

SPECIAL EDUCATION STANDARD BASED CURRICULUM
FOR PRIMARY SCHOOL (REVISED 2017)



YEAR 3 ENGLISH

(LEARNING DISABILITIES)



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Introduction

The *English (Learning Disabilities) Year 3* package comprises a textbook and an activity book designed for pupils with learning disabilities. It is written in accordance to the Standard Based Curriculum for Primary Schools Revised 2017 (English for Learning Disabilities).

This package is produced to equip the pupils with the basics of English language. Language skills found in this package aim to empower the pupils to communicate effectively in a variety of contexts based on their learning abilities.

The Textbook

The textbook consists of 12 units with diverse topics. Each unit comprises four language skills. They are listening, speaking, reading, and writing. In addition, a section on language arts is included to create an enjoyable learning experience. Suggestions for enrichment and further activities are included in the Teacher's Notes section.

The language skills are presented with the following icons:



Listening and Speaking

This component aims to develop the pupils' ability to listen and respond to given stimuli accordingly. The pupils are introduced to basic listening and speaking activities. Songs and nursery rhymes have been adapted and incorporated to promote fun learning.



Reading

This component aims to assist the pupils to acquire basic reading skills such as recognising letters as well as reading words, phrases, and simple sentences.





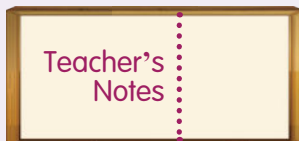
Writing

This component aims to help the pupils to form words, phrases, and simple sentences. It helps them to write and improve their writing skills.



Language Arts

This section provides the pupils with opportunities to learn English through fun-filled activities that can stimulate their creativity and imagination.



Learning Standard



HOTS



QR code

The Activity Book

The activity book comprises 12 units. It is produced to strengthen and enhance the language skills taught in the textbook. A variety of practices will enable the pupils to improve and reinforce their learning. There are corresponding pages in the activity book for every unit of the textbook. Therefore, the activity book must be used concurrently with the textbook to achieve the learning objectives.

Conclusion

The contents in this package have been selected carefully to cater to the different learning needs among pupils with learning disabilities. Teachers ought to plan, prepare, and choose relevant and useful materials in order to create a fun and meaningful learning experience for the pupils. It is hoped that this package will be fully utilised to enable pupils with learning disabilities to enjoy learning English.





Mr Sudir



Mei Ling



Nurin



Mujang



Mohan

Unit 1

Hello Again



Let's sing.

Back to School, Doo, Doo, Doo

How are you?

Doo, doo, doo, } 3 times
Doo, doo, doo, }
How are you?

I am fine,

Doo, doo, doo, } 3 times
Doo, doo, doo, }
I am fine.

Let's have fun,

Doo, doo, doo, } 3 times
Doo, doo, doo, }
Let's have fun!

(To the tune of *Baby Shark, Doo, Doo, Doo*)

1.2.2(ii)
1.3.1(i)

Teacher's
Notes

Sing with the pupils. Guide the pupils to substitute the greetings with other suitable greetings.





Let's listen and say.

It is the first day of school. The pupils are happy to meet their teacher.



Introduce Oneself





Let's listen and say.

1 Good afternoon, Pak Mat.

2 Good afternoon.
How was school?

3 It was fun.

4 Goodbye, Mohan.

5 Goodbye, Mei Ling.
See you tomorrow.

1.3.1(i)(ii)

Teacher's
Notes

Talk about the pupils' experience on the first day of school.

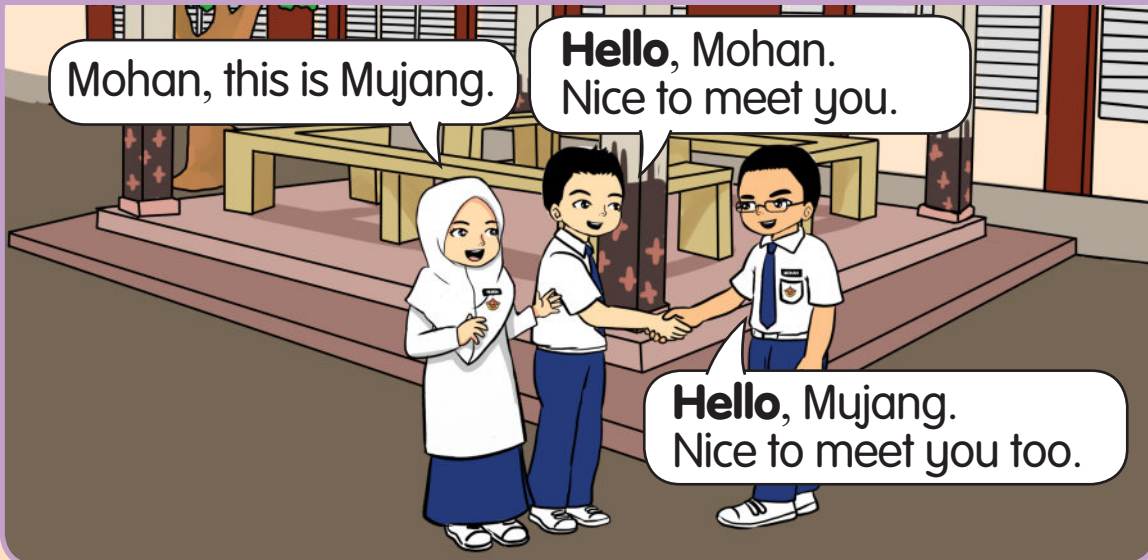




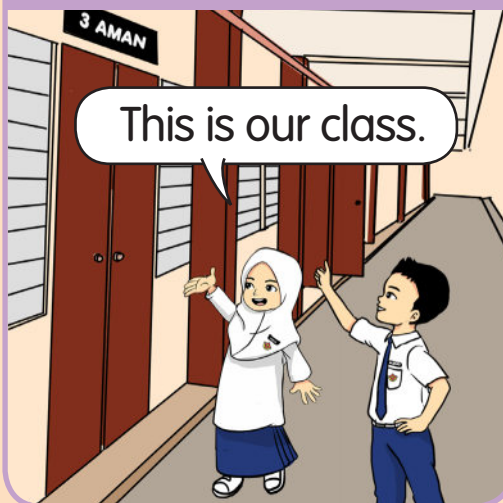
Let's read.

It is Mujang's first day in Sekolah Kebangsaan Damai Budi. He meets new friends.

Nurin introduces Mujang to Mohan.



Nurin shows their classroom to Mujang.



Mujang thanks Nurin.





Let's read.

Mujang's Diary

Day: Wednesday Date: _____

Today is Wednesday.

I am in Class 3 Aman.

My class teacher is Mr Sudir.

He teaches English.

I love English.

Answer **True** or **False**.

1 Mujang is in Class 3 Azam.

True

False

2 The class teacher is Mr Sudir.

True

False

3 Mr Sudir teaches Science.

True

False

4 Mujang loves English.

True

False

2.1.2
1.4.1(ii)

Teacher's
Notes

Guide the pupils to read the diary entry. Get them to choose the correct answers.



Let's make.



Greeting Peg

You need:



coloured paper



shape template



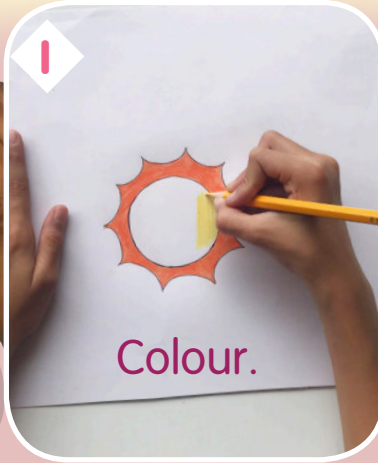
clothes peg



superglue scissors



coloured pencils



1 Colour.



2 Cut.



3 Paste.



4 Write the greeting.



5 Cut.



6 Paste.

Unit 2

The Way Around



Let's chant.

Turn Left, Turn Right

Show, show, show,
Show me the way,
Let's go, let's go, let's go.

Left, left, left,
Turn to the left,
Let's turn to the left.

Right, right, right,
Turn to the right,
Let's turn to the right.

canteen

1.2.2(i)

Teacher's
Notes

Perform suitable actions while chanting with the pupils.



Let's read.

bookshop



A place to buy books and stationery.

toilet



A place to wash oneself.

canteen



A place to buy food and drinks.

staffroom



A place for teachers to do work.



Let's read.

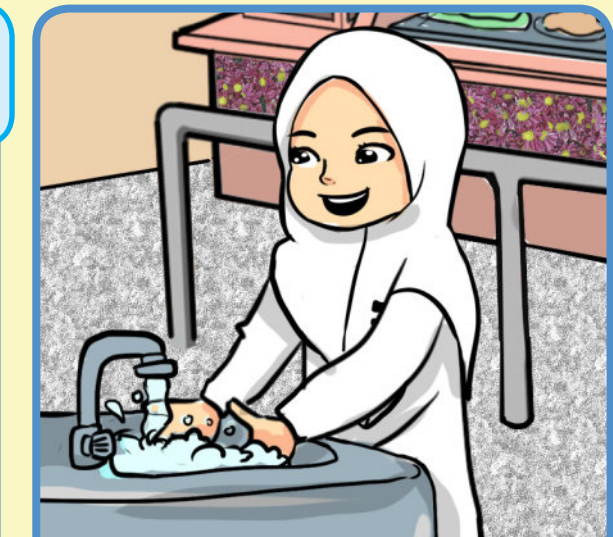
At the Bookshop

Mohan is at the bookshop.
He buys a book.



At the Canteen

Nurin is at the canteen.
She buys two curry puffs.



She washes her hands.
Then, she eats the curry puffs.

2.1.2

Teacher's
Notes

Get the pupils to read the sentences. Ask **Wh-questions** to elicit responses. Example: *Why do you use soap to wash your hands?*





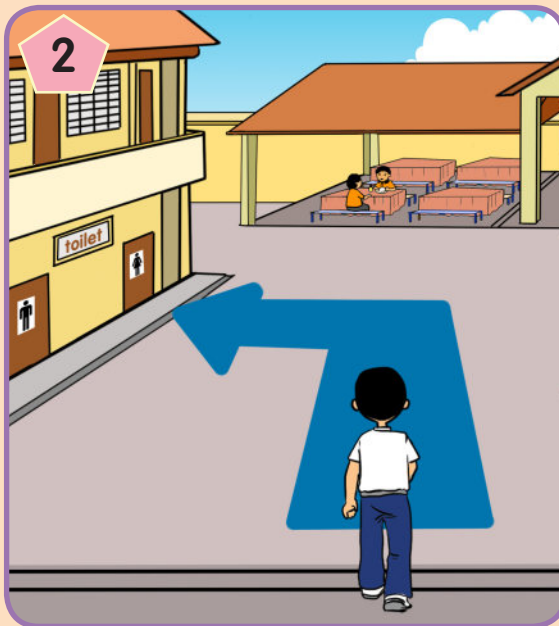
Let's read.

Directions

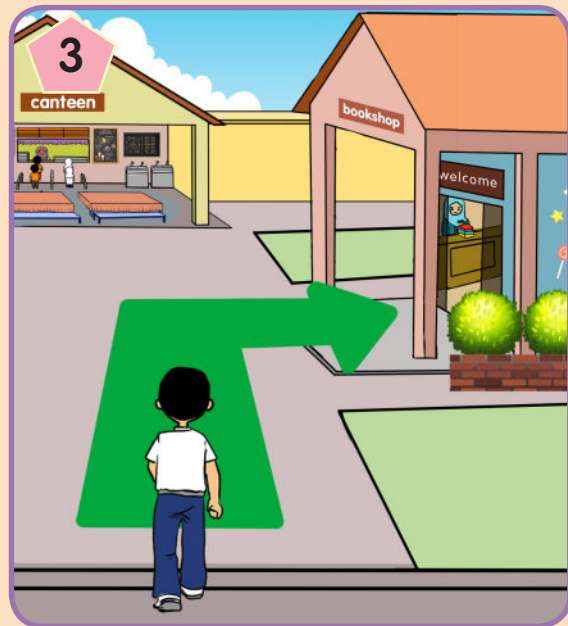
From the classroom...



Go straight on to the canteen.



Turn left to the toilet.



Turn right to the bookshop.



Let's read.

Be Safe

1

I want to cross the road.

2

I look right.



3

I look left.



4

I look right again.



5

I cross the road safely.



2.1.3

Teacher's Notes

Guide the pupils to read. Talk about what should pupils do before crossing the road.



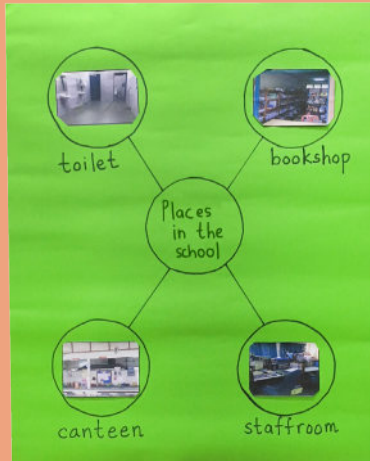


Let's make.



Trace.

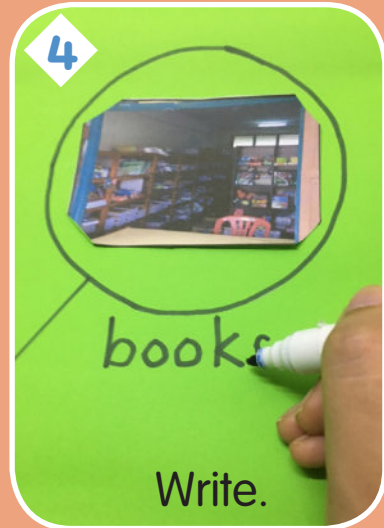
Places in the School



Cut.



Paste.



Write.

You need:



pictures of places in school



round lid



manila card



scissors



glue

Unit 3

Friends Forever



Let's sing.

I like them, they like me,
They're like my big family.

With a great big hug,
And love from me to you,
I care and respect them too.

I like them, they like me,
We're best friends,
Like friends should be.

With a great big hug,
And love from me to you,
I care and respect them too.

(To the tune of *Barney Song, I Love You*)

Circle of Friends



1.2.2(ii)

Teacher's
Notes

Guide the pupils to sing together.

13

KPM



Let's listen and say.

Making New Friends

Hello, my name is Mujang.
I am new here.
I would like to be your friend.



Hi, Mujang.
I am Mei Ling.
Sure, let's be friends.



Let's talk.

Ways to Become a Good Friend

1 Respect each other.



2 Give compliments.



3 Care for each other.



2.1.3
1.3.1(i)(ii)

Teacher's
Notes

Get the pupils to read. Discuss other ways to be a good friend. Use **Wh-questions** to elicit their responses.





Let's read.

A Friend in Need

Meng Hong is at the library. He wants to read a book.

1 Meng Hong is sad. He cannot reach the book.



2 Mei Ling helps him.



3 He thanks Mei Ling.



4 They read the book together.





Let's read.

Sharing is Caring

It is playtime. Mujang wants to play with Mohan. The toys are not enough.

Mohan does not want to share.



Mujang is sad.



Mohan, friends share with each other.



I am sorry, Mujang.



Let's play together.

2.1.2
1.4.2(i)(ii)

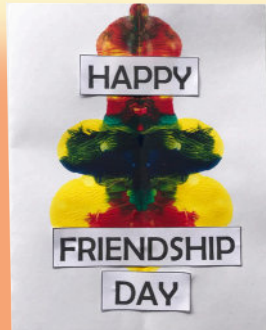
Teacher's
Notes

Guide the pupils to read the story. Ask **Wh-questions** to elicit their responses. Example: *Why should we share with our friends?*





Let's make.



Friendship Day Card

You need:



greeting cut-outs



drawing paper



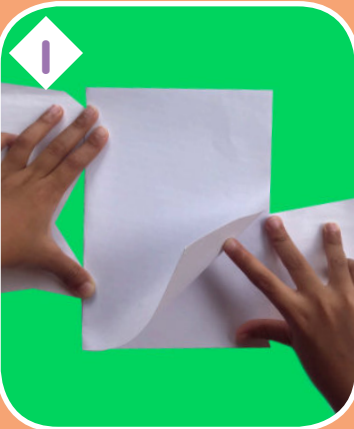
coloured pen



water colours



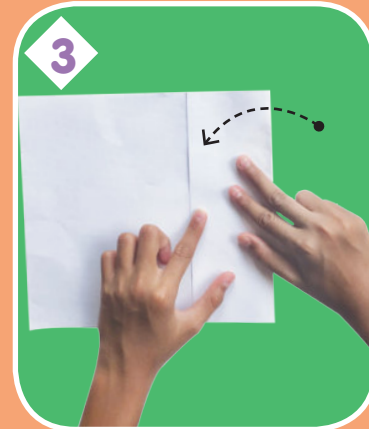
glue



Fold in half.



Apply colours.



Fold and press.



Open and dry it.



Paste.



Write the wishes.

Unit 4

A Day at the Farm



Let's sing.

Little Duckling, Little Gosling

Little **duckling**, little **duckling**,
Where are you?
Here I am, here I am,
How do you do?

Little **gosling**, little **gosling**,
Where are you?
Here I am, here I am,
How do you do?

(To the tune of *Finger Family*)



1.2.2(i)

Teacher's
Notes

Sing with the pupils. Replace the words in bold with other farm animals.



Let's read.

Nurin visits her grandfather. He owns a farm.
There are many animals.

cow

calf

hen

chick

duck

duckling





goat

kid

goose

gosling

2.1.3

Teacher's
Notes

Guide the pupils to read the labels. Discuss the 'young' and 'adult' of the animals. Introduce plural form of the animals. Example: *calf* → *calves*






Let's read.

Pip is a duckling.
It is Nurin's pet.
Pip is a birthday gift.
It eats seeds and grains.



Write 'Yes, it is' or 'No, it is not'.

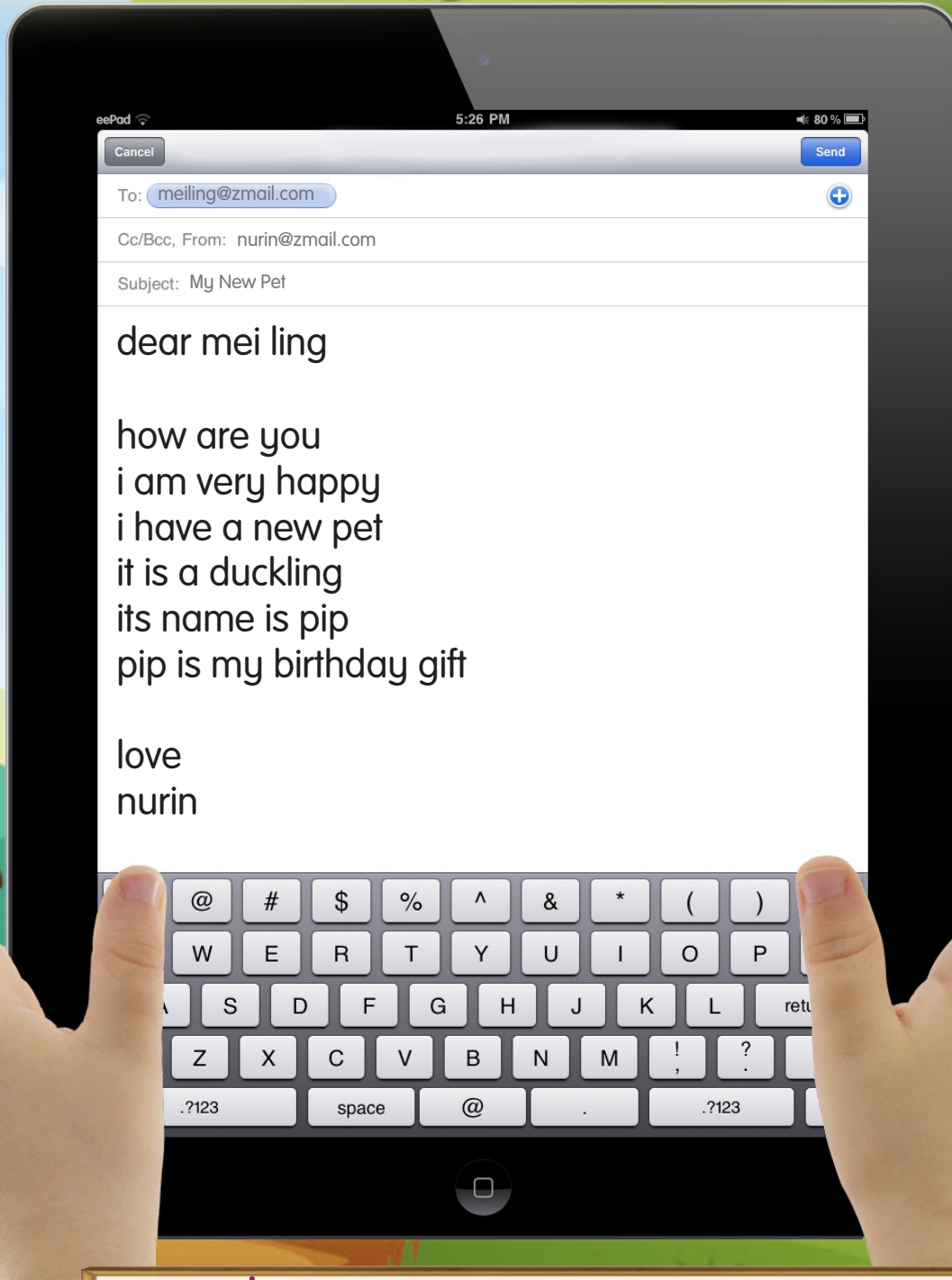
1 Is Pip a duckling? _____ 

2 Is Pip Mei Ling's pet? _____ 

3 Is Pip a birthday gift? _____ 



Let's write.



3.1.1(i)(ii)
(iv)(v)(vi)

Teacher's
Notes

Guide the pupils to punctuate the sentences in their exercise books.

23

KPM

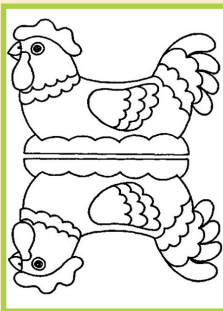


Let's make.



Stick Puppets

You need:



animal templates



ice cream sticks



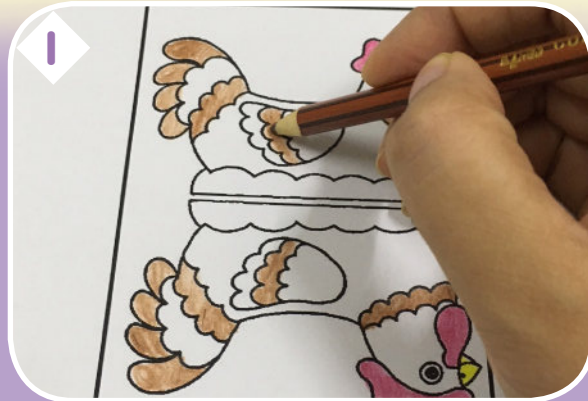
coloured pencils



superglue



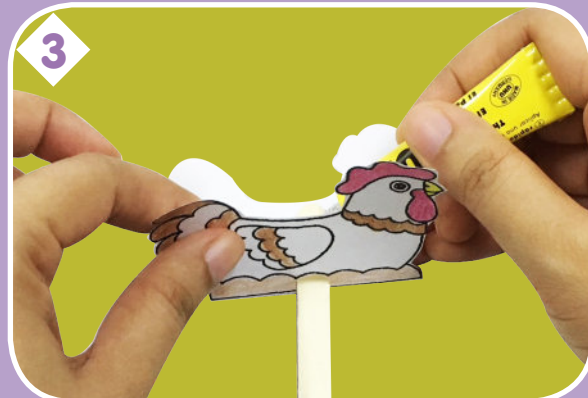
scissors



Colour.



Cut.



Paste.

Unit 5

Gardens in Bloom



Let's look and say.

white jasmine



orange ixora



pink roses



red hibiscus



yellow sunflowers



purple orchids



1.2.1

Teacher's
Notes

Guide the pupils to talk about the picture. Encourage them to talk about the flowers they know.

25

KPM



Let's listen and say.

Oh, Beautiful Flowers

Hibiscus oo hibiscus,
Hibiscus oo hibiscus,
We love you. } (2 times)

It has five petals,
Five big red petals,
And has yellow stamen,
Our national flower.

Hibiscus oo hibiscus,
Hibiscus oo hibiscus,
We are proud of you.

(To the tune of *Skidamarink*)

- 1 What is our national flower?
- 2 How many petals does a hibiscus have?





Let's read.

Parts of the Flowers

hibiscus

stamen

sunflower

leaf

seeds

stem

2.1.1

Teacher's
Notes

Guide the pupils to point and read the labels correctly.
Get them to spell out the words.

27

KPM



Let's read.

Put a seed into the soil.



Water it often.



It takes a week to grow.



The plant grows.



The flower blooms after two months.



Let's read.



**This is a rafflesia.
It has five petals.
It is reddish brown.
It is the largest flower in the world.
We can find it in the Malaysian rainforests.**

Source: <http://www.rafflesiaflower.com/Rafflesia-Facts.html>

Answer **True** or **False**.

- 1 Rafflesia is the largest flower in the world.

True	False
------	-------
- 2 It has five petals.

True	False
------	-------
- 3 It is blue in colour.

True	False
------	-------
- 4 We can find it at the beaches.

True	False
------	-------

2.1.2
1.4.1(ii)

Teacher's
Notes

Guide the pupils to read and choose the correct answers.

29

KPM



Let's make.



Flower Collage

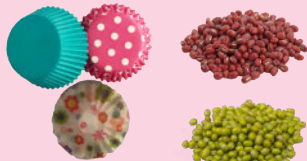
You need:



coloured papers



drawing paper



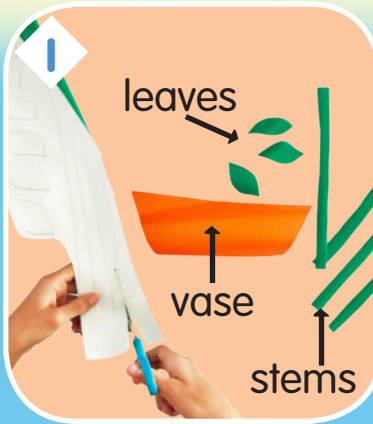
cupcake cases
beans



glue



scissors



Cut.



Paste the stems.



Paste the petals.



Paste the leaves.



Paste the vase.



Paste the beans.

Unit 6

All About Weather



Let's sing.

Bright Beautiful Day

We can see clearly now,
The rain is gone,
We can all play together,
At the park,
Gone are the dark clouds,
That made us sad.

It is a bright,
Bright, beautiful day,
It is a bright,
Bright, beautiful day. — (2 times)

(To the tune of Johnny Nash's
I Can See Clearly Now)

1.2.2(ii)

Teacher's
Notes

Sing the song with the pupils. Perform suitable actions and movements while singing.





Let's talk.

Weather in Malaysia

Malaysia is hot and humid.
It has four types of weather.





Let's read.

It is a sunny day. Mohan and his family are having a picnic.

Wow! Look at the sky.
It is so blue.

The weather is fair.
It is good for a picnic.

Let's play together.

2.1.3
1.2.1

Teacher's
Notes

Guide the pupils to read. Discuss other activities that you can do on a sunny day.

33

KPM



Let's read.



It is a sunny day.
Nurin waters the plant.



It is a rainy day.
Mei Ling uses an umbrella.



It is a cloudy day.
Mohan picks up the clothes.



It is a windy day.
Mujang flies a kite.





Let's read.

Lightning Safety

DO'S

Stay indoors

DONT'S

Wait under a tree

DO'S

Take shelter

DONT'S

Do outdoor activities

2.1.2

Teacher's
Notes

Guide the pupils to read. Discuss the safety measures.

35

KPM



Let's make.



Weather Wheel

You need:



round lid



drawing pin



scissors



coloured pencils



polystyrene cube



Trace.



Draw.



Colour.



Cut.



Cut the arrow.



Insert drawing pin.

Unit 7

Shapes Around Us



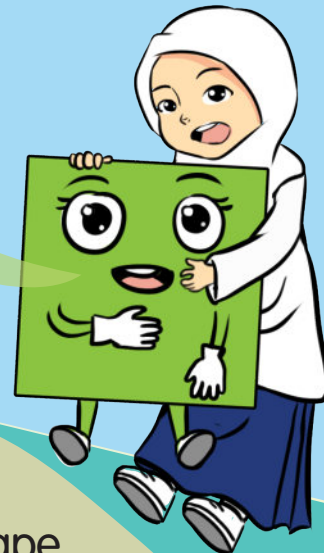
Let's sing.

We are Shapes

I am Mr **Circle**,
I go round and round,
No sides can be found,
That is what I am.



I am Mrs **Square**,
I am everywhere,
I have equal sides,
That is what I am.



I am **Triangle**,
I'm a pointy shape,
I have three sides,
That is what I am.

(To the tune of *Ring a Ring O'Roses*)

1.2.2(ii)

Teacher's
Notes

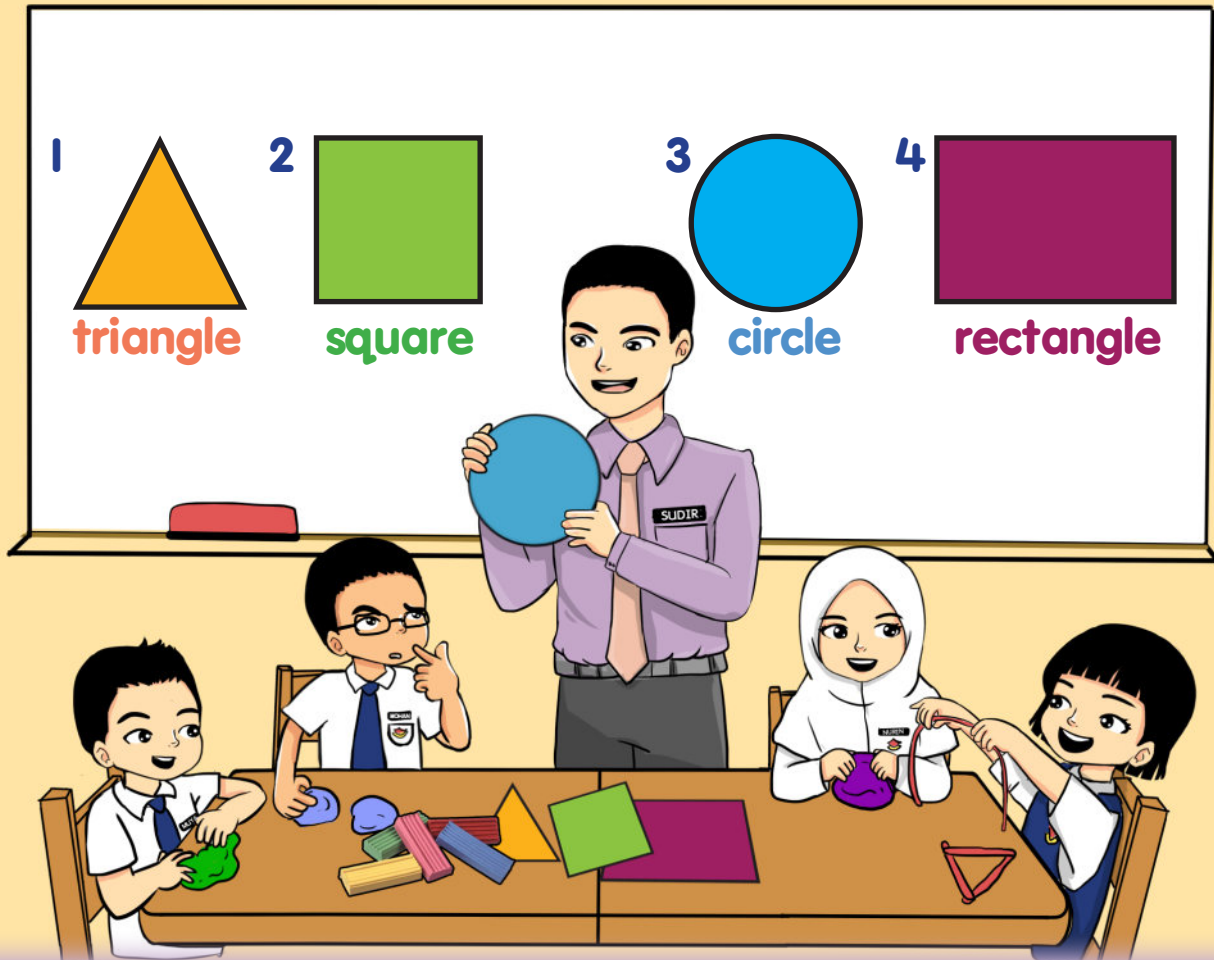
Prepare flash cards of the shapes. Use them when singing the song with the pupils.





Let's listen and say.

Make the Shapes



Instructions:

- 1 Look at the shapes on the whiteboard.
- 2 Make a shape using modelling clay.
- 3 Name the shape.



Let's read.

1



This is a clock.
It is a **circle**.

2



This is a photo frame.
It is a **square**.

3



This is a sandwich.
It is a **triangle**.

4



This is a duster.
It is a **rectangle**.

2.1.3

Teacher's
Notes

Relate real objects with the basic shapes. Guide the pupils to read. Get them to name objects based on the shapes.

39

KPM



Let's read.

My Drawing



This is my drawing.
I draw a triangle.
I draw a rectangle.
I draw a small circle.
I draw three squares.
My house is full of shapes.





Let's write.

Mr Sudir prepares a secret message for his pupils.
Help them to solve it.



sweep



the



floor



and



desks



arrange



the



Please

Dear 3 Azam,



Mr Sudir

3.1.1(vi)

Teacher's
Notes

Guide the pupils to solve the code and write the message
in their exercise books.



Let's make.

1 Paste.



2 Draw the whiskers and mouth.



3 Paste.



4 Paste.



5 Cut.



6 Paste the string as the tail.

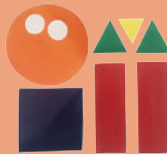


Puppet Cat

You need:



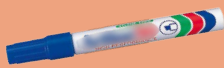
paper cup



shape cut-outs



buttons



marker pen



string



scissors



glue

Unit 8

Mr Rooster and Friends



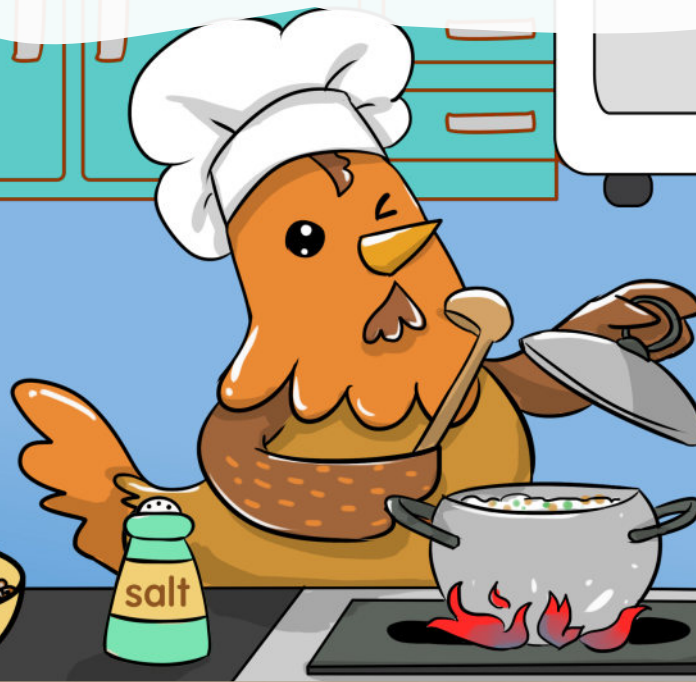
Let's sing.

Mr Rooster Cooks Porridge

I am Mr Rooster,
Strong and smart,
Here let me show you,
What I can do.

I'm a clever rooster,
Yes, it's true,
Here let me show you,
What I can cook.

(To the tune of *I'm a Little Teapot*)



1.2.2(i)
1.4.2(i)(ii)

Teacher's
Notes

Elicit personal responses from the pupils using **Wh-questions**. Example: *What do you think Mr Rooster is cooking?*



43

KPM



Let's read.

Mr Rooster the Cook

Once, there lived a rooster, a cow, a goat, and a cat.
Mr Rooster liked to cook. He wanted to cook porridge.



There were not enough ingredients.
He asked from his friends.

Mrs Moo



I have carrots.

Mr Goat



I have onions.

Ms Kitty



I have mushrooms.



Mr Rooster was happy.
Then, he started to cook.
They ate the porridge together.

Let's eat together.

It is tasty.

It smells good.

What did you learn from the story?

2.1.3

Teacher's
Notes

Guide the pupils to read and role-play. Ask the pupils how they helped others in the past. Use the story as a drama project.



45
KPM



Let's answer.




1 Who is Mr Rooster?

Mr Rooster is a _____  .

2 Who cooked the porridge?

_____  _____ cooked the porridge.

3 What ingredients did Mr Rooster need?

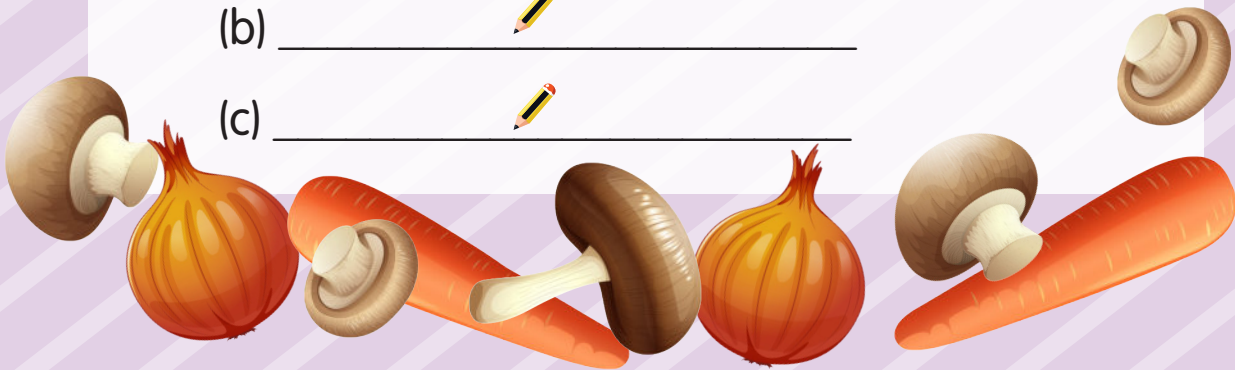
He needed _____  _____, _____  _____, and
_____  _____ .

4 Name the three friends who helped Mr Rooster.

(a) _____ 

(b) _____ 

(c) _____ 





Let's write.

Mr Rooster liked to



There were not enough



He asked from his



They ate the



3.1.1(iv)
2.1.3

Teacher's
Notes

Guide the pupils to write the correct answers in their exercise books.

47

KPM



Let's make.

1 Boil water.



2 Add rice.



3 Add vegetables.



4 Add salt.



Healthy Porridge

You need:



brown rice



mushrooms



onions



carrots



salt

5 Stir.




Unit 9

Our Traditional Costumes



Let's talk.

- 1 What are they wearing?
- 2 When do people wear traditional costumes? 



1.4.2(ii)

Teacher's
Notes

Get the pupils to talk about the races in Malaysia and their traditional costumes.





Let's listen and say.

I am wearing a **cheongsam**.
I wear it during Chinese New Year.

I am wearing **baju kurung**.
I wear it during Hari Raya.



This is the traditional **Bidayuh costume**. I wear it during the Gawai Festival.

I am wearing **kurta** and **dhoti**. I wear them during Deepavali.

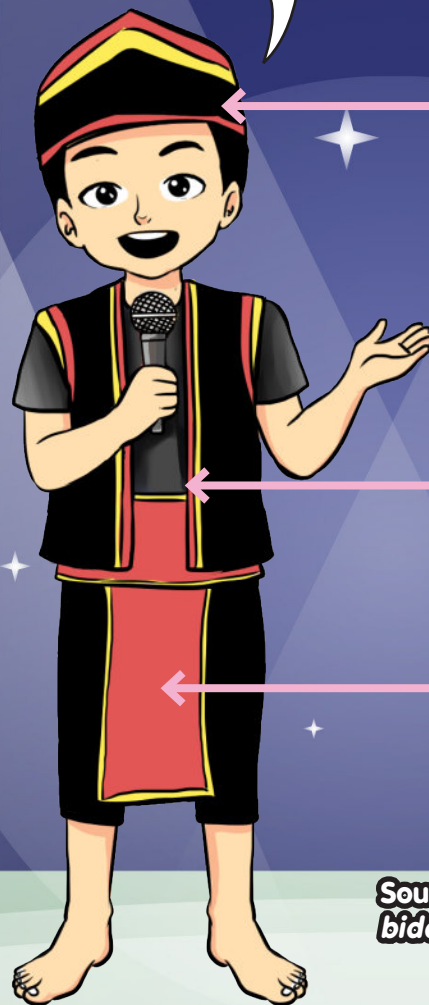


Let's read.

The Traditional Bidayuh Costume

It is Malaysia Day. Mujang wears a traditional Bidayuh costume.

I am wearing a traditional Bidayuh costume.



headgear
(burang sumba)

vest
(bojuh langgi darik)

loincloth
(tawop)

Source: <http://dbna.org.my/heritage/bidayuh-traditional-costume/>

2.1.3

Teacher's
Notes

Guide the pupils to point to and read the labels.



Let's read.



baju kurung

a purple **baju kurung**

I am wearing a purple **baju kurung**.



cheongsam

a red **cheongsam**

I am wearing a red **cheongsam**.



kurta

a white **kurta**

I am wearing a white **kurta**.



vest

a black **vest** with red lines

I am wearing a black **vest** with red lines.



Let's write.

This is Mastili.
He is Mujang's cousin.
He lives in Sabah.
He celebrates Kaamatan Festival.
He wears a traditional Dusun costume.

Source: <https://sites.google.com/site/1132702581v1/traditional-costumes-of-different-races/kadzandusun-1>



Answer the questions.

1 Who is Mujang's cousin?

Mujang's cousin is _____.

2 Where does he live?

He lives in _____.

3 What does Mastili wear during Kaamatan Festival?

He wears _____,
and _____.

2.1.2
1.4.2(i)(ii)

Teacher's
Notes

Get the pupils to read and answer the questions.

53

KPM



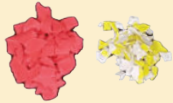
Let's make.



cheongsam

Costume Collage

You need:



pieces of coloured papers



traditional costume template



manila card



scissors



glue



Cut.



Paste.



Paste pieces of coloured papers.



Label.

Unit 10

Spencer the Singing Seahorse



Let's chant.

Flap, flap, flap,
Flap your fins,
Dive, dive, dive,
In the sea.

Dance, dance, dance,
Dance to the song,
Move, move, move,
Move your tails.

Sing, sing, sing,
While you swim,
Twist, twist, twist,
While you chant.

1.2.2(i)

Teacher's
Notes

Chant with the pupils. Use suitable actions while chanting.

55

KPM



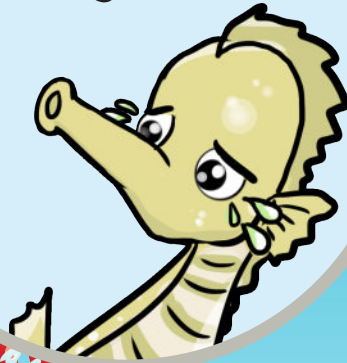
Let's read.

Spencer the Singing Seahorse

Once, there **lived** a seahorse named Spencer.
He **loved** singing. One day, he lost his way.



He cried for help.
Nobody heard him.



Suddenly, a hermit crab, an octopus, and a clownfish **appeared**.

2 I am lost.



1 Why are you crying?



3 Don't cry.



4 We will help you.



They met Mr Stingray and Miss Dolphin.

1 Can you help Spencer?

2 I'm sorry. I don't know the way.

3 I will show you the way.

They **followed** Miss Dolphin. Spencer was happy to be home. He sang and **danced** with his new friends.



2.1.3

Teacher's
Notes

Guide the pupils to read the story. Ask them to name other sea creatures.

57

KPM



Let's read.

Parts of a Seahorse

eye

snout

fin

pouch

tail

Fun Facts!



Only a male seahorse has brood pouch.



A female seahorse deposits the eggs into the male's pouch.



The male carries the eggs until they hatch.

Source: <https://www.nationalgeographic.com/animals/fish/group/seahorses/>





Let's read.



Simple Present

live

love

dance

ask

show

Action that takes place now or every day.

Simple Past



lived

loved

danced

asked

showed

Action that has happened in the past.

Complete the table.

Simple Present

Simple Past

They **ask** Mr Stingray for help.

They _____
Mr Stingray for help.

Miss Dolphin _____
them the way.

Miss Dolphin **showed**
them the way.

2.1.2
3.2.1(i)

Teacher's Notes

Explain the Simple Present Tense and the Simple Past Tense to the pupils. Guide them to complete the table in their exercise books. For enrichment, prepare other word cards in the Present Tense and Past Tense.



Let's make.

Seabed Diorama



1 Add plastic seaweed.



2 Add pebbles.



3 Paste.



4 Add water.



5 Place the lid.



You need:



pebbles



plastic container



plastic seaweed



stickers

Unit 11

Healthy Life, Happy Us



Let's sing.

Mohan, Mohan!
Yes, Teacher

“Mohan, Mohan!”
“Yes, teacher.”
“Eating **apple**?”
“Yes, teacher.”



“Drinking **milk**?”
“Yes, teacher.”

“Is it healthy?”
“Yeah, yeah, yeah!”



(To the tune of *Johnny, Johnny! Yes, Papa*)

1.2.2(ii)
1.4.2(i)

Teacher's
Notes

Sing the song with the pupils and substitute the words in bold with other healthy food and drinks. Ask **Wh-questions** to elicit responses. Example:
Why is it important to eat fruits and vegetables?





Let's listen and say.



I brush my teeth.



I have a bath daily.



I wash my hands.



**HEALTHY HABITS,
HEALTHY LIFE**



I eat healthy food.



I sleep early.



I exercise regularly.





Let's read.



HEALTHY PLATE

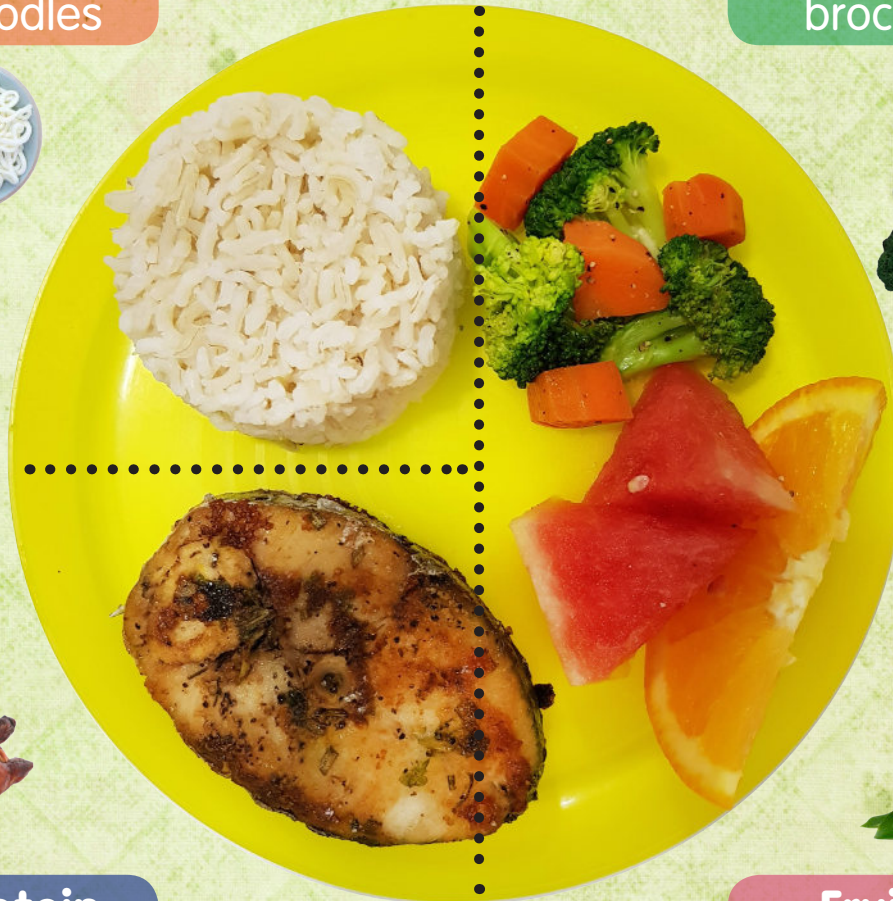
Grains

Example:
rice, bread,
noodles



Protein

Example:
fish, chicken,
egg



Vegetables

Example:
tomato, carrot,
broccoli



Fruits

Example:
watermelon,
orange, apple

Source: <http://nutrition.moh.gov.my/poster/>

2.1.1

Teacher's
Notes

Explain the 'Healthy Plate' to the pupils. Guide them to read the labels. Discuss how to use the 'Healthy Plate' to promote healthy eating.





Let's read.

Mei Ling likes to eat sweets.
She does not like to brush her teeth.



One day, Mei Ling has a
toothache.

Ouch! I have a toothache.



Inside Mei Ling's mouth...



We like dirty teeth.
Hahaha!

Mei Ling tells her mother.



Her mother takes her to the dentist.



2.1.3

Teacher's
Notes

Guide the pupils to read the story. Discuss what the dentist would say in the last picture.





Let's make.

Healthy Plate Poster

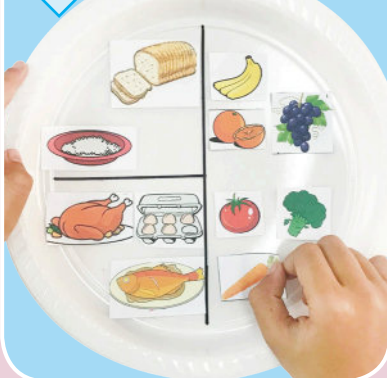
1 Draw lines.



2 Apply glue to the cut-outs.



3 Paste.



4 Apply glue to the plate.



You need:



drawing paper



food cut-outs



scissors



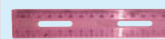
paper plate



coloured pen



glue



ruler



marker pen

5 Paste.



6 Write.



Unit 12

It's Holiday!



Let's sing.

Hooray, Hooray, Holiday!

There's a place I know,
Where we should go,
Hey dee, hey dee ho...



On the train we ride,
We jump and clap,
Hey dee, hey dee ho...



Hooray! hooray!
It's a holi-holiday,
What a time for fun,
For everyone,
Holi-holiday.

(To the tune of Boney M.'s Hooray, Hooray, It's a Holiday)

1.2.2(ii)

Teacher's
Notes

Sing with the pupils using suitable actions.





Let's read.

Interesting Places in Malaysia



Movie Animation
Park Studio (MAPS)
Perak



Turtle Conservation and
Information Centre
Terengganu

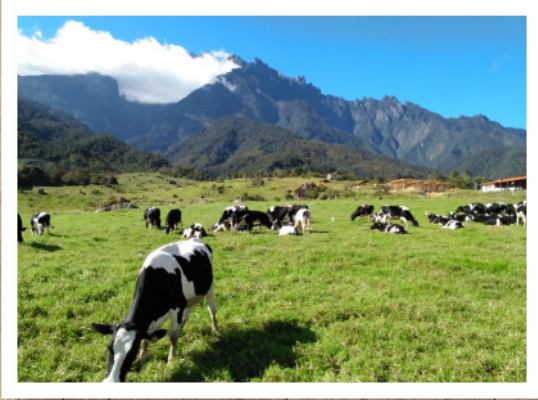


Melaka Wonderland
Melaka

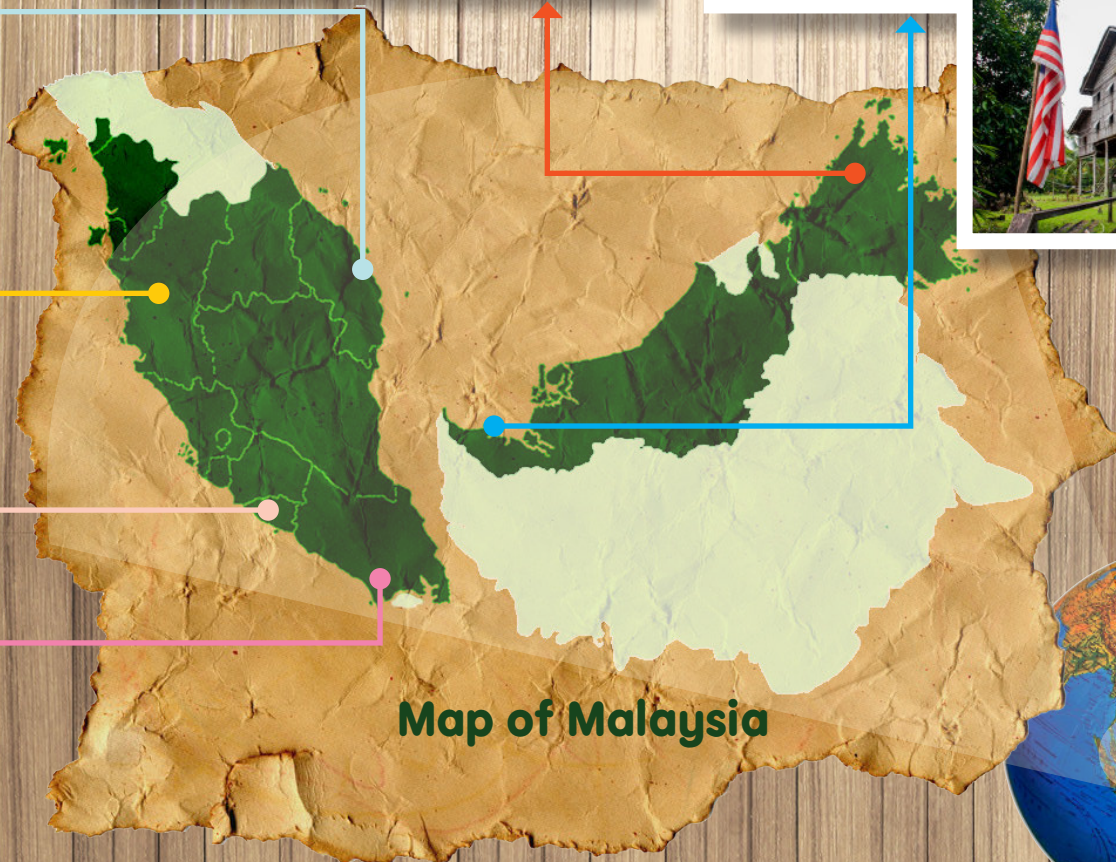
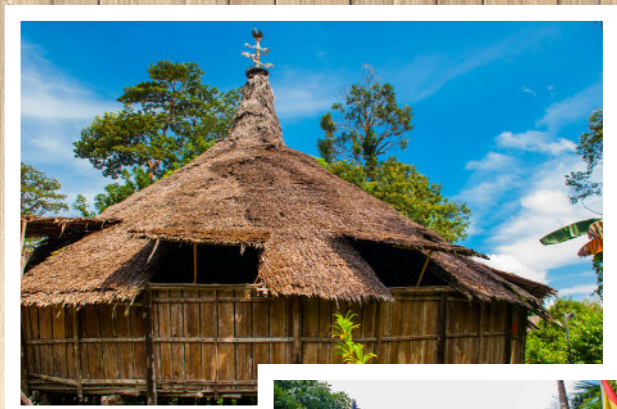
Legoland
Johor



Desa Cattle Dairy Farm Sabah



Cultural Village Sarawak



Map of Malaysia



2.1.1
1.4.2(i)(ii)

Teacher's
Notes

Guide the pupils to read and talk about the places of interest in Malaysia. Ask **Wh-questions** to elicit responses. Example: *Where would you like to visit?*





Let's read.

The pupils are talking about their holiday plans.

Do you have plans for the holiday?

Yes, we are going to **Perak** by train.

My family and I are going to **Sarawak**.

We are going to have fun in **Legoland**, _____ .

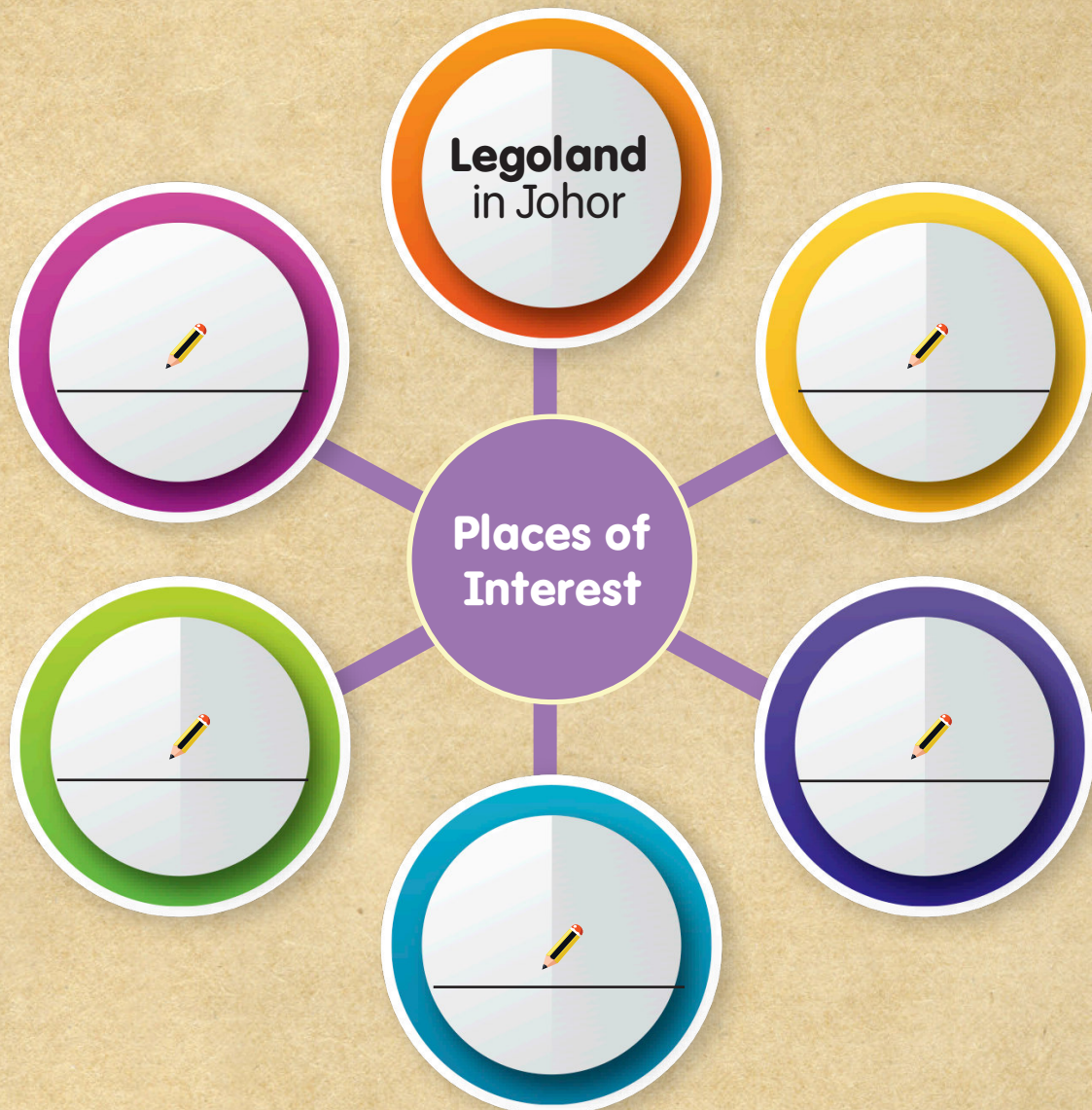




Let's read.

Malaysia has many places of interest. One of them is **Legoland, Johor**. Help Mujang and his friends to complete the bubble map.

Places of Interest Around Malaysia



2.1.3
3.1.1(iv)(v)

Teacher's
Notes

Guide the pupils to read and complete the bubble map in their exercise books. For enrichment, assist them to write other places of interest they know.



Let's read.

Main Bazaar

The Main Bazaar is at Kuching Waterfront. It has many shops. The shops sell Sarawak pepper and traditional costumes. There are also bead necklaces, vases, and wood crafts.

Source: <http://sarawaktourism.com/attractions>





Let's read.



traditional costumes



Sarawak pepper



vases

Products of Sarawak



wood crafts



bead necklaces

2.1.1
1.2.1

Teacher's Notes

Guide the pupils to read the words and phrases.
Discuss the products of Sarawak.



Let's make.



Bead Necklace

You need:



elastic thread



scissors



beads



Cut.



Insert.



Tie.

