

# CURRICULUM DESCRIPTION CATALOGUE



Primary

4

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## ENGLISH PROGRAMME

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.





# P4 English components:



## Oral

Stimulus Based Conversation and reading passage



## 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, Visual texts 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**

## READING PASSAGE

The aftermath of lunchtime had not yet been cleared. Smashed grapes lay dejectedly on the concrete, while the remains of fried rice were strewn throughout the dimly lit school stairwell. Avery and I were perched at the top of the staircase, which was largely unaffected by the earlier stampede, and were left to survey the carnage below.

“Rest in pieces, Mr. Rice Cracker.” I gestured towards a cracker that had been unfortunate enough to be trampled underfoot. Usually this sort of comment warranted at least a chuckle from Avery. She was the master of witty comments, able to summon killer puns at all times of the day. No matter how terrible they were, she would always acknowledge even the vaguely humorous statements by throwing her head back in sidesplitting laughter. However, today she only carried overwhelming silence. “What’s wrong, Avery?” I ventured. She heaved a sigh and let the news roll off of her tongue.

“I didn’t want to tell you until I knew for sure,” said Avery.

I understood her message right away. It’s almost a matter of seconds before fresh acquaintances got sucked away in the undertow of their parent’s new overseas job offer, whisked off to yet another new land while a stranger takes their place. Goodbyes have become routine, but not easy. Have fun in Country X, I’ll miss you, bye. However, farewells sting much more when the one leaving is somebody close to you.

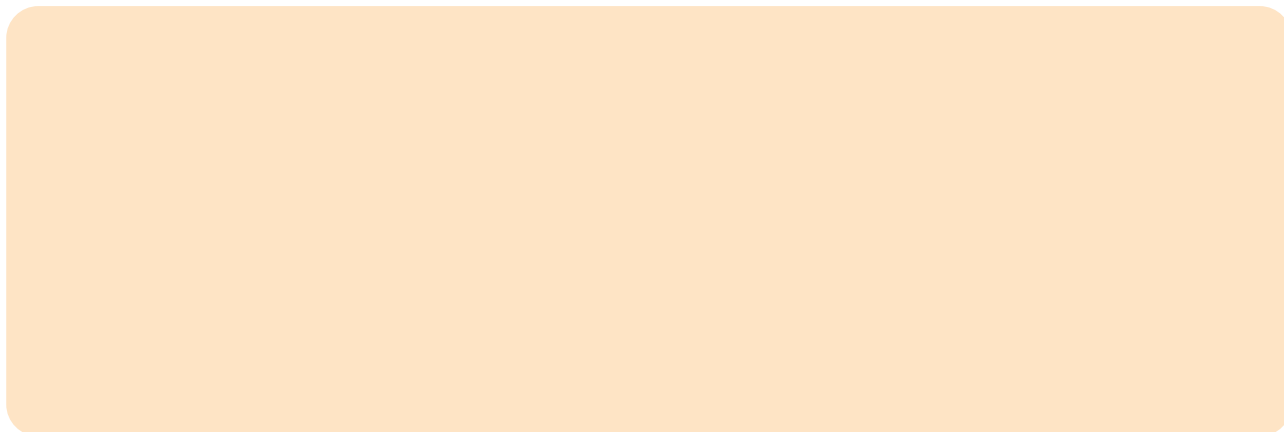
“Where are you going?” I felt my organs twisting in my stomach, working their way up to my throat and leaving me unable to do anything but croak. What would I do without Avery? “Australia. In 3 weeks.” Avery’s voice wavered. Both of us were hit hard by cruel emotions; Avery was trying to suppress memories that threatened to shatter her, while I was drowning in my own pandemonium.

In the midst of my panic, I had neither desperate pleas nor regurgitated Shakespearean-style monologues prepared to bid her adieu. Such clichés rarely manifest in real life. It was a solemn affair, but not dramatic. Although Avery said nothing, her bleached eyes revealed her helplessness. It was the first time that I had ever seen her seemingly adamant spirit broken.

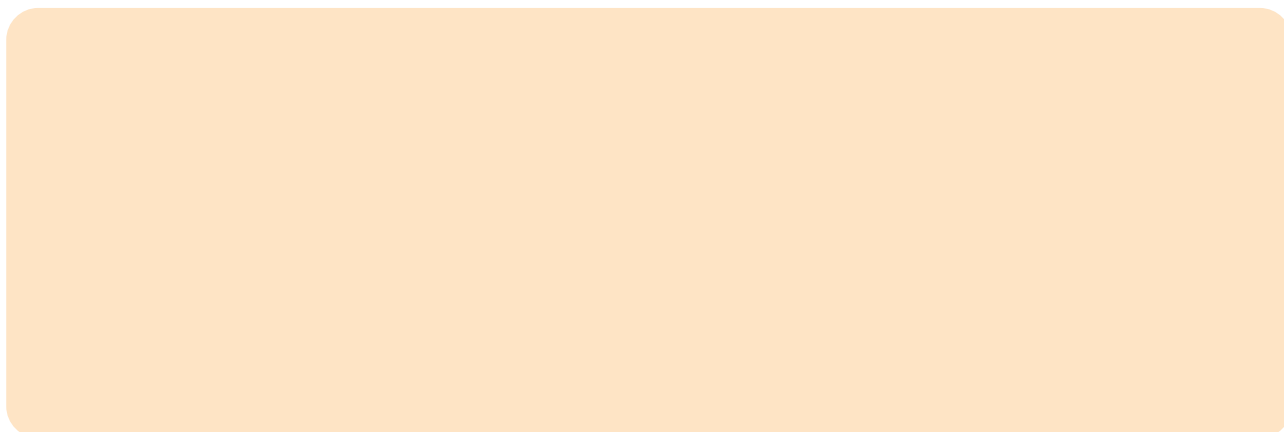
## STIMULUS – BASED CONVERSATIONS PICTURE



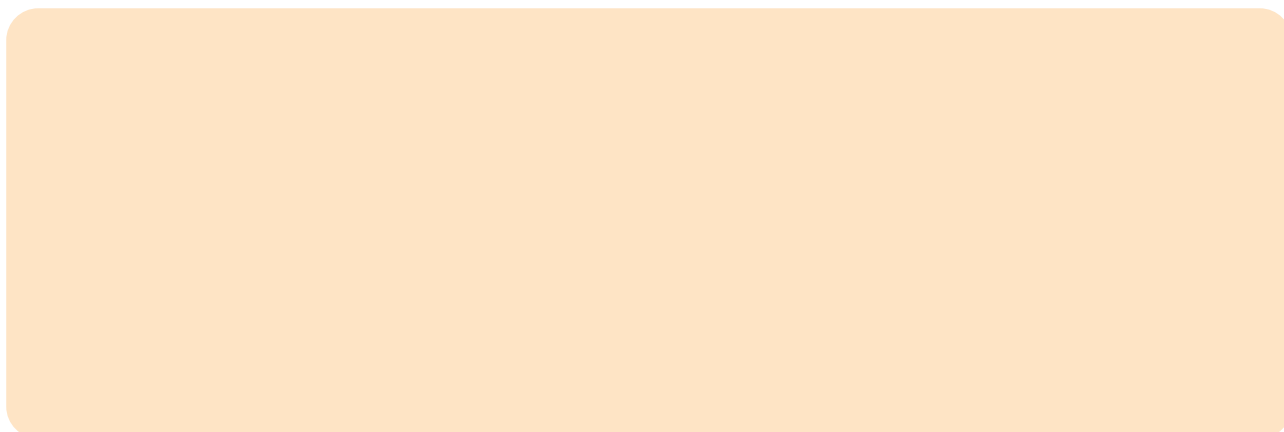
a) Would you be interested in taking part? Why or why not?



b) What is your favourite place of interest in Singapore? Why?



c) Singapore is a small but interesting place for tourists. Do you agree?



## Title: A Day at the Mall



“Waa Waa!” I heard a cry. I followed the sound and it got louder. I saw a young boy who was alone sitting on the floor just next to the entrance of a mall, leaning his body towards his bent knees. I approached him in a thoughtful tone. “Why are you crying?” I asked. With his teary eyes and hoarse voice, he replied that he could not find his parents anywhere. He tried searching but they were nowhere to be seen. Unhesitatingly, I sat next to him and said “Come, let’s find your parents”.

I began questioning him on their last whereabouts. He told me that they were at the mall, walking around to find new shoes for his father. We then decided to head back into the mall. When we reached the location where he was with his parents last, I asked him to describe the parents.

“She wears a red long-sleeved dress with a black flowery scarf. My dad wears a blue cap to hide his baldness” he described, in detail. With determination, both of us scanned the mall from one level to another, to look for his parents. As we covered more floors, a look of disappointment started to appear on his face. Eventually, I decided to bring him to the Information Counter. Upon reaching the counter, I briefly explained about the boy’s situation.

Right at that moment, I heard somebody call out the boy’s name. “Fakhri!” a lady shouted. I turned to my right and saw a lady with a red long-sleeved dress, and a man, running towards the boy. They swiftly hugged the boy and said thank you to me for taking their son to the Information Counter. They explained that they had been searching for him high and low but to no avail. After some time, they then finally decided to head to the counter.

After thanking me profusely, we finally parted ways. Barely a few steps in the opposite direction, I felt a tug on my shirt. It was Fakhri, he smiled at me and asked me to join his family for dinner. His mother echoed saying it was a token of appreciation for my help. I couldn’t refuse their sincere offer.



## SCIENCE PROGRAMME

Unlock the true potential of your child's scientific curiosity by enrolling them in our Weekly Primary Science Mastery class. Through engaging lessons and expert guidance, they'll enrich their understanding of science concepts, develop essential process skills, and excel in answering techniques.

Join our Primary Science Mastery™ programme, where students are empowered with the know-how to seamlessly apply science concepts and process skills, navigating through challenging primary science problems effortlessly. What's more, they'll become excellent in providing effective and confident responses to open-ended questions in Section B and MCQs.

### 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.





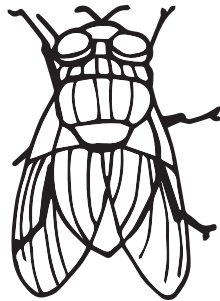
**WORKSHEETS**

**&**

**ANSWERS**

## PROCESS SKILL: COMPARING, OBSERVING

Look at the pictures below and list down a similarity and difference between a fly and a bird.



Fly



Bird

- a) Based on the diagrams above, state **one similarity** between the fly and the bird.

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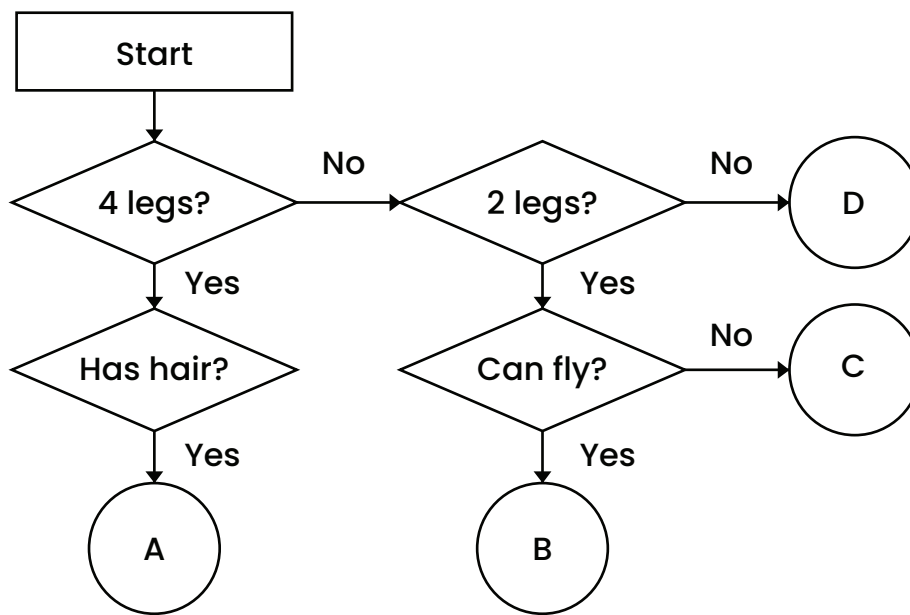
- b) Based on the diagrams above, state **one difference** between the fly and the bird.

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## PROCESS SKILL: COMPARING, OBSERVING

The diagram below shows a flowchart of animals A, B, C and D.



**Based on the information in the flowchart above.**

a) describe animal B.

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b) state 1 difference between animal A and animal B.

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---

c) state 1 similarity between animal A and animal B.

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## PLANT SYSTEM



*let's recap about*

# PLANT SYSTEM



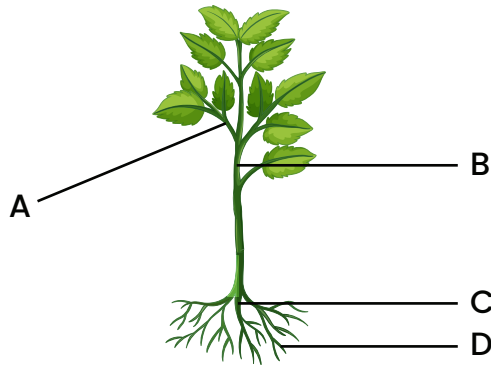
P	E	T	R	N	G	N	I	V	I	L
L	G	R	O	W	N	U	T	S	A	L
A	R	E	R	G	M	R	S	F	U	L
N	T	E	T	W	I	G	S	N	S	L
T	A	S	Z	S	I	S	G	E	E	I
S	T	T	O	H	N	S	T	K	H	O
F	O	L	I	A	G	E	R	R	C	S
B	R	L	T	R	U	N	K	A	N	D
R	I	O	H	O	M	E	T	B	A	E
D	O	X	Y	G	E	N	O	T	R	E
R	T	I	M	B	E	R	I	A	B	S

**Instructions:** Find the underlined words in the above puzzle

Trees are living things. They are plants that grow from seeds. The structure of a tree includes a root system, trunk, branches, twigs and a crown of foliage. Trees are regarded as the lungs of earth, filtering out dust and converting carbon dioxide into oxygen.

They are also the home to many animals, provide shelter to human, timber for construction and edible fruits, nuts, seeds, flowers and even bark.

- 1) The diagram below shows a plant with its parts labelled A, B, C and D.

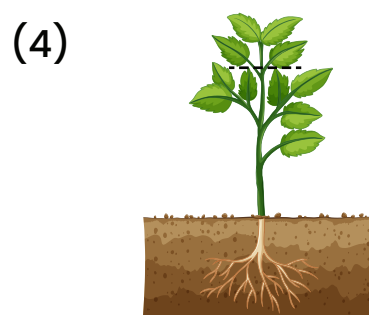
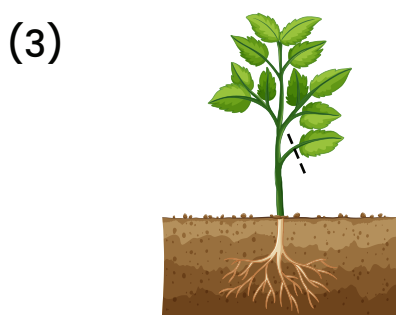
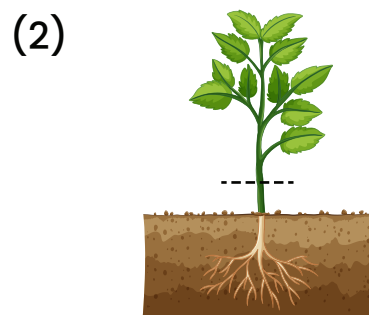
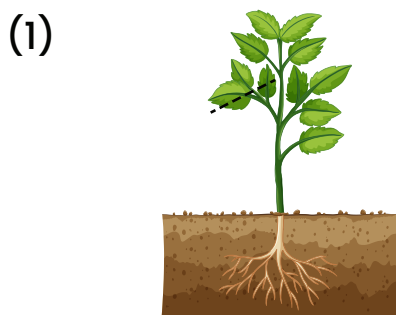


Which part(s) of the plant allow(s) the leaves to get water?

- (1) A only
- (2) D only
- (3) B and C only
- (4) A, B, C and D

( )

- 2) The diagrams below show four similar healthy plants. Each plant was cut at a different part as shown below. Only one of the plants died one week later. Which plant could it be?



( )

# P4



## 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?

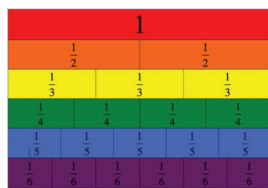
The C-P-A-H system develops your child's mathematical proficiency by building connections between Concrete, Pictorial, Abstract and the Heuristics.

# C



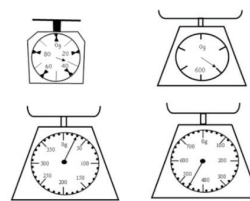
**Concrete** components include the use of objects that pupils can touch, feel and manipulate during the lesson.

# 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
<p><b>Numbers to 100 000</b>  <b>Factors and Multiples</b></p>	<p><b>Multiplication &amp; Division of Whole Numbers</b>  <b>Geometry - Angles, Rectangles and Squares, Lines of Symmetry</b></p>	<p><b>Decimals</b>  <b>Fractions</b></p>	<p><b>Area and Perimeter</b>  <b>Time Tables &amp; Line Graphs</b></p>



**WORKSHEETS**

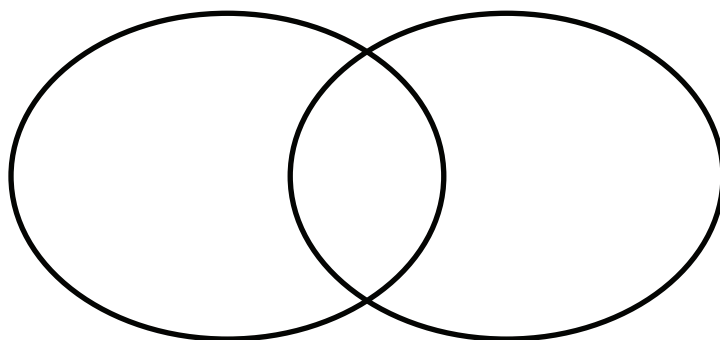
**&**

**ANSWERS**

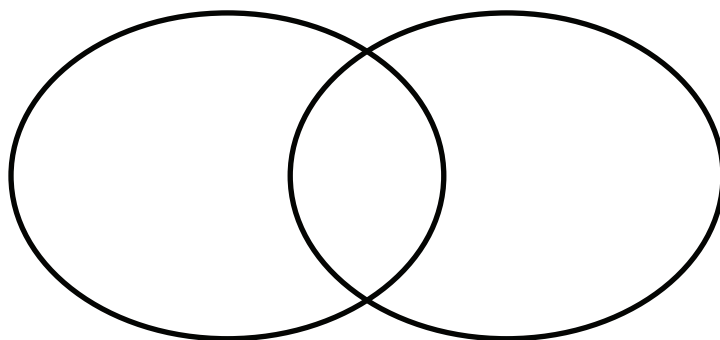


**SORT THE NUMBERS BELOW INTO THE CORRECT SECTION OF THE VENN DIAGRAM.**

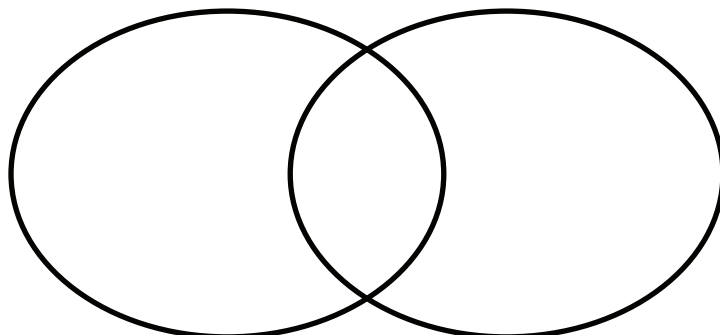
1) 24, 7, 5, 2, 45, 63, 36



2) 3, 6, 12, 17, 21, 27, 39, 30, 24, 29



3) 2, 5, 10, 3, 20, 15, 17, 25, 8, 6



## WHOLE NUMBER: MORE THAN / LESS THAN

Susan had 1035 more stickers than Hari at first. After Susan had used up 455 of his stickers, Susan had thrice as many stickers as Hari in the end. Find the number of stickers Susan had at first.

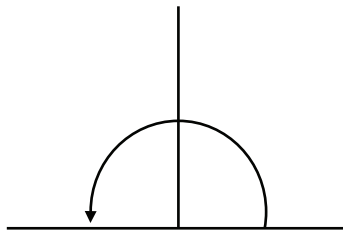
<p><b>Clue</b></p> <p><b>At first:</b> Susan had 1035 more stickers than Hari</p> <p><b>Change:</b> Susan used up 455 stickers Susan → 3U Hari → 1U</p> <p><b>Question:</b> No. of stickers Susan had at first</p>	<p><b>Concept</b></p> <p>S H</p>
<p><b>Check</b></p> <p><math>1325 - 455 = 870</math> (No. of stickers Susan had in the end)</p> <p><math>290 \times 3 = 870</math> (In the end: Susan → 3U, Hari → 1U)</p>	<p><b>Connect</b></p> <p><math>2U \rightarrow 1035 - 455 =</math></p> <p><math>1U \rightarrow</math></p> <p><math>1035 + \quad =</math></p> <p>Susan had                  stickers at first.</p>

Ans: \_\_\_\_\_ stickers

## ANGLES

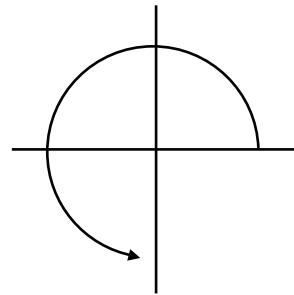
1. What is the angle formed?

(a)



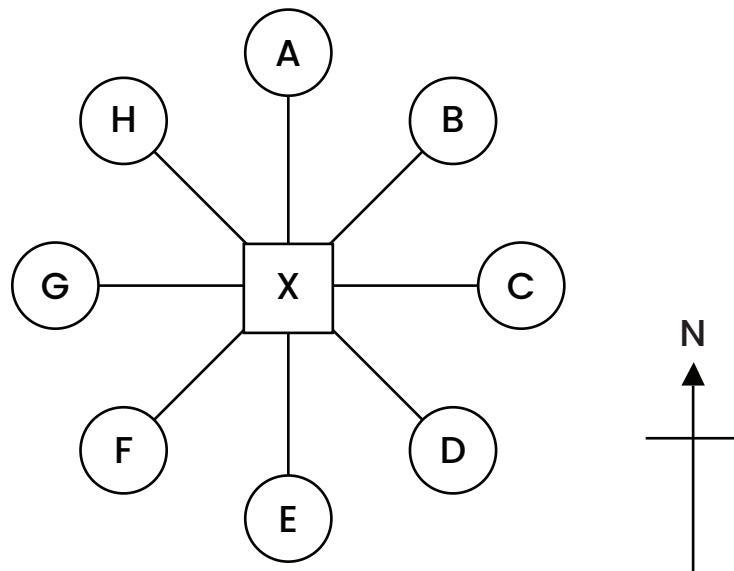
$\frac{1}{2}$ -turn is \_\_\_\_\_.

(b)



$\frac{3}{4}$ -turn is \_\_\_\_\_.

2. Look at the diagram below and fill in the blanks.



(a) A: North

(b) B: \_\_\_\_\_

(c) C: \_\_\_\_\_

(d) D: \_\_\_\_\_

(e) E: \_\_\_\_\_

(f) F: \_\_\_\_\_

(g) G: \_\_\_\_\_

(h) H: \_\_\_\_\_

## PROBLEM-SOLVING STRATEGY 6: INTERNAL TRANSFER

1. Adam and Ben had a total of 42 sweets. If Adam were to give Ben 9 sweets, he would have twice as many sweets as Ben. How many sweets did Adam have?

Ans: \_\_\_\_\_

2. Gavin had 24 more marbles than Yasir. After Yasir gave 10 marbles to Gavin, Gavin had twice as many marbles as Yasir. How many marbles did Gavin have at first?

Ans: \_\_\_\_\_



## MALAY 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:

WEEK 01

#### Lisan (*Oral Communication*)

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

WEEK 02

#### Tatabahasa (*Grammar*)

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

#### Latihan Bahasa (*Paper 2 Grammar Component*)

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

WEEK 03

#### Kefahaman (*Comprehension*)

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

WEEK 04

#### 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:



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**

## KARANGAN – MEMBAYANGKAN PERASAAN

Satu lagi kemahiran yang harus ada dalam diri pelajar ialah kemahiran membayangkan perasaan dan bun setakat menyatakannya sahaja kepada para pembaca.

### Contoh Membayangkan Perasaan

*Kami rasa gementar hendak melihat apa yang ada di dalam kotak itu. Kami terperanjat melihat tiga ekor anak kucing di dalamnya.*

Pembaharuan:

Apabila kami menghampiri kotak itu, aku menjadi **gementar** pula. **Jantungku mula berdegup kencang**. Aku teringat kisah-kisah misteri yang pernah aku baca. Bagaimanakah jika di dalamnya ada sebiji bom? Aku menyuruh Amran berdiri di belakangku sahaja. **Dengan tangan yang terketar-ketar** aku pun membuka kotak itu. **Mata kami terbeliak** melihat apa yang ada di dalamnya! Wajah Amran serta merta menjadi **pucat macam mayat**.





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

1



2



3



4



perpustakaan	memilih majalah	menggunting gambar	pustakawan
membuat projek	mencari gambar	senyap-senyap	memerhatikan mereka

Apakah perasaan watak dalam gambar 4? Gambarkan perasaan tersebut.

Gambar 4 (watak pustakawan): Perasaan \_\_\_\_\_

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Gambar 4 (pelajar): Perasaan \_\_\_\_\_

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Gambar 4 (pelajar): Perasaan \_\_\_\_\_

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## KEFAHAMAN 1

Kami sedarjah berada di kawasan Kampung Glam. Kami ke sana untuk mempelajari sejarah Kampung Glam dan juga bangunan-bangunan yang ada di sana. Guru kami telah berhasil mendapatkan kebenaran pengetua sekolah untuk membawa kami ke sana kerana dia berpendapat bahawa ada banyak yang dapat kami pelajari di kawasan itu.

Semasa lawatan itu, kami telah diberitahu bahawa Istana Kampung Glam dahulu didiami oleh kaum kerabat diraja. Setelah sekian lama didiami oleh keturunan raja-raja, sekarang ianya dijadikan satu muzium yang mempamerkan sejarah orang Melayu dan Kampung Glam. Selepas itu, kami pun melalui lorong-lorong di luar istana. Di setiap lorong terdapat beberapa buah rumah kedai dalam satu deretan. Kesemua kedai yang terdapat di situ menjual barangan yang hampir **serupa**.

Barangan-barangan yang dijual adalah seperti minyak wangi, kain pekat, songkok, tudung, sejadah dan telekung. Ada juga kedai-kedai yang menjual makanan seperti kurma dan kerepek. Di situ juga terdapat restoranrestoran dan kafe-kafe halal dan moden. Pelbagai aneka makanan yang disajikan dari makanan tradisional dan makanan ala Barat. Setelah penat berjalan, guru membawa kami ke sebuah kedai makanan. Di situ kami duduk berehat sebentar sambil minum air untuk menghilangkan dahaga.

1. Penulis telah pergi ke \_\_\_\_\_.

- (1) sebuah kedai
- (2) sebuah istana
- (3) sebuah kedai makanan ( )

2. Istana yang mereka lawati itu sekarang ialah sebuah \_\_\_\_\_.

- (1) kafe
- (2) rumah
- (3) muzium ( )

3. Pilih pernyataan yang betul di bawah ini.

- (1) Istana Kampung Glam dahulunya sebuah muzium.
- (2) Istana Kampung Glam dahulunya didiami oleh kerabat kaum diraja.
- (3) Makanan-makanan halal dan moden dijual di dalam Istana Kampung Glam.
- (4) Terdapat beberapa rumah kedai di dalam Istana Kampung Glam. ( )

4. Perkataan 'serupa' dalam petikan membawa maksud \_\_\_\_\_.

- (1) selalu
- (2) sejenis
- (3) sering ( )



## KEFAHAMAN 2

Sepanjang malam itu, Mamat kerap terjaga daripada tidur. Giginya sakit seperti dicucuk-cucuk. Tidurnya terganggu. Pada pukul empat pagi, kesakitannya bertambah. Mamat bangkit lalu mengejutkan ibunya di bilik untuk mengadu kepadanya.

Ibunya memeriksa giginya. Ibunya mendapati sebatang gigi Mamat berlubang dan gusinya bengkak. Ibunya memberi Mamat makan sebiji ubat. Ibunya juga cuba menenangkan Mamat dengan menyuruh Mamat tidur dan jangan banyak bergerak. Pada pukul enam pagi, Mamat mandi dan bersiap untuk pergi ke sekolah. Sakit giginya kembali lagi.

Kali ini sakitnya bertambah teruk. Mamat ingin pergi ke sekolah tetapi ibunya hendak membawanya pergi ke klinik gigi untuk rawatan. Ibunya membuat panggilan telefon ke sekolah Mamat untuk memaklumkan keadaan Mamat. Mereka menaiki teksi ke klinik itu.

Setibanya di klinik, Mamat dan ibunya mendaftar di kaunter. Mereka disuruh duduk sehingga nama Mamat dipanggil. Keadaan di klinik itu amat bersih. Ramai pesakit lain yang sedang menunggu giliran mereka juga. Apabila namanya dipanggil, Mamat pun masuk ke dalam bilik rawatan.

1) Mengapakah tidur Mamat terganggu sepanjang malam? (2m)

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2) Mengapakah Mamat bangkit pada pukul empat pagi? (2m)

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3) Apakah yang dilakukan ibu Mamat setelah Mamat mengadu kepadanya? (2m)

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4) Berikan satu bukti yang menunjukkan ibu Mamat seorang yang penyayang. (2m)

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5) Dalam perenggan keempat, perkataan yang menunjukkan maksud yang sama dengan frasa **mencatatkan keterangan penting dalam sistem** ialah \_\_\_\_\_ . (1m)

## IMBUHAN

Taman Kanak-kanak Jacob Ballas merupakan taman yang pertama di Asia yang dikhaskan untuk kanak-kanak berusia 1 tahun ke bawah. Kanak-kanak boleh (1) \_\_\_\_\_ alam semula jadi di taman ini. Pada masa yang sama, kanak-kanak juga boleh berseronok (2) \_\_\_\_\_ dengan air pancutan di taman itu. Ibu bapa juga boleh (3) \_\_\_\_\_ anak-anak mereka dan belajar tentang tumbuh-tumbuhan bersama-sama. Aktiviti berkelah juga dapat (4) \_\_\_\_\_ di situ. Dengan cara ini, seisi keluarga dapat meluangkan masa dengan (5) \_\_\_\_\_. Datanglah ke taman ini pada cuti sekolah yang akan datang!

1. (1) nikmati  
(2) dinikmati  
(3) kenikmatan  
(4) menikmati ( )
2. (1) bermain  
(2) dimainkan  
(3) memainkan  
(4) permainan ( )
3. (1) berteman  
(2) ditemani  
(3) menemani  
(4) peneman ( )
4. (1) berlaku  
(2) kelakuan  
(3) dilakukan  
(4) melakukan ( )
5. (1) berguna  
(2) pengguna  
(3) menggunakan  
(4) digunakan ( )



## 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

- |                  |                   |
|------------------|-------------------|
| (1) besar hati   | (2) buah tangan   |
| (3) kaki bangku  | (4) kecil hati    |
| (5) mati akal    | (6) murah hati    |
| (7) ringan mulut | (8) ringan tulang |

6. Puan Rashidah tersinggung dengan anaknya yang meninggikan suara. (\_\_\_\_\_)
7. Setelah pemergian isterinya, Encik Faris tidak tahu apa yang hendak dilakukan dengan hidupnya. (\_\_\_\_\_)
8. Fikri seorang pemuda yang peramah. (\_\_\_\_\_)
9. Hasnah gembira apabila mendengar berita tentang kelahiran anak saudaranya. (\_\_\_\_\_)

## GOLONGAN KATA

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

- |                 |               |
|-----------------|---------------|
| (1) dan         | (2) diberikan |
| (3) dipulangkan | (4) ingin     |
| (5) mendengar   | (6) menjauhi  |
| (7) sabar       | (8) setelah   |
| (9) selamat     | (10) tidak    |

Aiman sedang mengemas begnya. Dia meneliti senarai yang telah (10) \_\_\_\_\_ oleh Cikgu Faizal. Aiman (11) \_\_\_\_\_ rakan-rakan sekolahnya akan ke Kem Darjah Empat. Perkhemahan itu akan diadakan di Taman Labrador. Aiman tidak (12) \_\_\_\_\_ untuk ke perkhemahan itu. Dia (13) \_\_\_\_\_ mencuba aktiviti-aktiviti baharu. Aiman tahu bahawa terdapat beberapa aktiviti yang mencabar. Lantas, Aiman perlu (14) \_\_\_\_\_ arahan yang diberikan oleh guru-guru dan para pelatih dengan teliti. Dia tidak mahu tercedera.

## FRASA

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

- (1) berlari dengan sangat cepat
- (2) berpasukan atau berseorangan
- (3) dalam tiga acara
- (4) juga akan ambil bahagian
- (5) menyertai acara berlari pantas
- (6) secara sendirian

Johan: Milah, awak akan ambil bahagian dalam hari sukan sekolah kita?

Milah: Ya, Johan. Awak (15) \_\_\_\_\_?

Johan: Sudah tentu, Milah. Saya akan ambil bahagian (16) \_\_\_\_\_.

Milah: Wah, banyaknya! Saya hanya akan menyertai satu acara sahaja.

Johan: Acara apakah yang akan awak sertai?

Milah: Saya akan (17) \_\_\_\_\_.

Johan: Baguslah begitu. Acara itu sesuai dengan diri awak yang (18) \_\_\_\_\_. Saya kagum dengan kelajuan awak.

Milah: Terima kasih, Johan. Awak pun apa kurangnya!



**Soalan 2:** Pernahkah seseorang bersikap tidak bertimbang rasa terhadap kamu? Ceritakan pengalaman kamu.

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**Soalan 3:** Bagaimanakah kita dapat menunjukkan sikap bertimbang rasa terhadap jiran tetangga kita ?

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## TATABAHASA – KATA BANTU

**Kata bantu** ialah jenis perkataan yang hadir sebelum frasa. Kata bantu bertugas membantu frasa kerja, frasa adjektif dan frasa sendi nama. Kata bantu menimbulkan makna tambahan dari segi aspek waktu dan ragam.

telah	hendak
akan	harus
mahu	mesti
belum	sudah

### Imbuhan 'men-' dan 'meng-'

Imbuhan	Kata Dasar	Kata Terbitan
men-	cuba	mencuba
men-	desak	mendesak
meng-	hantar	menghantar
meng-	ambil	mengambil

Gariskan jawapan yang betul.

- 1) Asmida (harus/belum) berjalan laju supaya tidak lewat ke sekolah.
- 2) Puan Zaliha (mahu/sudah) memasak lauk asam pedas pada malam esok.
- 3) Maimunah (akan/belum) berangkat ke Kuala Lumpur dalam masa satu jam dari sekarang.
- 4) Mereka (telah/akan) berlatih sejak bulan Mei lalu.
- 5) Borang itu (akan/belum) dikirim sejak seminggu yang lalu.
- 6) Murid-murid (akan/sudah) ke bilik darjah selepas waktu rehat.
- 7) Saiful (sudah/belum) ke perpustakaan pada pagi tadi.
- 8) Kami (sudah/harus) pergi ke Malaysia untuk walimah pada akhir tahun nanti.
- 9) Adik (telah/akan) mengulangkaji pelajarannya sejak pagi tadi.
- 10) Karim (akan/belum) bertemu abangnya sejak dua bulan yang lalu.

Lengkapkan ayat berikut dengan kata terbitan yang betul.

menjulang	menjerit	mendengar	menziarahi	mentafsir
mencipta	menolong	mencuba	mencapai	mendesak

- 1) Kami akan ke kampung untuk \_\_\_\_\_ nenek.
- 2) Adik \_\_\_\_\_ ayah untuk membelikannya kereta mainan yang baharu.
- 3) Ibu \_\_\_\_\_ ketika ternampak cicak di dapur.
- 4) Pasukan bola itu ingin \_\_\_\_\_ piala buat kali pertama.
- 5) Pelajar itu \_\_\_\_\_ sedaya upaya untuk menyiapkan kerja itu.
- 6) Hamidi sedang \_\_\_\_\_ puisi kawan-kawannya.
- 7) Setiap manusia ingin \_\_\_\_\_ kejayaan.
- 8) Maria \_\_\_\_\_ arahan tersebut dengan teliti.
- 9) Fazilah akan \_\_\_\_\_ teman-temannya yang memerlukan bantuan.
- 10) Jasmin ingin \_\_\_\_\_ alat yang secanggih telefon pintar.



Lengkapkan ayat berikut dengan kata terbitan yang betul.

mengulang	mengikat	mengelak	mengajak
menggantung	menggodam	mengambil	mengundang
	menghantar	mengalir	

- 1) Sarah akan \_\_\_\_\_ surat itu ke pejabat.
- 2) Sikap Aqil yang suka boros itu \_\_\_\_\_ kemarahan ibunya.
- 3) Aiman ingin \_\_\_\_\_ gambar Cikgu Hazim di dalam kelas.
- 4) Ahmad \_\_\_\_\_ kami untuk bercuti di Thailand.
- 5) Lukman telah \_\_\_\_\_ hujahnya beberapa kali demi menegaskan maksudnya.
- 6) Sungai di belakang kampung itu \_\_\_\_\_ deras.
- 7) Pak Manaf ingin \_\_\_\_\_ bungkusan itu.
- 8) Tiara akan \_\_\_\_\_ buku itu pada esok hari.
- 9) Penjahat itu telah ditangkap pihak berkuasa kerana \_\_\_\_\_ sistem komputer.
- 10) Zafirul ingin \_\_\_\_\_ daripada melakukan tugas itu.

# P4



## 小学华文课程结构 CHINESE PROGRAMME

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# 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.

**P4华文课程详情**  
**P4 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	
	第九课 chp 9		





**WORKSHEETS**

**&**

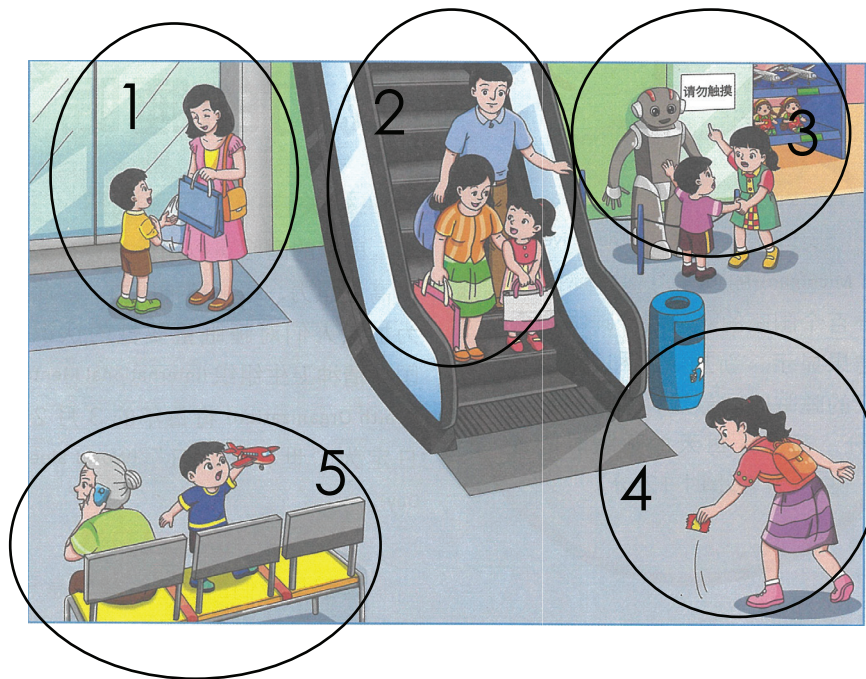
**ANSWERS**



## 口试

看图说话：

说一说这幅图的内容,并谈谈自己的想法和感受。



主题提示：

2、这个年轻女子这样做对不对?为什么?(把糖果纸捡起来的年轻女子)

答：



## 综合练习

### 一、辨字测验

选择适当的答案,把代表它的数字写在括号里。

Q3 你肯定猜不出这个\_\_\_\_\_语。 ..... ( )

(1)米

(2)迷

(3)眯

(4)谜

### 二、词语选择

选择适当的答案,把代表它的数字写在括号里。

Q1 我会尽力不\_\_\_\_\_你太多时间。 ..... ( )

(1)占位

(2)占用

(3)占地

(4)占领

### 三、词语搭配

从所提供的词语中,选出可以和各题搭配成合理词组的词语。

显得	敲打	问好	拖地	米粉
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Q1 洗衣 ( )

Q2 礼貌( )



## 四、短文填空

根据短文的内容, 选出正确的答案, 然后把代表它的数字写在格子里。

很多石头躺在路上, 让人们从它们身上踩过。大家Q1. (①不如②不但③不仅④不禁) 赞美道: “这些石头有奉献 (fèng xiàn) 的精神, 它们真Q2. (①高大②伟大③广大④巨大)。”

Q1	Q2
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## 阅读理解

日前,两名持枪歹徒闯(chuǎng)进了美国一间便利店,要老板把钱交出来。正当老板开始掏(tāo)钱时,老板的宠物一只吉娃娃,竟然挺身而出,冲出来对着歹徒大声吠起来,并且要扑上前攻击他们。

小狗的举动把歹徒吓坏了,他们慌张地冲出商店。这时,小狗竟然也大叫着追了出去。这只忠心的小狗为了保护主人,勇敢地赶跑歹徒的过程被店里的监视器拍了下来。消息传开后,小狗很快就成为人尽皆知的“英雄”。

邻居们听到消息后都觉得很惊讶(jīng yà),因为那只小狗平时很温驯(wēn xùn),只是懒懒地坐在店后面。便利店的老板也不敢相信自己心爱的小狗会这么勇敢,他笑着说:“我真是小看了它啊!”

Q1 两名歹徒闯进了便利店, ..... ( )

- (1) 要老板把钱交出来。
- (2) 要求老板把吉娃娃交出来。
- (3) 要老板把贵重物品拿出来。
- (4) 准备攻击这间便利店的老板。

Q2 正当老板开始掏钱时, ..... ( )

- (1) 邻居赶来捉住了歹徒。
- (2) 警察正好经过便利店。
- (3) 一只吉娃娃挺身而出吓退歹徒。
- (4) 便利店老板的宠物狗咬住了歹徒。



## 作文

### 好词佳句：

害怕的词语: 面色如土

时间的词语: 傍晚时分 黄昏时分 夕阳西下

### 佳作剖析:

#### 一场车祸

看着这惨不忍睹的一幕,我不禁要对那些过马路的人说:“你们不要再闯红灯了,安全最重要,如果不遵守交通规则,那世界将会变得一团糟,车祸也会频频发生。”大家听了我的劝告,一定也认识到了闯红灯的危害性了吧,请大家一定要遵守交通规则,使我们的世界变得更加安全,更加美丽,让我们共同努力吧!

### 课程指导:

