

Theme:	World of Self, Family and Friends
Topic:	Religion and cultures
Learning Standards:	1.1.3 Able to listen to and respond to a given stimulus by using appropriate words, phrases and expressions with the correct stress and intonation. 1.2.1 Able to participate in daily conversations (a) make suggestions (b) respond to suggestions
Objectives:	By the end of the lesson, pupils should be able to: (i) listen and complete the task sheet with information found in the dialogue. (ii) talk about what each person can and cannot eat and the reasons. (iii) carry out a conversation using appropriate sentence structures with cue cards as guidance.
Time:	60 minutes
Teaching aids:	Task sheet, cue cards, Audio (dialogue)
CCE / EE	Values and Citizenship

Steps:

Presentation

1. Get pupils to talk about the different races in Malaysia. Discuss in terms of food, festivals and beliefs.

Practice

Activity I

2. Teacher distributes a task sheet to pupils. (Appendix 1)
3. Play the audio tape. Pupils listen. (Appendix 2)
4. Next, pupils listen to the audio text and complete part A in the task sheet.
5. Work with a partner to carry out part B in the task sheet.

Activity II

6. Ask pupils how a person should:
 - a. make suggestions
 - b. respond to suggestions
7. Replay the audio text if pupils cannot recall.
8. Paste the phrases below on the board:

Example:

 - a) To make suggestions:
Would you like..... Do you want to How about joining
 - b) To respond to suggestions:
Certainly, I 'd love....., Yes, thank you.....
I 'd love to but I'm sorry..... I don't agree
9. Get the pupils to practise the phrases.
10. Give a situation to pupils to suggest the menu for their class party by using the cue cards.

What food shall we have for our class party? Shall we have _____?
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Activity III

11. Group work:
 - a) Pupils work in groups of three. Get pupils to practise in their groups.
 - b) Give cue cards as guidance to each group.

Felix	: (Suggest) Shall we
Raju	: (Agree to the suggestion)
Zainal	: (Disagree to the suggestion)
	(Counter suggest) :

Felix	: Shall we have
Raju (Agree)	: Yes, I
Zainal (Disagree)	: No, I disagree.
(Counter suggest)	What about

Production

12. Ask pupils to role play in front of the class.

(A) Listen to the dialogue. Complete the table below.

Name \ Food	Can eat	Cannot eat
Zainal		
Raju		
Chong Meng		
Felix		

(B) Using the information in the table above, tell a friend the types of food that each person can and cannot eat and the reasons.

Example: Chong Meng can eat chicken but not beef because he is a Buddhist.

Zainal: Hi Felix, my mum is cooking some curry today. Would you like to join me for lunch?

Felix:: That would be great! What curry is your mum cooking?

Raju: May I join you, too?

Zainal: Oh....she's cooking beef curry. I'm sorry. Raju. I know that you don't take beef. How about you Chong Meng

Chong Meng: I'm sorry Zainal, I don't eat beef too.

Felix : What's the reason, Raju and Chong Meng?

Raju: All Hindus are not allowed to eat beef because we consider the cow as a sacred animal.

Chong Meng: As, for Buddhists, we are advised not to eat beef too.

Zainal: Ok. I understand now.

Felix: Do you all eat pork?

Chong Meng: Yes, I do.

Raju: No, I don't.

Zainal: Neither do I. My religion forbids it.

Felix: Thanks for the information.

Zainal: In that case, I'll ask my mother to cook chicken curry next time.

Raju and

Chong Meng: That's a good idea.

Chong Meng: If that's so, shall we go to KFC for lunch? It's my treat.

Raju: Yes, thank you. We'd love to.

Felix: We should try the Combo Meal.

Zainal: I'd love to but I'm sorry I can't join you all. I've got to go back for lunch. My mother will be waiting. See you all in school tomorrow.

Raju,Felix and

Chong Meng: Okay. Bye Zainal.

Theme:	World of Self, Family and Friends
Topic:	Religion and cultures
Learning Standards:	2.2.2 Able to read and understand phrases and sentences from (a) linear texts 2.3.1 Able to read for information and enjoyment with guidance (b) non fiction
Objectives:	By the end of the lesson, pupils should be able to: (i) read and arrange the sentence strips to form a coherent paragraph. (ii) design a mind map based on the reading text.
Time:	60 minutes
Teaching aids:	Text (Power Point slides), task sheet, sentence strips.
CCE / EE	Thinking skills, constructivism.

Steps:

Presentation

1. Show picture cards of main festivals celebrated by the different races in Malaysia.
2. Get pupils to talk about the festivals they celebrate.

Practice

3. Pupils work in groups to do jigsaw reading. (Appendix 3)
4. Each group is given 4 envelopes with several sentence strips. Each envelope has strips for each paragraph. (Appendix 4 – a sample is provided)
5. Pupils work together to read and arrange the strips to form a coherent paragraph.
6. Pupils read aloud in their group.

Production

7. Pupils work in groups.
8. Give a poster sheet to each group.
9. Pupils use the information in the reading text to draw a mind map.
[The mind map consists of the main points of each culture, e.g. food, attire, festivals, etc.] (Appendix 5 – samples are provided)



I am Zainal. I am a Muslim . I go to the mosque every Friday to pray. Hari Raya Puasa and Hari Raya Haji are two main festivals that I celebrate with my family. During the festivals, I wear a songkok and baju Melayu. We have special food like 'ketupat' and 'rendang'. As a Muslim, my religion forbids me from eating pork.

Hello, my name is Raju. I am a Hindu and I celebrate Deepavali and Thaipusam. My traditional costumes are *jippa* and *dhoti*. For Deepavali, my mother prepares *muruku* and *thosai*. I go to the temple to pray every Friday. Hindus are not allowed to eat beef because we consider the cow as a sacred animal. Some of us are vegetarians on Fridays and other auspicious days.



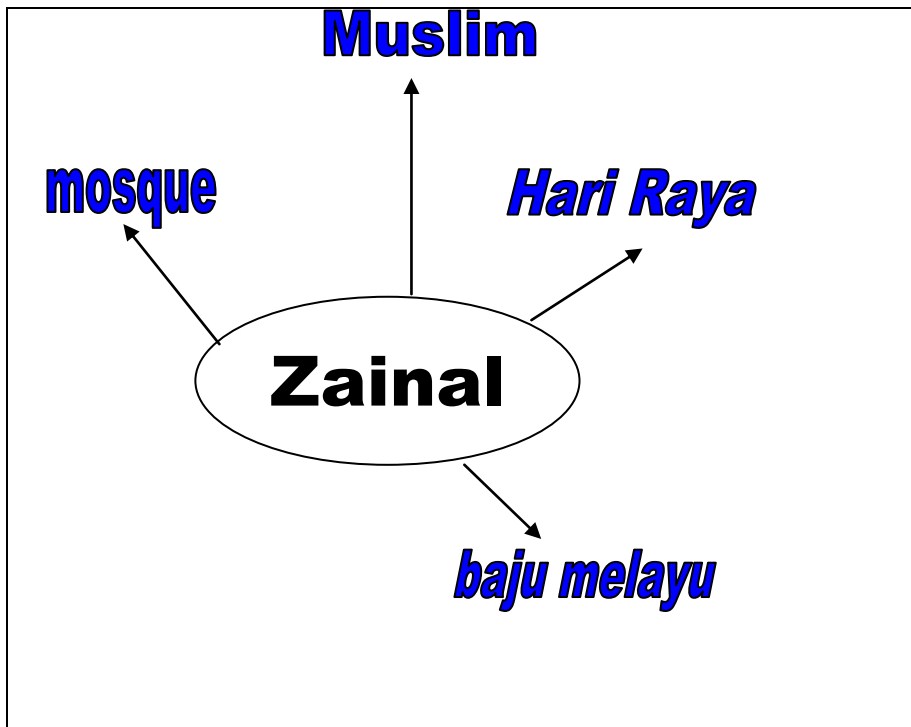
I am Chong Meng. I am a Buddhist. I celebrate Chinese New Year and 'Wesak' Day. On Chinese New Year, I usually wear a new red shirt. I receive 'angpows' from my parents and relatives. Mandarin oranges and 'kuih kapit' are a must during Chinese New Year. I go to the temple to pray. As a Buddhist, I am advised not to eat beef. I also do not take meat on the first and fifteenth day of the lunar month and other auspicious days.

Hi, I am Felix. I am a Christian. I celebrate Christmas and Good Friday. A month before Christmas, I join my church members to go carolling around the neighbourhood. My family also puts up a Christmas tree at home and places presents under it. Every Sunday, we go to church. I can eat chicken, beef and even pork. I love Malaysian food very much.

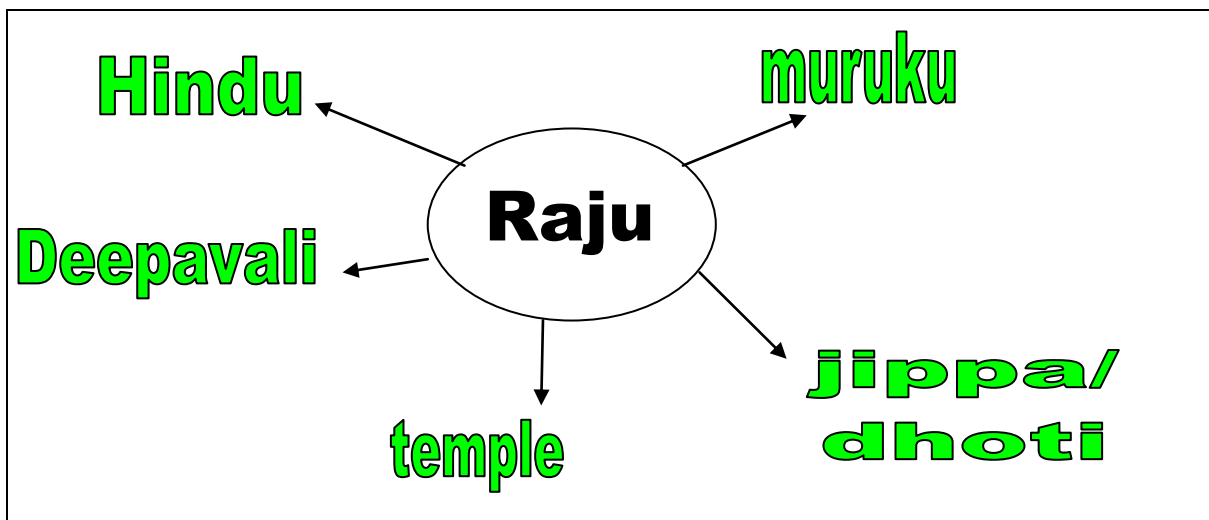


SAMPLE

<p>We have special food like 'ketupat' and 'rendang'. As a Muslim, my religion forbids me from eating pork.</p>
<p>Hari Raya Puasa and Hari Raya Haji are two main festivals that I celebrate with my family.</p>
<p>I am Zainal. I am a Muslim . I go to the mosque every Friday to pray.</p>
<p>During the festivals, I wear a songkok and baju Melayu.</p>



Samples of mind maps



Theme:	World of Self, Family & Friends
Topic:	Religions and cultures
Learning Standards:	3.2.1 Able to transfer information with guidance to complete: (b) non-linear texts
Objectives:	By the end of the lesson, pupils should be able to: (i) create a poster on a religion based on the questions given
Time:	60 minutes
Teaching aids:	Internet connection (website for information on religions http://www.woodlands-junior.kent.sch.uk/Homework/religion/) Sample poster (A4 size), Task sheet
CCE / EE	Creativity & Innovation

Steps:

Presentation

1. Talk about the lessons they have learnt previously.
 - ***What are the religions in Malaysia?***
 - ***What do you know about Islam, Buddhism, Hinduism, Christianity etc***
2. Divide the class into groups of 5.
3. Distribute a task sheet. (Appendix 6)
4. Each group competes to complete the task sheet.

Practice

5. Display a poster. (Appendix 7)
6. Get pupils to talk about the poster. Focus on:
 - a. the Sikh religion
 - b. the do's and don'ts of the religion
7. Divide the class into groups of 4 and explain to the pupils that they are to create a poster on the 4 main religions in Malaysia – Hinduism, Buddhism, Islam and Christianity based on the following questions:
 - a. *Whom does he/she worship?*
 - b. *Where does he/she pray?*
 - c. *What food/drinks can't he/she eat?*
 - d. *What are the festivals he/she celebrates?*
 - e. *What is his/her religion's holy book called?*
 - f. *What are the things he/she has to wear or not allowed to wear?*

(Pupils can provide more information if they know.)

9. Ensure that the pupils write in complete sentences.

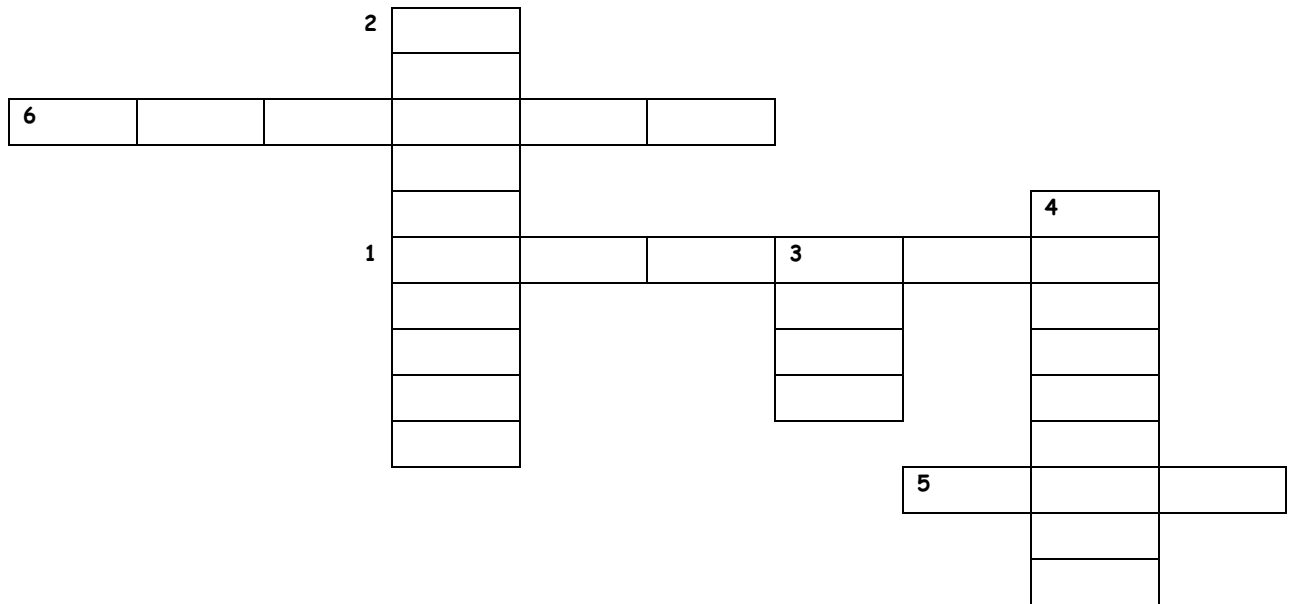
*****For advanced level pupils:***

Allow the pupils to create their own poster without giving them the questions. Allow the pupils to surf the Internet for information.

Production

10. Display posters in the classroom.
11. Pupils do a gallery walk and give comments on each other's work, highlighting the parts that they like.

RELIGIONS IN MALAYSIA



Across:

- 1. Raju goes to the _____ every Friday to pray.
- 5. The Buddhist are advised not to _____ beef.
- 6. Every Sunday, Felix goes to the _____ to pray.

Down:

- 2. The _____ celebrate Christmas.
- 3. Muslims are forbidden from taking _____.
- 4. Raju celebrates _____.



(Teachers must be aware of the variations in spelling for festivals such as Diwali - Deepavali, Baisakhi - Vaisakhi)

Theme: World of Self, Family and Friends.
Topic: Religions and cultures
Learning Standards: 4.1.7 Able to use articles correctly and appropriately.

Objectives: By the end of the lesson, pupils should be able to use articles (“a”, “an”, “the” and “zero article”) correctly and appropriately.

Time: 60 minutes

Teaching aids: task sheet

CCE / EE Thinking skills

Steps:

Presentation

1. Teacher explains the use of articles. (Appendix 8)

Practice

2. Teacher gives a task sheet for pupils to complete individually. (Appendix 9)

Production

3. Conduct a discussion on the lion dance with the class. (Appendix 10)

4. Pupils do the exercise in the task sheet.

'A' is used before a countable noun in the singular number which begins with a consonant.

The consonants are (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z)

e.g.

a Malay boy a Chinese boy a bowl of curry a banana a girl
a house a uniform a university

'An' is used before a noun which begins with a vowel sound. The vowels are (a, e, i, o, u)

e.g.

an apple an orange an Indian boy an elephant
an umbrella an honest girl an hour an angpow an owl

'The' is used :

- (i) on a particular person or object or one already mentioned or known.
e.g. The book you wanted to buy is out of stock.
- (ii) before an object of which there is only one
e.g. The sun is a flaming ball of fire.

We do not use any articles before a noun or an abstract noun used in a general sense.

- e.g. (i) _____ Man must eat to live.
(ii) We go to _____ school everyday.
(iii) _____ Hardship is part of _____ life.

Exercise 1

Fill in the blanks with "a", "an" or "the".

_____ church	_____ Christmas tree	_____ stars
_____ temple	_____ Klang River	_____ rainbow
_____ orange	_____ songkok	_____ European
_____ mosque	_____ Botanical Gardens	_____ dhoti
_____ English boy	_____ Baju Melayu	_____ Indian
_____ sacred animal		

Exercise 2

Fill in the blanks with an appropriate article 'a , an, the, or, -.'

1. He has _____ uncle who lives in _____ New Zealand. He is _____ Christian. He celebrates _____ Christmas.
2. Raju is _____ Indian boy. He is _____ Hindu. He loves to eat _____ muruku.
3. Chong Meng is _____ Chinese boy. He receives _____ angpows during _____ Chinese New Year.
4. That is _____ old church. _____ church is _____ 100 years old.
5. Zainal is _____ Muslim boy. He wears _____ songkok when he goes to _____ mosque every Friday.

Exercise 3

Read the passage below and fill in the blanks with the article 'a , an, the, or, -.'

The Buddhist tradition is founded on and inspired by the teachings of Siddharta Gautama. He was called _____ Buddha and lived in the 4th or 5th century B. C. in _____ India. He was born around _____ year 580 BCE in the village of Lumbini in _____ Nepal. He was born into _____ royal family and for many years, he lived within _____ palace walls away from sufferings of life. One day, Siddharta went outside _____ royal palace and saw for the first time, _____ old man, _____ sick man and _____ corpse. He was worried by what he saw. He learned that sickness, age and death were the fate no human beings could avoid.

Write a short paragraph about the lion dance using the words given in the box below.



performed - Chinese New Year - accompanied by -beating drums - bring good luck - rewarded - 'angpows'

Suggested answer

The lion dance is usually **performed** at many grand occasions like **Chinese New Year**, business opening events, birthday celebrations and wedding ceremonies of the Chinese communities. It is performed **accompanied by** the music of **beating drums**, cymbals and gongs. It is believed to **bring good luck** and fortune to the business and the lion dance troupe is always **rewarded** with 'angpows'.