



RUKUN NEGARA

Bahawasanya Negara Kita Malaysia

mendukung cita-cita hendak:

Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

Mencipta satu masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaannya yang kaya dan pelbagai corak;

Membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden.

MAKA KAMI, rakyat Malaysia,
berikrar akan menumpukan
seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut
berdasarkan prinsip-prinsip yang berikut:

**KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN**

(Sumber: Jabatan Penerangan, Kementerian Komunikasi dan Multimedia Malaysia)

SPECIAL EDUCATION STANDARD-BASED CURRICULUM
FOR PRIMARY SCHOOLS

ENGLISH

HEARING IMPAIRED

PART I

YEAR

2



WRITERS

Hafizam binti Mohamed
Noorziana binti Yoof
Nurul Farina binti Baharuddin

EDITORS

Mazfarina binti Marzuki
Nurul Adilah binti Hamdan

DESIGNERS

Norhesam bin Hashim
Saiful Azly bin Saaidin

ILLUSTRATOR

Aminurashid bin Yeop Aziz



DBP

Dewan Bahasa dan Pustaka
Kuala Lumpur
2017





KEMENTERIAN PENDIDIKAN MALAYSIA

Serial No.: 0027

KK 428-221-0102021-49-1641-20101
ISBN 978-983-49-1641-1

First Printing 2017
© Ministry of Education Malaysia 2017

All Rights Reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage and retrieval system without permission in writing from the Director-General, Ministry of Education Malaysia. Negotiation is subject to the calculation of royalty or honorarium.

Published for the Ministry of Education Malaysia by:

Dewan Bahasa dan Pustaka,
Jalan Dewan Bahasa,
50460 Kuala Lumpur.
Telephone: 03-2147 9000 (8 hunting lines)
Facsimile: 03-2147 9643
Website: <http://www.dbp.gov.my>

Design and Typeset:
Arah Pendidikan Sdn. Bhd.

Text Typeface: Azim
Text Typeface Size: 16 point

Printed by:
Percetakan Surya Sdn. Bhd.,
Plot 29, Jalan IKS BK 2,
Taman IKS Bukit Katil,
75450 Melaka Tengah,
Melaka.

Acknowledgements

The Ministry of Education would like to express their appreciation for the contributions made by the following:

- The Evaluation Panel, Ministry of Education.
- The Panel of Readers, Ministry of Education.
- Officers of the Textbook Division and Officers of the Curriculum Development Division, Ministry of Education.
- The Evaluation Panel, Dewan Bahasa dan Pustaka.
- The Panel of Readers, Dewan Bahasa dan Pustaka.
- Encik Alif Najmi bin Bahari
- Encik Teh Kean Hoe
- Tourism Malaysia

Every effort has been made to trace the ownership of copyright materials.

Any information that enables the publisher to correct any errors or omit any materials in future reprints is welcome.



CONTENTS

| | |
|---|----|
| Introduction | iv |
| UNIT 1 Back to School | 1 |
| UNIT 2 Rules | 9 |
| UNIT 3 The Fat Hens and Skinny Hens | 17 |
| UNIT 4 Places Around Me | 25 |
| UNIT 5 Growing Vegetables | 33 |
| UNIT 6 An Ant and a Bird | 41 |
| UNIT 7 Hobbies | 49 |
| UNIT 8 Under the Sea | 57 |
| UNIT 9 On the Farm | 65 |
| UNIT 10 What Do You Eat? | 73 |
| UNIT 11 Numbers | 81 |
| UNIT 12 The Wolf and the Seven Little Goats | 89 |
| Index | 97 |



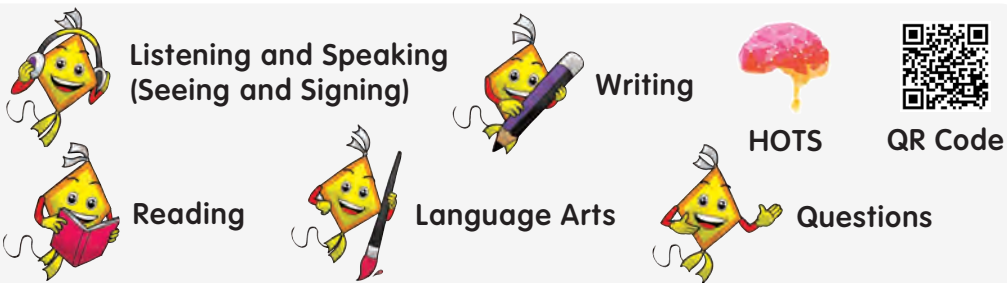
INTRODUCTION

The *English (Hearing Impaired) Year 2* is written to fulfil the English Language needs of Year 2 for Sekolah Kebangsaan Pendidikan Khas and Program Pendidikan Khas Integrasi (PPKI) in accordance to the Document Standard for the Special Needs of the Primary School Curriculum (KSSRPK) for Year 2. The textbook package consists of the Textbooks (Part 1 and Part 2) and the Activity Books (Part 1 and Part 2).

The *English (Hearing Impaired) Year 2* is divided into 24 units. It covers four modules: Listening and Speaking (Seeing and Signing), Reading, Writing and Language Arts. It is presented under three broad themes, namely World of Self, Family and Friends, World of Stories, and the World of Knowledge.

The Textbooks should be used together with the Activity Books. Each unit in the Textbooks have a corresponding unit in the Activity Books. The Activity Books provide opportunities for the pupils to acquire penmanship and to write at a suitable word level.

The icons used are as follows:



- Guide the pupils to do the actions according to the lyrics.
- Surf the Internet to see the full video *The Sun Comes Up*.

4.1.2(iii)
AB(2) page 126

Teacher's Notes: The icon indicates notes for teachers on how the activities should be carried out or suggestions for further activities.

Textbook/Activity Book reference page.

Learning standards reference

Main Characters

These are the characters found in this book.



Miss Yeo



Su Lin



Fahmi





Joni



Nadia



Rajan



The Textbooks are specifically written in order to allow hearing impaired pupils to fingerspell and sign simultaneously the patterns of spoken English, thus providing a reasonable manual parallel to English language. Its manual component is based on:

- i. *Signing Exact English* by Gerilee Gustason and Esther Zawolkow, published by Modern Signs Press, Inc.
- ii. *American Sign Language Dictionary* by Martin L.A. Sternberg, Ed. D, published by Harper Collins Publishers.
- iii. *The Comprehensive Signed English Dictionary*, edited by Harry Bornstein, Karen L. Saulnier and Lilian B. Hamilton, published by Gallaudet University Press.
- iv. *Komunikasi Seluruh Bahasa Malaysia Kod Tangan Jilid 1 1985* by Kementerian Pendidikan Malaysia.
- v. *Komunikasi Seluruh Kod Tangan Bahasa Melayu 1997* by Jabatan Pendidikan Khas, Kementerian Pendidikan Malaysia.
- vi. *Bahasa Isyarat Malaysia Jilid 1 dan Jilid 2* by Persekutuan Orang Pekak Malaysia.
- vii. *Bahasa Isyarat Malaysia – Isyarat-isyarat ICT* by Persekutuan Orang Pekak Malaysia.
- viii. *Bahasa Isyarat Malaysia – Isyarat Nama-nama Tempat Dalam dan Luar Negara* by Persekutuan Orang Pekak Malaysia.
- viv. *Bahasa Isyarat Malaysia – Isyarat-isyarat Terminologi Reka Bentuk Fesyen dan Pakaian*.

Teachers are encouraged to use or adapt the material to the different needs and levels of their pupils. Teachers are also encouraged to refer to the sign language dictionary (SEE, ASL, CSED, BMKT, KTBM and BIM) in order to obtain the accurate ways of signing the sign codes. It is hoped that the materials presented in the book will help the pupils to realise the relevance and importance of learning the English language in their daily life and for them to face real world challenges.

Important Reminders

- When signing for a specific phrasal verb, use only one sign that is based on the verb.
- All signs are placed on the text beginning from unit 1 until unit 12.
- Name sign for other characters will be introduced on the first appearance only.
- Words that need to be fingerspelled will be indicated by this icon.



CHARACTERS

Miss Yeo

Rajan

Joni

Fahmi

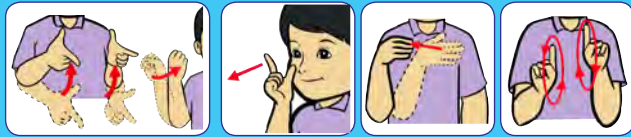
Nadia

Su Lin



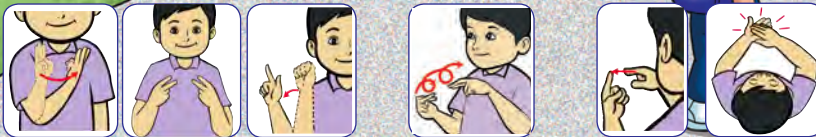


Back to School



Let's look and sign.

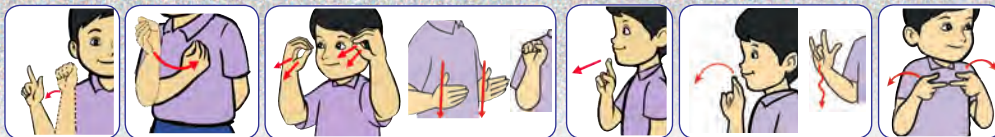
SEKOLAH KEBANGSAAN
PENDIDIKAN KHAS SEJIWA



We have all come back to school.



Back to school, back to school.



All our teachers are really great.



Oh, we are back to school.

(To the tune of *Mary Had a Little Lamb*)



- Ask the pupils how they greet the teachers and friends on the first day of school.





Let's look and sign.



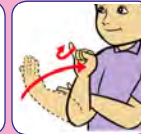
spell



In Year 2 Zamrud classroom.



Please stand up.



Good morning, teacher.



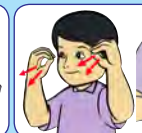
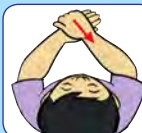
Good morning, children.



Please sit down.



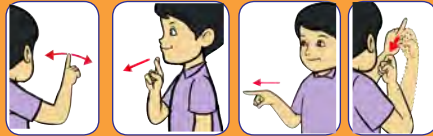
My name is Miss Yeo.



I am your English teacher.



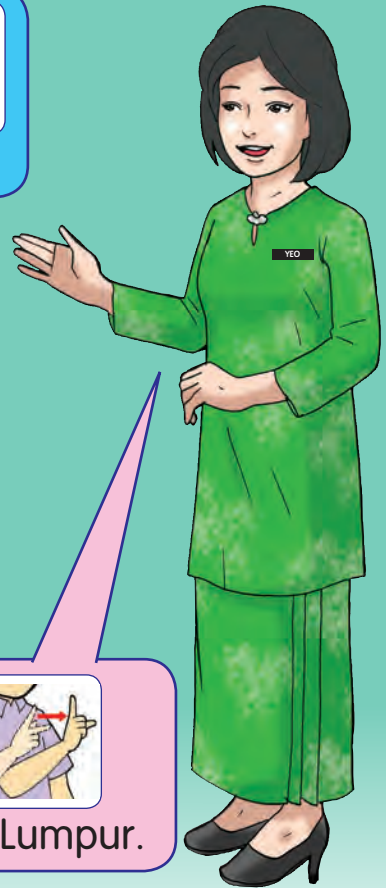
Let's look and sign.



Where are you from,



Miss Yeo?



I am from Kuala Lumpur.



What is your hobby, Miss Yeo?



My hobby is reading.



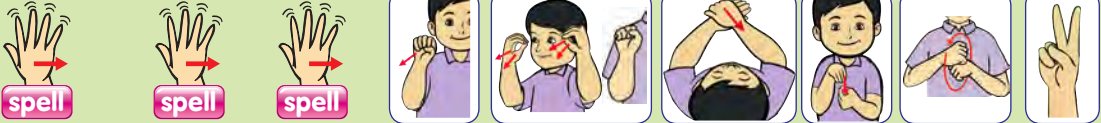
- Guide the pupils to talk about themselves.



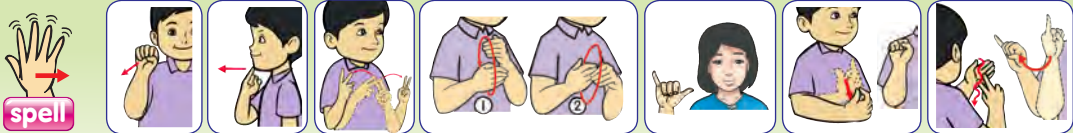
Let's read and sign together.



Miss Yeo is a new teacher in Sekolah Kebangsaan



Pendidikan Khas Sejiwa. She teaches English in Year 2



Zamrud. She is very kind. Miss Yeo likes reading.



Answer the question.



What does Miss Yeo teach?



Miss Yeo teaches _____





Hi, my name is Nadia.

I am eight years old.

I live in Taman Bestari.

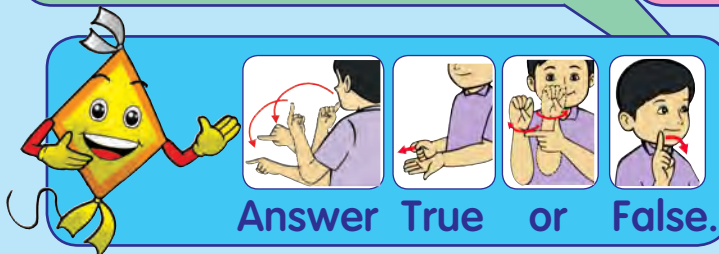
I like drawing.

Hello, I am Rajan.

I am eight years old.

I live in Taman Setia.

I like cycling.



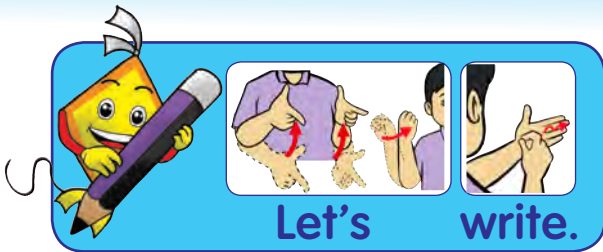
1. Rajan likes reading.



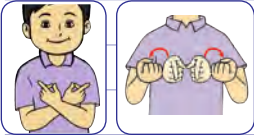
2. Nadia lives in Taman Bestari.



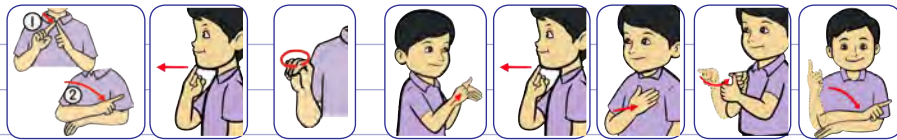
- Read and sign with the pupils.
- Ask other True or False questions.



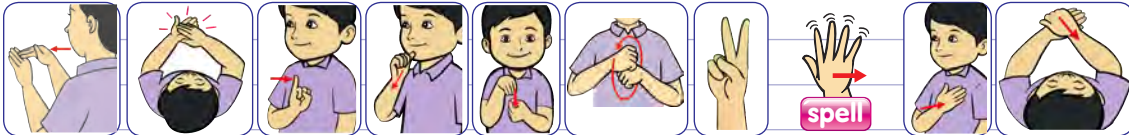
3rd January ...



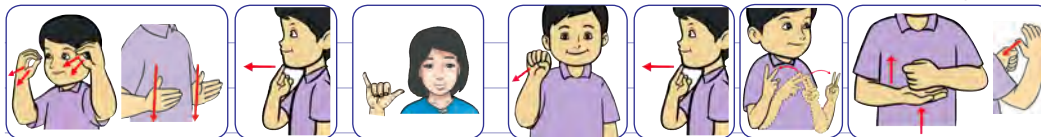
Dear Diary,



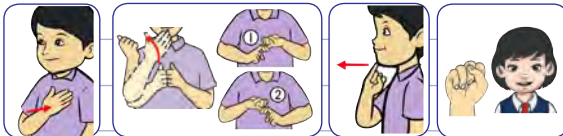
Today is Monday. It is my first day



at school. I am in Year 2 Zamrud. My English



teacher is Miss Yeo. She is very helpful.



My best friend is Su Lin.

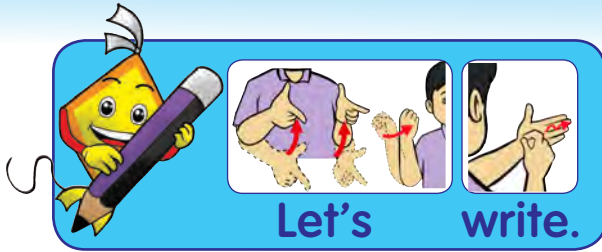


Complete the diary.

Dear Diary,
Today is It is my first day at school.

I am in Year 2 My English teacher is

She is very My best friend is



Write these words in cursive writing.



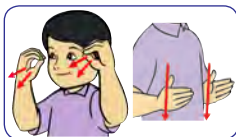
name

name



hobby

hobby



teacher

teacher



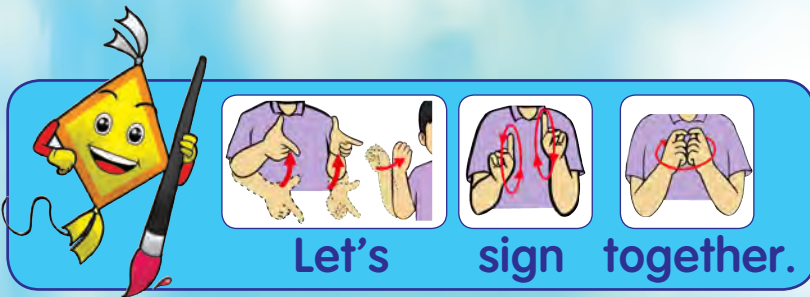
friend

friend

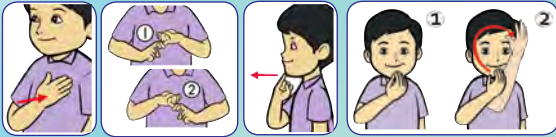


- Ask the pupils to use their index fingers to trace the words in cursive.
- Ask the pupils to rewrite the words in their exercise books.

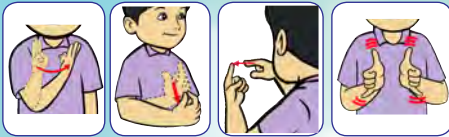
3.1.1(i)
3.1.3(i)



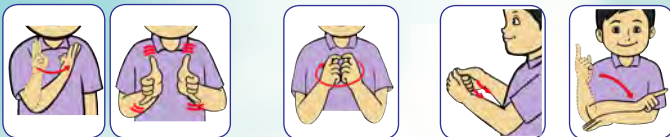
My Friend



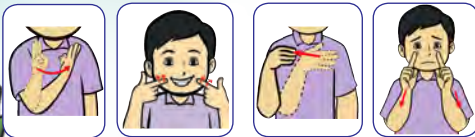
My friend is beautiful.



We like to play.



We play together every day.



We laugh and cry.



And laugh again.



Because we are friends.





Rules



Let's



look



and



sign.



Where are



the pupils?



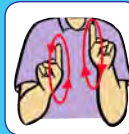
What are



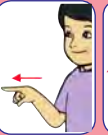
they doing?



- Talk about the do's and don'ts at the canteen.



Let's see and sign.



What must you do when you are



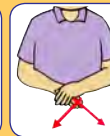
in the canteen?



We must queue up when



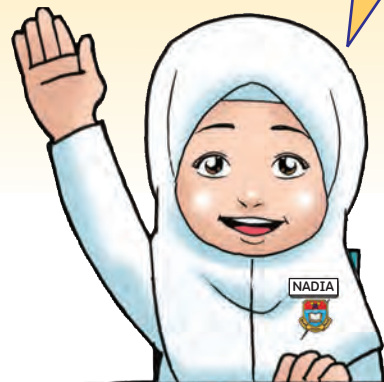
buying food.

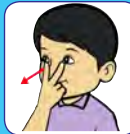


We must not push



our friends.





Let's see and sign.

ear

ear



dear



hear



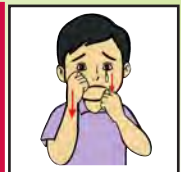
fear



near



tear



Let's chant.



My Dear



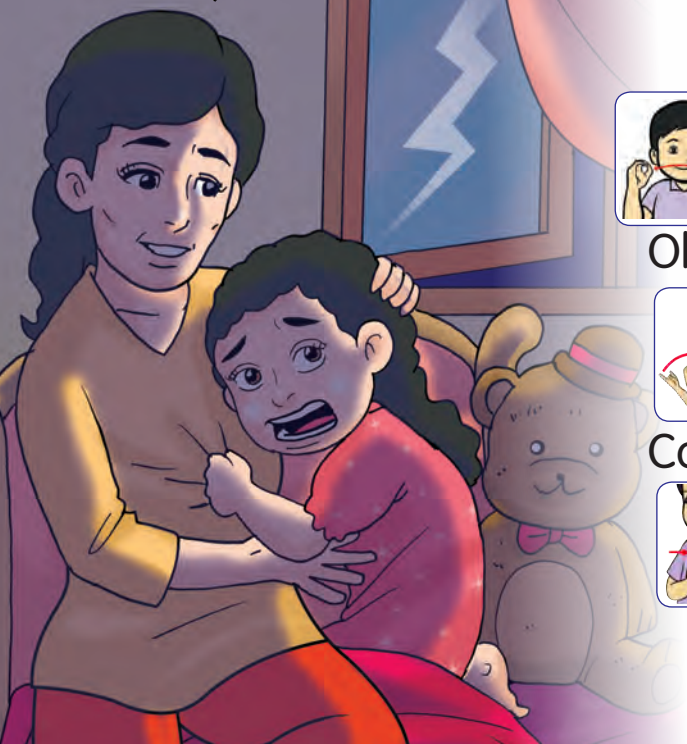
Oh, my dear, don't fear.



Come near me, wipe your tear.

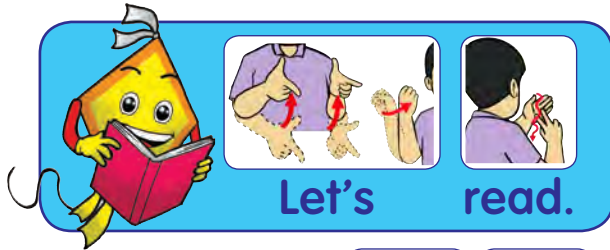


I am here.



- Ask the pupils to chant with actions.





At the Canteen



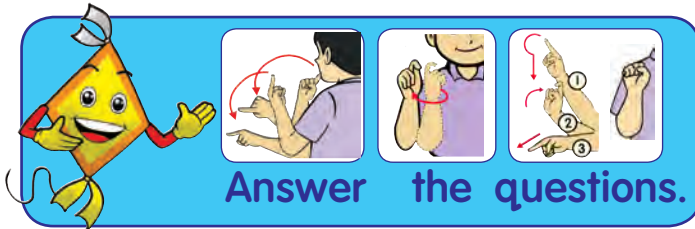
It is recess time. Fahmi buys food at the



canteen. Suddenly, he slips. His food falls on the



floor. Rajan helps him. Fahmi thanks Rajan.



1. Where is Fahmi?

He is at the _____.

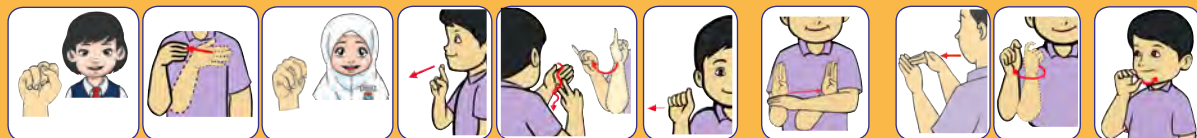
2. What does Fahmi buy from the canteen?

He buys _____.

3. Who help Fahmi?

_____ helps Fahmi.


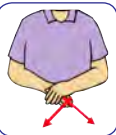























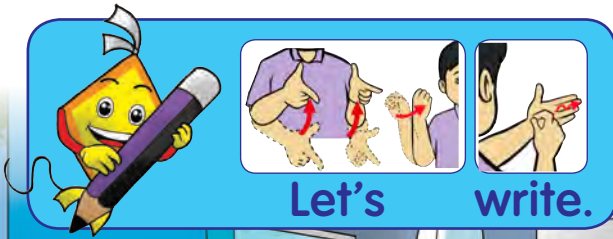
Su Lin and Nadia are reading a signboard at the canteen.



Rules at the Canteen

-  Do not  run. 
-  Do not  litter. 
-  Please queue up. 
-  Do not  push your friend.   
-  Put dirty  plates and  cups  into  the basin.   





When we are at the canteen, we must not (run / walk).



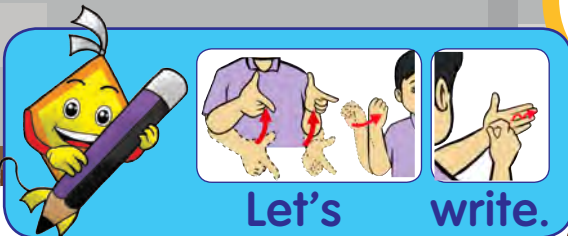
We must (throw / keep) rubbish into a (basin / dustbin).



We must queue up when we (buy / sell) food. We must



(leave / put) the dirty plates and cups into the basin.



Rules at the Library



- Be quiet.
- Do not run.







- Do not bring food and drinks.



- Put the books on the shelves.

In the , we must be  and do not . We must not

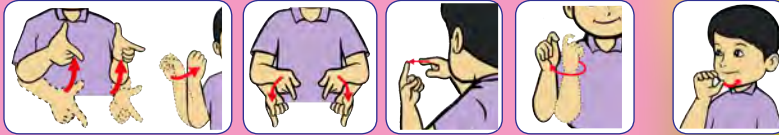
bring  and . We must put the  on the .



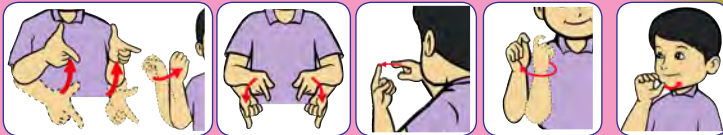
- Ask the pupils to complete the sentences.



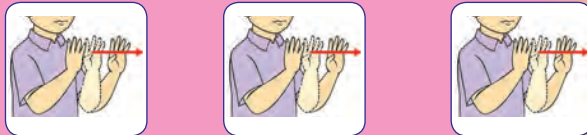
Let's chant together.



Let's Go to the Canteen



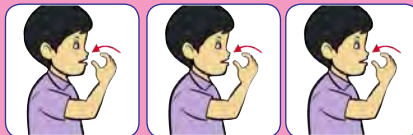
Let's go to the canteen.



Queue up, queue up, queue up.



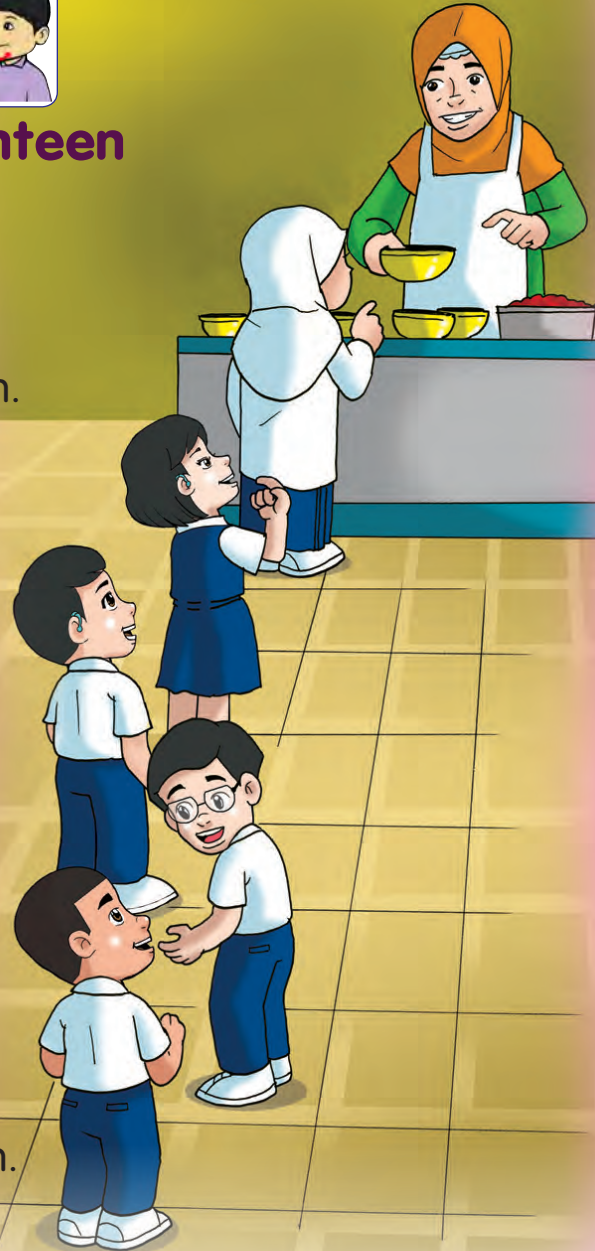
Eat, eat, eat.

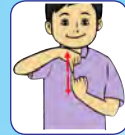


Drink, drink, drink.



Let's go to the canteen.





The Fat Hens and Skinny Hens



Let's



look



and



sign.



- Ask the pupils Wh-Questions. Examples: *What do you see in the picture? Why do you think the hens are fat? Why do you think the hens are skinny?*



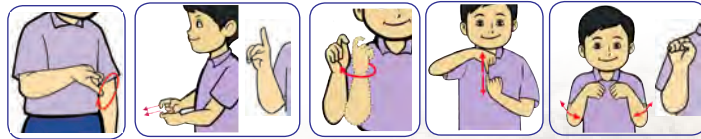
Let's look and sign.



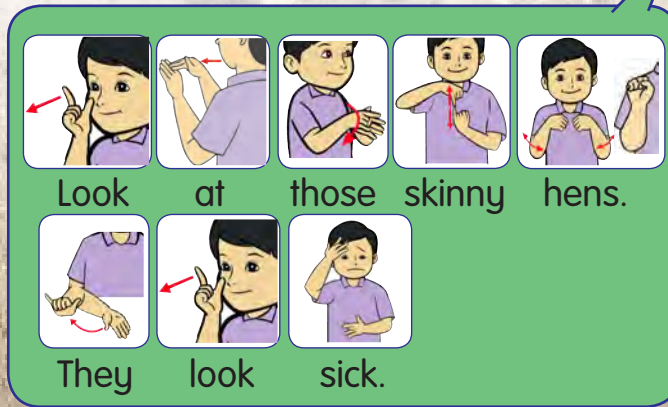
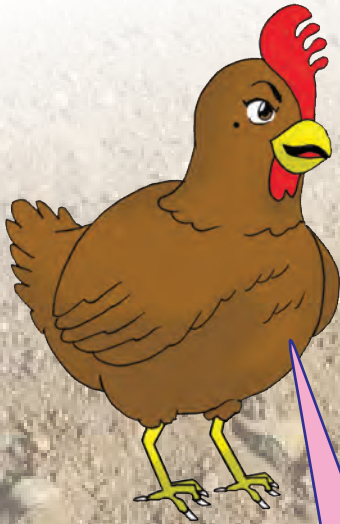
A group of hens lived in a coop.



Some were fat. Some were skinny. The fat hens

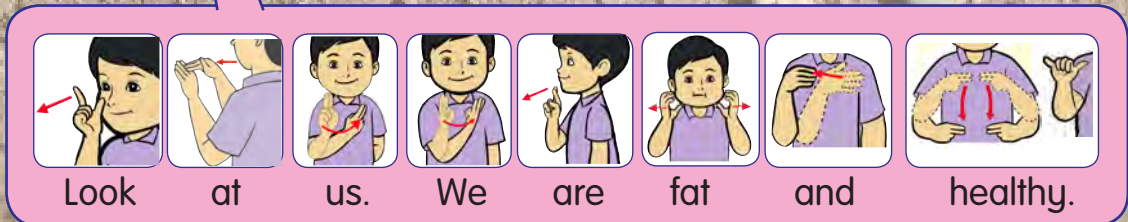


always teased the skinny hens.



Look at those skinny hens.

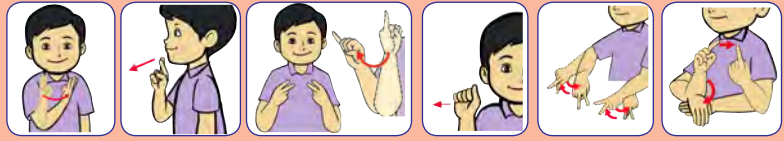
They look sick.



Look at us. We are fat and healthy.



One day, the fat hens had a party.



We are having a party tonight.



Are those skinny and ugly hens coming?

Do you think those skinny hens are invited to the party? 



- Ask the pupils to role-play the story.

1.2.1
1.3.2(ii)
AB(I) pages 13 and 16



Let's



look



and



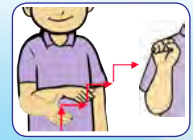
sign.



air



hair



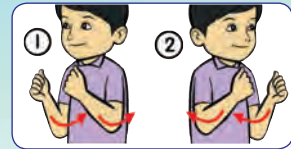
stairs



chair



fairy



air



Pretty



fairy



with



long



hair,



Sat



alone



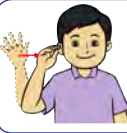
on



the



chair,



Sounds



heard



in



the



air,



Came



a



prince,



up



the



stairs.





Let's read and sign.



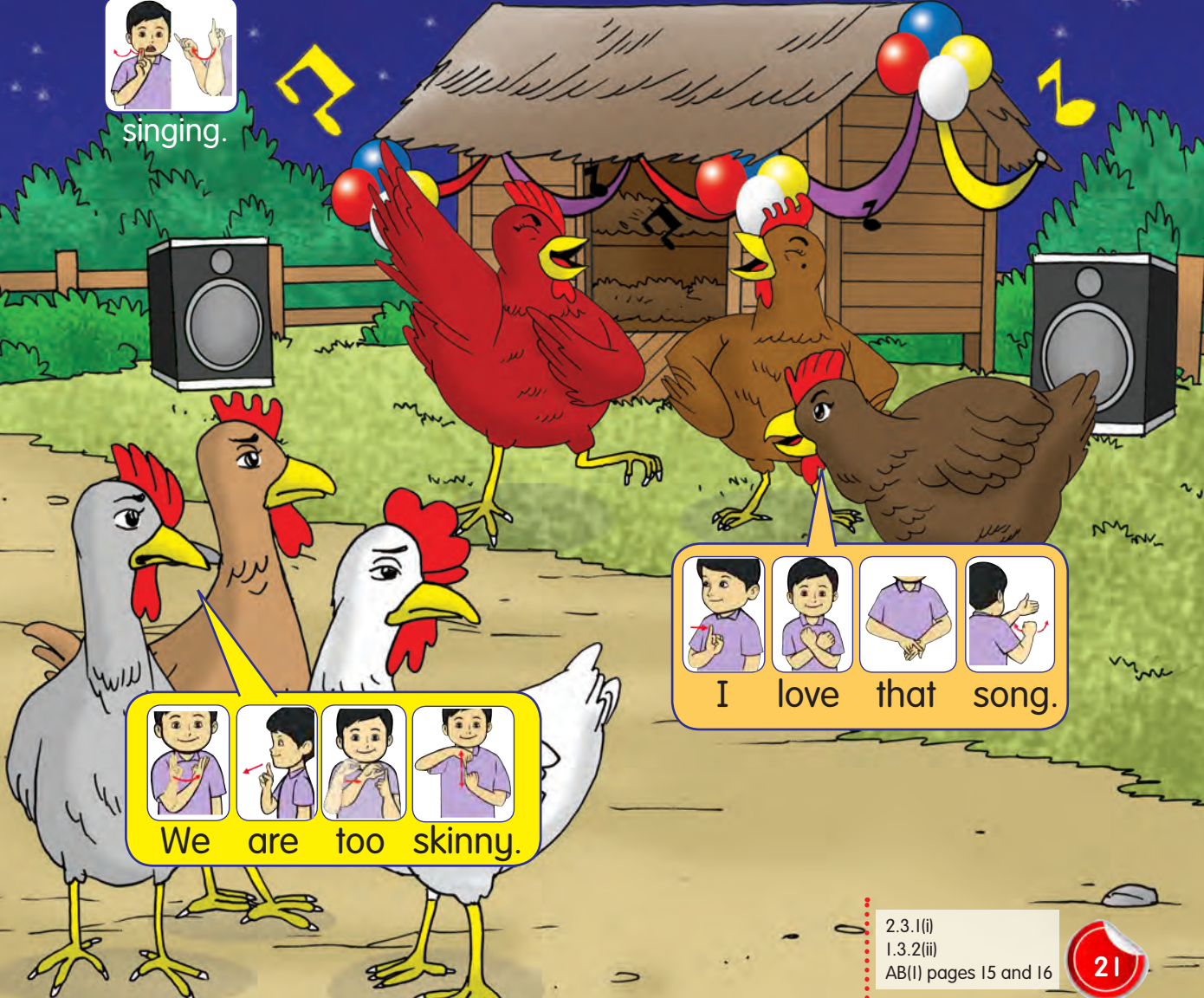
The skinny hens were not invited to the party.



They were sad. The fat hens were dancing and



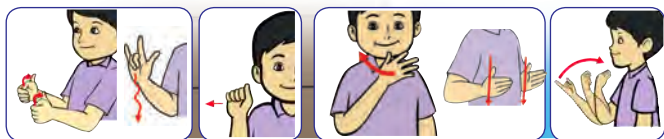
singing.



We are too skinny.



I love that song.



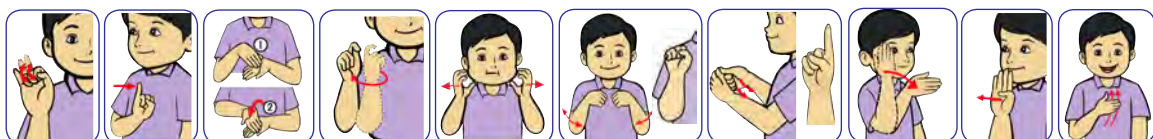
Suddenly, a farmer came.



“If I cook the skinny hens,



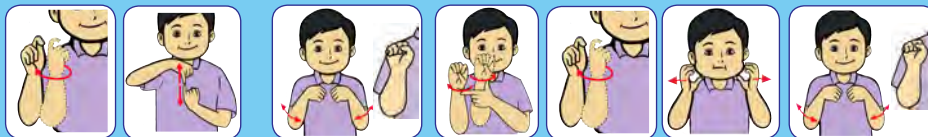
there will not be enough meat!”.



“If I cook the fat hens, everyone will be happy!”.



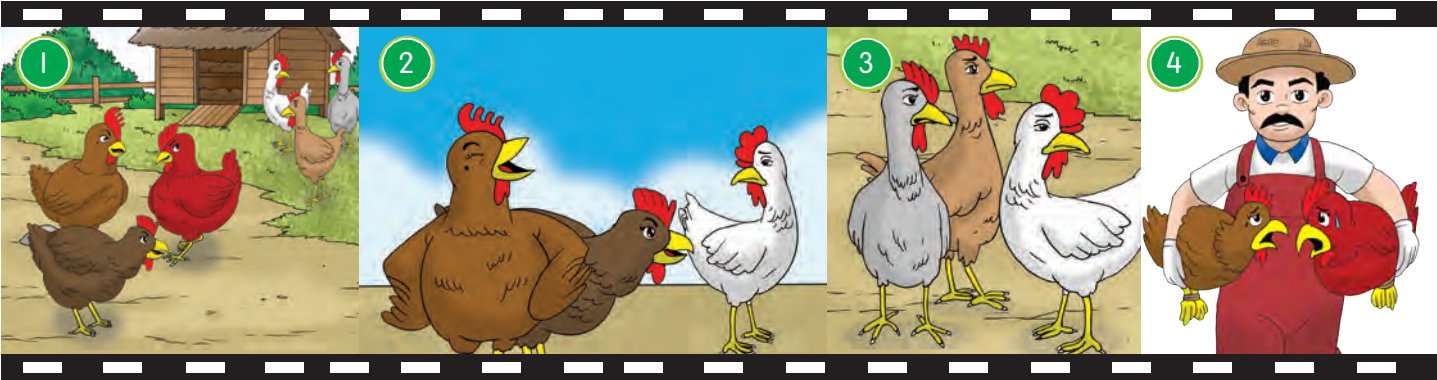
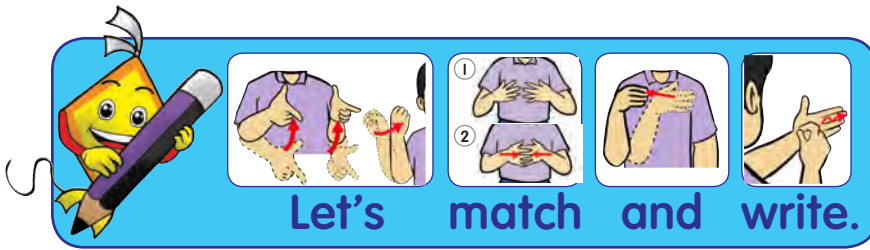
Which hens do you think the farmer will take?



The skinny hens or the fat hens?



- The pupils predict the ending of the story and discuss the moral values.
- Ask the pupils to role-play the story.



1 There lived some fat and

felt very sad.

2 The fat hens

skinny hens in a coop.

3 The skinny hens

the fat hens for dinner.

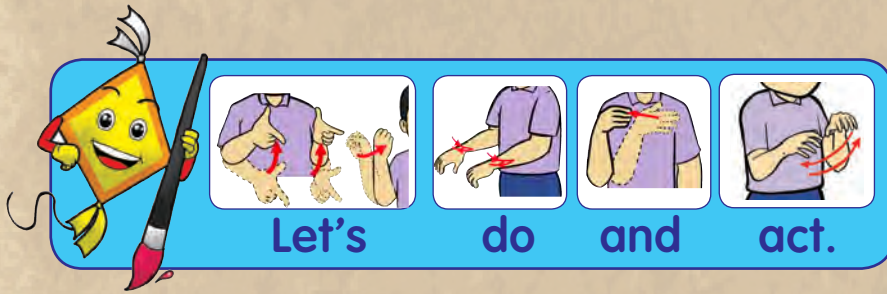
4 The farmer took

teased the skinny hens.



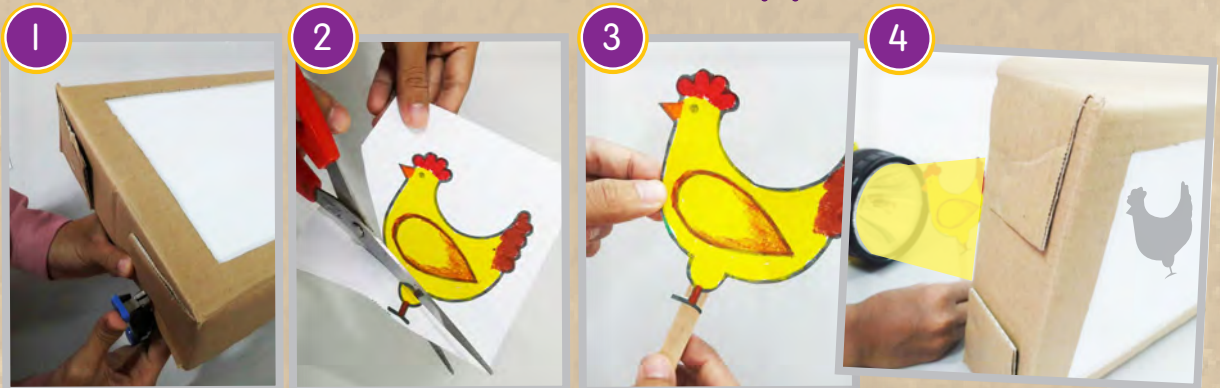
• Ask the pupils to write out the sentences in their exercise books.

3.1.3(iii)
AB(I) pages 13



Let's do and act.

Chicken Shadow Puppets



Mommy hen sat on her bed, gently laid a



little egg, very happy, very proud, clucked



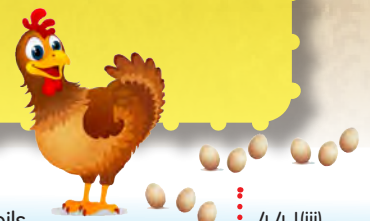
to the crowd.

(To the tune of *Chicken Family*)

Scan Me



Surf the website:
<http://bukuteks.dbp.gov.my/media.php?id=220> YouTube to watch the video of *Chicken Family*. (Retrieved on 18th September 2017)



UNIT
4



Places Around Me



Let's look, sign and discuss.

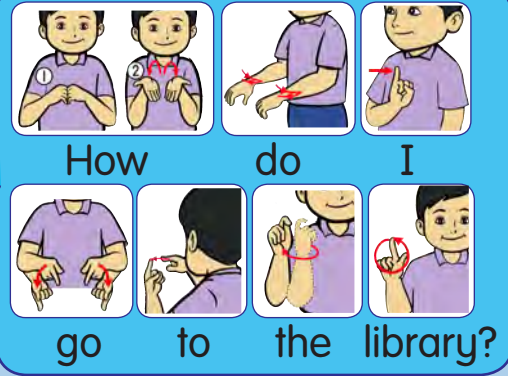


- Ask the pupils Wh-Questions.
Example: *What do you see in the picture?*

1.3.2(i)
AB(1) page 19

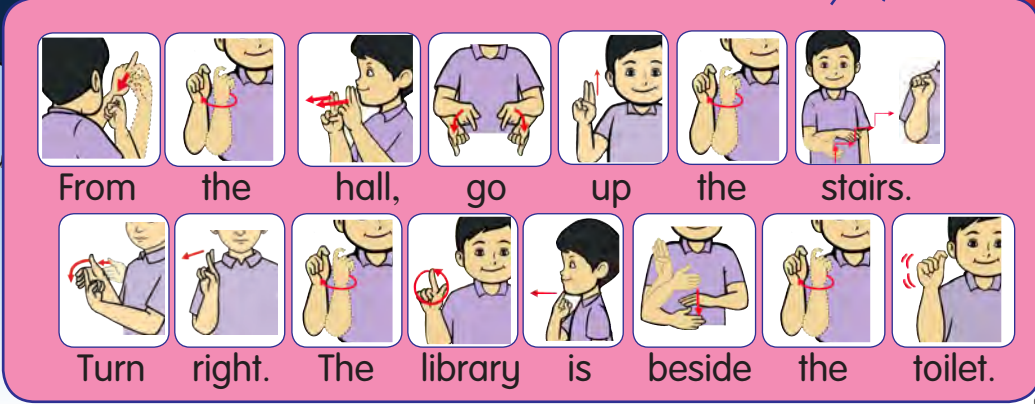


Let's look and sign.



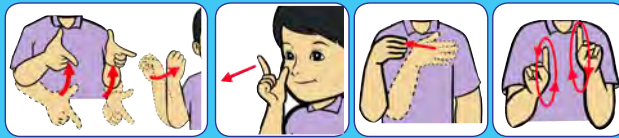
How do I

go to the library?



From the hall, go up the stairs.

Turn right. The library is beside the toilet.

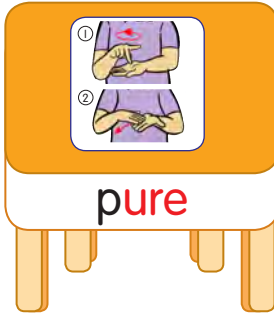


Let's look and sign.

ure



cure



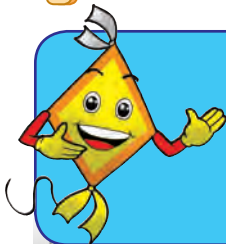
pure



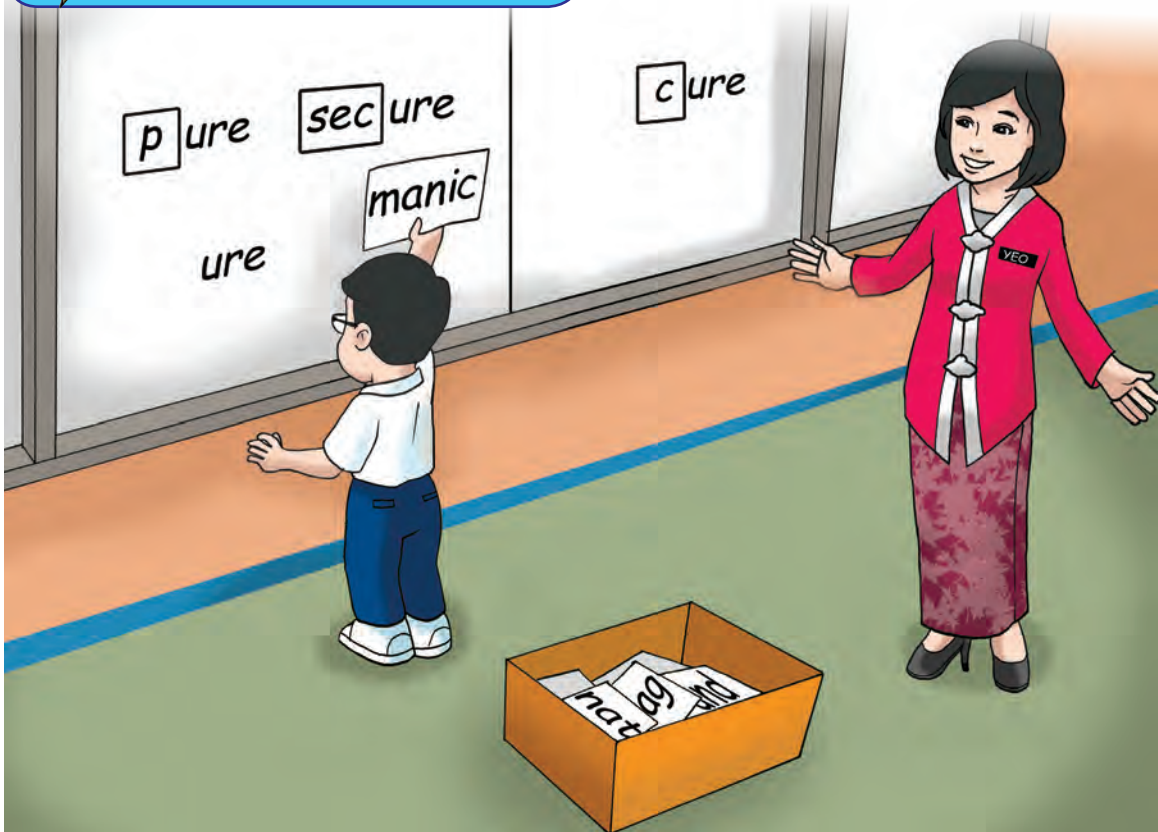
manicure



secure

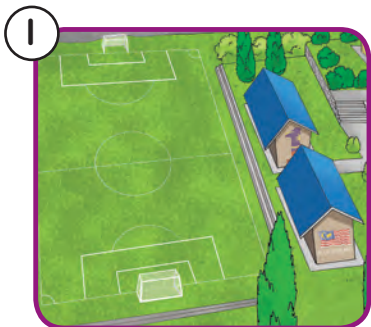
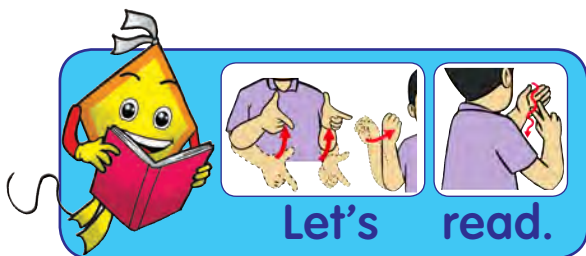


Let's play.



- Ask the pupils to pick a word card and sign. The pupils paste the card on the board.
- Ask the pupils to articulate, spell and sign the words.

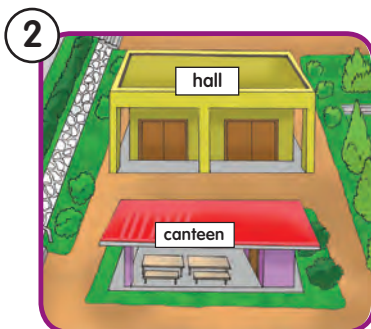
1.1.3(k)
2.1.2(k)
AB(I) page 20



Where is the field?



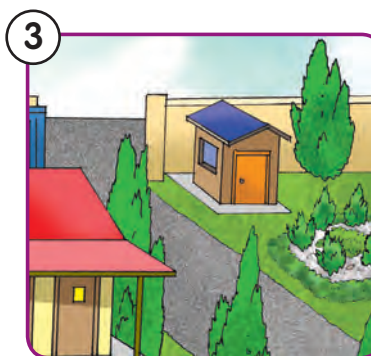
The field is beside the classroom.



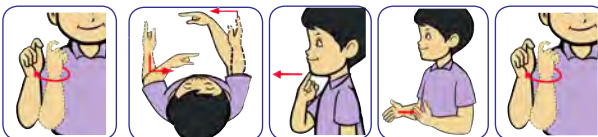
Where is the canteen?



The canteen is in front of the hall.



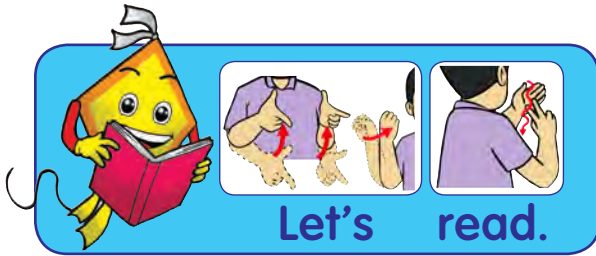
Where is the garden?



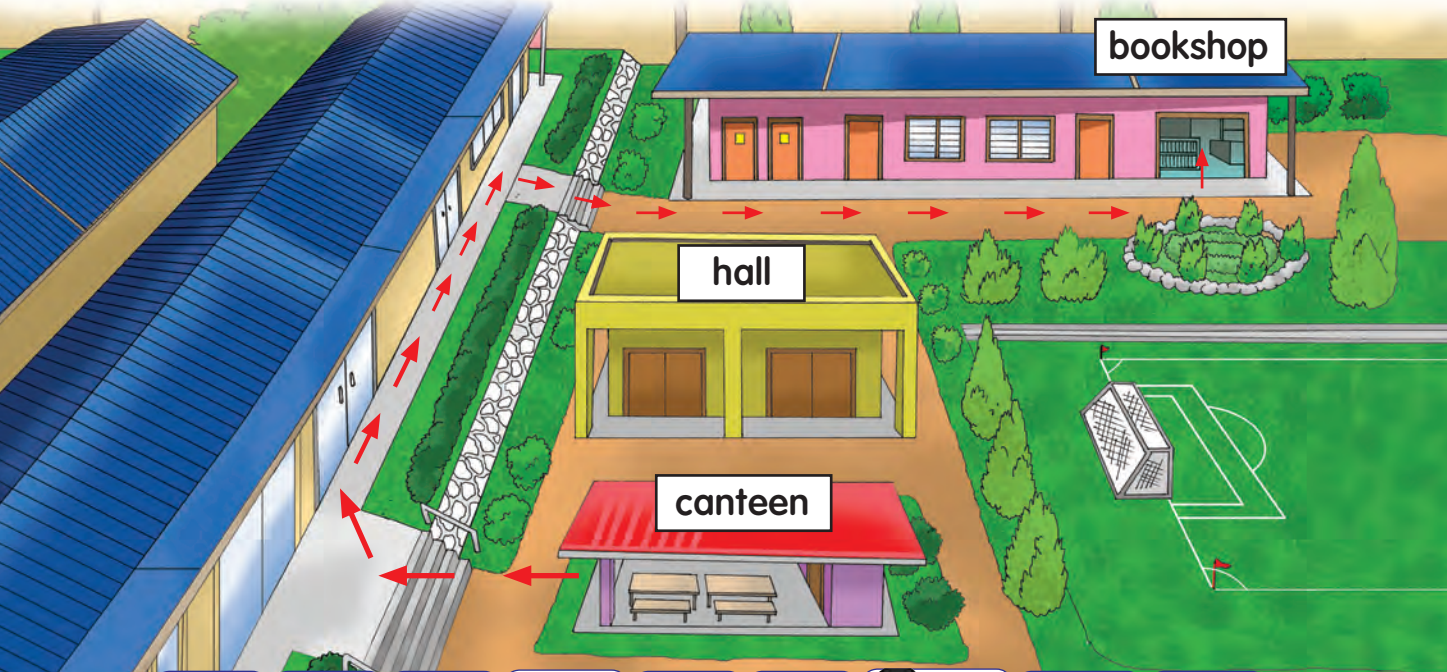
The garden is near the



school gate.



Nadia wants to go to the bookshop.



From the canteen, go up the stairs. Walk along



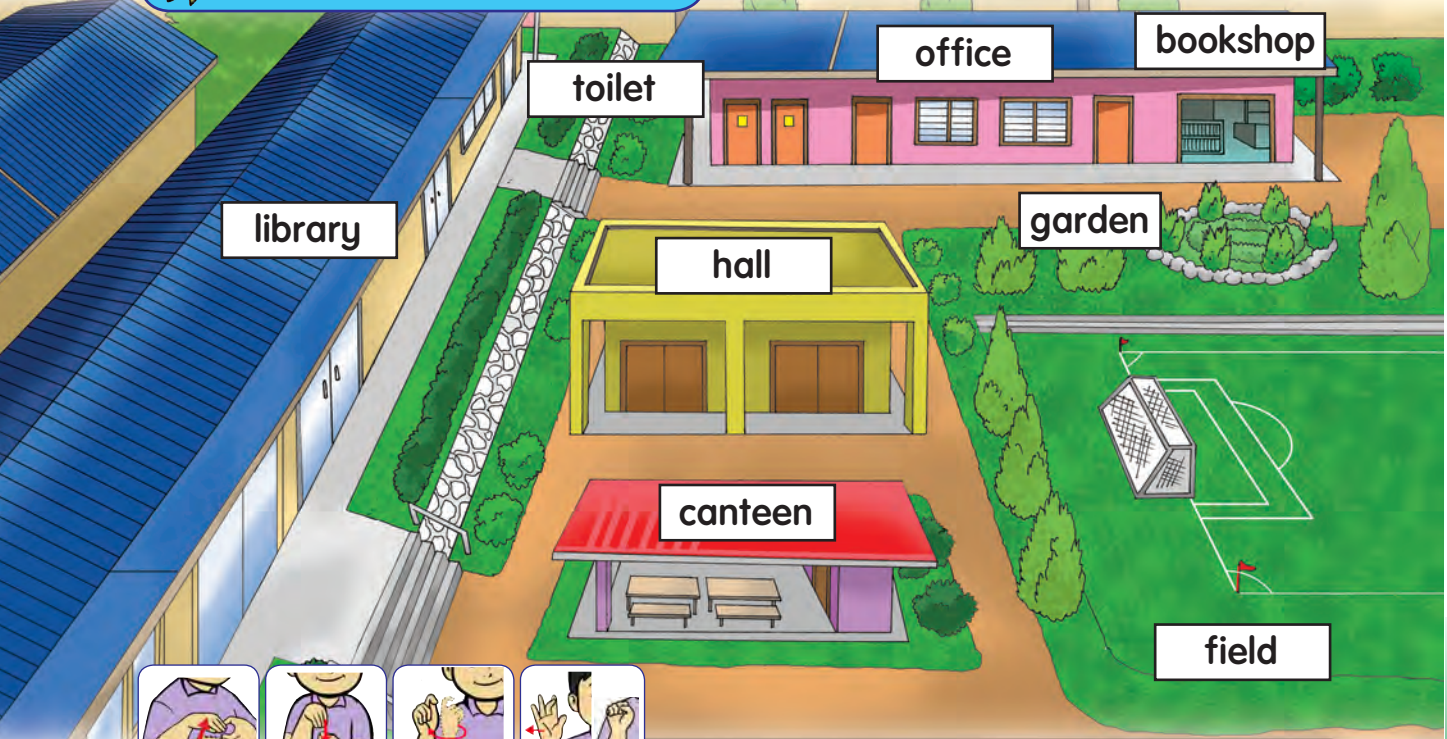
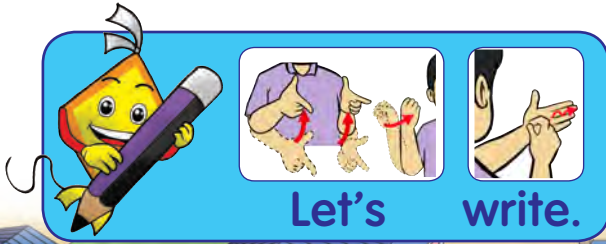
the corridor. Turn right. Walk straight on. You will see



the bookshop beside the classroom.



- Guide the pupils to give different directions to other places in the school.



Fill in the blanks.

1. The office is near the _____.
2. The _____ is beside the hall.
3. The _____ is in front of the canteen.
4. The bookshop is near the _____.
5. The toilet is beside the _____.
6. The library is in front of the _____.



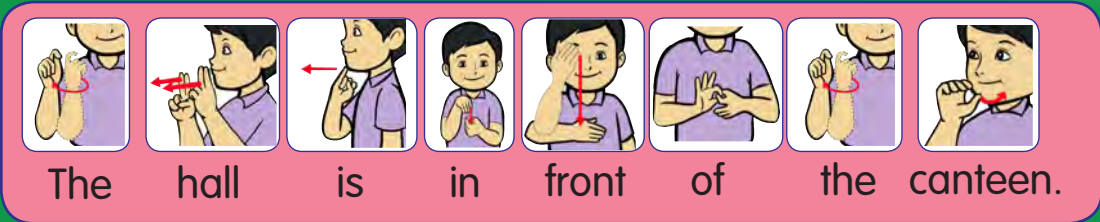
Let's write.



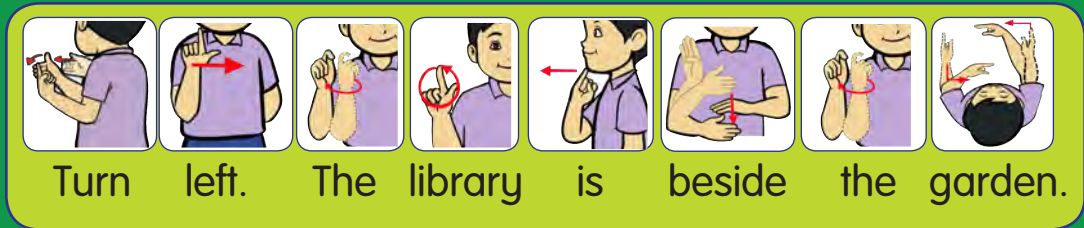
Rearrange the directions.



From the canteen, walk straight on.



The hall is in front of the canteen.



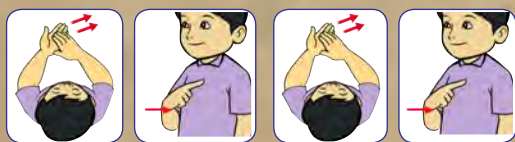
Turn left. The library is beside the garden.



- Ask the pupils to write the answers in their exercise books.



Excuse Me, Where is the School?



Excuse me, excuse me.



Where is the school?



Where is the school?



Go straight on.



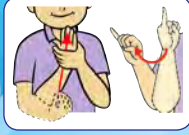
Go straight on and stop.



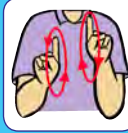
The school is on your left.



- Ask the pupils to sign and chant with gestures.



Growing Vegetables



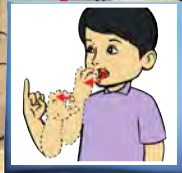
Let's look and sign.



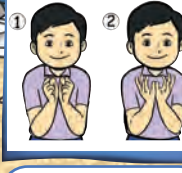
tomato



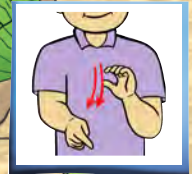
cabbage



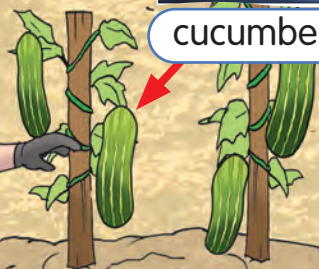
chilli



spinach



cucumber



• Talk about the picture.





Let's



look



and



sign.



Stay Healthy



Do



you



like



to



eat



vegetables?



Yes,



I



do.



I



like



to



eat



carrot.



I



like



to



eat



tomato.



It



tastes



good.



Why



do



we



need



to

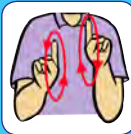


eat



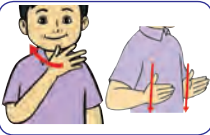
vegetables?





Let's look and sign.

er



A farmer picks the herb plants near the river.

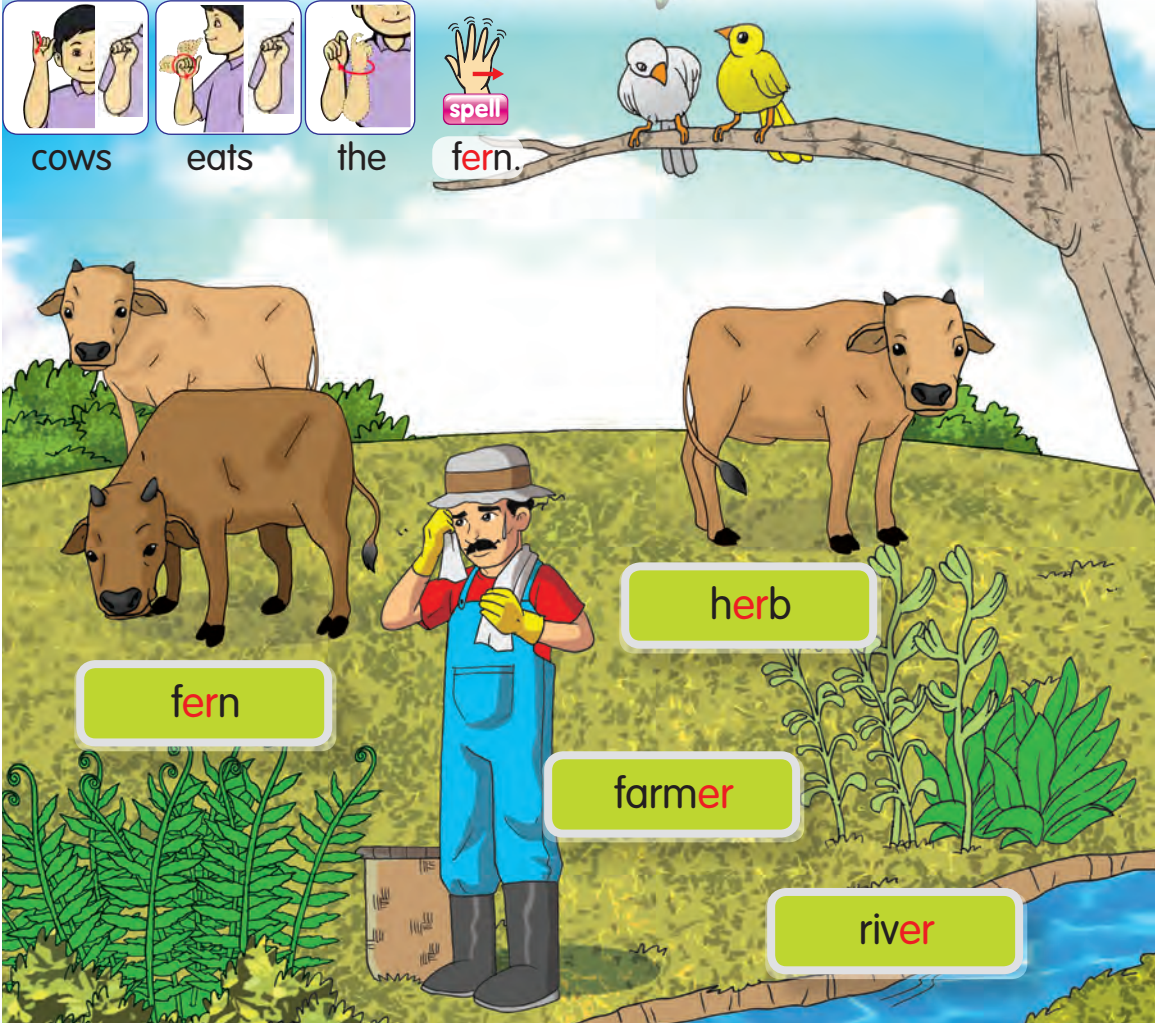


The birds perch on a branch. A herd of



spell

fern.



fern

herb

farmer

river

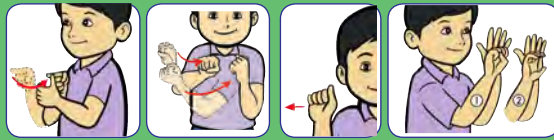


- Ask the pupils to articulate, sign and spell the words.

1.1.3(k)
2.1.2(k)
AB(I) page 26



How to Plant Spinach



First, dig a hole.



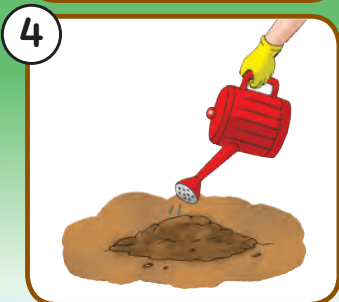
Then, put some seeds in



the hole.



Next, cover the hole with soil.



Finally, water the seeds.



Let's read and answer.



What am I?



I am red.



I am round.



I taste sour.



You can eat me raw.



What am I?



I am a _____.



I am red.



Some are small.



Some are big.



I taste hot.



What am I?

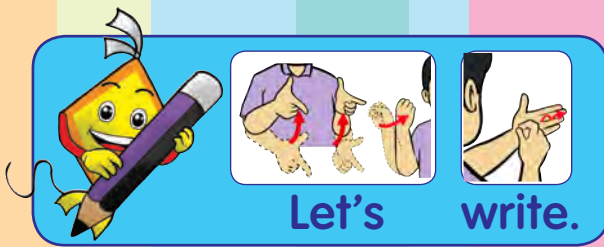


I am a _____.

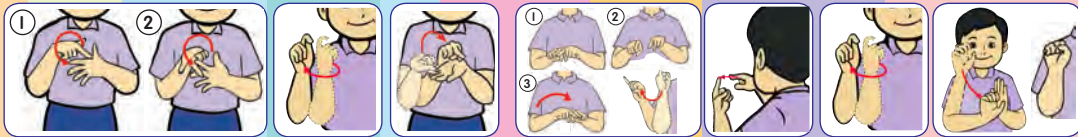


- Give other examples of vegetables. Ask the pupils to describe them.
- Use Wh-Questions to guide them. Examples: *What is the colour? How does it taste? How does it look?*

2.2.6(i)(b)
1.3.2(ii)



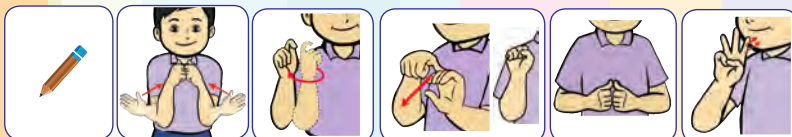
Carrot Milk Recipe



Sequence the recipe according to the pictures.



Serve with ice cubes.



Blend the carrots with water.



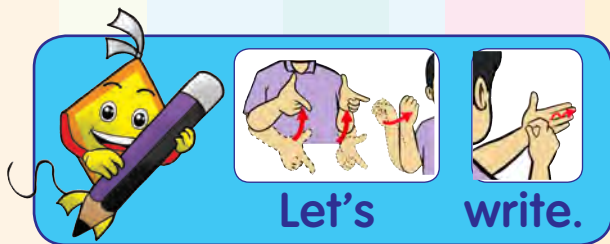
Wash and cut the carrots.





















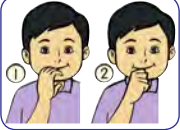
Pour in the milk and stir.






- Ask the pupils to read the recipe.
- Then, ask the pupils to write the answers in their exercise books.



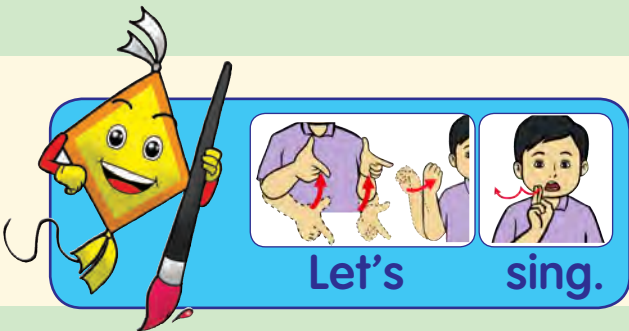
Know Your Vegetables

| |  Name |  Type |  Colour |
|---|--|--|--|
|  |  spinach |  leafy vegetable |  green |
|  |  tomato |  fruity vegetable |  red |
|  |  cabbage |  leafy vegetable |  green |
|  |  pumpkin |  fruity vegetable |  orange |

This is a  . It is a  . It is  .



- Ask the pupils to write about other vegetables.



Vegetables Here, Vegetables There...



I like to eat, eat, eat,



Cabbage and cucumber.



I like to eat, eat, eat,



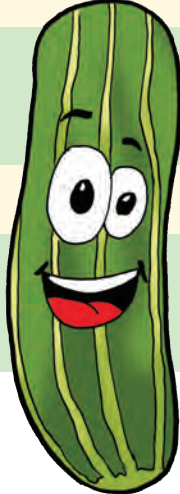
Cabbage and cucumber.



So delicious,



Your turn! (point to your friend)



Scan Me



Surf the website:
<http://bukuteks.dbp.gov.my/media.php?id=218>
 (Retrieved on 18th September 2017)



- Surf the Internet to listen to the song.
- Ask the pupils to substitute the coloured words with other vegetables.

UNIT
6



An Ant and a Bird

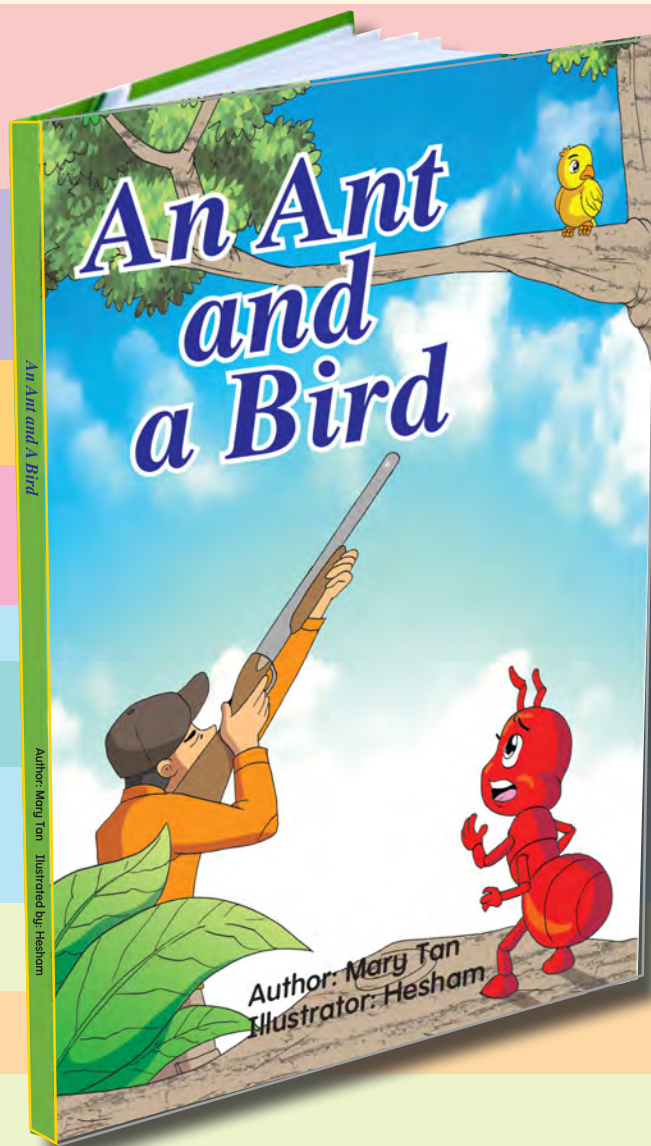


Let's

look

and

sign.



- Ask Wh-Questions. Example: *What is the title of the book? Who is the author? What is the story about?*

1.2.1
1.3.2(ii)(ii)
AB(I) page 33



Let's see and sign.



Point at the correct pictures.



Then, sign after me.



ant



gun



leaf



hunter

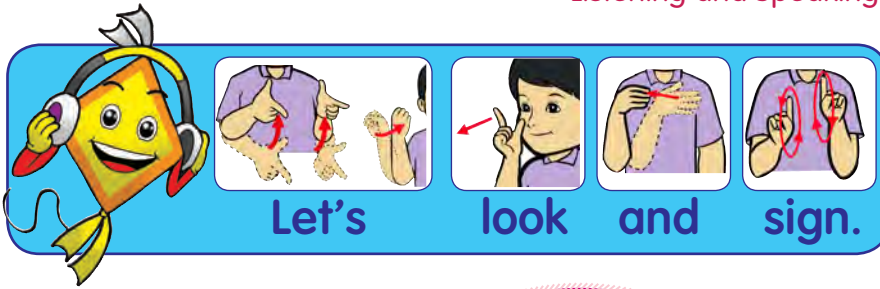


bird

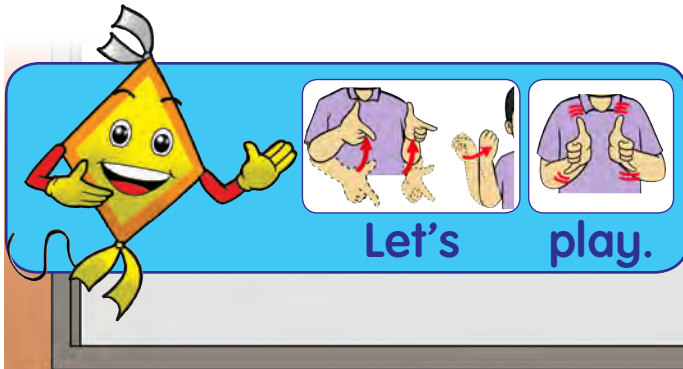
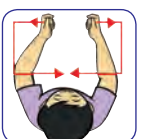


river



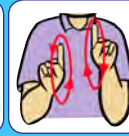
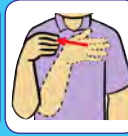


ay



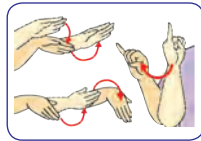
- In the *Mystery Box* game, prepare a box with word cards. The pupils sit in a circle. Pass around the box until the teacher asks to stop. The pupil who holds the box will pick a card and sign the word on it.
- Ask pupils to articulate, spell and sign the words.

1.1.3(I)
2.1.2(I)
AB(I) page 36

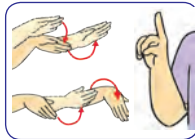
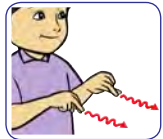


Let's read and sign.

An Ant and a Bird



One day, an ant was walking near



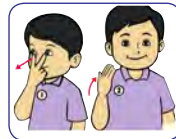
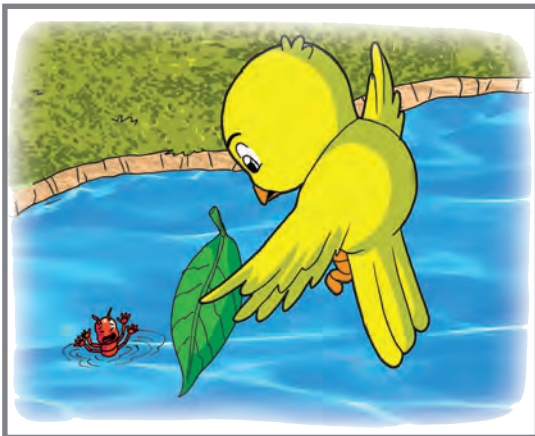
a river. The ant felt thirsty. He walked



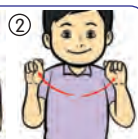
to the river for a drink.



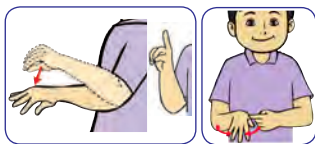
Suddenly, he fell into the river. He screamed for help.



A bird saw the ant in the water.



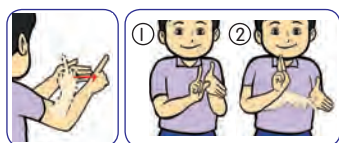
She tried to save the ant.



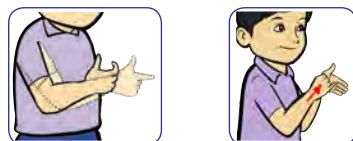
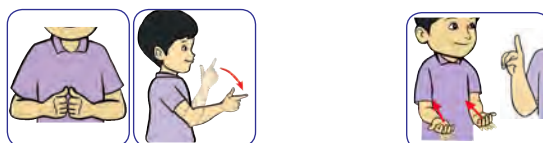
The bird dropped a leaf into the water.



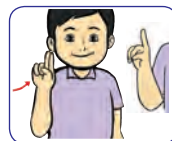
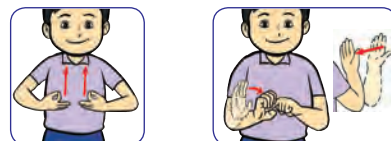
The ant climbed up the leaf. He was saved.



A week later, the ant saw a hunter with a gun. The hunter wanted



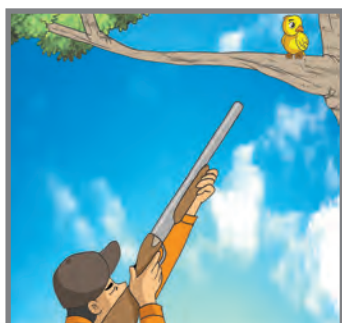
to shoot a bird. It was the bird that saved his life. The ant bit



the hunter's leg. The hunter shouted. The bird heard the hunter's voice.

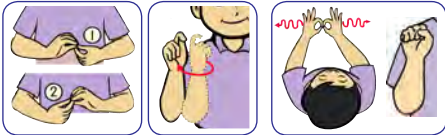
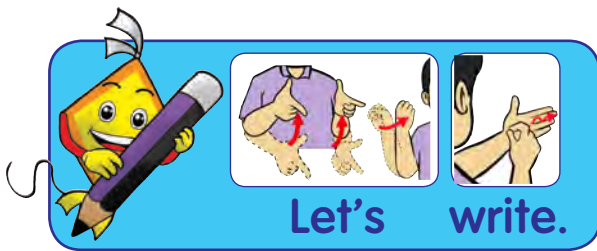


She quickly flew away. The ant was happy because he saved the bird.

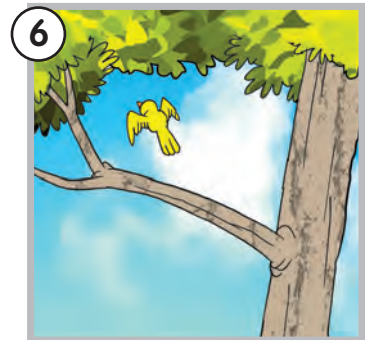
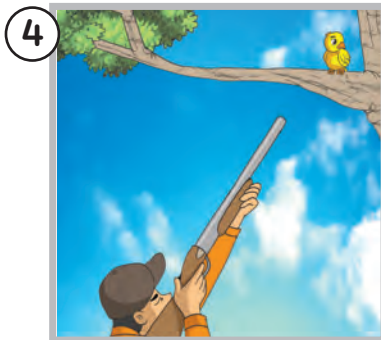
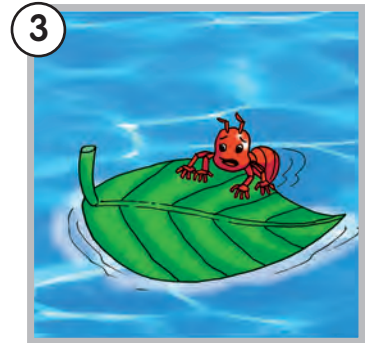
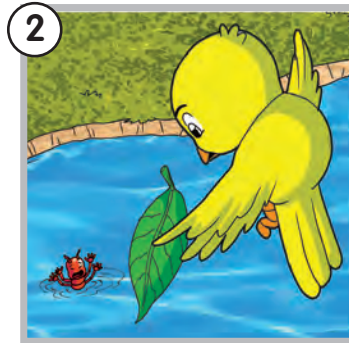



- Ask Wh-Questions such as *Who screamed for help? How did the bird help the ant?*


2.3.1(i)
1.3.2(i)(ii)





Number the sentences.





-  The ant climbed up the leaf. It was saved.

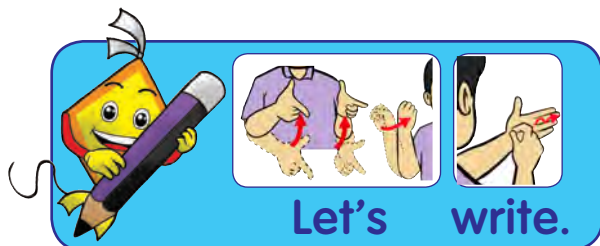
-  A week later, the ant saw a hunter. He wanted to shoot a bird.

-  A bird saw the ant in the river. It dropped a leaf into the water.

-  The ant bit the hunter's leg. The hunter shouted.

-  An ant fell into a river. It screamed for help.

-  The bird heard the hunter's voice and flew away.



Rearrange the words correctly. Then, rewrite.

1

| | | | | | |
|--------|------|----|------|-----|---|
| river. | fell | An | into | ant | a |
|--------|------|----|------|-----|---|

2

| | | | | | | | |
|---------|------|--------|---|-----|------|---|------|
| dropped | into | water. | A | the | leaf | a | bird |
|---------|------|--------|---|-----|------|---|------|

3

| | | | | | |
|-----|---------|----|-----|-------|-----|
| the | climbed | up | The | leaf. | ant |
|-----|---------|----|-----|-------|-----|

4

| | | | | | | | | | | |
|-----|---------|-----|--------|-------|-------|---|----|-----|---|----|
| ant | hunter. | The | wanted | shoot | bird. | a | to | saw | a | He |
|-----|---------|-----|--------|-------|-------|---|----|-----|---|----|

5

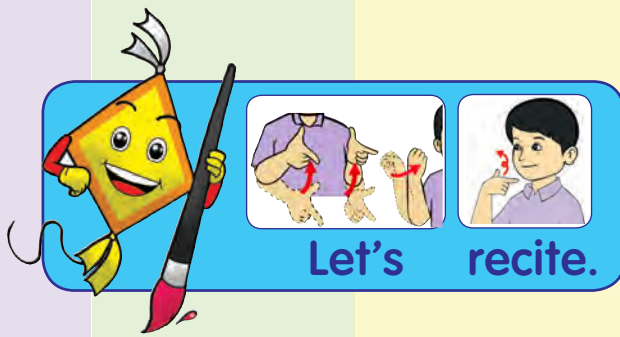
| | | | | | | | | |
|----------|-----|-----|------|----------|-----|-----|-----|--------|
| shouted. | The | bit | leg. | hunter's | The | ant | the | hunter |
|----------|-----|-----|------|----------|-----|-----|-----|--------|

6

| | | | | | | | | |
|------|----------|-------|-----|-------|-------|------|-----|-----|
| flew | hunter's | heard | The | away. | voice | bird | and | the |
|------|----------|-------|-----|-------|-------|------|-----|-----|



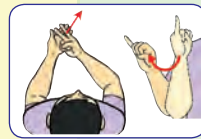
• Ask the pupils to write the sentences in their exercise books.



The Ant and the Bird



A bird saw an ant struggling,



to come out of the water but failing.



From a pond, down below the tree,
and wished to rescue it free.



A small leaf, the bird dropped,



and over it, the ant jumped.

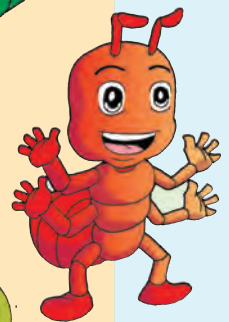


From its drowning, the ant was rescued,



and to the shore, safely it reached.

(Adapted from www.poemhunter.com)





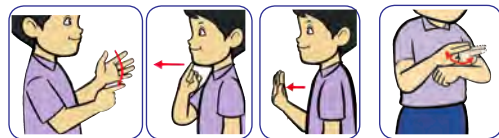
Hobbies



Let's look and sign.



Do you have a hobby?



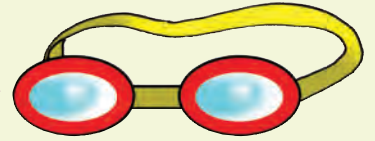
What is your hobby?



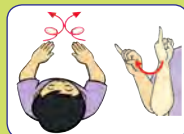
- Encourage the pupils to talk about their hobbies.



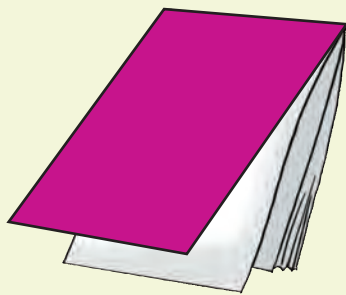
Let's look and sign.



Hello, I am Joni.




My hobby is swimming.



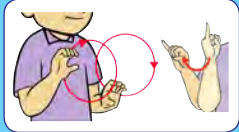
Hello, I am Nadia.




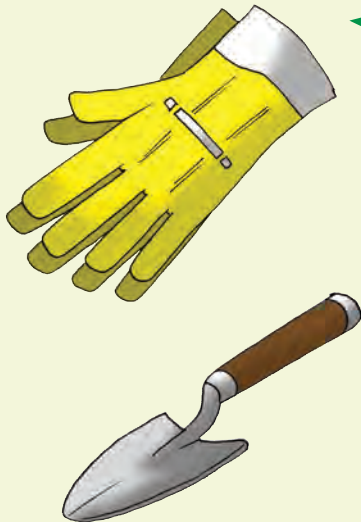
My hobby is drawing.




Hi, I am Rajan.



My hobby is cycling.



Hello, I am Su Lin.

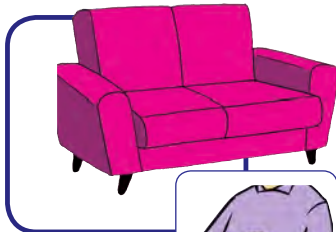


My hobby is gardening.

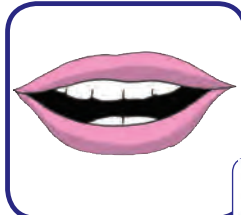


Let's see and sign.

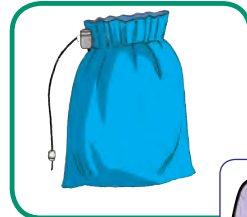
ou



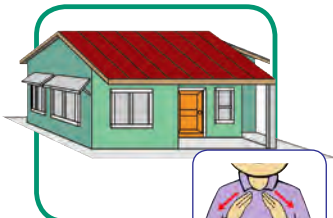
couch



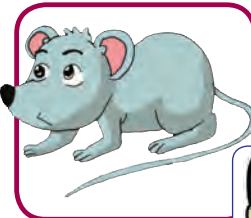
mouth



pouch



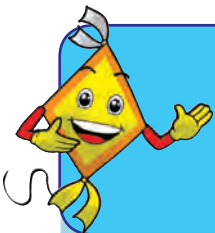
house



mouse



count



Let's play.



ou
c ou ch

- Prepare the word cards. Then, flip the cards. The pupils pick a card and spell the word correctly.



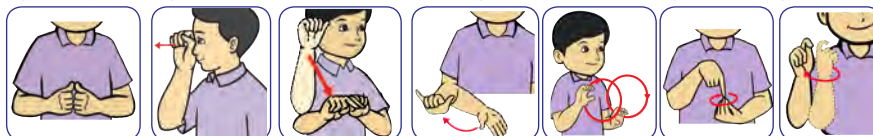
Let's read and sign.



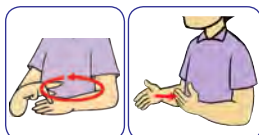
Cycling is Fun



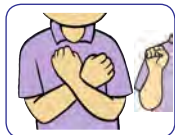
Rajan likes cycling very much. He cycles every day.



He usually cycles with his brother. They cycle around the



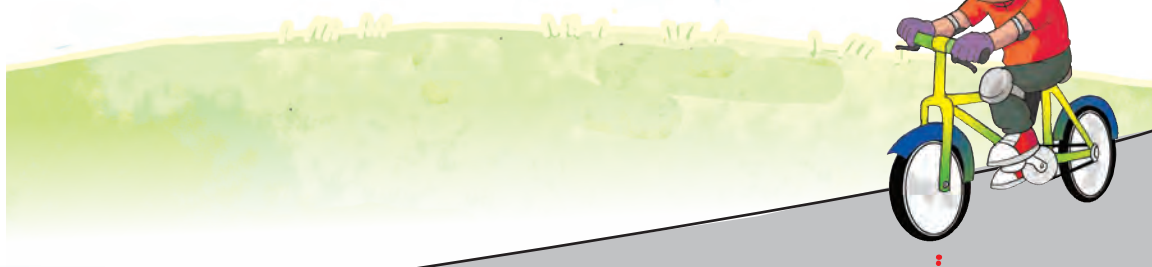
park near the house. Sometimes, he cycles with his father.



Rajan loves cycling because it is fun. Cycling is also a good



exercise.



- Read and sign the text. Ask pupils Wh-Questions. Examples: *Who likes cycling? Why is cycling a fun activity?*



2.3.1(iii)

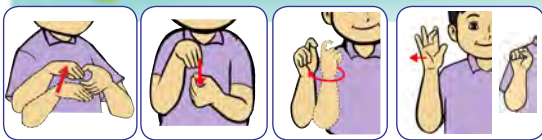


Day: Every Saturday

Time: 4:00 p.m. until 6:00 p.m.






Place: School Hall

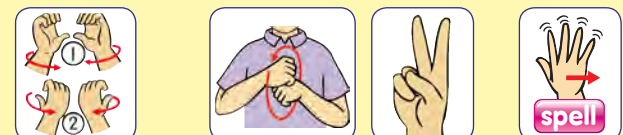
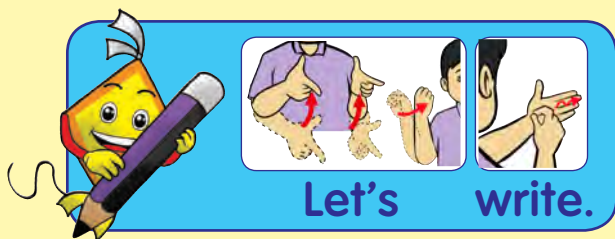
Coloured pencils and drawing blocks are provided.



Fill in the blanks.

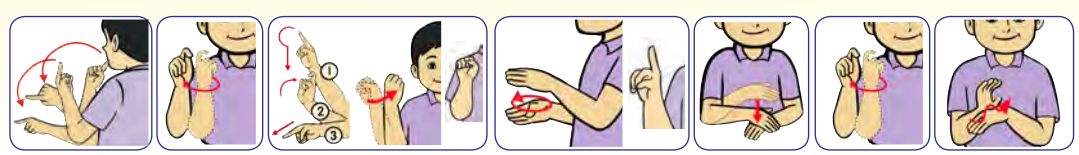
Nadia's hobby is drawing. She wants to learn more about drawing.

Her father sends her to the . The classes are on . The class starts at  until . Nadia does not have to bring .



Class of Year 2 Zamrud

| Hobby | Names | Total |
|-----------|-------|-------|
| drawing | | 5 |
| cycling | | 4 |
| gardening | | 2 |
| swimming | | 3 |



Answer the questions based on the chart.

- What are the hobbies of the pupils of Year 2 Zamrud?
 Their hobbies are , and
- How many of them like cycling?
 of them like cycling.
- What is the most popular hobby?
 is the most popular hobby.



- Ask the pupils to write the answers in their exercise books.
- Guide the pupils to do a survey among their friends.

3.1.3(i)
 2.2.6(ii)(b)
 AB(I) page 43



Let's chant.

What is Your Hobby?

What is your hobby?
What is your hobby?

I like reading.
I like reading.

What is your hobby?
What is your hobby?

I like drawing.
I like drawing.

Reading, reading, reading.
Drawing, drawing, drawing.

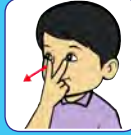




Under the Sea



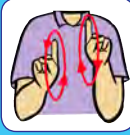
Let's



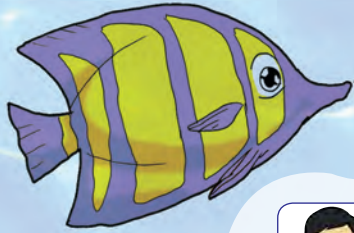
see



and



sign.



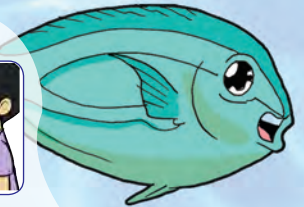
Pretty, pretty



little



fish.



How



I



wonder

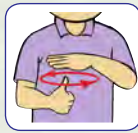


what



you.

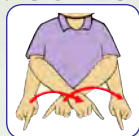
How I wonder what you are.



Under the sea so cool and blue.



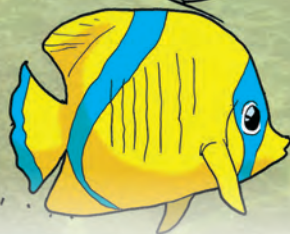
Can you see as I see you?



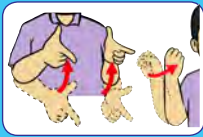
Pretty, pretty little fish.



Under the sea so cool and blue.



(To the tune of Twinkle, Twinkle Little Star)



Let's see and sign.



Last Sunday, Fahmi and his family went to



spell

the Underwater World.



Look! That is a turtle. It has hard shell.



Look! That is a shark. It has sharp teeth.



That is a crab. It has claws.



- Ask the pupils what other sea creatures they can see in the picture.



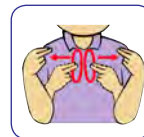
Let's see and sign.

ie

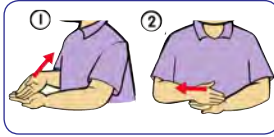
die



tie



pie



lie



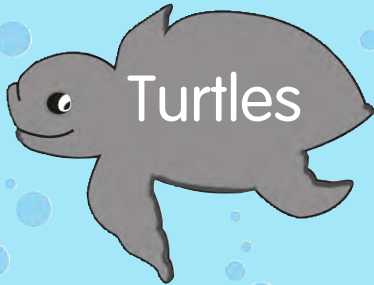
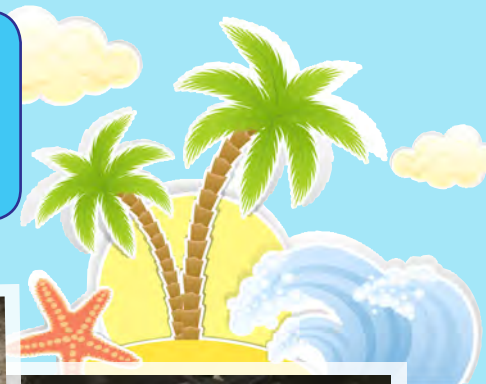
Let's play.



- In *Spell It Right*, get the pupils into groups. Ask a pupil in each group to pick a sign card. The other group members will sign and spell the word. Give a point to the correct answer. The group with the most points win.



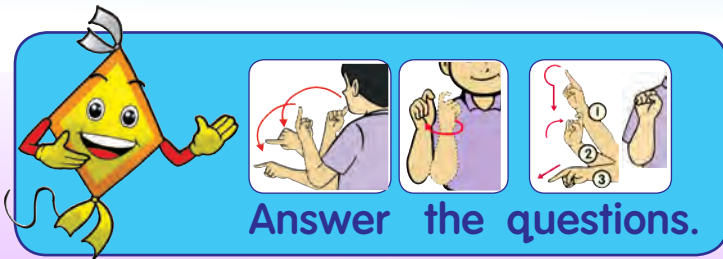
Let's read and sign.



Turtles live in the sea. They have hard shells. They eat



small fish, shrimp and jellyfish. Turtles lay eggs on the beach.



Answer the questions.

1. Where do turtles live?

Turtles live in the _____.

3. What do turtles eat?

Turtles eat _____.

2. What do turtles have?

Turtles have _____.

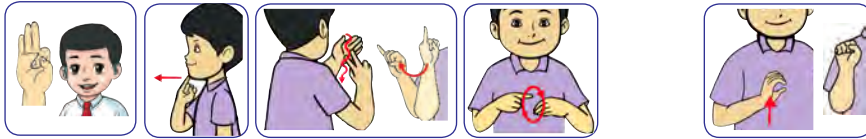
4. Where do turtles lay eggs?

Turtles lay eggs _____.

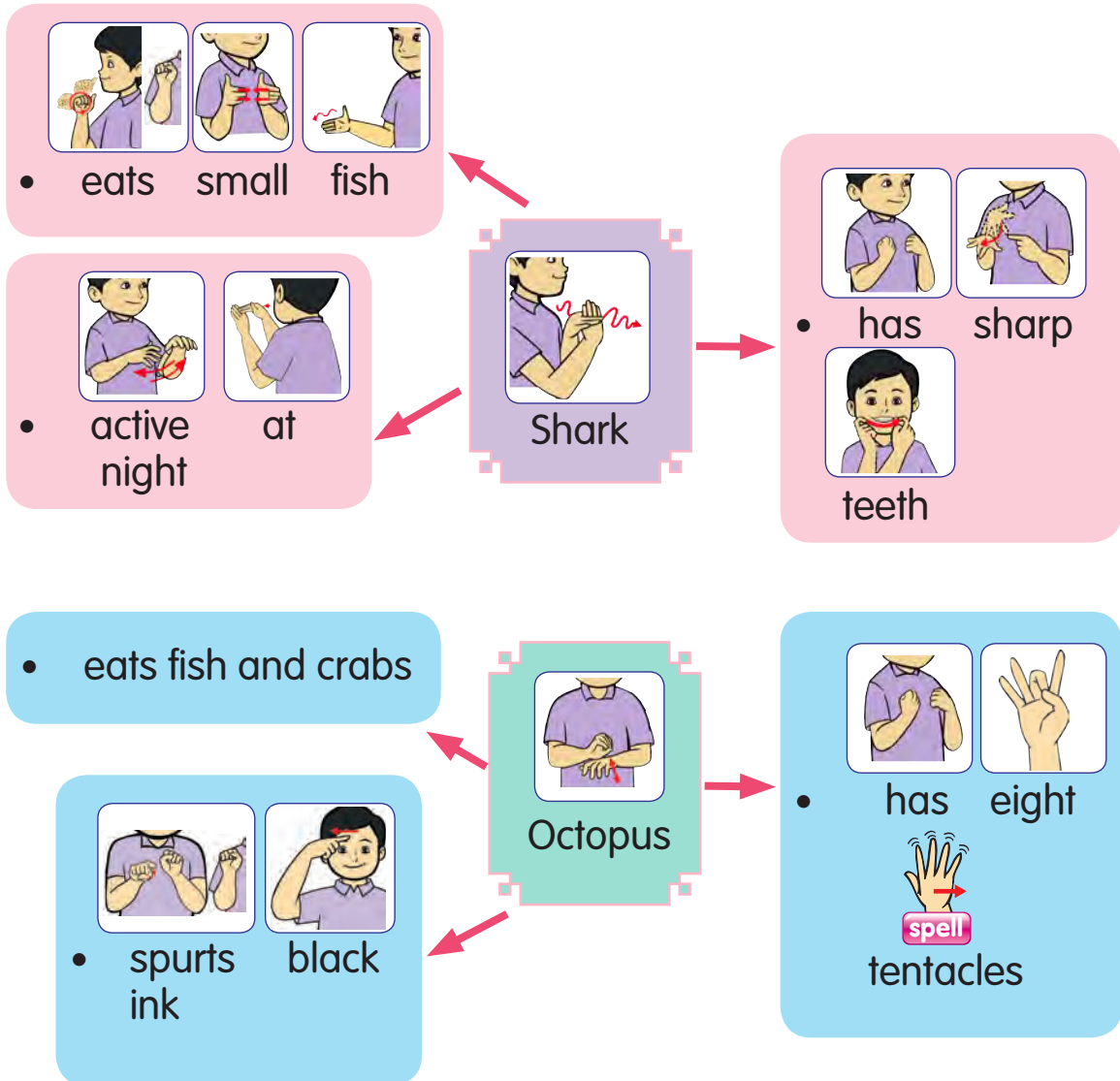


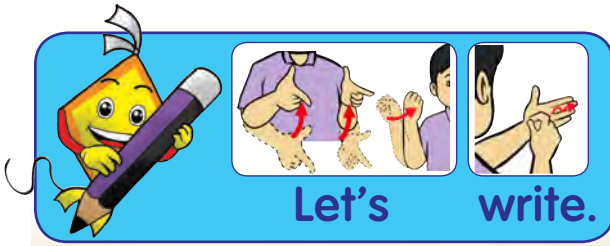
- Ask the pupils to answer the questions.

2.2.6(i)(a)
2.3.1(ii)



Fahmi is reading about sea creatures.





How to Save Sea Creatures

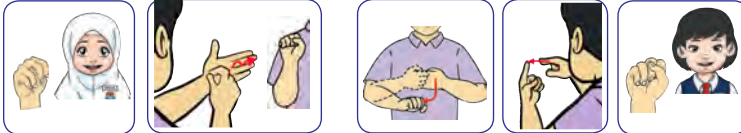
- Keep the beach clean.



- Do not throw rubbish into the sea.



- Do not eat turtle eggs and shark fins.



Nadia writes an email to Su Lin.

Message Insert Options Format Text

Calibri (Body) 11

Paste Bold Italic Underline

Address Book Names Check Names Attach File Attach Item Business Card Calendar Signature

Follow Up Options Spelling Proofing

To: sulin@gmail.com

Send

Subject: How to save Sea Creatures

Hi Su Lin,
 I want to tell you how to save sea creatures.
 We must _____ clean. Do not _____ into the sea.
 We must not eat _____ and _____.
 Bye.
 Nadia



- Ask the pupils to write the answers in their exercise books.

3.1.2(i)(ii)
3.2.2(i)(a)



Craft Mobile

I am a Jellyfish

I am a jellyfish.



Sometimes, I am pink.



Sometimes, I am red.



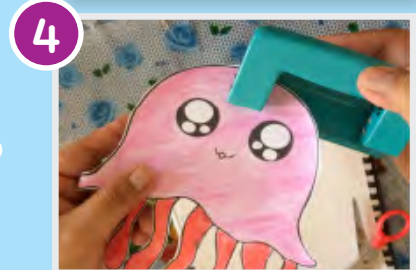
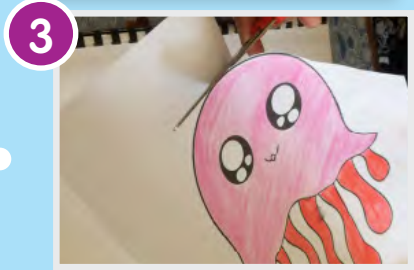
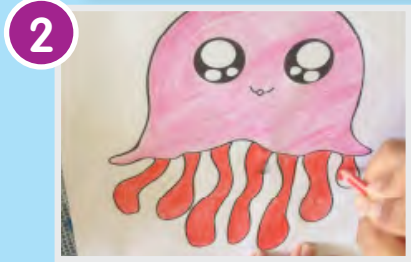
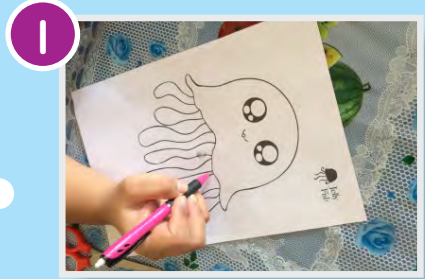
Sometimes, I am white.



When I am scared,



I will sting.



- The pupils may choose any sea creatures that they like.
- Guide the pupils to make mobiles of sea creatures.
- Work in pairs and recite the rhyme.



On the Farm

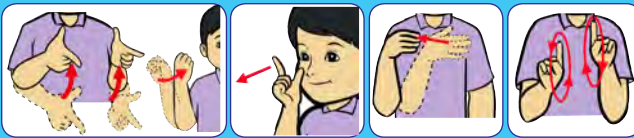


Let's look and discuss.



- The pupils answer Wh-Questions. Example: *What are the products made from the animal?*

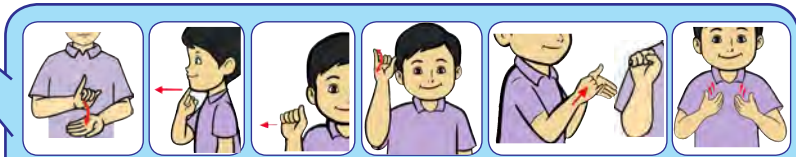
1.3.1 (iii)
1.3.2 (i) (ii)



Let's look and sign.



Animals and Their Youngs



This is a **cow**. Its young



is called a **calf**.



cow



calf



goat



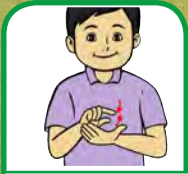
kid



duck



duckling



chick



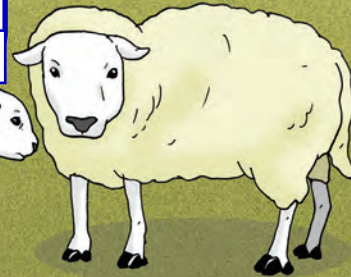
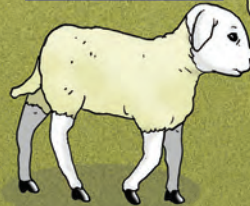
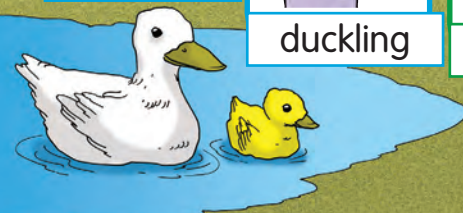
chicken



lamb



sheep



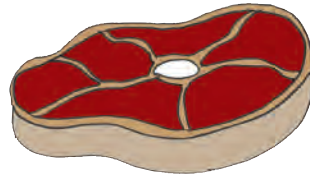


Let's look and sign.

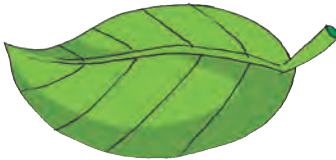
ea



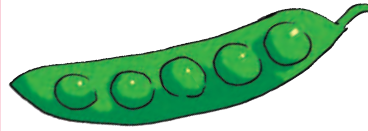
bean



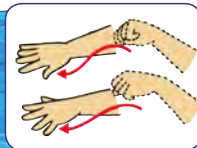
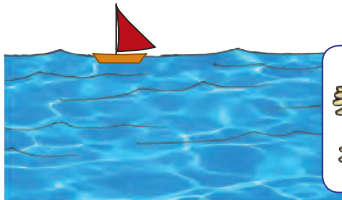
meat



leaf



pea



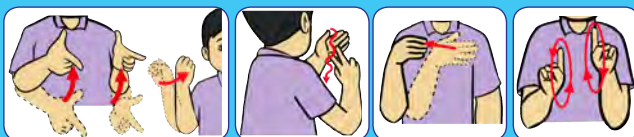
sea



read



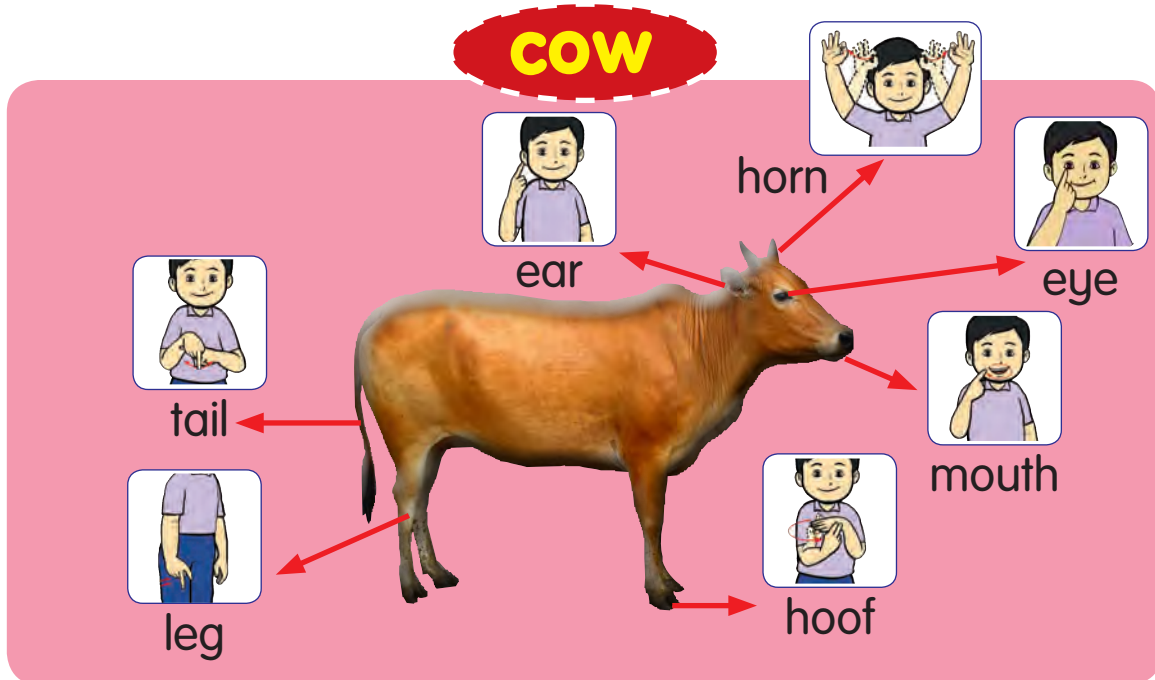
- Ask the pupils to pick the letter cards and form words from the sound cards on the board.



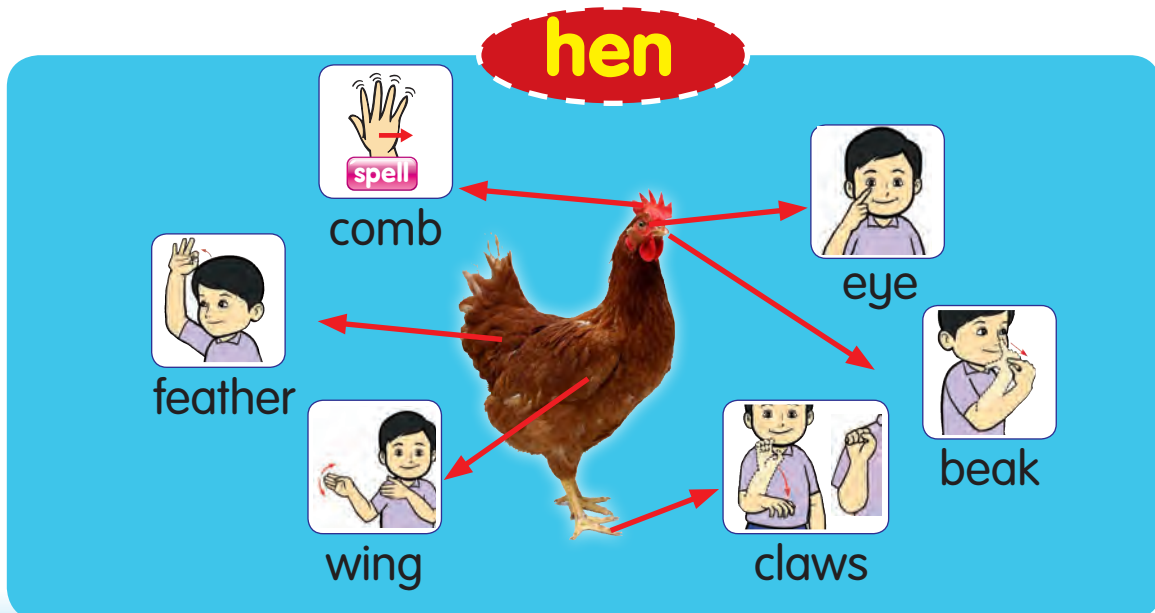
Let's read and sign.

Parts of the Animals

COW



hen



- Get the pupils to name the parts of other animals.



Let's read and sign.



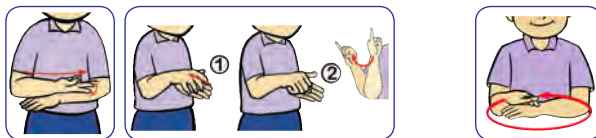
A Visit to the Farm



During the school holiday, Nadia and her family went to a



farm. They went there by car. They saw many cows,



goats and sheep grazing in the field. They also saw the ducks



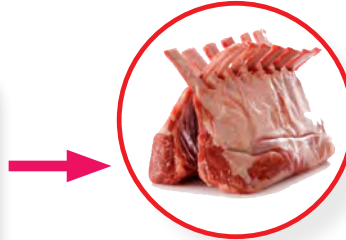
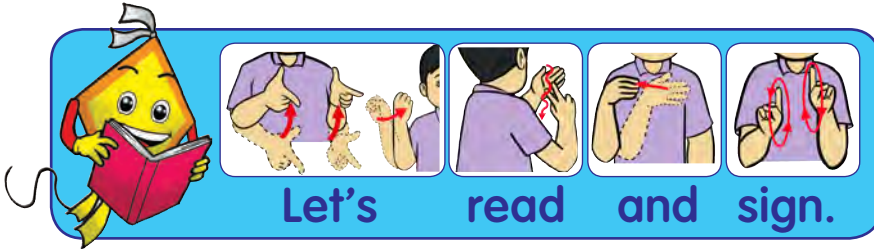
and the ducklings swimming in the pond. They fed the animals.



They had a lot of fun.



- Ask Wh-Questions. Examples: *Where did Nadia and her family go?*
How did they go to the farm?



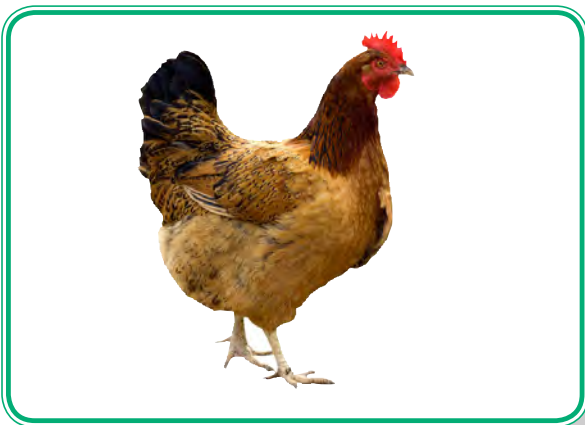
meat



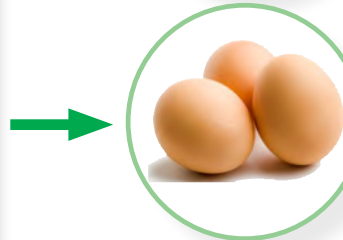
milk



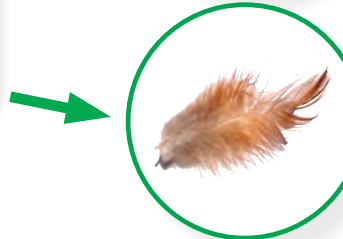
A goat gives us...



meat



eggs



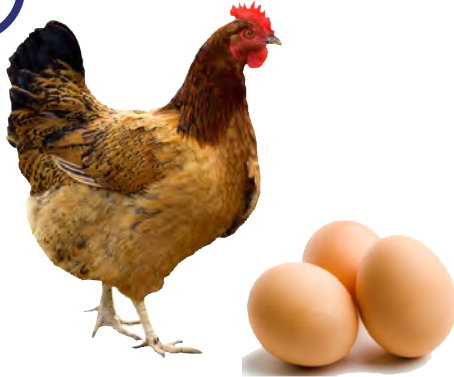
feather

A hen gives us...



Let's write.

1



hen - eggs

2



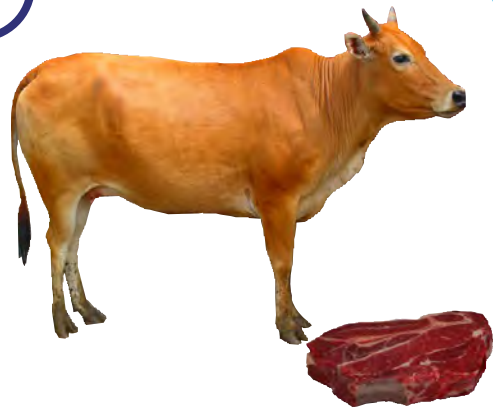
goat - milk

3



sheep - wool

4



cow - meat



Example: A hen gives us eggs.



- Guide the pupils to write the sentences.



Let's sing.



spell

Old MacDonald



spell



Old MacDonald had a farm,
E – I – E – I – O



spell



Quack quack here,



spell

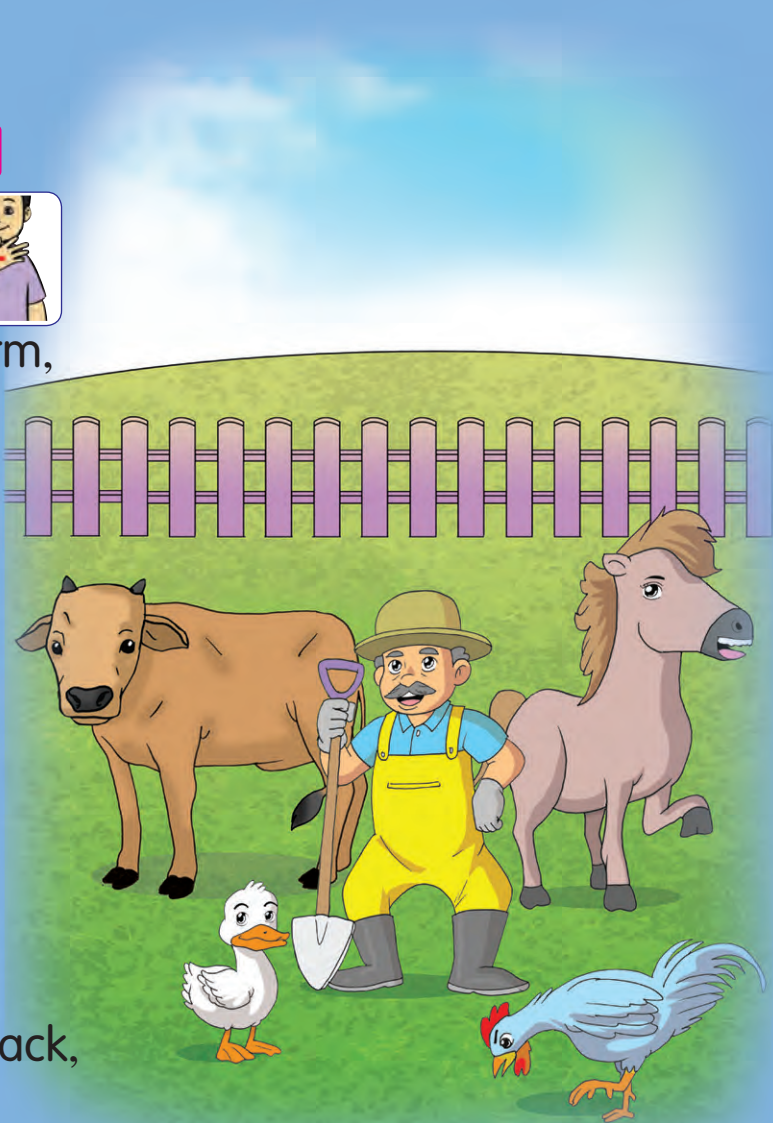


Quack quack there,



spell

Everywhere a quack quack,
E – I – E – I – O



(To the tune of *Old MacDonald*)

Scan Me



Surf the website:
<http://bukuteks.dbp.gov.my/media.php?id=222>
To the tune of Old MacDonald. (Retrieved on 18th September 2017)

- Substitute the duck with other animals.
- Surf the Internet to watch the full video of the song.



What Do You Eat?



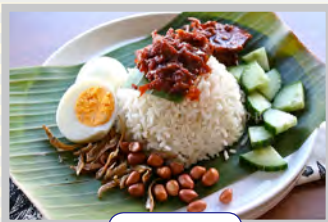
Let's look and sign.



Breakfast

Lunch

Dinner



• Nasi Lemak



• Chicken rice



• Chicken chop



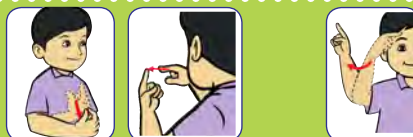
• Porridge



• Fried rice



• Fried noodles



What do you like to eat for breakfast?



- Ask the pupils what do they eat for lunch and dinner.



Let's see and sign.



What do you eat for breakfast?



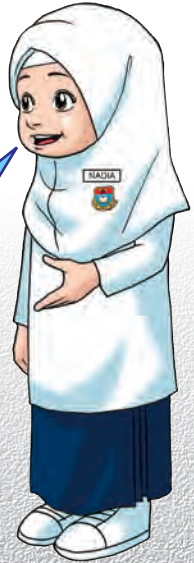
I eat porridge.



I eat nasi lemak.



What about you?



What do you eat for lunch?

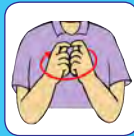
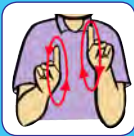


I eat chicken rice.
What about you?



I eat fried rice.





Let's sign together.

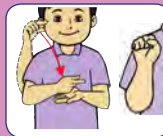


At the Restaurant

What would you like to eat, madam?



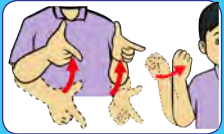
I would like two



glasses of apple juice and two plates of chicken rice.



- Get the pupils to role-play the dialogues and order different types of food.



oy

Let's sign together.



boy



toy



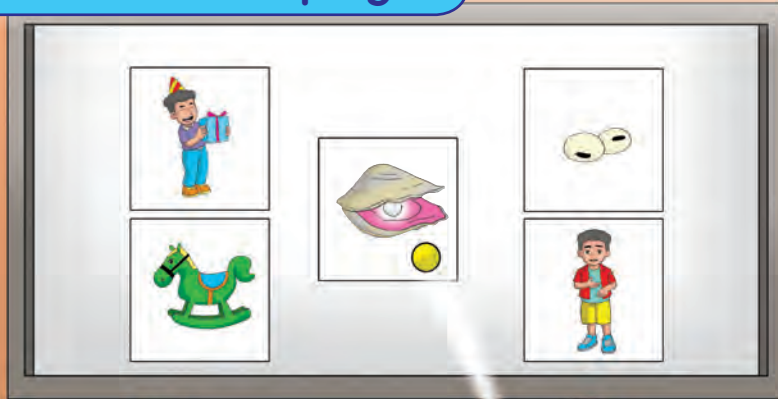
oyster



joy



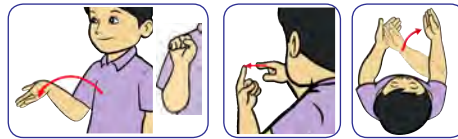
Let's play.



- Play the *Hit and Sign* game. Pupils hit the picture card on the board. Then, they sign and spell the words.



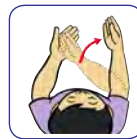
Let's read and sign together.



Things to Buy



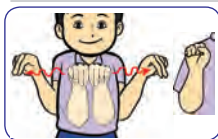
Su Lin's mother wants to cook fried noodles.



She gives a list of things to buy.



Things to buy



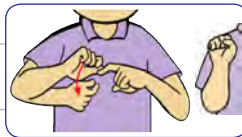
(1) noodles



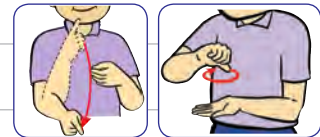
(4) fish ball



(2) eggs



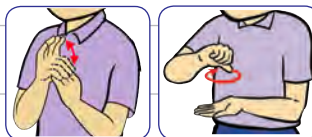
(5) prawns



(7) tomato sauce



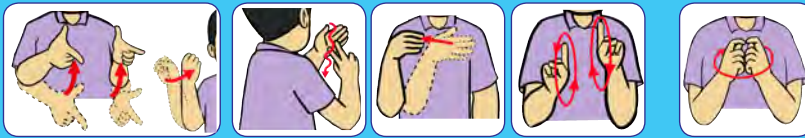
(3) cabbage



(6) oyster sauce



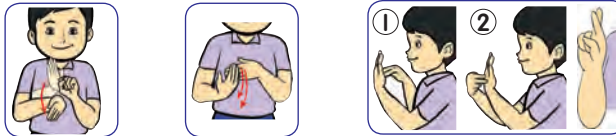
- Sign the list with the pupils. Ask the pupils to create a list of things to buy for cooking other dishes.



Let's read and sign together.



Fruit Toast



Ingredients:

1. Toast a slice of bread in the toaster.



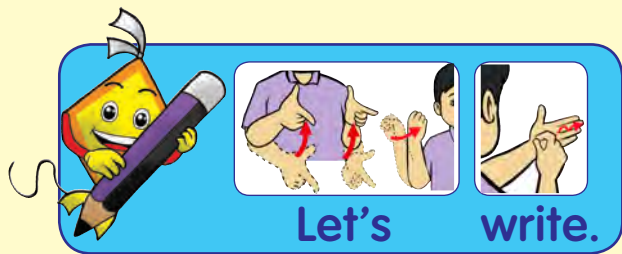
2. Spread jam on it.
3. Slice an apple.



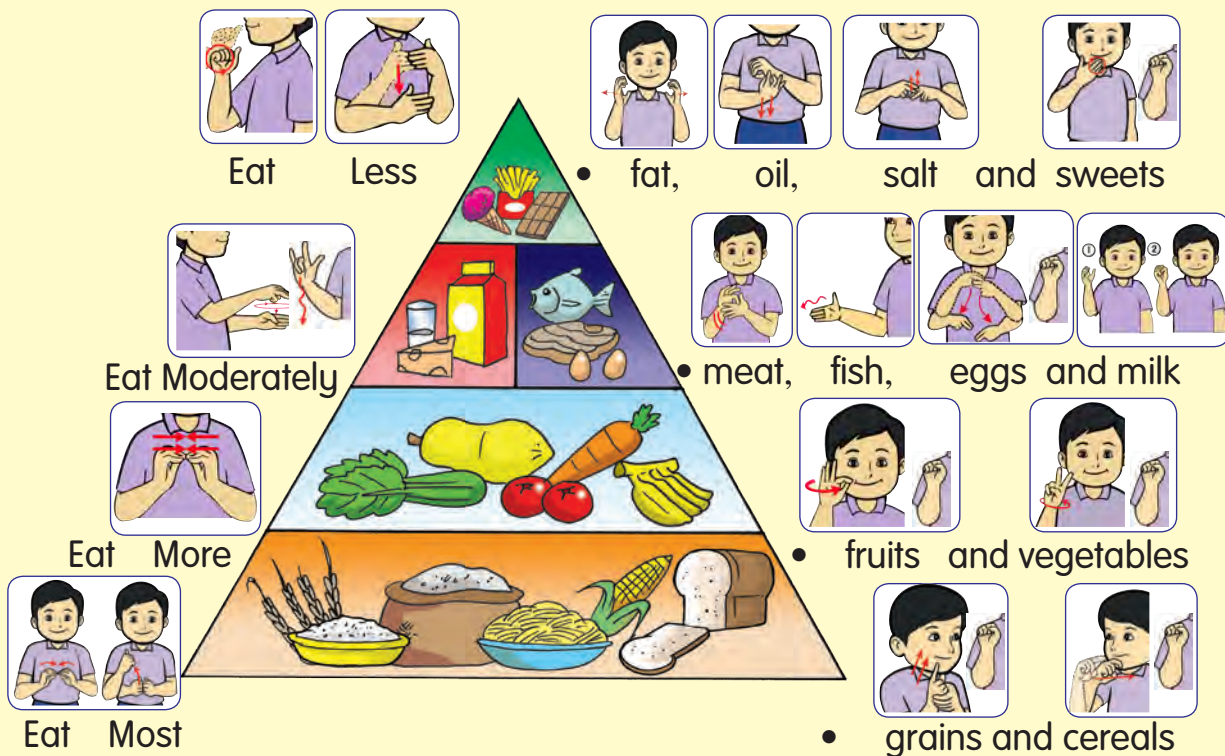
4. Top it with apple slices and raisins.



5. Now you can eat the fruit toast.



Food Pyramid



We should eat and most.

We should eat fruits and

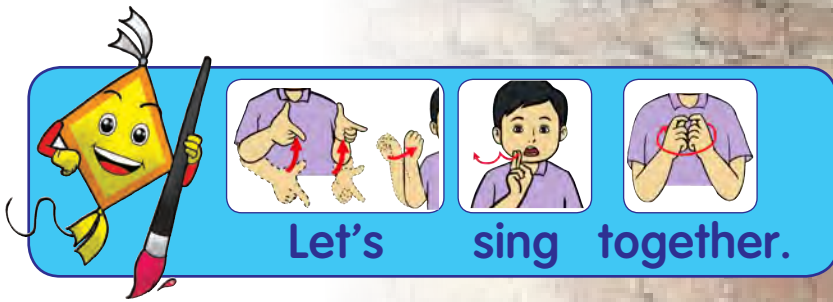
We should eat,, and moderately.

We should eat fat, oil, and



- Discuss the food pyramid with the pupils.
- Ask the pupils to write the answers in their exercise books.

3.2.2(ii)(a)



Let's sing together.



When I am hungry



Here is a slice of bread,



with butter and jam.



Here is a banana,
and here are the eggs.
When I am hungry,



all look tasty.



I eat them all,



one by one.

(To the tune of *Little Teapot*)





Numbers



Let's



look



and



sign.

10

20

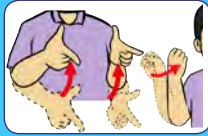
30

40



• Talk about the picture.

1.1.4(ii)



Let's see and sign the numbers.



ten

10



twenty

20



thirty

30



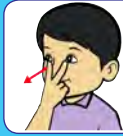
forty

40

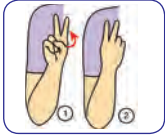




- Ask the pupils to spell and sign the numbers.



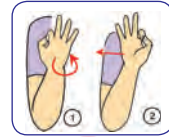
Let's see and sign the numbers.



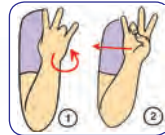
2nd
second



5th
fifth



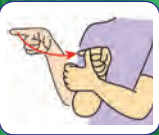
9th
ninth



7th
seventh



11th
eleventh



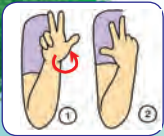
1st
first



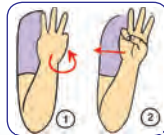
4th
fourth



8th
eighth



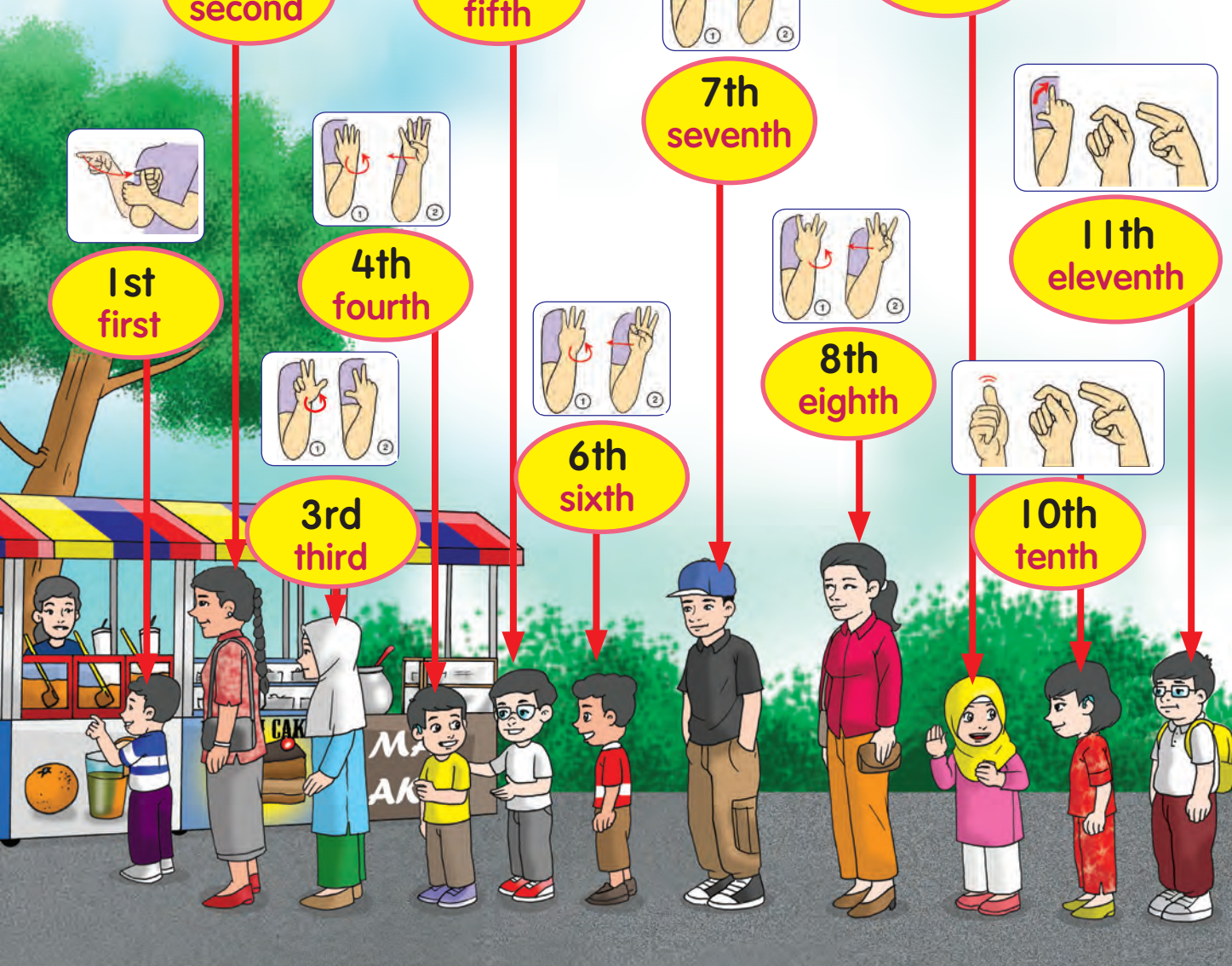
3rd
third

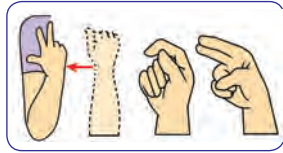


6th
sixth

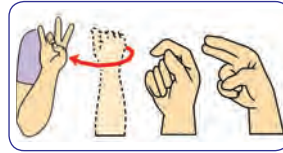


10th
tenth

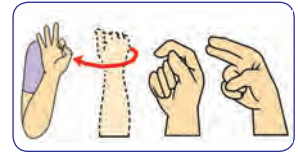




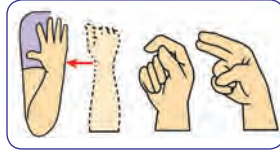
13th
thirteenth



17th
seventeenth



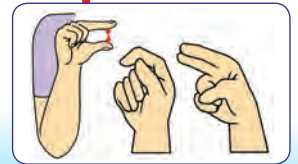
19th
nineteenth



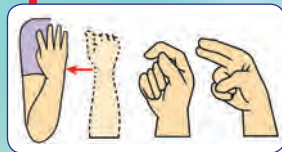
15th
fifteenth



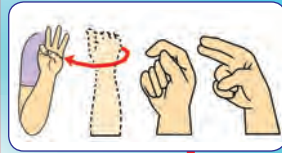
12th
twelfth



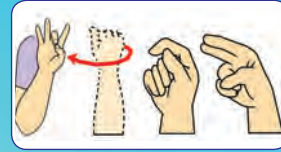
20th
twentieth



14th
fourteenth



16th
sixteenth



18th
eighteenth



- Ask the pupils to spell and sign the numbers.

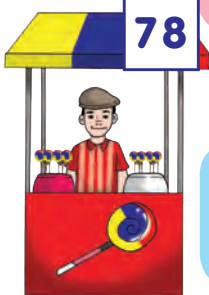


There are 10 buns at stall number 21.



There are 15 doughnuts at stall number 39.

There are 14 pieces of chicken wings at stall number 67.



There are 12 sticks of lollipop at stall number 78.



there



are



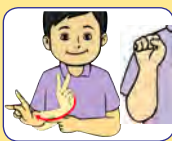
buns



stall



doughnuts



pieces



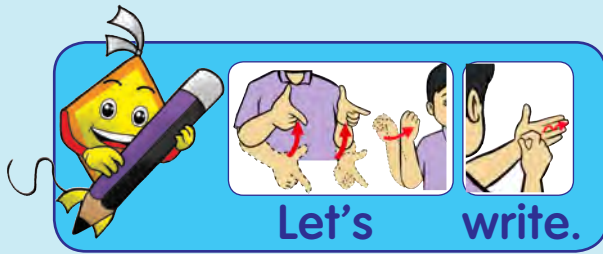
chicken





wings




lollipop






Pak Ali sells  at the . There are many

customers at his . Fahmi is the  in the line.

He buys **10** doughnuts for his sister. Nadia is the  in

the line. She buys **12** doughnuts for her mother. Su Lin

is the **3rd** in the line. She buys  doughnuts.

Rajan is the  in the line. He buys  doughnuts

for his father. Joni is the  in the line. He buys  doughnuts.



- Ask the pupils to rewrite the answers in their exercise books.



You need a dice and tokens.



The first player to reach Finish wins the game.

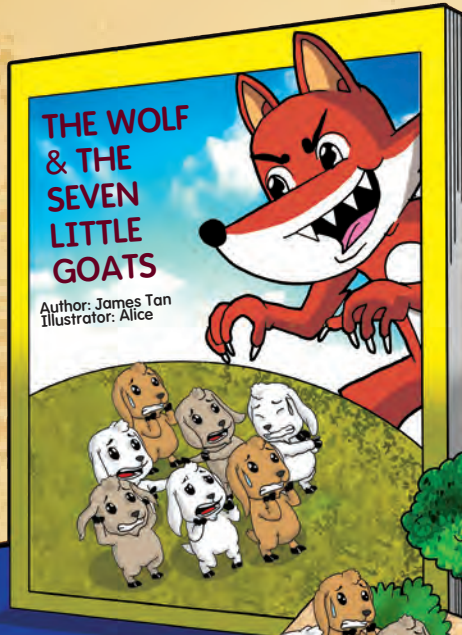
- The pupils play in pairs.
 - Throw a dice.
 - When a token lands in the box, follow the instruction.
 - The first player to reach FINISH wins the game.



The Wolf and the Seven Little Goats

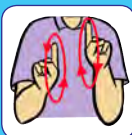


Let's look and sign.



- Talk about the book cover. Ask the pupils Wh-Questions. Examples: *What is the title of the book? Who is the author?*

I.3.2(i)
AB(I) page 71



Let's sign the story.

The Wolf and the Seven Little Goats



I want to go to the market.



Lock the door.

Yes mother.



You are not our mother.



Your voice is rough.



Open the door!





In the afternoon, the wolf came to the window.

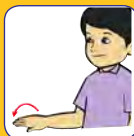


It had flour on its feet and a softer voice.

Show us your foot.



Open the door, my



dear little children.



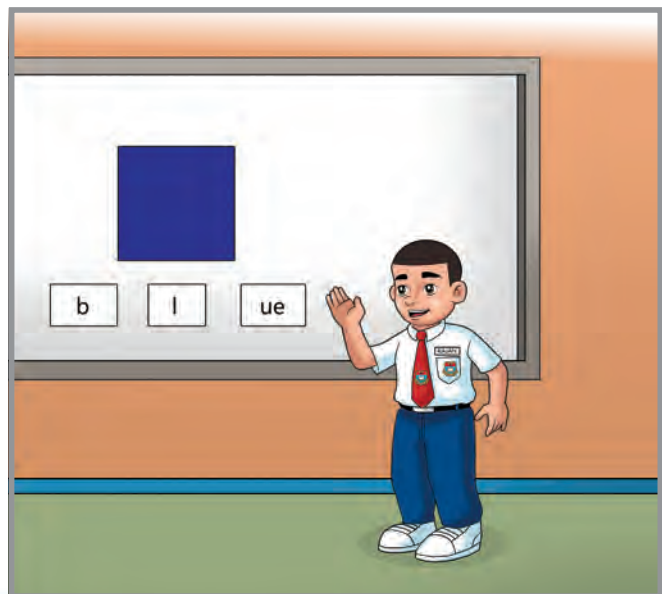
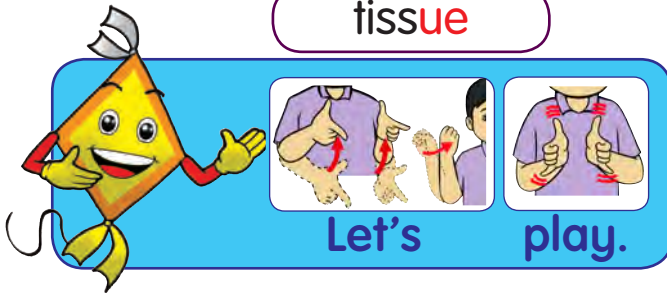
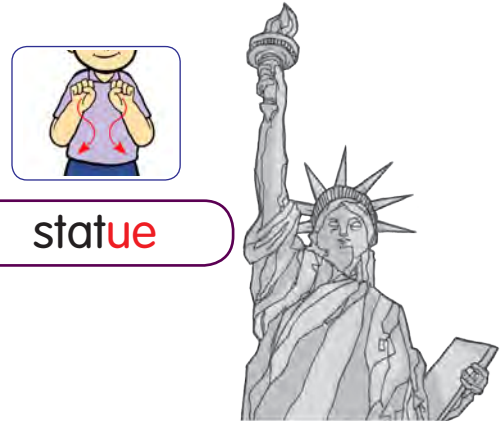
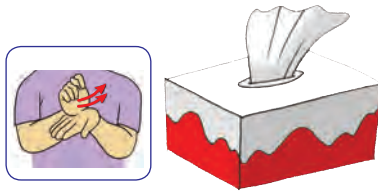
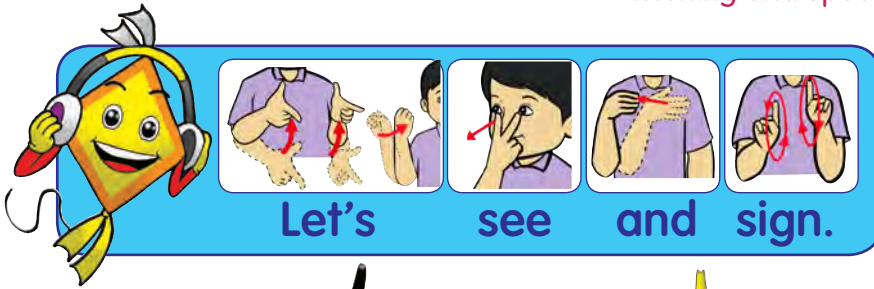
The wolf showed its foot to the little goats. They believed that it was their mother. They opened the door.



What do you think will happen next?



- Ask the pupils to role-play the story. Guide the pupils to use the correct facial expression and body language.



- Play the game *Join It*. Get the pupils to work in pairs. Each pair gets a set of sound cards. Each pair joins the sound cards to form a word on the board. Award points to the pair that finishes first.



Let's read and answer.

The Wolf and the Seven Little Goats



The seven little goats were late to school. They decided to walk through the forest.

Then, they arrived at the road near the forest. The road in the forest was shorter.

In the forest, they walked very fast. Suddenly, they heard a wolf howling. They were very frightened. They ran as fast as they could.

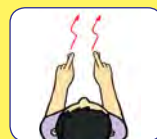
They ran until they reached the school. They told their teacher what had happened. The teacher advised them not to walk through the forest again.



late



forest



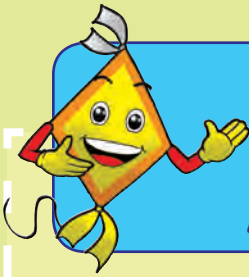
road



advised




- Ask the pupils to role-play the story.



Answer the questions.

1. Where did the little goats want to go?

They wanted 

2. Which road did they take to school? Why?

..... 

3. What did they hear in the forest?

..... 

4. What happened when they heard the wolf?

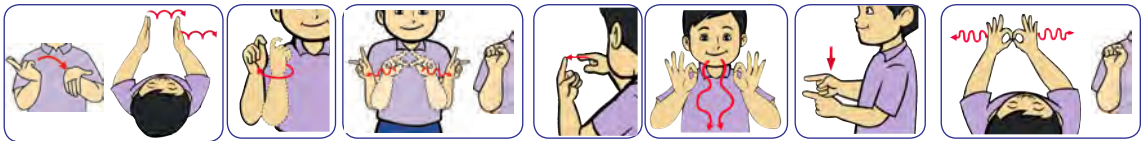
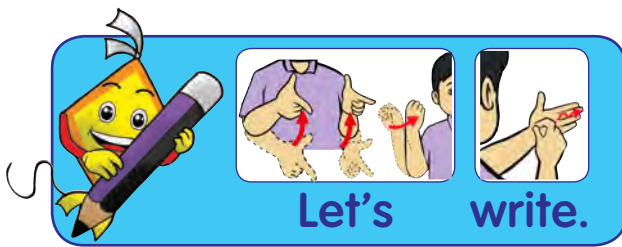
..... 

5. What did their teacher advise them?

..... 

6. What can you learn from this story?

.....  



Rearrange the phrases to form correct sentences.

Example:

1. to the market. Mother goat went

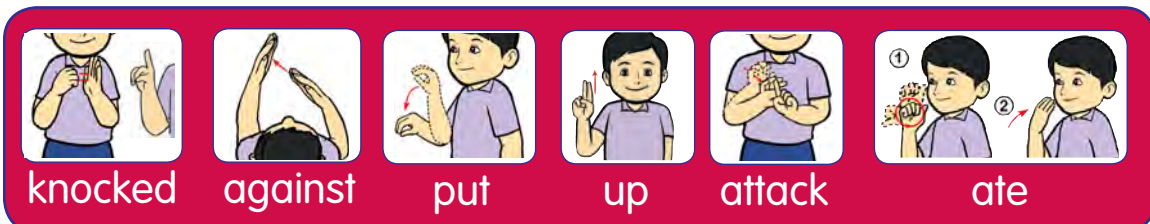
Mother goat went to the market.

2. The wolf on the door. knocked

3. against the window. The wolf put his foot up

4. The little goats and the wolf attacked. opened the door

5. one by one. the little goats The wolf ate



- Ask the pupils to read the phrases and rearrange them correctly.
- Ask the pupils to write the answers in their exercise books.



The Wolf and the Seven Little Goats

Open up, open up,
Open up the door,
It is your, it is your,
It is your mother.



It is a trick, it is a trick,
The wolf eats goats.



Mother finds, mother finds,
Mother finds the wolf.

(Adapted from Youtube
PinkFong Kids Songs & Stories)



Scan Me



Surf the website:
<http://bukuteks.dbp.gov.my/media.php?id=223>
PinkFong Kids Songs & Stories. (Retrieved on 18th September 2017)



INDEX

A

air 20
alone 20
ant 41
around 25

B

back 1
basin 13
bay 43
beautiful 8
beside 26
bird 41
blue 92
books 15
bookshop 29
branch 35
breakfast 73
buns 86

C

cabbage 33
calf 66
canteen 10,12,14,16,28
carrot 34, 38
chart 55
chick 66
children 2
chilli 33
clay 43
complete 6
cook 22
coop 18
corridor 29
couch 52
cover 36
crab 59

creatures 62
cry 8
cucumber 33
cups 13
cure 27
cycling 5, 51

D

day 6, 43
dear 6, 11
diary 6
die 60
dig 36
dinner 23, 73
dirty 13
doughnuts 86
drawing 5, 50
dropped 45
duckling 66

E

ear 11
eighty 33
english 2

F

fairly 20
farm 65
farmer 22
fat 17
fear 11
feather 68
fifty 83
food 12
forty 83
fruit 78
fun 53

G

garden 28
gardening 51
gate 28
glue 92
goats 89
grazing 69
great 1
green 39
group 18
growing 33
gun 45

H

hair 20
hall 28
healthy 18
hear 11
helpful 6
hens 17
hobby 3, 49
hole 36
horn 68
hungry 80

K

kind 4
Kuala Lumpur 3

L

lamb 66
laugh 8
lay 43
library 26
lie 60
litter 13
lollipop 86
lunch 73





M

manicure 27
market 86
meat 22
milk 38
monday 6
mouse 52

N

new 4
ninety 83
noodles 77

O

one hundred 83
open 90
orange 39



P

party 19
pie 60
pink 64
plant 35, 36
plates 13
point 42
pouch 52
pretty 20
prince 20
puppets 24
pure 27
push 13
pyramid 79

Q

quiet 15

R

raw 37
recess 12
recipe 38
red 37
restaurant 75
right 26
river 35
rough 90
round 37
rules 9
run 13

S

sad 21
save 44
school 1
sea 57
secure 27
seventy
shadow 24
shark 59
sheep 66
shell 58
shelves 15
shoot 45
sick 18
signboard 13
sit down 2
sixty 83
skinny 17
song 21
sour 37
spinach 33
stairs 20

stand up 2
statue 92
sting 64
stir 38
swimming 50

T


teacher 1, 2
tear 11
teased 18
ten 83
thirsty 44, 83
tie 60
tissues 92
toast 78
together 8
toilet 26
tomato 33
tray 43
turn 26
turtle 58
twenty 83

V

vegetables 33

W

water 38
wing 68
wipe 11
wolf 89



Dengan ini, **SAYA BERJANJI** akan menjaga buku ini dengan baik dan bertanggungjawab atas kehilangannya, serta mengembalikannya kepada pihak sekolah pada tarikh yang ditetapkan.

Skim Pinjaman Buku Teks

Sekolah _____

| Tahun | Darjah | Nama Penerima | Tarikh Terima |
|-------|--------|---------------|---------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Nombor Perolehan: _____

Tarikh Penerimaan: _____

BUKU INI TIDAK BOLEH DIJUAL