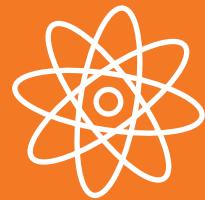
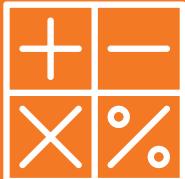


CURRICULUM DESCRIPTION CATALOGUE



Primary

3

Scan to visit our
website for more
information!



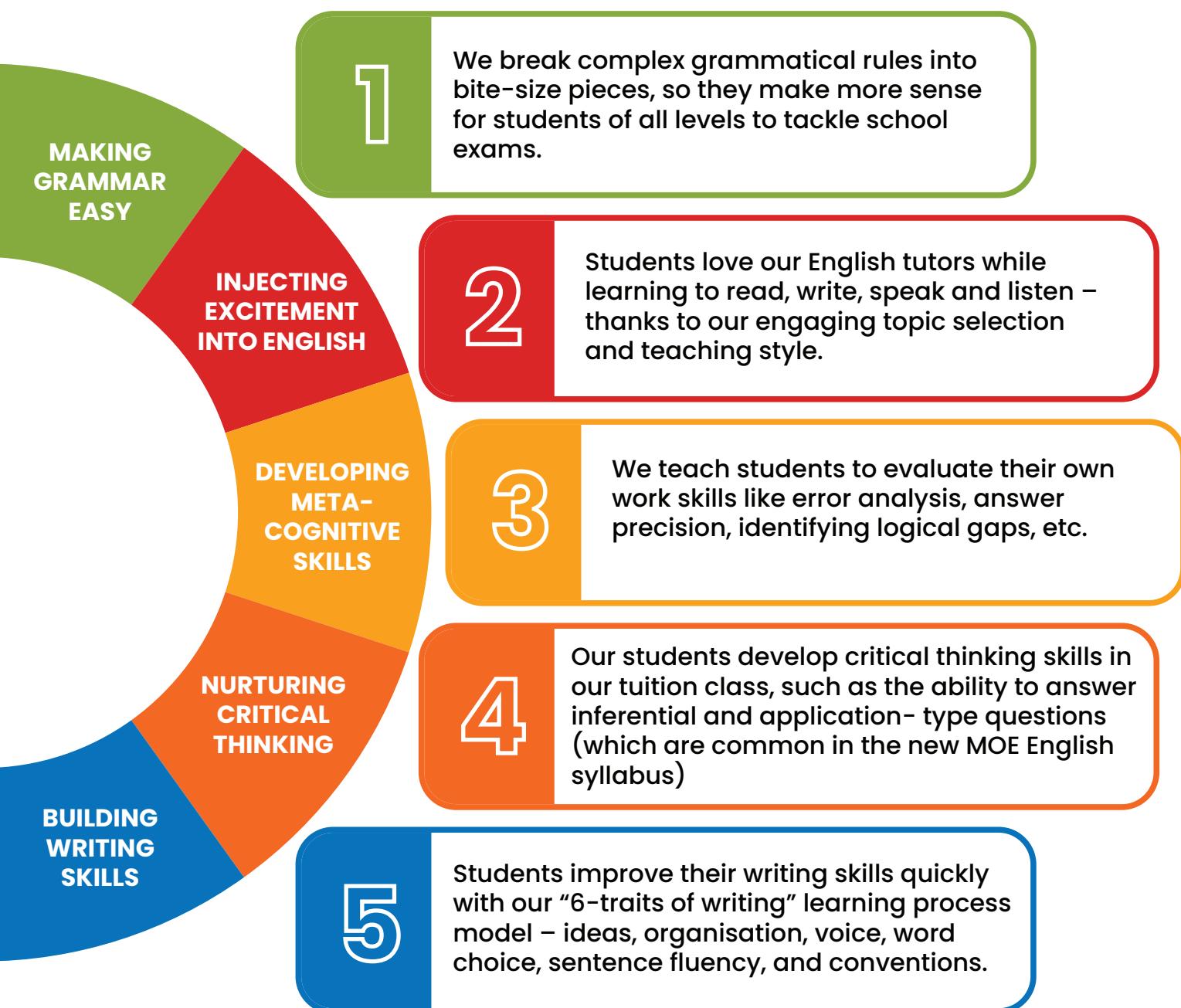
edufront.com





ENGLISH PROGRAMME

Is your child losing interest in the English language and facing difficulties in the comprehension or writing component? We build the language skills your child will use for a lifetime. We also 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:





P3 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

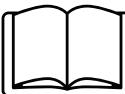


Revision Papers

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



Synthesis and Transformation

Tackle one of the trickiest sections in Paper 2; combining of sentences using conjunctions without changing the meaning of the sentences



WORKSHEETS

&

ANSWERS

STIMULUS-BASED CONVERSATION (THEME: HEALTHY LIFESTYLE)



PROMPTS FOR STIMULUS-BASED CONVERSATION

1. Look at the picture. Would you like to buy this meal?

- Why or why not?



2. Do you have a balanced diet?

- What is your favourite meal?

3. What else could you do to lead a healthy lifestyle?

- What recreational activities do you enjoy?

IF AND UNLESS

If

1. If is used to state condition. This condition must happen before another event or action is to take place.
2. If 'if' is used to at the beginning of a sentence, a comma is used to separate the clauses.

E.g. 1

You make your bed. You can have waffles for your breakfast
If you make your bed, you can have waffles for your breakfast.

Unless

1. To change from if to unless, change the negative word in the condition to positive word or phrase before using unless.
2. To change unless to if, change the positive word in the condition to a negative word or phrase before using if.

E.g. 1

If you are unwell, do not go to school.
Unless you are well, do not go to school

E.g. 2

Unless you have the key, you cannot unlock the green box.
If you do not have the key, you cannot unlock the green box.



SYNTHESIS PACKAGE PRIMARY 3

1. If Hani is feeling feverish, she will cough.

Unless _____

2. They must complete their homework. Then they can go out to play

Unless _____

3. If the pants are the right size, buy them.

Unless _____

4. If it is a very scorching hot day, switch on the air conditioner.

Unless _____

5. You may take a leave if you are feeling under the weather.

If _____

6. Unless you have the access card, you cannot enter the building.

If _____

7. Unless the teacher dismisses you, you cannot leave the lab.

If _____

ALTHOUGH AND BUT

Although

1. Although is used to contrast information.
2. It is also used to introduce a subordinate clause which contains a statement which makes the main clause of the sentence seem surprising or unexpected.

E.g. 1

She looked thin. She was very strong.

Although she looked thin, she was very strong.

But

1. But is used to contrast information.
2. The words but and although are not used together to contrast information in the same sentence.

E.g. 1

There was a loud thunder. It did not rain.

There was a loud thunder **but** it did not rain.

8. There was a knock at the door. No one was there.

_____ but _____

9. Janine went to the bookstore. Janine did not buy any books.

Although _____

10. Camilla was afraid of the dark. Camilla put up a brave front to switch on the lights.

Although _____

11. Emilia did not buy the waffles. Waffles was her favourite dessert.

_____ but _____

12. Emilia did not buy the waffles. Waffles was her favourite dessert.

Although _____

13. The tiger is a brave animal. The tiger is afraid of fire.

_____ but _____

14. He looked skinny. He was very energetic.

_____ but _____

15. It was drizzling. The weather was still hot.

Although _____

P3



SCIENCE PROGRAMME

Give your child's scientific journey a boost by enrolling them in our Weekly Primary Science Mastery class. Watch as they rapidly expand their knowledge of science concepts, sharpen their process skills, and master the art of answering techniques.

Our Primary Science Mastery™ programme teaches students how to apply concepts and process skills to challenging problems in primary science and how to answer open-ended questions in Section B and MCQs effectively and confidently.

OUR TEACHING STRATEGY



MASTERING SCIENCE CONCEPTS

Builds your child's knowledge and understanding of the key science concepts through fun-filled hands-on experiments in life and physical sciences.



MASTERING ANSWERING TECHNIQUE

We teach your child effective answering strategies to equip them with the skills to identify keywords and apply them to questions to score the most marks in the science exam.



MASTERING PROCESS SKILLS

We nurture and inculcate in your child important Scientific process skills such as observing, comparing, analysing, predicting, communicating and creative problem solving.

3 PRONGED STRATEGY

In the past, a student could do very well in Science just by memorizing all the science concepts. However, in the current syllabus, success in Primary School Science is more than acquiring and understanding scientific concepts, memorizing guidebooks or completing countless assessment books.

THE KEY TO SUCCESS IN PRIMARY SCIENCE:

Having a solid understanding of the Concepts in every topic

The mastery of Process Skills

The mastery of Answering Techniques

Unfortunately, these process skills are often not taught in a structured and systematic manner in schools. As many of these process skills involve higher-order thinking skills, the teaching has to be carefully planned, structured and regularly emphasized across the various topics.

OUR RESOURCES

1

Deepen Your Knowledge with Comprehensive Notes:
Explore subjects deeply with our comprehensive notes.

2

Learn by Doing with Hands-On Experiments: Experience learning firsthand through interactive experiments.

3

Master Topics with Topical Reviews: Excel in subjects through focused topic reviews.

4

Learn Anytime with 24/7 Access: Access learning resources whenever you need, 24/7.

5

Practice and Explore with Diverse Sets: Sharpen skills through varied practice, from multiple-choice to open-ended questions.

6

Excel Through Revision Papers: Enhance understanding for examination.



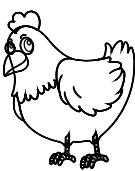
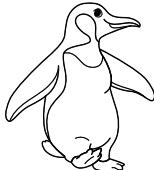
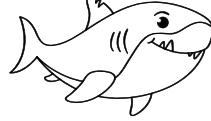
WORKSHEETS

&

ANSWERS

DIVERSITY OF ANIMALS

Refer to the table below.

| Group J | Group K | Group L | Group M |
|--|---|--|--|
|  Zebra |  Frog |  Chicken |  Snake |
|  Cat |  Salamander |  Penguin |  Shark |

The animals above were grouped based on their outer body coverings,

- a) Write suitable headings for Group J, K, L and M.

Group J: _____

Group K: _____

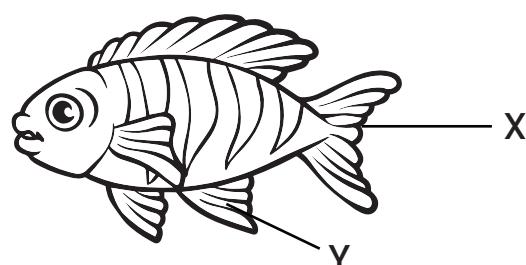
Group L: _____

Group M: _____

- b) Look at the animal shown below. Label parts X and Y correctly.

X: _____

Y: _____



Study Animal T below.



Animal T

- a) Based on your observations, which group of animal does Animal T belong to?

b) Explain your answer in (a).

The diagram below shows a picture of a bat.



- a) Gerald made the following statement about the bat.

"A bat belongs to the birds group because it can fly"

His teacher told him that he is wrong. Give a reason why Gerald is wrong.

- b) Which group should a bat be classified in?



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

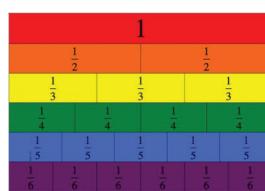
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A

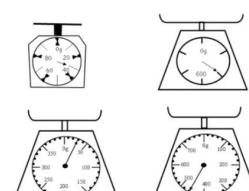
H



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



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



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

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 10000 Money Multiplication Tables of 6,7,8,9 | Word Problems Bar Graphs Angles | Perpendicular and Parallel Lines Fractions Length | Mass Volume and Capacity Area and Perimeter Time |



WORKSHEETS

&

ANSWERS

SECTION 1

1. Write in words.

(a) 7406

(b) 8593

2. In the number 8031,

(a) the digit _____ is in the ones place.

(b) the value of the digit 0 is _____.

(c) the digit 3 stands for _____.

(d) the digit 8 is in the _____ place.

3. Fill in the blanks.

(a) $6 + 800 + 7000 =$ _____

(b) $9613 = 9000 +$ _____ $+ 10 + 3$

(c) $6568 = 6$ thousands 4 hundreds 5 tens and _____ ones

(d) 8 thousands 17 hundreds and 30 tens = _____

(e) Write a 4-digit odd number which has the digit 3 in the tens place.

(f) What is the value of 90 hundreds 10 tens 10 ones? _____

WORKSHEET 2

1. Add.

(a)

| |
|---|
| \$21.60 + \$14.20 = _____ |
| Working: $\begin{array}{r} \$21.60 \\ + \$14.20 \\ \hline \end{array}$ |

(b)

| |
|---------------------------|
| \$37.60 + \$32.80 = _____ |
| Working: |

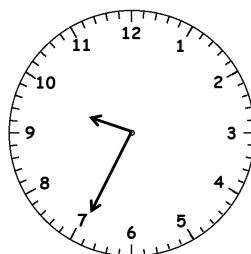
(c)

| |
|---------------------------|
| \$17.95 + \$29.40 = _____ |
| Working: |

1. What is 40 min past 7.25 a.m.?

- | | |
|---------------|---------------|
| (1) 6.25 a.m. | (2) 6.45 a.m. |
| (3) 7.45 a.m. | (4) 8.05 a.m. |

2. What is the time shown on the clock?



- | | |
|---------------|---------------|
| (1) 6.25 a.m. | (2) 6.45 a.m. |
| (3) 7.45 a.m. | (4) 8.05 a.m. |
3. On Monday, Boh Seng worked 5 h 40 min delivering pizzas. On Tuesday, he worked 1 h 25 min less than on Monday. How many hours did he work on both days?

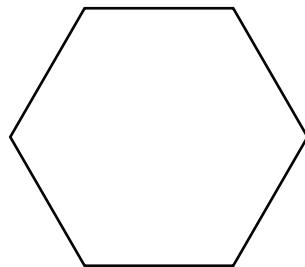
- | | |
|----------------|-----------------|
| (1) 3 h 15 min | (2) 7 h 5 min |
| (3) 9 h 55 min | (4) 11 h 20 min |

Study the television schedule given below.

Answer questions 4 and 5.

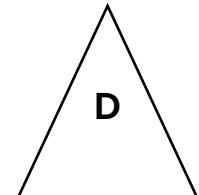
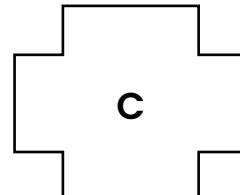
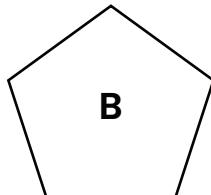
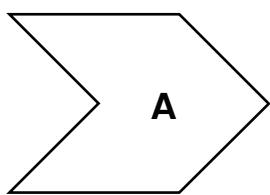
| Start Time | Program |
|------------|-------------------|
| 5.20 p.m. | News Today |
| 5.45 p.m. | Minute to Sing It |
| 7.10 p.m. | Monsterra |
| 7.55 p.m. | Cook It Right |
| 8.15 p.m. | Outback Adventure |

6. How many pairs of parallel lines does the figure have?

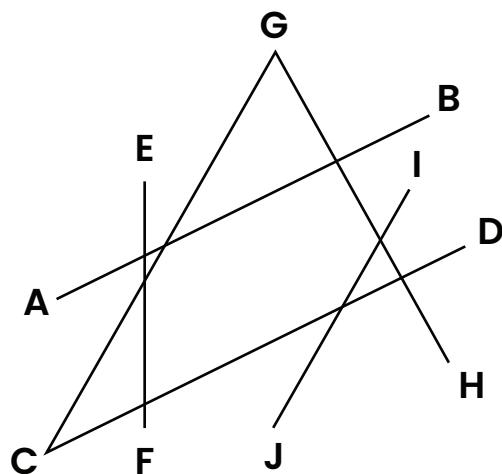


_____ pairs

7. Which of these figures do not have any parallel lines?



8. Name 2 pairs of parallel lines in the figure shown below.



_____ // _____ and _____ // _____

WORKED EXAMPLE

There are twice as many cats as birds in a pet shop.

The cats and birds have 70 legs altogether.

How many birds are there in the pet shop?

Step 1 : Make sense of the problem.

In a pet shop, there are cats and birds.

There are more cats than birds – 2 times as many

The cats and birds have 70 legs in total.

Find the number of birds.

Step 2 : Make a table by using possible numbers of birds

| Number of birds | Total no. of birds' legs (No. of birds x 2) | No. of cats (No. of birds x 2) | Total no. of cats' legs (No. of cats x 4) | Total no. of legs (Cats and Birds) | Check |
|-----------------|--|-----------------------------------|--|------------------------------------|-------|
| 10 | $10 \times 2 = 20$ | $10 \times 2 = 20$ | $20 \times 4 = 80$ | $20 + 80 = 100$ | ✗ |
| 9 | $9 \times 2 = 18$ | $9 \times 2 = 18$ | $18 \times 4 = 72$ | $18 + 72 = 90$ | ✗ |
| 7 | $7 \times 2 = 14$ | $7 \times 2 = 14$ | $14 \times 4 = 56$ | $14 + 56 = 70$ | ✓ |

Answer: There are _____ birds in the shop.

Step 3 : Check the solution.

Total number of birds' legs =

Total number of cats' legs =

Total number of cats =

There are _____ times as many cats as birds.

P3



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:

01
WEEK

Lisan (*Oral Communication*)

- Video Stimulus Based Conversation
- A different theme will be covered each month.

02
WEEK

Tatabahasa (*Grammar*)

- Reinforcement of different aspects of tatabahasa eg. Imbuhan, Kata Tugas, Jenis Ayat

Latihan Bahasa (*Paper 2 Grammar Component*)

- Exam format practice of the following component: Imbuhan, Peribahasa, Golongan Kata, Frasa

03
WEEK

Kefahaman (*Comprehension*)

- Exam format practice of the following component: Kefahaman Objektif, Rangsangan Grafik, Interaksi Penulisan , Kefahaman Subjektif
- Reinforcement of answering skills

04
WEEK

Karangan (*Composition*)

- Writing strategies based on the "Saya Boleh Mengarang" book developed by Cikgu Hayati Abdullah.
- Incorporating authentic materials as a writing guide (newspaper articles / magazines / short stories / videos)
- Monthly karangan practice (assisted/timed) and edits

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:

- 1 Library corner in all physical centres with specially chosen, quality Malay fiction and non-fiction books.
- 2 Compilation of winning entries to our national “Saya Boleh Mengarang” biennial writing competition
- 3 Online quizzes in our Learning Management System
- 4 Recordings of the weekly lessons in our Learning Management System



WORKSHEETS

&

ANSWERS

KARANGAN - LATIHAN MENGEMBANGKAN LATAR

Isikan tempat-tempat kosong dengan frasa-frasa yang sesuai.

| | | | |
|---------------------------|------------------------------------|---------------------------|-------------------------|
| udara pagi yang nyaman | rumput hijau yang lembut itu | rama-rama berterbangan | bunyi kicauan burung |
|---------------------------|------------------------------------|---------------------------|-------------------------|

Sebaik sahaja Ayah mematikan enjin kereta, aku terus meluru ke pintu masuk Taman Bunga Singapura. Tidak sabar rasanya hendak berlari bebas di taman ini sambil menghirup _____.()

_____ () pula amat mengasyikkan. Adikku Sara bertepuk tangan dengan girang melihat _____.()

Aku segera mengambil tempat di bawah sebatang pokok yang rendang sebelum orang lain menduduki tempat pilihanku itu. Memang seronok dapat duduk dan berbaring-baring di atas

_____.()

Tulis sebuah karangan yang panjangnya tidak kurang daripada 100 patah perkataan. Kamu boleh menggunakan perkataan dan frasa di bawah ini untuk mengolah isi karangan kamu.

1



2



3



4



| | | | |
|--------------|-------------|-----------------|-------------------|
| berbasikal | dua roda | mengayuh | memujuk |
| bersama ayah | lebih susah | hilang imbangan | lututnya berdarah |

Frasa-frasa menggambarkan latar sebuah taman :

1. _____
2. _____
3. _____
4. _____

KEFAHAMAN OBJEKTIF

Baca petikan di bawah ini dengan teliti. Kemudian, jawab soalan-soalan berikut dengan mengisi jawapan yang betul di dalam tanda kurung () yang disediakan.

Nek Kiah melihat gambar-gambar di dalam album yang dipegangnya. Tiba-tiba air matanya mengalir. Damia terlihat neneknya sedang mengesat air matanya.

“Nek, kenapa nenek menangis?” tanya Damia.

“Nenek rindukan Mak Ngah kamu. Sudah lima tahun dia tidak pulang ke tanah air. Nek Kiah menceritakan kepada Damia bahawa Mak Ngah telah ke Korea semenjak suaminya dihantar bertugas di Korea.

Damia meminta pertolongan ibunya untuk menghubungi Mak Ngah di Korea. Ibu Damia menunjukkan cara-cara menggunakan aplikasi ‘Skype’ kepada Nek Kiah supaya dia dapat membuat panggilan video.

Semenjak menggunakan aplikasi tersebut, Damia dapat bahawa Nek Kiah tidak bersedih lagi. Nek Kiah berasa sangat gembira kerana dapat berbual dengan Mak Ngah sekeluarga di Korea dengan setiap minggu. Nek Kiah juga menggunakan aplikasi itu untuk bertanya khabar Damia semasa dia ke Brunei untuk darmawisata dengan guru dan teman- teman sekolahnya.

1. Damia ternampak Nek Kiah sedang _____.
1) mengelap air mata
2) mengalirkan air mata
3) melihat gambar-gambar di album ()

2. Mak Ngah ke Korea _____.
1) selama lima tahun sahaja
2) kerana mengikut suaminya
3) kerana dia bertugas di sana ()

3. _____ yang mengajar Nek Kiah menggunakan aplikasi 'Skype'.
1) Damia
2) Ibu Damia
3) Mak Ngah ()

4. Aplikasi 'Skype' telah membuat Nek Kiah _____.
1) sangat gembira
2) berdarmawisata ke Brunei
3) dapat membuat panggilan video ()

RANGSANGAN GRAFIK

Lihat brosur ini dengan teliti dan jawab soalan-soalan yang mengikutinya.



Projek Jualan Amal

untuk
**Runah Tumpangan
Anak-Anak Yatim Cempaka**

anjuran
Taman Didikan Pelangi



*20 - 21 Januari 2023
11 pagi - 8 malam
Dewan Anggerik
di Kelab Masyarakat Mentari*

Datanglah beramai-ramai dan beramal. Banyak jenis makanan seperti Kek Lapis Cempedak, Kek Cawan Ondeh-Ondeh dan Nasi Ambeng akan dijual!
50% hasil jualan akan didermakan.

Untuk keterangan lanjut, sila hubungi Encik Lokman Hakim melalui emel:
lokman_hakim@gov.com.sg atau melalui talian 61321932

5. Projek Jualan Amal akan diadakan di _____.

- 1) Taman Didikan Pelangi
 - 2) Kelab Masyarakat Mentari
 - 3) Rumah Tumpangan Anak-Anak Yatim Cempaka

6. _____ hasil jualan akan didermakan.

- ()

 - 1) Tiada
 - 2) Semua
 - 3) Separuh

7. Tuliskan pesanan ringkas kepada ibu kamu untuk mengajaknya ke Projek Jualan Amal tersebut. Berikan satu kebaikan yang dapat diraih dengan ke sana. Gunakan maklumat yang terdapat pada brosur di halaman 3. (4 markah)

Ibu, marilah kita ke Projek Jualan Amal. Projek itu diadakan...

•

•

•

•

•

•

•

KEFAHAMAN SUBJEKTIF

Baca petikan di bawah ini dengan teliti. Kemudian, jawab soalan-soalan berikut dengan mengisi jawapan yang betul di tempat kosong yang disediakan.

Kamal menjadi gementar apabila dia berdiri di atas pentas. Dia melihat ke arah ratusan pasang mata yang sedang memandangnya. Peluh sejuk mula membasahi dahinya.

Lampu diterangkan dan suara Ziela kedengaran memulakan penceritaan. Matanya terpandang wajah ibu bapanya di barisan kedua dari hadapan. Mereka tersenyum padanya. Senyuman mereka itu memberikan keyakinan kepadanya. Dia menghela nafas perlahan-lahan untuk menenangkan perasaannya.

Apabila pementasan Kamal dan kawan-kawannya selesai, semua penonton berdiri sambil memberikan tepukan yang gemuruh. Semua pelakon-pelakon diperkenalkan satu persatu oleh Cikgu Nora. Sebaik sahaja namanya disebut, Kamal berjalan beberapa tapak ke hadapan lalu membongkokkan badannya. Dia tersenyum bangga dan melambai-lambai ke arah ibu bapanya.

Kamal berasa amat lega kerana pementasan itu telah berjalan dengan lancar dan dia tidak terlupa dialog-dialog yang telah dihafalnya. Kamal dan kawan-kawannya berasa gembira kerana mereka berjaya memberikan persembahan yang membanggakan guru dan sekolah mereka.

1) Di manakah ibu bapa Kamal duduk? (2m)

2) Siapakah yang memulakan penceritaan? (2m)

3) Apakah yang Kamal lakukan apabila namanya dipanggil oleh Cikgu Nora? (2m)

4) Terangkan satu sebab Kamal berasa lega. (2m)

5) Dalam perenggan pertama, perkataan yang menunjukkan maksud perasaan takut adalah _____. (1m)

IMBUHAN

Mirza termenung ke luar jendela. Kalau diikutkan hati, dia ingin sahaja (1) _____ menyertai kelab sepak takraw itu. Latihan

sepak takraw diadakan dua hari seminggu selama dua jam. Kadang kala, Mirza harus ke kelas (2) _____ dahulu sebelum ke latihan sepak takraw.

Dia akan pulang ke rumah dan tidak akan bersemangat lagi untuk makan apatah lagi membuat kerja sekolahnya.

"Mirza, kamu telah (3) _____ untuk menjadi kapten pasukan sepak takraw sekolah kamu. Tahniah!" kata jurulatihiya.

Kata-kata jurulatihiya minggu lepas masih segar di ingatannya. Dia bertekad untuk berusaha dan tetap gigih ke latihan sepak takraw walaupun sangat (4) _____. Lagipun, sebagai kapten, dia sekarang bertanggungjawab ke atas ahli pasukannya yang lain. Mirza yakin bahawa (5) _____ yang dibuatnya itu akan membawa hasil. Bak kata pepatah; bersusah-susah dahulu, bersenang - senang kemudian.

1. (1) berhenti
(2) terhenti
(3) perhentian
(4) dihentikan ()

2. (1) bertambah
(2) ditambah
(3) menambah
(4) tambahan ()

3. (1) dilantik
(2) melantik
(3) pelantik
(4) pelantikan ()

4. (1) sepenat
(2) terpenat
(3) kepenatan
(4) memenatkan ()

5. (1) pemutus
(2) terputus
(3) keputusan
(4) diputuskan ()

PERIBAHASA

Setiap ayat di bawah ini menggambarkan maksud satu peribahasa. Padankan ayat tersebut dengan peribahasa yang paling sesuai daripada senarai yang diberikan. Kemudian, tulis angka jawapan pilihan kamu di dalam kurungan () yang disediakan.

- | | |
|-------------------|-----------------|
| (1) anak angkat | (2) buruk siku |
| (3) campur tangan | (4) fasih lidah |
| (5) hidung tinggi | (6) kaki ayam |
| (7) kaki bangku | (8) kecil hati |

6. Ibu menasihati kami supaya jangan libatkan diri dalam hal orang lain. (_____)

7. Rahmat diberi markah penuh untuk ujian lisannya kerana dia lancar berbicara dan betul sebutannya. (_____)

8. Ayah memarahi adik kerana tidak memakai alas kaki atau kasut semasa bermain di taman permainan. (_____)

9. Fitri tersinggung apabila Siti dan Laila tidak mengajaknya makan bersama di kantin. (_____)

GOLONGAN KATA

Pilih sepatah perkataan yang sesuai daripada senarai di bawah ini bagi setiap tempat kosong. Tulis **angka** jawapan pilihan kamu itu di tempat kosong yang disediakan.

- | | |
|----------------|--------------|
| (1) sudip | (2) kuali |
| (3) kisar | (4) rumit |
| (5) mengira | (6) sambil |
| (7) pelbagai | (8) hingga |
| (9) dipanaskan | (10) dimakan |

Dodol ialah sejenis makanan yang sangat lazat. Dodol mempunyai (10) _____ perisa yang berbeza. Antaranya adalah dodol asli, dodol durian dan dodol pandan. Proses membuat dodol agak (11) _____. Bahan-bahan yang diperlukan termasuk gula pasir, santan kelapa, gula melaka, tepung beras dan garam. Bahan-bahan ini akan digaul sama di dalam (12) _____ yang besar. Adunan tersebut haruslah dikacau secara berterusan. Jika tidak, dodol akan hangus. Memasak dodol memakan masa lebih kurang tiga (13) _____ empat jam.

Akhir sekali, dodol tersebut hendaklah disejukkan. Selepas disejukkan, dodol tersebut bolehlah dipotong lalu (14) _____. Dodol merupakan manisan yang boleh dihidangkan kepada tetamu pada hari-hari istimewa seperti majlis kenduri dan juga Hari Raya.

FRASA

Isi setiap tempat kosong dalam dialog di bawah ini dengan frasa yang paling sesuai mengikut konteks. Kemudian, tulis **angka jawapan** pilihan kamu itu di tempat kosong yang disediakan.

- (1) sangat tebal
- (3) kelihatan sangat menarik
- (5) gemar membaca majalah ini
- (7) meminta izin ibu dan ayah saya dahulu

- (2) untuk dua belas naskhah
- (4) bermain bola dan badminton
- (6) silang kata dan padangkan gambar

Irfan: Awak sedang baca apa Shakeel?

Shakeel: Oh, ini majalah yang diberikan oleh Cikgu Noor. Saya amat (15) _____.

Irfan: Bolehkah saya meminjamnya? Majalah itu (16) _____.

Shakeel: Sudah tentu boleh. Saya sangat suka akan majalah ini kerana ada aktiviti-aktiviti menarik yang boleh kita lakukan seperti (17) _____.

Irfan: Memang menarik. Di manakah saya boleh membeli majalah seperti ini?

Shakeel: Awak mahu melanggani majalah ini? Harganya hanya dua puluh dolar (18) _____.

Irfan: Harga itu sangat berpatutan. Saya harus (19) _____.

Shakeel: Sudah tentu. Awak boleh meminjam majalah ini untuk sementara waktu.

LISAN

TEMA: KAWAN (KEJUJURAN)



Soalan 1: Ceritakan kesalahan yang dilakukan oleh budak perempuan dalam video tadi.

Perbuatan negatif: _____

Mengapakah ia salah : _____

Apakah yang patut dilakukan : _____

Soalan 2: Ceritakan satu pengalaman kamu bersikap jujur.

Apa? _____

Bila dan Di Mana?

Mengapa?

Reaksi kamu/ orang sekeliling?

Pandangan kamu?

Soalan 3: Apakah patut kita lakukan setelah melakukan kesilapan?

TATABAHASA

Imbuhan 'ke-'

| Imbuhan | Kata Dasar | Kata Terbitan |
|---------|------------|---------------|
| ke- | tua | ketua |
| ke- | dua | kedua |
| ke- | tiga | ketiga |

Imbuhan 'se-'

| Imbuhan | Kata Dasar | Kata Terbitan |
|---------|------------|---------------|
| se- | kuat | sekuat |
| se- | manis | semanis |
| se- | tebal | setebal |

Imbuhan 'di-'

| Imbuhan | Kata Dasar | Kata Terbitan |
|---------|------------|---------------|
| di- | pegang | dipegang |
| di- | senduk | disenduk |
| di- | letak | diletak |

1. Hisham merupakan _____ kelas kami.
(a) ketua
(b) ketiga
(c) kedua
(d) kekuda ()

2. Atikah sering _____ ibunya ketika sarapan.
(a) disuap
(b) diambil
(c) disenduk
(d) diberi ()

3. Air itu rasanya _____ madu.
(a) semanja
(b) sesedap
(c) semanis
(d) setebal ()

4. Ali hanya mempunyai seorang abang. Beliau anak yang _____.
(a) ketua
(b) ketiga
(c) kedua
(d) seorang ()

5. Taman Puteri Nafisah tidak _____ taman Putera Naufal.
(a) seharum
(b) seindah
(c) seulas
(d) sebelah ()

6. Ikan ini _____ oleh Ibu sepuluh minit sebelum dihidangkan.
- (a) ditangkap
(b) digoreng
(c) disiang
(d) dimakan ()
7. Puan Aminah menjerit apabila beg tangannya _____ oleh seorang pencuri.
- (a) diragut
(b) diminta
(c) dibuang
(d) dipegang ()
8. Buku itu _____ kamus.
- (a) sekeping
(b) setebal
(c) sehelai
(d) seindah ()
9. Karangan itu mesti _____ dalam masa 10 minit sahaja.
- (a) ditulis
(b) disuruh
(c) diminta
(d) dicatat ()
10. Kain songket yang dibeli oleh Mahmud itu _____ oleh Cik Rozita.
- (a) disuruh
(b) dikirim
(c) ditanya
(d) disoal ()

Lengkapkan ayat berikut dengan imbuhan 'ke-', 'se-' atau 'di-'.

- 1) Produk ini akan (hantar) _____ ke luar negara.
- 2) Nazimah terkejut lalu menjerit (kuat) _____ hatinya.
- 3) Buku itu (karang) _____ oleh Cikgu Hamdan.
- 4) Gambar arnab itu (lukis) _____ oleh Siti.
- 5) Sarapan pagi (masak) _____ oleh ibu.
- 6) Ahmad tidak (pandai) _____ adiknya.
- 7) Ibu Amin mengikut segala (hendak) _____ hatinya.
- 8) Ainun dilantik untuk menjadi (tua) _____ .
- 9) Kertas itu (susun) _____ oleh Rasif.
- 10) Nazron dapat memainkan alat tersebut dengan baik pada percubaan (dua) _____ .

Lengkapkan ayat berikut dengan memilih perkataan yang sesuai.

| | | | | |
|---------|----------|---------|----------|-----------|
| sebesar | dilarang | dipandu | sepantas | dibawa |
| dihias | seputih | seberat | diperah | sepanjang |

- 1) Kamus ini _____ batu.
- 2) Lebuh raya itu _____ 35 kilometer.
- 3) Patung Maisarah _____ saiz badan adik.
- 4) Baju kurung Asmidah _____ kapas.
- 5) Raju berlari _____ kuda.
- 6) Jus oren itu _____ oleh kakak saya.
- 7) Teksi itu _____ oleh Pak Samad.
- 8) Roti kaya itu _____ sebagai bekal.
- 9) Pelajar _____ untuk membawa telefon bimbit.
- 10) Bilik darjah ini _____ dengan gambar-gambar para pelajar.

Bina lima ayat dengan menggunakan perkataan yang diberikan.

| | | | | |
|---------|----------|--------|-------|---------|
| sehebat | setinggi | dibaca | kedua | dilukis |
|---------|----------|--------|-------|---------|

1) sehebat

2) setinggi

3) dibaca

4) kedua

5) dilukis



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)

4

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)

5

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)

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 • scenery
- events • other
- emotions • 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.

P3华文课程详情

P3 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 | 第五课 chp 5 | 第十课 chp 10 | 第十四课 chp 14 |
| 第二课 chp 2 | 第六课 chp 6 | 第十一课 chp 11 | 第十五课 chp 15 |
| 第三课 chp 3 | 第七课 chp 7 | 第十二课 chp 12 | 第十六课 chp 16 |
| 第四课 chp 4 | 第八课 chp 8 | 第十三课 chp 13 | 第十七课 chp 17 |
| | 第九课 chp 9 | | |



WORKSHEETS

&

ANSWERS



爱读坊



口试

(一) 朗读短文

请先默读短文, 然后再朗读短文。

一天,妈妈看到丽玲不开心, 就问她发生了什么事。丽玲告诉妈妈: “我学习已经很努力了, 可还是考不好。”

爸爸指着墙上的地图,对丽玲说:“你看,从一个地方到另一个

地方去有很多种方法,你可以搭飞机、坐火车,还可以坐轮船, 学习也一样。如果你以前的学习方法没有效果, 可以换一种方法。”

丽玲明白了, 她改变学习方法后, 成绩很快提高了。

(二)看图说话

请说说这幅图的内容,并谈谈自己的感受和看法。

课程指导:





爱读坊



综合练习

一、辨字测验

选择适当的答案,然后把代表的数字写在括号里。

Q1 他认____回家的路,请老师不用担心。 ()

- (1)只 (2)智 (3)识 (4)洁

二、词语选择

选择适当的答案,然后把代表它的数字写在括号里。

Q1 夜市里有____的游戏摊位,让你自由选择。 ()

- (1)兴奋 (2)各种各样 (3)亮晶晶 (4)胡姬花

四、从表中选出适当的答案,并直接填写在横线上。

| | | | |
|----|----|----|----|
| 倒杯 | 重新 | 检查 | 代替 |
|----|----|----|----|

Q1 ____分类

Q2 及时____

Q3 ____守门员

Q4 ____奶茶



阅读理解

有一天,风筝飞上了天空,它低头一看,房屋和树林全在自己的脚底下,它得意洋洋地说:“世界上只有我最高了!”

忽然,飞机从风筝头顶上飞过。风筝见了对线说:“都怪你牵着我不放,要不然我肯定飞得比飞机还要高!”

过了一会儿,一阵风吹来,风筝用力地往上飞,它大声地喊着:“我现在可以飞得比飞机高了!”线就在这个时候断了。可是风筝发现自己正在慢慢往下落,最后跌在泥地里。

1 从哪里可以看出风筝觉得自己很了不起?

答: _____

2 风筝认为自己飞得比飞机低的原因是什么?实际上是这样的吗?

答: _____



爱读坊



作文

好词佳句

主题: 乱丢垃圾现象

小华就羞愧地低下头说:“我错了。”说完,他就把香蕉皮扔进垃圾桶里。老爷爷夸他是知错能改的好孩子。(表情 & 动作描写)

如果我们能像小胖一样有一颗公德心,我们的生活环境一定会越来越好,让我们共同为新加坡的环保尽一份力吧!(心理描写)

课程指导:

