化成佳作
- Familiarise with paragraph structure, coherent narrative ability.
- overcome shortcoming by learning from other's points and model composition
- impressive description and evolve into a masterpiece.



复盘错误 REVIEW THE MISTAKES

- 离题的原因
- 叙事能力弱的原因
- 减分误区,如错误使用标点符号、错别字等
- the cause for digression
- the reason of weak narrative
- usual errors lead to score deduction such as incorrect use of punctuation, misspelled words, etc.

P2华文课程详情
P2 CHINESE LANGUAGE CURRICULUM ARRANGEMENT

第一学期 term 1	第二学期 term 2	第三学期 term 3	第四学期 term 4
第一课 chp 1	第六课 chp 6	第十一课 chp 11	第十六课 chp 16
第二课 chp 2	第七课 chp 7	第十二课 chp 12	第十七课 chp 17
第三课 chp 3	第八课 chp 8	第十三课 chp 13	第十八课 chp 18
第四课 chp 4	第九课 chp 9	第十四课 chp 14	第十九课 chp 19
第五课 chp 5	第十课 chp 10	第十五课 chp 15	



WORKSHEETS

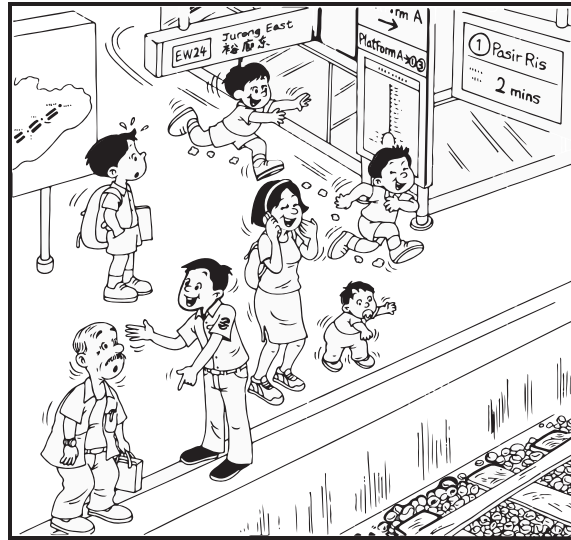
&

ANSWERS



口试

看图说话:



1、出门时你喜欢搭地铁还是坐巴士? 为什么?

会话:

2、在月台上你是怎样等地铁的?

3、在地铁车厢里你觉得应该注意什么?

课程指导:



综合练习

四、组词成句

把下面的词语组成合理的句子。

Q1 饲养 有 宠物 好处 坏处 也有

Q2 每个 参加 学生 都要 学校 活动 课外的

五、看图写句

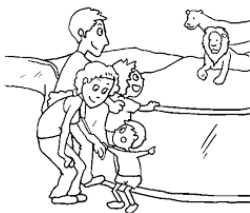
先看图,然后再利用参考词语写出合理的句子。

Q1



带 游泳池

Q2



带 动物园



阅读理解

根据短文内容的意思,选出最适当的答案。

我有一只可爱的小宠物,它就是我的小乌龟,是我七岁生日的时候奶奶送给我的。

它长着一双圆溜溜的小眼睛,一张尖尖的小嘴巴,还有一根爱摆来摆去的小尾巴。我非常喜欢它。刚把它买回家时,它很害怕,总是把脑袋缩在它坚硬 (jiān yìng) 的壳 (ké) 里,从来不把脑袋伸出来。慢慢地,它变成了我最要好的朋友。有一次,我去看它,它把身体缩 (suō) 成一团,我想先给他洗个澡,谁知它忽然把脑袋伸出来,好像对我说:“你回来了,我的小主人。”

Q1 为什么奶奶要送给“我”宠物? ()

- (1) 因为“我”向奶奶要宠物。
- (2) 因为那天是“我”的生日。
- (3) 因为宠物需要有人给它洗澡。

Q2 为什么小乌龟不把脑袋伸出来? ()

- (1) 因为它很害怕。
- (2) 因为它不想洗澡。
- (3) 因为我回来了。

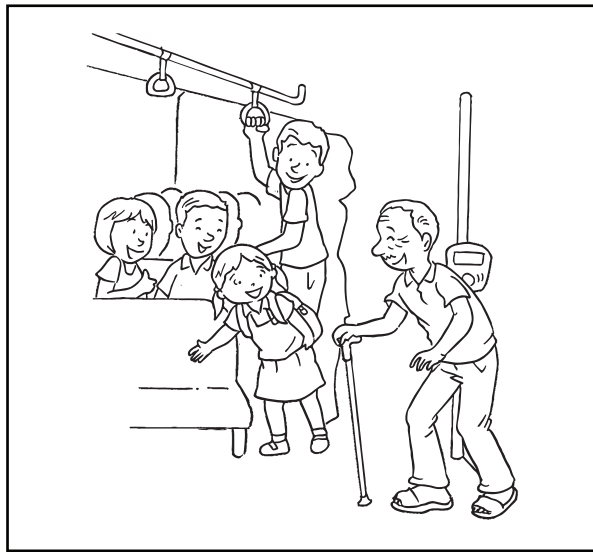
Q3 小乌龟长什么样子?..... ()

- (1) 一双圆溜溜的小眼睛。
- (2) 一张尖尖的嘴巴和一根爱摆来摆去的小尾巴。
- (3) 以上都是。



作文

让座



词语加油站:

白发苍苍	满脸皱纹	拄着拐杖	有礼貌
感激	应该	竖起大拇指	称赞

课程指导: