COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

ENGLISH LANGUAGE HANDBOOK FOR PRIMARY SCHOOLS TEACHERS



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FOREWORD
DIRECTOR-GENERAL OF EDUCATION MALAYSIA



One of the aims in educating Malaysian children is to enable them to develop into knowledgeable individuals who are able to function with confidence in a competitive world. To achieve that aim, they have to be equipped with the languages that they will need to communicate in social and economic situations and other challenging environments.

The Ministry of Education Malaysia strives to ensure that Malaysian students are proficient in both languages, namely Bahasa Malaysia and the English language. This aspiration is underpinned in Shift 2 of the Malaysian Education Blueprint 2013-2025 which focuses on developing students who are operationally proficient in Bahasa Malaysia and the English language. The ministry's aim is for all students leaving the education system to be independent users of the English language.

The publication of this Teacher's Handbook is a timely and plausible effort that is intended to support the reform in curriculum and pedagogy in line with recommendations made in the English Language Education Reform in Malaysia: The Roadmap 2015-2025 document. It is hoped that this Teachers' Handbook would be a valuable resource for teachers in Malaysia in adapting and aligning the existing teaching and learning materials to the Common European Framework of Reference for Languages (CEFR).

I would like to take this opportunity to thank and congratulate the Textbook Division, Ministry of Education Malaysia for producing this handbook. It is my hope that this handbook will be used optimally by teachers throughout Malaysia and will ensure the successful implementation of the Roadmap document for the betterment of our present and future generation.

TAN SRI DR KHAIR BIN MOHAMAD YUSOF

FOREWORD
DIRECTOR OF THE TEXTBOOK DIVISION, MINISTRY OF EDUCATION MALAYSIA



Bismillahirrahmanirrahim
Assalamualaikum wbt

The Roadmap for English language education: An Agenda for Reform, 2015-2025 (The Roadmap) document states that the Malaysian English language programme must be aligned to international standards. As such, the Ministry of Education is adopting the Common European Framework of Reference (CEFR) as it is the global standard for defining English language ability which will allow the Ministry to monitor progress towards their aspirational targets. In order to ensure full adoption of the CEFR by teachers, not only must the curriculum and assessment be aligned to the CEFR, but also the learning materials.

By the end of December 2016, the English textbooks for year 1 and form 1 (for usage in 2017) would have been distributed to schools throughout Malaysia. In order to ensure that the teaching and learning of English language using the textbooks provided are geared towards alignment to the CEFR, the Textbook Division has taken the initiative to publish a handbook to assist teachers in the classroom.

It is our hope that this handbook would be beneficial to teachers and educators in further understanding the CEFR and thus realizing the aims and aspirations of the Malaysian Education Blueprint 2013-2025.

I wish to thank all parties responsible in the publication of this handbook. I would also like to take this opportunity to thank the Director-General of the Ministry of Education Malaysia Tan Sri Dr. Khair bin Mohamad Yusof, for his support of this publication. I pray that this effort would help realize the Ministry of Education's aim that is for all students leaving the education system to be independent users of the English language.

Thank you.

Introduction

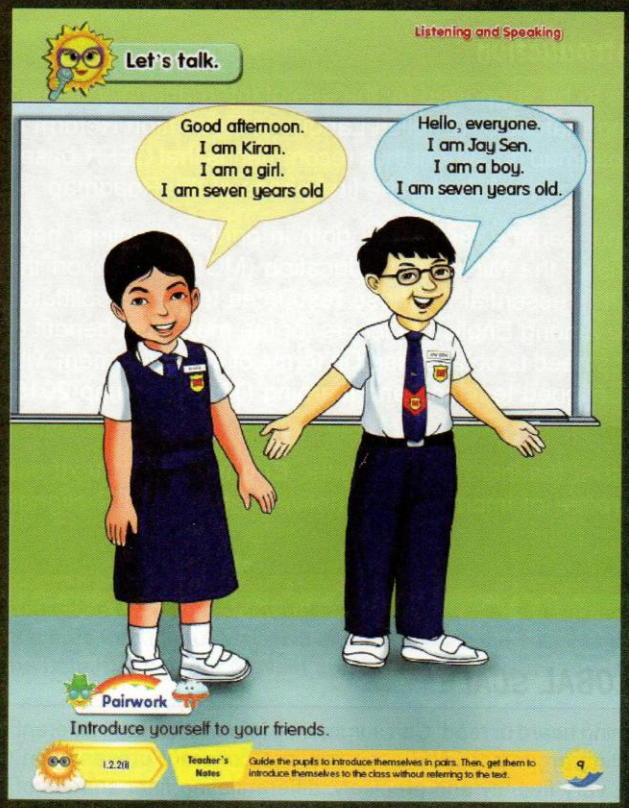
The reform in curriculum and pedagogy has to be supported by the use of internationally aligned and CEFR-compatible teaching and learning materials (English Language Education Reform in Malaysia, The Roadmap 2015-2025). The Roadmap document thus recommends that CEFR-based English Language books and materials are purchased during the first phase of the Roadmap.

At present, a number of teaching and learning resources, both in print and online, have been developed over the years by divisions of the Ministry of Education (MOE) to support the implementation of the English curriculum. It is essential for these resources to be consolidated and coordinated to ensure their optimal use among English teachers for the maximum benefit of the learners. However, the existing resources need to be assessed in terms of their alignment with the CEFR and their potential role in CEFR-aligned teaching and learning (The Roadmap 2015-2025; pg 183).

It is hoped that this handbook can assist teachers in utilising the **English Year 1** textbook supplied by the MOE Malaysia for the purpose of improving the delivery of the CEFR-aligned English curriculum in the classrooms.

COMMON REFERENCE LEVELS : GLOBAL SCALE

C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



page 9

CEFR LEVEL LISTENING: A1

CAN DO DESCRIPTOR

- I can recognise familiar words and very basic phrases concerning myself.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid*, and *The Dialang Scales*

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:

1. Show a YouTube video on 'Greetings' and get pupils to sing along. (*https://youtu.be/gVIFEVLzP4o*)

Presentation:

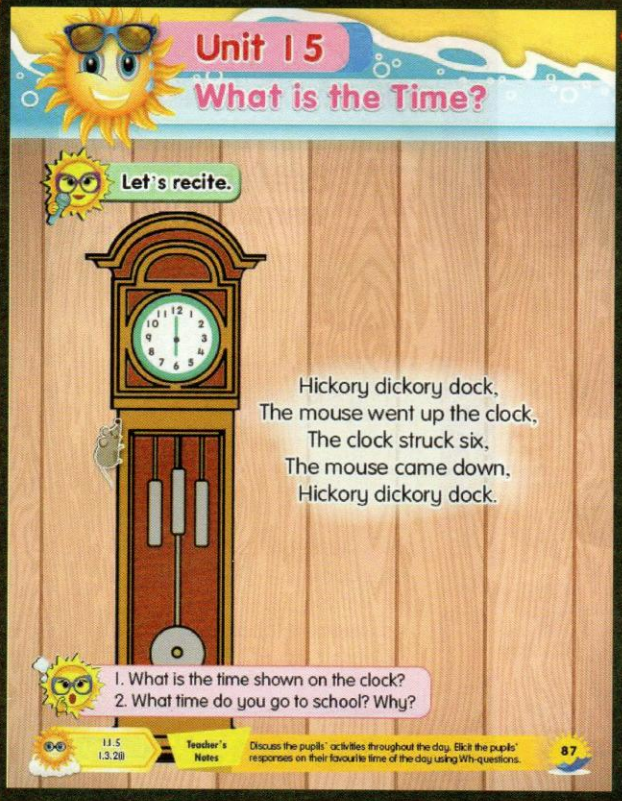
1. Introduce yourself to the class following the sentence pattern on page 9. Repeat a few times to ensure pupils are able to follow.
2. Guide a few pupils to introduce themselves.

Practice:

1. Get pupils into pairs.
2. Using the sentence pattern learned, pupils introduce themselves to each other.
3. Get a few pairs to volunteer introducing themselves in front of the class.
4. Get the pair then to introduce one another to the class.
   E.g.: This is Kiran.
   She is a girl.
   She is seven years old.

Reinforcement / remedial:

Get pupils to view this YouTube video on pupils from other countries introducing themselves. (*https://youtu.be/KCZAtgacc7I*)



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CEFR LEVEL LISTENING AND SPEAKING: A1

CAN DO DESCRIPTOR

- I can interact in a simple way.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid,* and *The Dialang Scales*

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:

1. Recite the nursery rhyme a few times together.
2. Ask questions – What is the time shown on the clock?
   What time do you go to school?

Presentation:

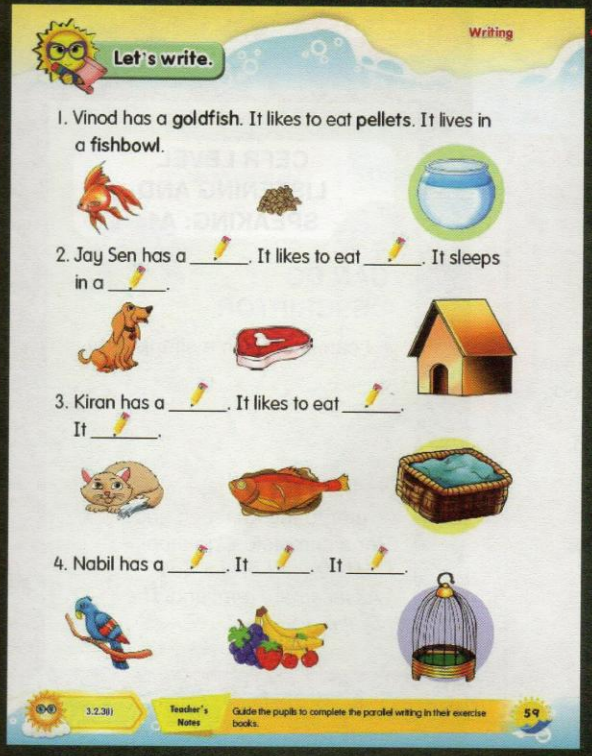
1. Recite the poem and improvise on the third line of the rhyme. E.g.: Hickory dickory dock, The mouse ran up the clock, The clock struck five, The mouse came down, Hickory dickory dock. She shows five o'clock on a paper clock.
   (Give a few more examples of the different times (one o'clock))

Practice:

1. Get pupils to sit in groups of 4.
2. Every group gets a paper clock.
3. Pupils recite the poem and when they come to line 3, they wait for the teacher to say the time.
4. In their groups they turn to the time mentioned by the teacher on their paper clock.

Reinforcement / remedial:

Pupils chant the rhyme again but this time, the teacher shows the time of the clock and pupils chant accordingly. This can be repeated with different times shown by the teacher.



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CEFR LEVEL WRITING: A1

CAN DO DESCRIPTOR

- I can write simple isolated phrases and sentences.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid*, and *The Dialang Scales*

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:
1. Recall the previous lesson on pg 58 of the textbook.
2. Get pupils to talk about their pets.

Presentation:
1. Show a picture of a pet (not from the textbook).
2. Ask pupils questions on the pet.
3. Write the answers on the board.
4. Show pupils how to construct sentences based on the answers of the pupils.

Practice:
1. Get pupils to sit in groups of 4.
2. Pupils complete exercises on pg 59 of the textbook.
3. Provide other pictures of other possible pets.
4. Pupils write sentences about the pets.

Reinforcement / remedial:
Pupils draw their dream pets in their exercise books.



Reading

Let's read.

Spending Wisely

Jay Sen and his father went to the mall. His father gave him RM15 to spend. Help Jay Sen to spend the money wisely.

I need a pair of shoes. My old shoes are torn.

The frozen chips look yummy! I want to buy it too.

Son, you only have RM15. It is not enough to buy both things. You need to choose wisely.

Should I buy the shoes? Should I buy the chips?

RM15.00

RM5.50

1. How much money does Jay Sen have?
2. What item does Jay Sen really need?
3. Imagine you are Jay Sen. What will you buy?

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Teacher's Notes

Highlight to the pupils the difference between needs and wants. Emphasise that only spending on the things you need is considered as spending wisely. Emphasise to the pupils the importance of spending wisely.

2.2.6(i)

page 108

CEFR LEVEL READING: A1

CAN DO DESCRIPTOR

- I can understand the general idea of a simple informational texts.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid*, and *The Dialang Scales*

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:

1. Show pupils pictures of two toys with different prices. One cheaper than the other.
2. Ask pupils which toy they will buy and give reasons.

Presentation:

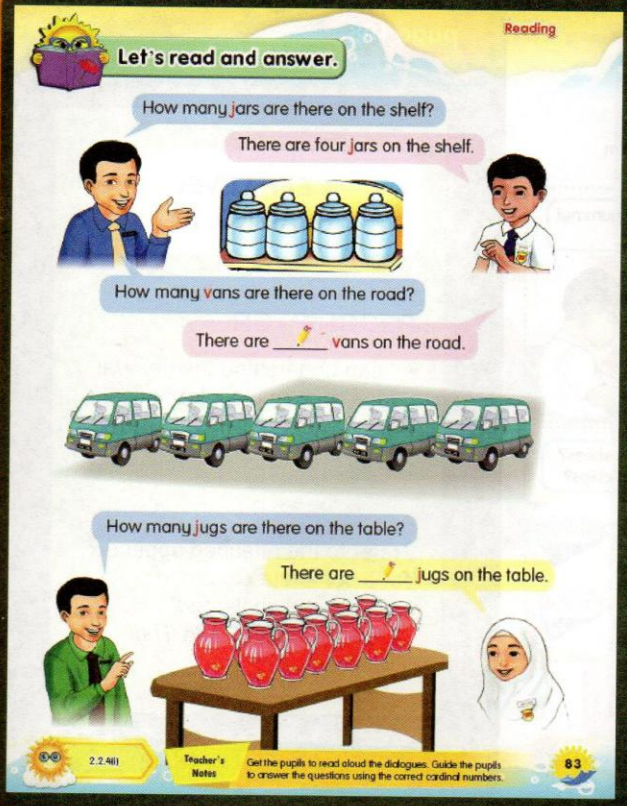
1. Talk about spending wisely – needs & wants.
2. Get pupils to read pg 108. Explain and get pupils to answer the questions in the page.

Practice:

1. Get pupils to sit in groups of 4.
2. Provide pupils with pictures of situations similar to the one on pg 108. Blank out the speech bubbles.
3. Provide sentence strips and pupils match the correct strips to the correct pictures.

Reinforcement / remedial:

Practise the dialogues in their groups.



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CEFR LEVEL READING: A1

CAN DO DESCRIPTOR

- I can understand very short, simple texts, putting together familiar names, words and basic phrases.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid*, and *The Dialang Scales*

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:

1. Get pupils to recite the chant on pg 81 of the textbook.
2. Get pupils to answer the questions on the page.

Presentation:

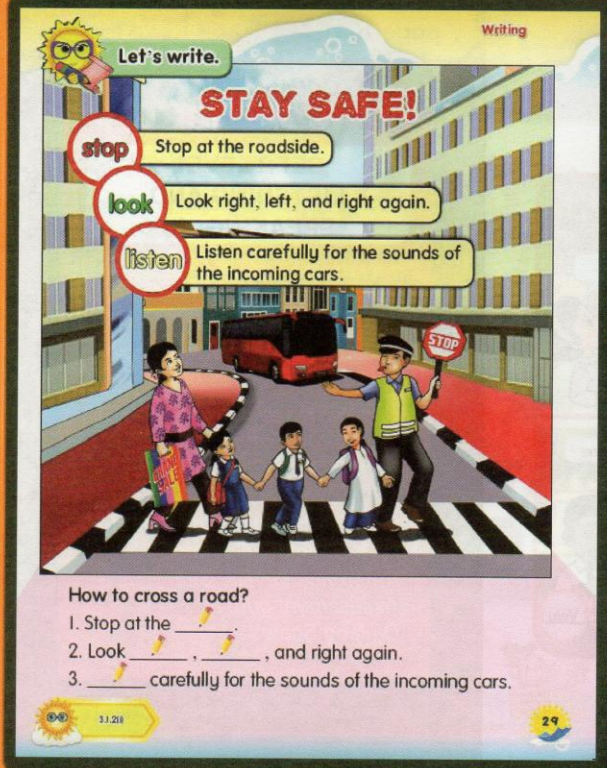
1. Use number and word cards to explain numbers.
2. Get the pupils to read the numbers/identify the numbers based on the number card shown.
3. In groups, get pupils to talk about the number of things they can see in the classroom. E.g.: How many pupils are there in the class? How many chairs can you see? How many books do I have?
4. Get pupils to identify and say numbers orally. E.g.: three books, fifteen pupils, etc.

Practice:

1. Get pupils to sit in groups of 4.
2. They match the correct numbers to the correct word cards.
3. Get pupils to complete the exercise on pg 83 of the textbook.
4. Add on more similar exercises for pupils to practise.

Reinforcement / remedial:

Get pupils into 2/3 groups. Pupils sit together in their groups. Say a number. Pupils in their groups have to stand up according to the number mentioned. The group which stands up correctly the most is the winner. Repeat a few rounds.



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CEFR LEVEL WRITING: A1

CAN DO DESCRIPTOR

- I can write a short, simple postcard.
- I can write simple notes to friends.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid,* and *The Dialang Scales*

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:

1. Pupils watch a YouTube video on road safety.
   E.g.: (*https://youtu.be/Nj2DRsdhn80*)
2. Discussion on the video.

Presentation:

1. Show posters of common road signs and explain to pupils.
2. Talk about how to stay safe on the road. Talk about a few road safety tips.

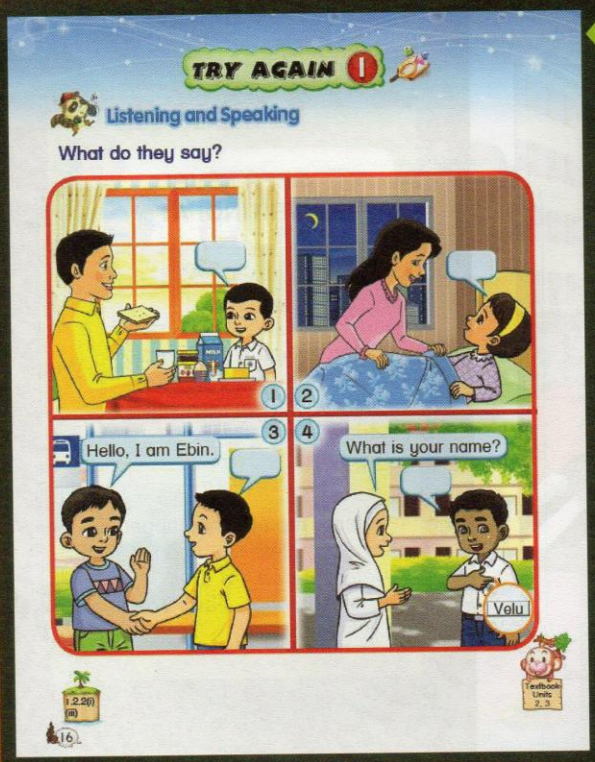
Practice:

1. Complete the exercise on pg 29.
2. Provide sentence cards on road safety and get pupils to match the cards correctly.
3. Rewrite these sentences in a postcard to be sent to a friend.

Reinforcement / remedial:

Sing the road safety song to the tune of Twinkle Twinkle Little Star.
(*https://youtu.be/Olq6sBeMc0M*)

SJK



page 16

CEFR LEVEL LISTENING AND SPEAKING: A1

CAN DO DESCRIPTOR

- I can ask and answer simple questions in areas of immediate need.
- I can understand everyday expressions.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid*, and *The Dialang Scales*

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:

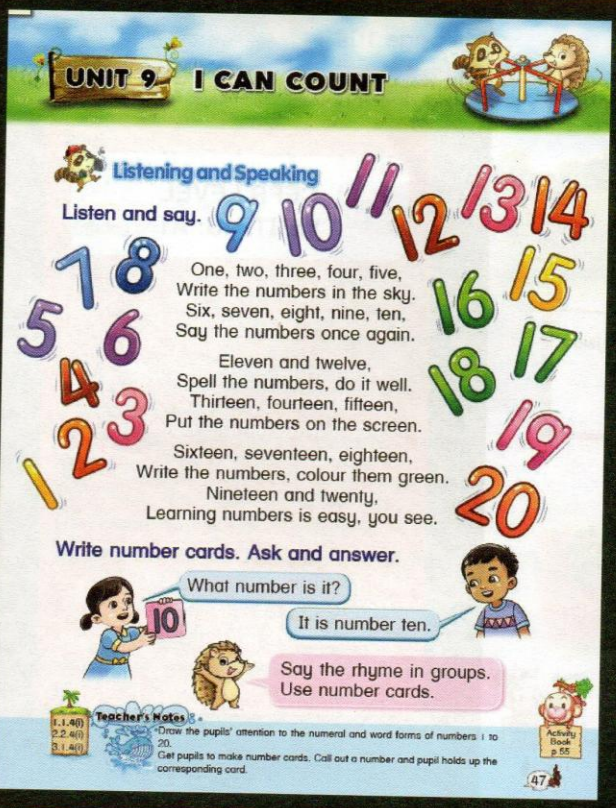
1. Listen to the "Good Morning" song by *https://youtu.be/TFVjU-dsIM8*.
2. Talk about the greetings in the song and relate to the pictures.

Presentation:

1. Ask the class questions based on the song:
   i. What is the teacher's name?
   ii. How many "Good Morning", "Hello" and "How do you do" are there in the song?

Practice:

1. In pairs, get pupils to greet each other as in the song.
2. Get pupils to sit in groups of 4.
3. Teacher distributes a piece of paper describes a different situation for each group.
4. Pupils do the role play based on the situation.



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CEFR LEVEL LISTENING AND SPEAKING: A1

CAN DO DESCRIPTOR

- I can understand numbers, prices and times.
- I can ask and answer simple questions.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid*, and *The Dialang Scales*

SJK

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:

1. Ask the pupils how many exercise books that they have in their bags.
2. Pupils go to the group next to them and ask them how many pencils that they have in their pencil cases.

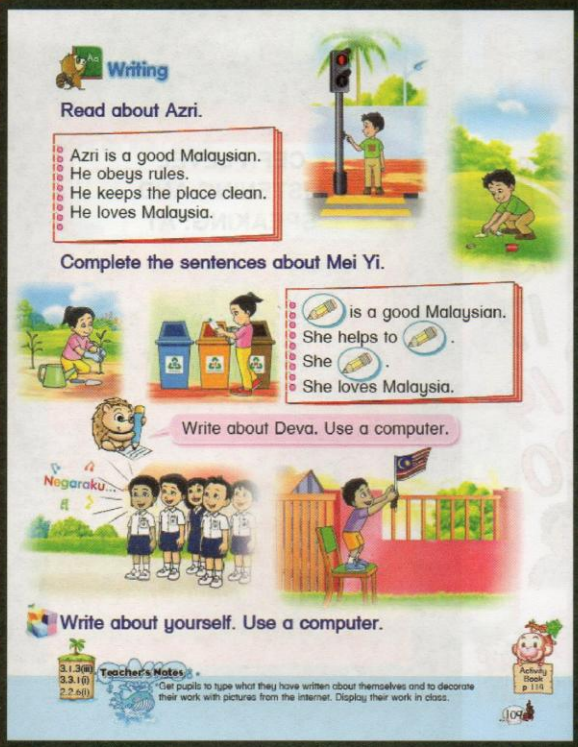
Presentation:

1. Teacher recites the rhyme while the selected pupils hold up the numbers according to the rhyme.
2. One group recites while the other groups hold up the number according to the rhyme.

Practice:

1. Teacher calls a group and asks them to find a number of items.
2. Repeat the activity for all the groups.
3. Task must be carried out in under 10 minutes .

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CEFR LEVEL WRITING: A1

CAN DO DESCRIPTOR

- I can write a short simple postcard.
- I can write simple notes to friends.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid*, and *The Dialang Scales*

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:

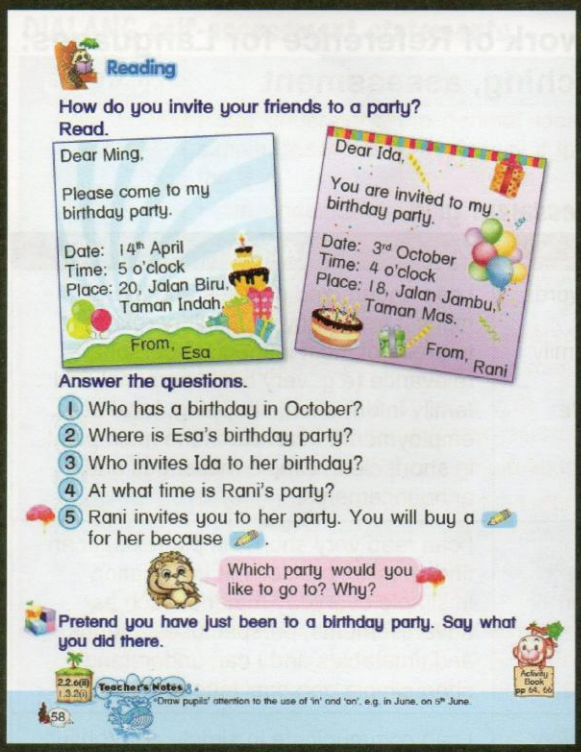
1. Play the song "To know Malaysia is to love Malaysia".
2. Ask pupils about places that they have visited in Malaysia .
3. Ask them to describe the place that they like the most .

Presentation:

1. Give pupils an empty postcard each.
2. Get them to write about their hometown.

Practice:

1. Get pupils to sit in groups of 4.
2. Each member takes turn to talk about his/her postcard.
3. Each group then chooses the best work and rewrites it in a mahjong paper.
4. Pupils paste the mahjong paper on the walls in the classroom.
5. The pupils carry out a gallery walk and write out comments on sticky notes to be stuck on the mahjong papers.



Reading

How do you invite your friends to a party?
Read.

Dear Ming,

Please come to my birthday party.

Date: 14th April
Time: 5 o'clock
Place: 20, Jalan Biru, Taman Indah.

From, Esa

Dear Ida,

You are invited to my birthday party.

Date: 3rd October
Time: 4 o'clock
Place: 18, Jalan Jambu, Taman Mas.

From, Rani

Answer the questions.

1. Who has a birthday in October?
2. Where is Esa's birthday party?
3. Who invites Ida to her birthday?
4. At what time is Rani's party?
5. Rani invites you to her party. You will buy a ____ for her because ____.

Which party would you like to go to? Why?

Pretend you have just been to a birthday party. Say what you did there.

2.2.6(i) 3.2(i)

Teacher's Notes

• Draw pupils' attention to the use of 'in' and 'on', e.g. in June, on 5th June.

Activity Book pp. 64, 66

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page 58

CEFR LEVEL READING: A1

CAN DO DESCRIPTOR

- I can understand the general idea of simple informational texts and short simple descriptions.

*refer to the attached appendix for a complete *Common Reference Levels: Self Assessment grid*, and *The Dialang Scales*

SJK

MATERIAL ADAPTATION AND SUGGESTED TEACHING AND LEARNING ACTIVITY

Warm Up:

1. Teacher asks the pupils who they want to invite to their birthday party.
2. Teacher asks pupils what birthday gift that they want for their birthday.

Presentation:

1. Read the two invitation cards in the textbook (page 58).
2. Do a chorus reading to familiarize the pupils with the pronunciation.
3. Get the pupils to repeat after you.

Practice:

1. In their groups, talk about themselves and their family.
2. Provide pupils with simple scripts, e.g.
   a. Ali: Happy birthday Aiman.
   b. Aiman: Thank you Ali.
   c. Ali: How old are you today?
   d. Aiman : I am seven years old. What about you?
   e. Ali: I am seven years old too.

APPENDIX 1

Common European Framework of Reference for Languages: learning, teaching, assessment

Common Reference Levels: self-assessment grid

		A1	A2
UNDERSTANDING	**Listening**	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words and simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
SPEAKING	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and others people, living conditions, my educational background and my present or most recent job.
WRITING	**Writing**	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

DIALANG self-assessment statements

CEF Level	READING
A1	I can understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text.
A1	I can understand very short, simple texts, putting together familiar names, words and basic phrases, by for example rereading parts of the text.
A1	I can follow short, simple written instructions, especially if they contain pictures.
A1	I can recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations.
A1	I can understand short, simple messages, e.g. on postcards.
A2	I can understand short, simple texts containing the most common words, including some shared international words.
A2	I can understand short, simple texts written in common everyday language.
A2	I can understand short simple texts related to my job.
A2	I can find specific information in simple everyday material such as advertisements, brochures, menus and timetables.
A2	I can identify specific information in simple written material such as letters, brochures and short newspaper articles describing events.
A2	I can understand short simple personal letters.
A2	I can understand standard routine letters and faxes on familiar topics.
A2	I can understand simple instructions on equipment encountered in everyday life – such as a public telephone.
A2	I can understand everyday signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.
	WRITING
A1	I can write simple notes to friends.
A1	I can describe where I live.
A1	I can fill in forms with personal details.
A1	I can write simple isolated phrases and sentences.
A1	I can write a short simple postcard.
A1	I can write short letters and messages with the help of a dictionary.
A2	I can give short, basic descriptions of events and activities.
A2	I can write very simple personal letters expressing thanks and apology.
A2	I can write short, simple notes and messages relating to matters of everyday life.
A2	I can describe plans and arrangements.
A2	I can explain what I like or dislike about something.
A2	I can describe my family, living conditions, schooling, present or most recent job.
A2	I can describe past activities and personal experiences.

APPENDIX 2

	LISTENING
A1	I can understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech.
A1	I can follow speech which is very slow and carefully articulated, with long pauses for me to get the meaning.
A1	I can understand questions and instructions and follow short, simple directions.
A1	I can understand numbers, prices and times.
A2	I can understand enough to manage simple, routine exchanges without too much effort.
A2	I can generally identify the topic of discussion around me which is conducted slowly and clearly.
A2	I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation.
A2	I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow.
A2	I can understand phrases and expressions related to immediate needs.
A2	I can handle simple business in shops, post offices or banks.
A2	I can understand simple directions relating to how to get from X to Y, by foot or public transport.
A2	I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.
A2	I can identify the main point of TV news items reporting events, accidents, etc, where the visual material supports the commentary.
A2	I can catch the main point in short, clear, simple messages and announcements.



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