



# **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 SCHOOL (REVISED 2017)**

# ENGLISH YEAR 4

## LEARNING DISABILITIES

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# CONTENTS

	Introduction	iv
Unit 1	Fun at the Park	1
Unit 2	Be Helpful	7
Unit 3	My Emotions	13
Unit 4	Favourite Pastimes	19
Unit 5	Places in Town	27
Unit 6	Yummy Fruits	33
Unit 7	Gardening	41
Unit 8	Home Sweet Home	47
Unit 9	The Monsters' House	55
Unit 10	Food Delights	61
Unit 11	Let's Travel	69
Unit 12	Let's Dance	75



# INTRODUCTION

The *English (Learning Disabilities) Year 4* package consists of a textbook and an activity book designed for pupils with varied learning disabilities. It is written based on the Standard Based English Language Curriculum for Primary Schools (KSSR) for Special Education (Learning Disabilities) Revised 2017.

The package is specially designed to equip pupils with a basic foundation of language skills to enable them to communicate effectively in various contexts in accordance to their different learning abilities.

## The Textbook

The textbook is divided into 12 units of diverse and interesting topics. Each unit covers five modules: listening, speaking, reading, writing, and language arts. Every unit provides situations which pupils can relate in order to make language learning fun and meaningful. In addition, suggestions and enrichment of activities are also included in the Teacher's Notes for teachers to enhance the learning content.

The language skills are presented using the following icons:



### Listening

This component aims to develop pupils' abilities to listen to different stimuli.



### Speaking

The speaking component aims to develop pupils' abilities to speak in various contexts.



### Reading

The reading activities develop pupils to read at word, phrase, and sentence levels. Various linear and non-linear texts are included to enrich pupils' reading experiences.



## Writing

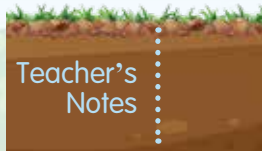
The writing activities enable pupils to write at word, phrase, and sentence levels. The activities allow them to write properly through a variety medium and text types.



## Language Arts



This component provides opportunities for pupils to learn English through songs and rhymes. Additionally, there are activities that pupils need to plan, prepare, and produce creative pieces of art.



Teacher's Notes



Learning Standard



HOTS



QR code

## The Activity Book

The activity book also consists of 12 units. It is designed to support and strengthen the language skills taught in the textbook. It provides opportunities for pupils to reinforce their learning progress. There are corresponding pages in the activity book for some units in the textbook. Hence, the activity book should be used together with the textbook to achieve the learning objectives.

## Conclusion

The activities and materials in this book are selected to suit the language skills of Year 4 pupils with learning disabilities. It is hoped that this book is fully utilised to help pupils to learn English in creative and meaningful ways. Teachers are encouraged to expand on the learning content of this book to suit the levels of their pupils.

# CHARACTERS

Miss Lim

Kevin

Asha

Tawi

Nani



Let's listen and say.



slide



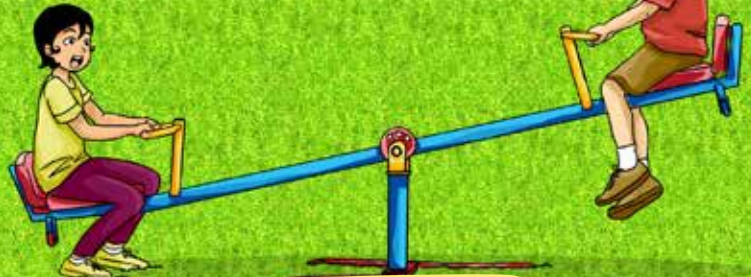
spring rider



swing



merry-go-round



seesaw

1 What can you see in the picture?

2 What do you like to play?







Let's talk.

## Friends at the Park

1 Hello, my name is Asha. What's your name?

2 Hi, Asha. My name is Nani.

3 Meet my friend, Tawi.

4 Nice to meet you, Tawi. I'm Nani.

5 Nice to meet you too, Nani. Let's play together.

6 Sure, **good idea!**





Let's read.

### Activities at the Park

Nani and her friends are at the park.  
**They** do many activities there.

1

Kevin likes to cycle.  
**He** cycles every Sunday.

2

Nani likes to jog.  
**She** jogs every day.

3

Asha likes to skate.  
**She** skates after school.

4

Tawi likes to play on the slide.  
**He** plays with his brother.

3.1.1  
3.1.2

Teacher's  
Notes

Guide the pupils to read. Get them to talk about other activities at the park.





Let's read.

## Playground Equipment

1

a swing  
This is a swing.  
It **swings back and forth**.

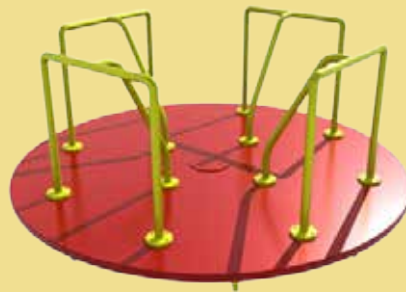


2

a seesaw  
This is a seesaw.  
It **goes up and down**.

3

a merry-go-round  
This is a merry-go-round.  
It **goes round and round**.



4

a spring rider  
This is a spring rider.  
It **rocks back and forth**.





Let's read.

## Playground Rules

1 Play under supervision.

2 Avoid broken equipment.

3 Wear proper attire.

4 Take turns.

3.1.3

Teacher's  
Notes

Guide the pupils to read. Talk about other playground rules.

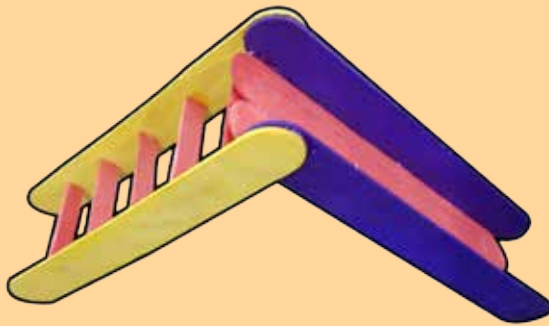
5

KPM



Let's make.

## My Wooden Slide



You need:



ice cream sticks



scissors



strong glue

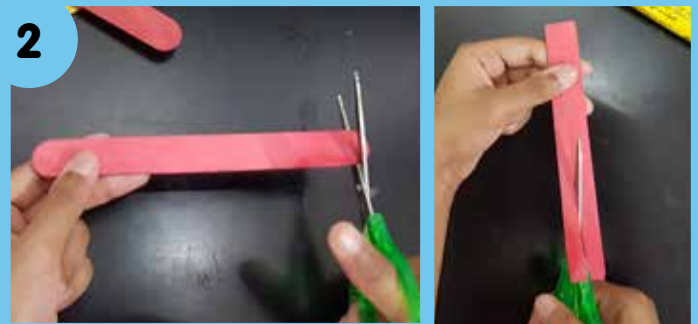
Steps:

1



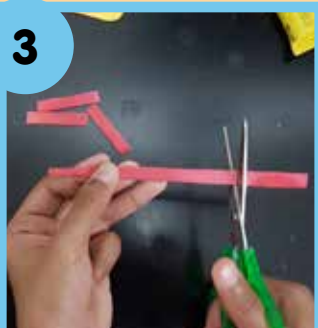
Apply glue to make the slide.

2



Cut the edges. Then, cut in half.

3



Cut into equal pieces.

4



Apply glue to make the steps.

5



Stick together.

# Unit 2

# Be Helpful



Let's listen.



fold the clothes



sweep the floor



prepare the food



do the laundry

1.2.1(i)  
1.2.4

Teacher's Notes

Say the phrases. Get the pupils to listen and repeat.  
Ask **Wh-questions** to elicit their responses.  
For example: *How can you help your family members?*



## Let's talk.

1 in the kitchen

Please wash the dishes.



Yes, mother.

2 at the porch

Please help me wash the car.



Sure, father.

3 at the backyard

Shall we water the plants together?



Sure.





Let's read.

Nani



My mother cooks for me.

Kevin



My father drives me to school.

Family Roles

Tawi



I help my brother with his homework.

Asha



I help my sister to hang up the clothes.

3.2.1

Teacher's Notes

Guide the pupils to read. Talk about their roles in their families.





Let's read.

## Appreciate Our Family

1 Show your love.



2 Always help them.

3 Give them presents.





Let's read.

## Kevin's Family

This is my family.  
My mother is preparing the food.  
My brother is sweeping the floor.  
My father is washing the dishes.  
I am wiping the plates.  
I like helping my family.

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

- 1 This is Tawi's family.
- 2 Kevin's mother is preparing the food.
- 3 Kevin's father is sweeping the floor.
- 4 Kevin likes helping his family.

True

False

True

False

True

False

True

False

3.1.1  
3.1.2

Teacher's  
Notes

Guide the pupils to read and choose the correct answers.



Let's make.

## My Heart



You need:



a piece of paper



scissors



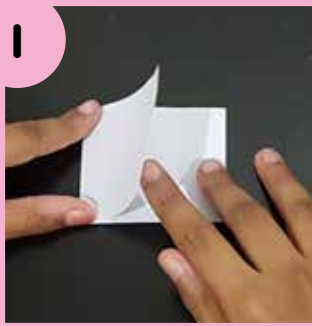
heart-shaped template



glue

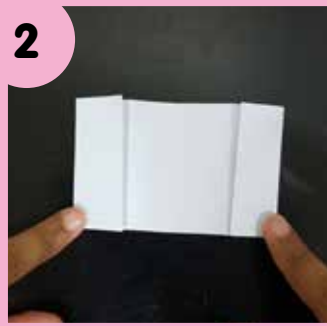
Steps:

1



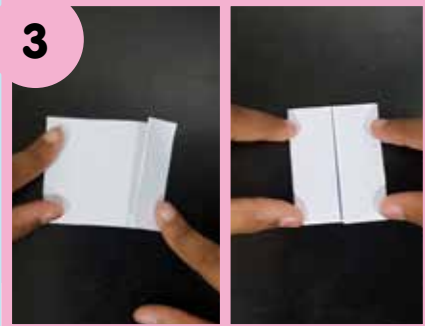
Fold in half.

2



Open and fold the edges.

3



Turn it over.  
Fold the edges.

4



Cut in half.

5



Paste.

6



Write.

# Unit 3

# My Emotions



Let's listen.



1.2.4

Teacher's Notes

Ask **Wh-questions** to elicit responses from the pupils. For example: *How do they feel? Why?*





Let's talk.

## scared



## proud





Let's read.

## How are You Feeling Today?

1

happy



Tawi is happy.

2

sad



Asha is sad.

3

angry



Kevin is angry.

4

scared



Nani is scared.

3.1.3

Teacher's  
Notes

Get the pupils to read the labels. Discuss the facial expressions of the characters. For enrichment, get them to talk about other types of emotions.



Let's read.

0



lengthens  
our lives

2



reduces  
pain



# Benefits of Being Happy

3



protects  
our hearts

4



reduces  
stress

(Source: <https://www.healthline.com/nutrition/happiness-and-health#section6>)



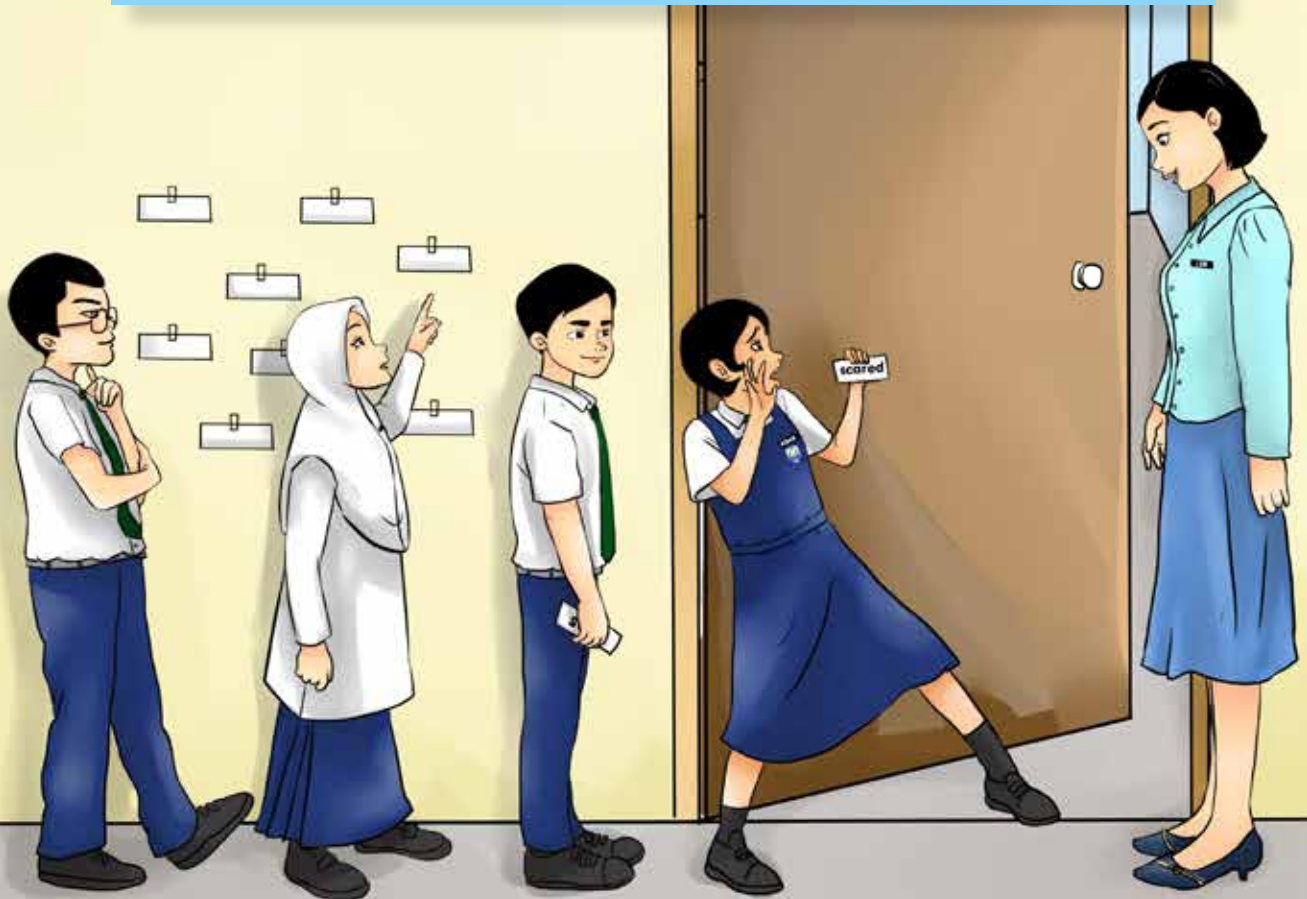


Let's read and play.

## Emotion Password

### How to play:

- 1 Choose a word card and read it.
- 2 Show the expression written on the card.
- 3 Enter the classroom if the expression is correct.
- 4 Retry if the expression is incorrect.



3.1.1

Teacher's  
Notes

Prepare emotion word cards (happy, angry, sad, and scared).  
Paste the cards outside the classroom. Assist the pupils to  
read the rules and play the game.





Let's make.

## My Emotions



You need:



Steps:



1 Paint two plates as shown.



2 Leave them to dry.



3 Draw a happy face.



4 Draw a sad face.



5 Stick the plates together.

Unit  
4

# Favourite Pastimes



Let's listen.



horse riding



swimming



bowling



gardening



cycling

1.2.4

Teacher's  
Notes

Describe the hobbies. Explain that the word “pastimes” refers to hobbies. For enrichment, ask **Wh-questions** to elicit their responses. For example: *What is your hobby?*



## Let's talk.

1 What is your hobby, Kevin?

2 My hobby is swimming.

3 What do you need for your hobby?

4 I need **a swimming cap**.  
I need **a pair of goggles**.  
I also need...





Let's read.

Improves focus.



Improves body balance.



# Benefits of Horse Riding



Promotes fun learning.



Promotes care for animals.

(Source: [http://windreachfarm.org/programs\\_services/equine-services/benefits-of-therapeutic-riding-horseback-riding/](http://windreachfarm.org/programs_services/equine-services/benefits-of-therapeutic-riding-horseback-riding/))

3.1.1

Teacher's Notes

Guide the pupils to read. Discuss the benefits of horse riding.



Let's read.

Sekolah Kebangsaan Aman Jaya is organising a bowling tournament.



# BOWLING TOURNAMENT

SEKOLAH KEBANGSAAN AMAN JAYA

**Date:** 25th April 20\_\_

**Time:** 2:00 p.m. to 5:00 p.m.

**Venue:** Bowling Centre, Bagus Times Square

**Fee:** RM20.00

This tournament is opened to all pupils.

Please contact Miss Lim for more information.

013-12345678

## PRIZES!



RM200 & trophy



RM150 & hamper



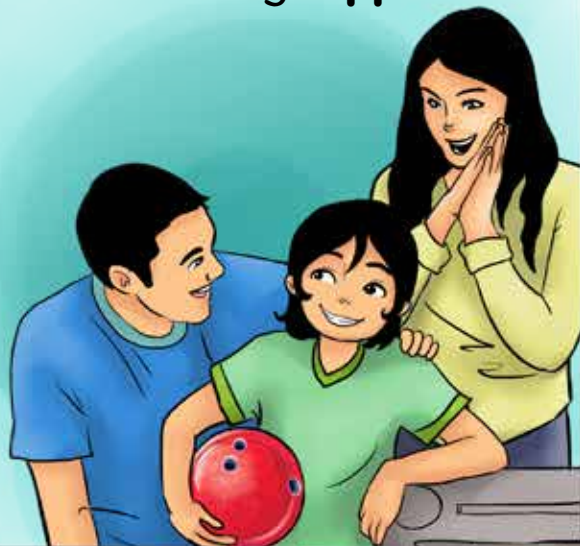
RM100 & hamper



Let's read.

## Asha's Hobby

1 Asha's hobby is bowling. Her family **supports** her.



2



She **practises** every weekend.

3 Asha **joins** a bowling tournament.



4



She **wins** the tournament.

3.2.1

Teacher's  
Notes

Narrate the story. Focus on the words in bold. Talk about how hard work and moral support can turn hobbies into success.

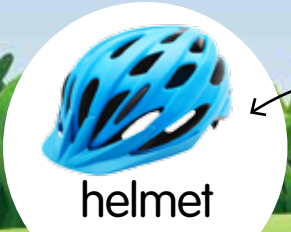




Let's read.

### Safety First

Nani's hobby is cycling.  
She cycles at the park.  
She wears **a bright coloured T-shirt** and **a helmet**.  
She also wears **a pair of gloves** and **proper shoes**.



helmet



gloves

**1** to protect her head

**2** to protect her hands



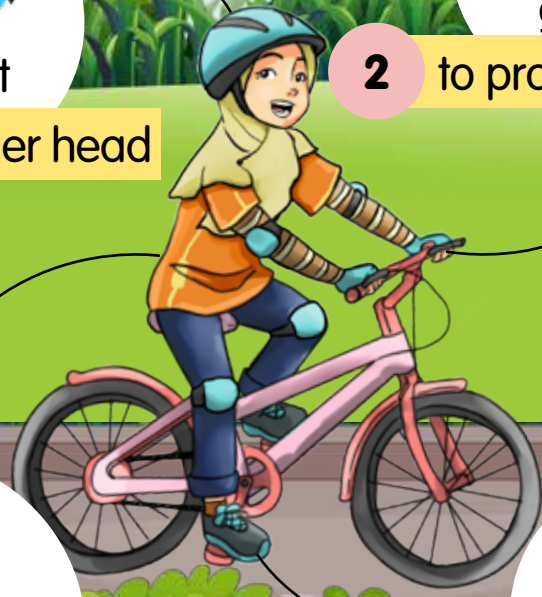
bright coloured T-shirt



proper shoes






**3** to protect her feet

**4** to be seen easily





Let's write.

Hobby					
Name	 gardening	 cycling	 horse riding	 bowling	 swimming
Asha	X	X	X	✓	X
Kevin	X	X	X	X	✓
Nani	X	✓	X	✓	X
Tawi	✓	X	✓	X	X

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

1 Asha's hobby is bowling.

  
\_\_\_\_\_.

2 Kevin's hobby is gardening.

  
\_\_\_\_\_.

3 Nani's hobbies are cycling and bowling.

  
\_\_\_\_\_.

4 Tawi's hobbies are horse riding and swimming.

  
\_\_\_\_\_.

4.1.1

Teacher's  
Notes

Explain the information presented in the table to the pupils.  
Guide them to write the answers in their exercise books.







## Let's sing.

Ride, ride, ride a horse,  
Ride again another day,  
Little Tawi wants to ride,  
Ride, ride, ride a horse.



Swim, swim, in a pool,  
Swim again another day,  
Little Kevin wants to swim,  
Swim, swim in a pool.



Sing, sing, sing a song,  
Sing again another day,  
Little Asha wants to sing,  
Sing, sing, sing a song.

(To the tune of *Rain, Rain, Go Away*)



## Unit 5

# Places in Town



Let's listen.

Kevin and his mother are in the car.  
They want to go to the hospital.



How do we go to the **hospital**, mother?

We **go straight on**.  
We will see the **hospital**.



1.2.4  
2.1.3(ii)

Teacher's  
Notes

- Guide the pupils to read and role-play the dialogues.
- Replace the words in bold with different places in town and different directions.
- For example: *post office – turn left, supermarket – turn right.*

27

KPM



Let's discuss.

## Places in My Town



**1** **post office**  
to send parcels



**2** **hospital**  
to get treatment



**3** **library**  
to read books



**4** **supermarket**  
to buy groceries





**5 swimming pool**

▶ to swim



**6 restaurant**

▶ to have meals



**7 school**

▶ to study



**8 police station**

▶ to lodge reports



2.1.5

Teacher's Notes

Say the words and phrases. Get the pupils to repeat while pointing to the labels. Talk about the activities that they can do at the places.



Let's talk.

# At the Pool

see

smell

taste

hear

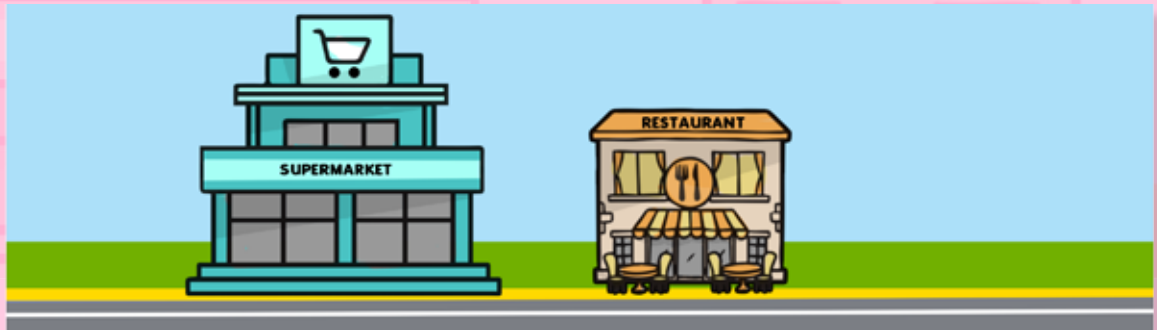
feel





Let's read.

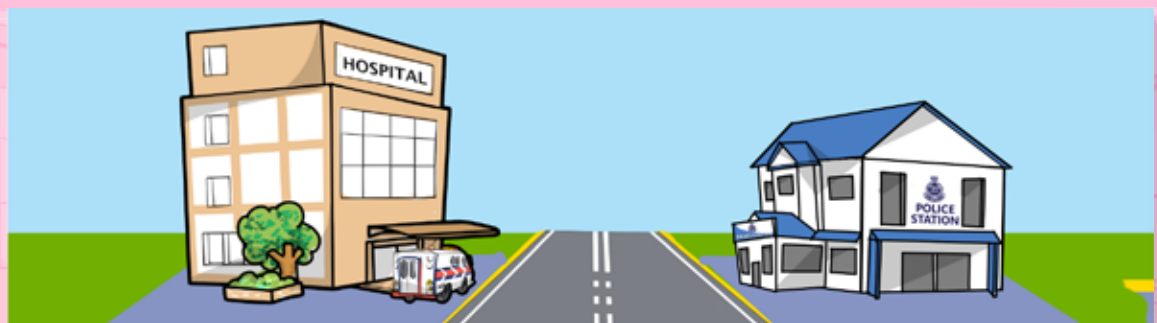
## Locations



1 The supermarket is **next to** the restaurant.



2 The library is **between** the school and post office.



3 The police station is **opposite** the hospital.

3.1.1

Teacher's Notes Guide the pupils to read the sentences.  
Explain the use of prepositions.



Let's sing.

## Where are We Going?



Where are we going?  
Where are we going?  
We are going,  
To the **cinema**.



Where are we going?  
Where are we going?  
We are going,  
To the **swimming pool**.



So many places to go,  
So many places,  
Outside our homes.

Where are you going today?  
What will you do?  
And what will you say?

(To the tune of *Where are You Going?*)





Let's listen and say.



soursop - green



banana - yellow



kiwi fruit - brown



strawberry - red



mangosteen - purple





Let's talk.

1 Look, Asha. They sell fruit products.

2 We have **banana milk**.  
It's delicious.

3 Let's have a bottle.

4 They also sell **strawberry jam**.  
Let's buy one too.



Let's read.

## Products of Fruits



banana



pineapple



strawberry



fritter



smoothie



juice



cake



jam



pickle

3.1.3  
2.1.5

Teacher's  
Notes

Get the pupils to read while pointing to the labels.  
Discuss with them about other products of fruits.

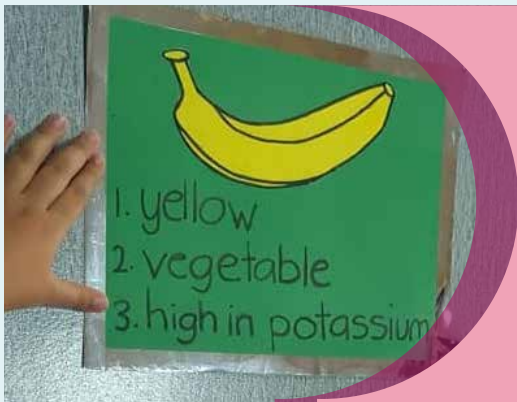
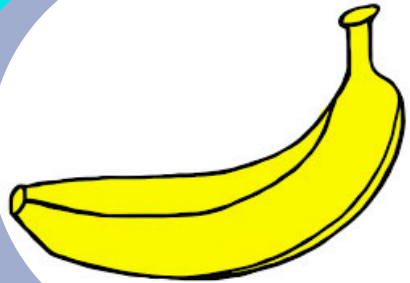


## Let's read and play.

### Let's Find It!

#### How to play:

- 1 Choose one fruit template.
- 2 Paste it on a coloured paper.



- 3 Write two true statements.
- 4 Write one false statement.

- 5 Show them to your friend.
- 6 Get your friend to find the false statement.





Let's read.



This is a kiwi fruit.  
It is brown.  
It is high in vitamin C.  
It can be made into dried snacks.








This is a banana.  
It is yellow.  
It is high in potassium.  
It can be made into crisps.



(Source: <http://pmr.penerangan.gov.my/index.php/mengenai-pmr/7830-khasiat-buah-buahan.html>)

### Fill in the blanks.

Fruit	Colour	Benefit	Product
kiwi fruit	 _____	High in vitamin C	 _____
 _____	yellow	 _____	 _____

3.1.1  
3.1.2  
4.1.3

Teacher's  
Notes

Guide the pupils to read and complete the table in their exercise books.



Let's read.



## Fruit Smoothie

Tawi likes to eat dragon fruits and strawberries. He wants to make a fruit smoothie.



### Ingredients:



dragon fruit



strawberries



milk



yogurt



ice cubes

### Steps:



**Firstly**, put all the ingredients into a blender.



**Then**, blend until it is smooth.



**Lastly**, serve in a glass.

Prepare the ingredients for the pupils. Teachers may use different fruits. Guide the pupils to read the steps and make the fruit smoothie. For enrichment, add other ingredients such as ice cream or honey to enhance the taste.





Let's write.

1

this is a



it is red

nani likes to eat strawberries



2

this is a



it is yellow

kevin likes to eat bananas



3

this is a



it is green

asha likes to drink soursop juice



4.2.1

Teacher's  
Notes

Assist the pupils to copy the sentences in their exercise books. Get them to replace the pictures with words. Remind them to use correct punctuation.



Let's make.

# My 3D Fruit



You need:



fruit templates



coloured pencils



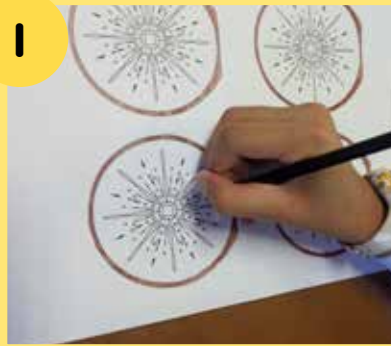
scissors



glue

Steps:

1



Colour.

2



Cut.

3



Fold in half.

4



Apply glue.

5



Paste the fruit templates together.



Unit  
7

# Gardening



Let's listen.

## My School Garden

watering can

rake

hoe

trowel

1.2.4

Teacher's  
Notes

Talk about the picture. Ask **Wh-questions** to elicit the pupils' responses. For example: *Where can you find the tools?*



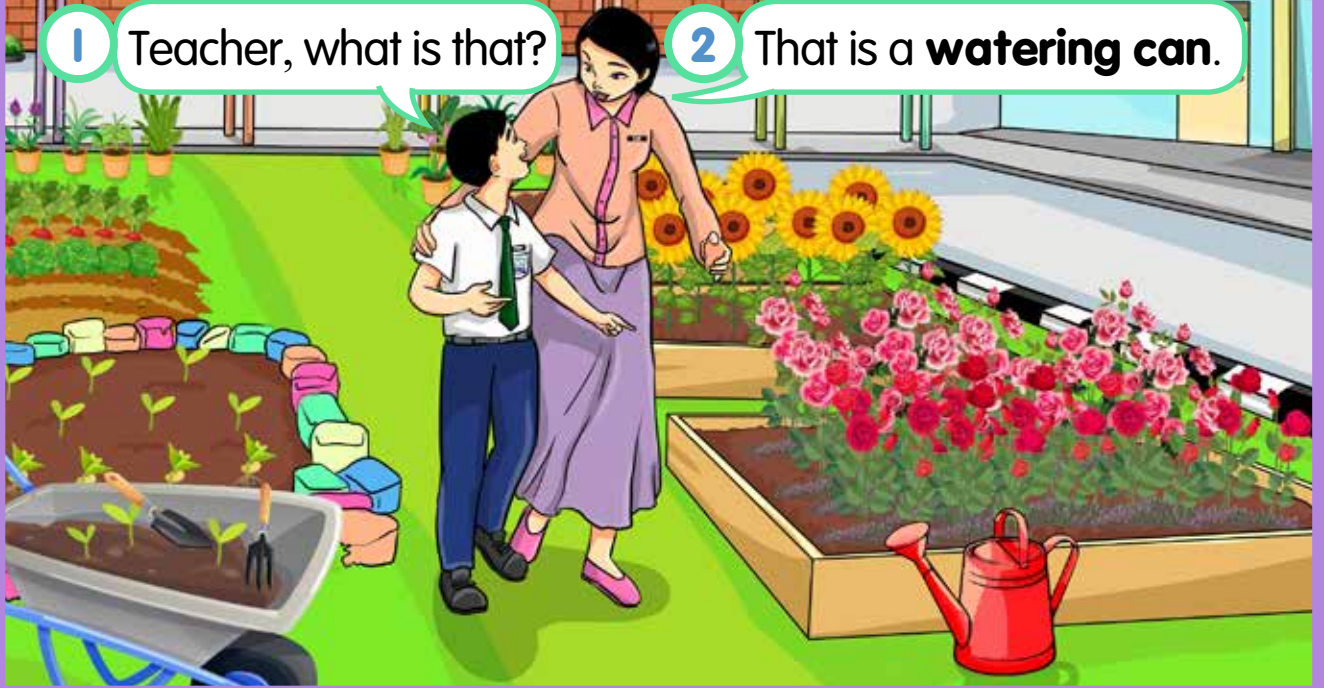


## Let's talk.

It is Friday afternoon.  
Miss Lim and Tawi are at the School Garden.

1 Teacher, what is that?

2 That is a **watering can**.



3 What is it for?

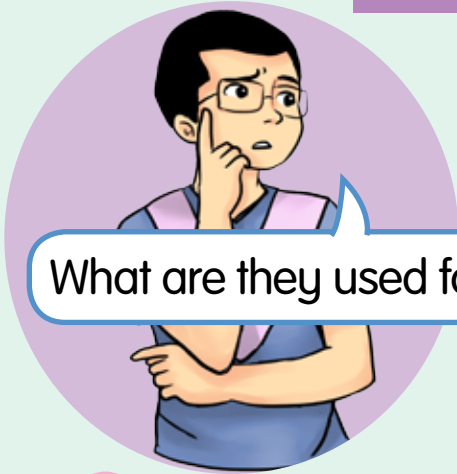
4 We use it **to water plants**.





Let's read.

## Gardening Tools



What are they used for?

1

handle



This is a **hoe**.  
We use it **to remove** weeds.

2



wheel

This is a **wheelbarrow**.  
We use it **to move** things.

3

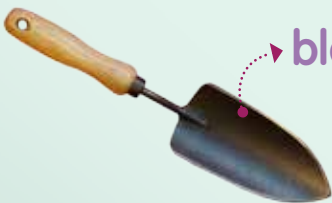
engine



This is a **lawn mower**.  
We use it **to cut** grass.

4

blade



This is a **trowel**.  
We use it **to dig** holes.

5

tines



This is a **rake**.  
We use it **to gather** fallen leaves.

3.1.1  
3.1.2

Teacher's Notes Guide the pupils to read the sentences. Talk about other gardening tools.



Let's read.

## Gardening Tools



shovel



boots



hose



hand fork



gloves

## Vegetables



aubergine



cauliflower



spinach



chilli



okra



Let's read.



## Spinach

This is spinach. It is green.  
It is a leafy vegetable.

Spinach is rich in vitamin A.  
It improves our eyesight.  
It is also good for our skin.  
Spinach can be cooked or  
eaten raw.

(Source: <https://www.healthline.com/nutrition/vitamin-a-benefits#section4>)



- 1 What vegetable is this?
- 2 What is its colour?
- 3 What are the benefits of eating it?

3.1.1  
3.1.2

Teacher's  
Notes

Get the pupils to read the passage and answer the questions.



Let's sing.

## Where's the Garden Hoe?

Where's the garden hoe?  
Where's the garden hoe?  
Little baby bro,  
Little baby bro.

Where's the garden hoe?  
Where's the garden hoe?  
Don't play and play.

There's the garden hoe,  
There's the garden hoe,  
Little baby bro,  
Little baby bro.

Place the garden hoe,  
Place the garden hoe,  
Far, far away,  
Far, far away.

(To the tune of *Middle of the Road's Chirpy, Chirpy, Cheep, Cheep*)



Unit  
8

# Home Sweet Home



Let's listen.

lives in a **burrow**

lives in a **tree den**

lives in a **hive**

lives in a **cave**

lives in a **nest**

1.2.4  
2.1.5

Teacher's  
Notes

Introduce animal homes to the pupils. Ask **Wh-questions** to elicit their responses. For example: *What can you see? Where do other animals live? Why do animals need homes?*





## Let's talk.

Kevin finds a nestling on the ground.  
He wants to keep it.

1 Father, can I keep this bird?

2 No, you can't.  
I think it fell from its nest.

3 What should we do now?

4 Let's put it back.





Let's read.

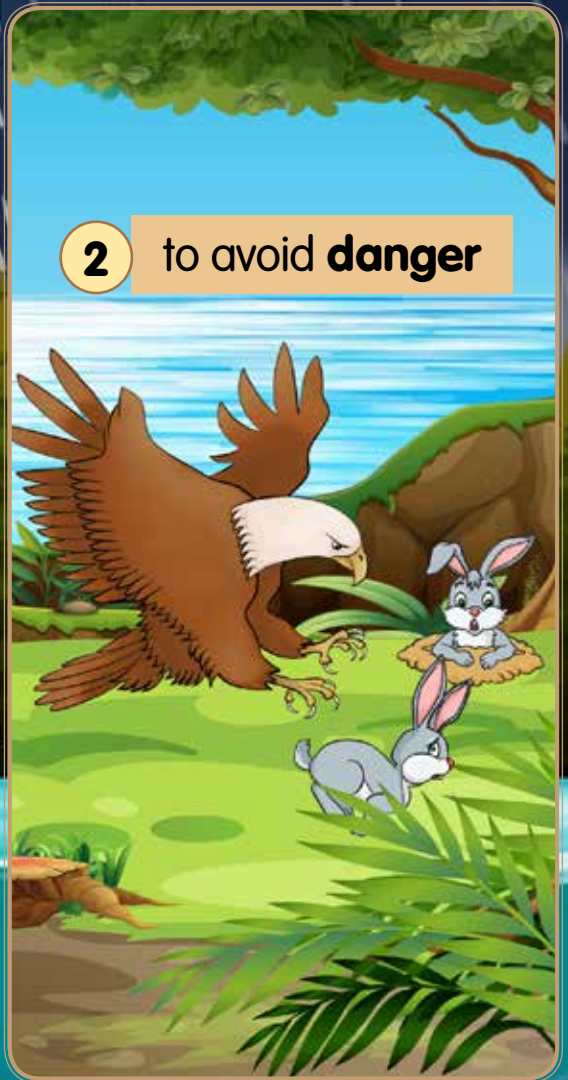
## Animal Homes

All animals need homes to live in.  
The homes provide them **shelter**.

1 to protect them from extreme **weather**



2 to avoid **danger**



3 to care for their **young**



3.1.3

Teacher's  
Notes

Guide the pupils to read. Discuss other importance of animal homes.





Let's read.

## Sally the Lucky Squirrel

Sally lived in a tree den.  
She felt **safe**.



One day, she found  
some nuts.



Suddenly, she dropped a nut.  
It hit a sleeping leopard, Mr Hunt.



Mr Hunt was **angry**. He chased Sally.



Sally ran **quickly** into her tree den. It was her **lucky** day.



What can you learn from the story?



3.2.1

Teacher's  
Notes

Guide the pupils to read and role-play. Explain the meaning of the words in bold.



Let's write.

1 Where did Sally live?

Sally lived in a \_\_\_\_\_ .




2 What hit Mr Hunt?

A \_\_\_\_\_  hit Mr Hunt.



3 How did Sally save herself?

She ran \_\_\_\_\_ .



4 Describe Sally. 

Sally is \_\_\_\_\_ .



5 What would you do if you were Mr Hunt? 

I would \_\_\_\_\_ .





## Let's write.

### Example:

This is a **nest**.

**Birds** make it.

They use dry leaves and twigs.



1 This is a \_\_\_\_\_.  
\_\_\_\_\_ make it.  
They use beeswax from their bodies.

2 This is a \_\_\_\_\_.  
\_\_\_\_\_ make it.  
They dig a hole in the ground.



3 This is a \_\_\_\_\_.  
\_\_\_\_\_ live here.  
They sleep upside down.



4.1.1

Teacher's  
Notes

Guide the pupils to copy and complete the sentences  
in their exercise books. Refer to page 47 for the answers.



Let's recite.



## Dancing Bees



Honey bees, around the hives,  
Honey bees, dancing in fives,  
Honey bees, as busy as they can be,  
Honey bees, at the honey tree.



Honey bees, working every hour,  
Honey bees, at every flower,  
Honey bees, buzzing all day long,  
Honey bees, singing their song.



Unit  
9

# The Monsters' House



Let's listen and say.



1.2.4  
5.2.1

Teacher's  
Notes

Talk about the book cover. Discuss the elements presented on a book cover. Ask **Wh-questions** to elicit the pupils' responses. For example: *What is the title? Who is the author? What do you think the story is about?*





Let's read.

Atan was a playful boy.  
He liked to play in the jungle.



Atan



One day, Atan found a wooden house.

He saw three chairs.



living room

That chair is **big**.  
That chair is **small**.  
This chair is just right.



He saw three bowls of soup.

kitchen



That soup is **hot**.  
That soup is **cold**.  
This soup is just right.

Then, he saw three beds.

bedroom

That bed is **hard**.  
That bed is **soft**.  
This bed is just right.



The monsters returned home. They...

Papa Monster

Mama Monster

Baby Monster

(Adapted from *Goldilocks and the Three Bears*)

3.2.1  
1.2.3

Teacher's  
Notes

Read the story with the pupils. Discuss the possible ending.





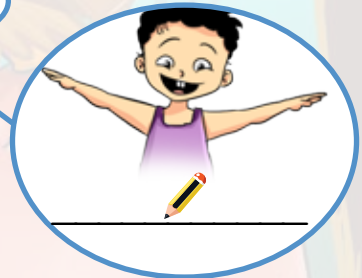


Let's answer.

1 Name the characters in the story.



Characters



2 Atan was a 

good
playful

 boy.

3 Atan liked to play in the 

jungle
classroom

 .

4 List the rooms of the house.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_





Let's write.

### Adjective

A word that describes a person or a thing.



small



big



cold



hot



young



old



soft



hard


### Fill in the blanks.

1 This chair is \_\_\_\_\_ 



2 That chair is \_\_\_\_\_ 



3 This soup is \_\_\_\_\_ 



4 That soup is \_\_\_\_\_ 



4.1.3

Teacher's Notes

Explain adjectives to the pupils. Guide them to fill in the blanks in their exercise books. For enrichment, prepare word cards of different adjectives and related pictures.



Let's make.

# Monster Bookmark



You need:



coloured pencils



bookmark templates



glue



scissors

Steps:

1



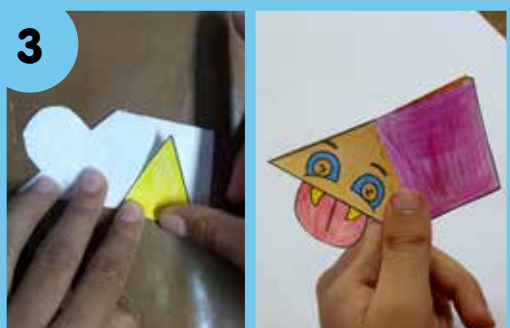
Colour.

2



Cut.

3



Fold.

4



Apply glue.

5



Fold again.





Let's listen and say.

## FOOD IN MALAYSIA



**Sarawak laksa**  
RM7.00

**fried kuetiau**  
RM5.00



**chapatti**  
RM2.00



**nasi lemak**  
RM2.00



- 1 Which food would you buy?
- 2 How much is it?
- 3 What is your favourite food?



Let's talk.

1 Do you have nasi lemak?

2 Yes, we do.

3 I would like **a plate of nasi lemak.**

4 Kevin, what would you like to have?

6 Sure.

5 Can I have **a bowl of Sarawak laksa?**



Let's read.

## Local Snacks

1



### muruku

It can be **spicy**.

It is a traditional Indian snack.

2



### kuih kapit

It is **sweet**.

It is a popular snack during Chinese New Year.

3



### amplang

It is **crunchy**.

It is a common snack in Sabah.

4



### keropok lekor

It is made of fish.

It is a traditional Malay snack.

3.1.1  
3.1.2

Teacher's  
Notes

Guide the pupils to read. Discuss the words in bold.





## Let's read and play.

1

**START**

2

Name this food.



3



Is this a chapatti?

Yes

No

4

**Go forward three spaces**

12



Muruku is sour.

True

False

13

**WELL DONE**

5

My favourite food is...



11

**Go back two spaces**

1. Prepare a dice and tokens.
2. Decide the players' turn.
3. Roll the dice.
4. Move the token.
5. Answer correctly to proceed.
6. Lose a turn for any wrong answer.

6

**Lose a turn**

10



Kuih kapit is sweet.

True

False

9

What food is this?



8



Amplang is crunchy

Yes

No

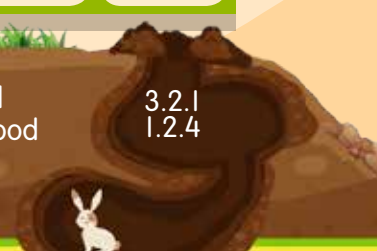
7



This is fried kueitau

Yes

No





Let's read.



## Sarawak Laksa

Sarawak laksa is a popular dish in Sarawak. The broth is very rich. **It** contains ground spices. Sarawak laksa is served with prawns, chicken, and shredded omelette. It is also eaten with sambal and lime.

(Source: <https://www.thestar.com.my/news/nation/2016/09/16/sarawak-laksa/>)

### Complete the sentences.

- 1 Sarawak laksa is a popular dish in \_\_\_\_\_.
- 2 The word “**It**” refers to \_\_\_\_\_.
- 3 Sarawak laksa is served with \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- 4 It is also eaten with \_\_\_\_\_ and \_\_\_\_\_.

3.2.1  
4.1.3

Teacher's  
Notes

Guide the pupils to read the passage and answer the questions in their exercise books.





Let's read.

## Say No to Food Waste

Nani and her father went to a Ramadan Bazaar. She bought too much food.



I want satay.  
I want curry puffs too.

It was time to eat.  
Nani was not able to finish the food.



We must not waste food.

I'm sorry, father.



Let's read.

# How to Reduce Food Waste?

Plan your meal.

Cook the right amount.



Shop smart.

Store food properly.

Share food.



We waste a lot of food daily.

How can we prevent it?



(Source: <https://smarter.am/smarter-choices-technology-can-help-reduce-food-waste/>)

3.1.3

Teacher's Notes

Get the pupils to read and discuss the infographic. Talk about other ways to reduce food waste.



Let's make.

## Yummy Lempeng



### Ingredients:



a pinch of salt



a bowl of flour



a bowl of water



a tablespoon of cooking oil

### Steps:



Mix the flour, water, and salt in a bowl.



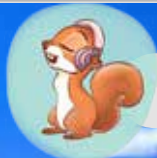
Heat the oil.



Pour a scoop onto the pan.



Cook until it turns brown.



Let's listen.

## Beaches and Seas



kayaking



snorkelling



underwater  
photography

## Hills and Mountains



hiking



camping



sightseeing

1.2.4  
2.1.5

Teacher's  
Notes

Say the places and the activities. Get the pupils to repeat.  
Ask **Wh-questions** to elicit their responses. For example:  
Which place would you like to go to? What activities can  
you do there?

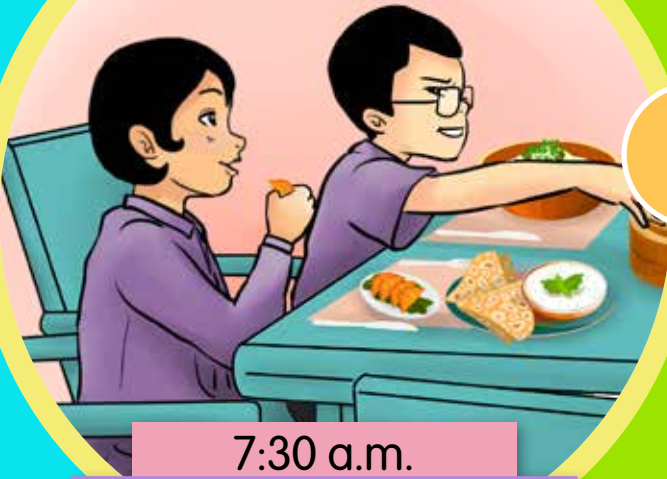


Let's read.

## A TRIP TO KUNDASANG

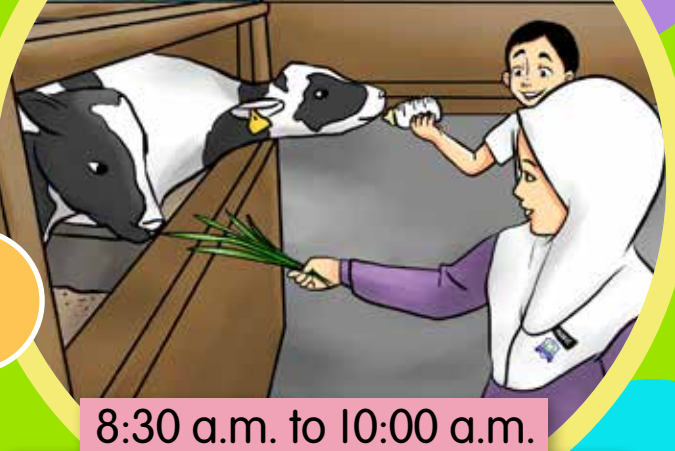
Last Sunday, the pupils of SK Aman Jaya went to Kundasang. They visited many interesting places.

START



7:30 a.m.

breakfast at the hotel



8:30 a.m. to 10:00 a.m.

visit Desa Dairy Farm





3

1:00 p.m. to 2:00 p.m.

lunch at a restaurant

4



2:30 p.m. to 4:30 p.m.

visit Kinabalu Park

5



5:00 p.m. to 6:30 p.m.

shopping at Pekan Nabalu

END

3.1.3

Teacher's  
Notes

Assist the pupils to read the holiday plan. Discuss the activities. For enrichment, guide them to make their own holiday plans.



Let's read.

## Highlands and Islands

Highlands are usually cool and rocky.



I can go hiking.



You can go sightseeing.



We can go camping.

Islands are usually warm and sandy.



I can build sandcastles.



You can go snorkelling.



We can have a picnic.



Let's read.

## Mabul Island

Tawi and his family went to Mabul Island. It is in Sabah. They went snorkelling and did underwater photography.



They found turtles and moray eels. They also bought many souvenirs there. They enjoyed visiting Mabul Island.

(Source: <http://sabah.attractionsinmalaysia.com/Mabul-Island.php>)

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

- 1 Tawi and his family went to Mabul Island.
- 2 It is in Sarawak.
- 3 They found seahorses and moray eels.
- 4 They also bought many souvenirs there.

True

False

True

False

True

False

True

False

3.1.1  
3.1.2

Teacher's  
Notes

Guide the pupils to read and answer the questions. Discuss the activities that they can do at Mabul Island. Teachers are also encouraged to introduce other marine animals at Mabul Island.







Let's discuss.



## Holiday Packages



### Package A:

3 days, 2 nights

**Mabul Island**

### Includes:

- ✓ hotel
- ✓ food
- ✓ boat service



### Activities:

- ✓ scuba diving
- ✓ snorkelling

RM700.00 per person



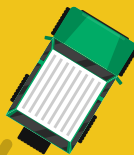
### Package B:

4 days, 3 nights

**Kundasang**

### Includes:

- ✓ homestay
- ✓ transport
- ✓ tour guide



### Activities:

- ✓ Desa Dairy Farm and Kinabalu Park tour
- ✓ Sightseeing

RM600.00 per person





Let's talk.



lion dance



ngajat



sewang



bharatanatyam



joget

- 1 What can you see in the pictures?
- 2 Name other traditional dances.





Let's talk.



1

Mother, what is that dance?

2

That's the ngajat.  
He's holding **a traditional shield** while dancing.

3

Wow! That's interesting.





Let's read.

## Traditional Dances



### joget

- a traditional Malay dance
- usually performed in pairs

### lion dance

- a traditional Chinese dance
- usually performed during Chinese New Year



### ngajat

- a traditional Iban dance
- usually performed during the Gawai festival

### bharatanatyam

- a traditional Indian dance
- has over 100 dance steps



(Source: <http://pmr.penerangan.gov.my/index.php/component/content/article/187tarian-dankesenian/1421-tarian-dan-kesenian.html>)

3.1.1  
3.1.2

Teacher's  
Notes

Get the pupils to read the phrases. Discuss the dances.



Let's read.

## Never Give Up



Kevin is good at lion dance.  
He wants to join a lion dance competition.

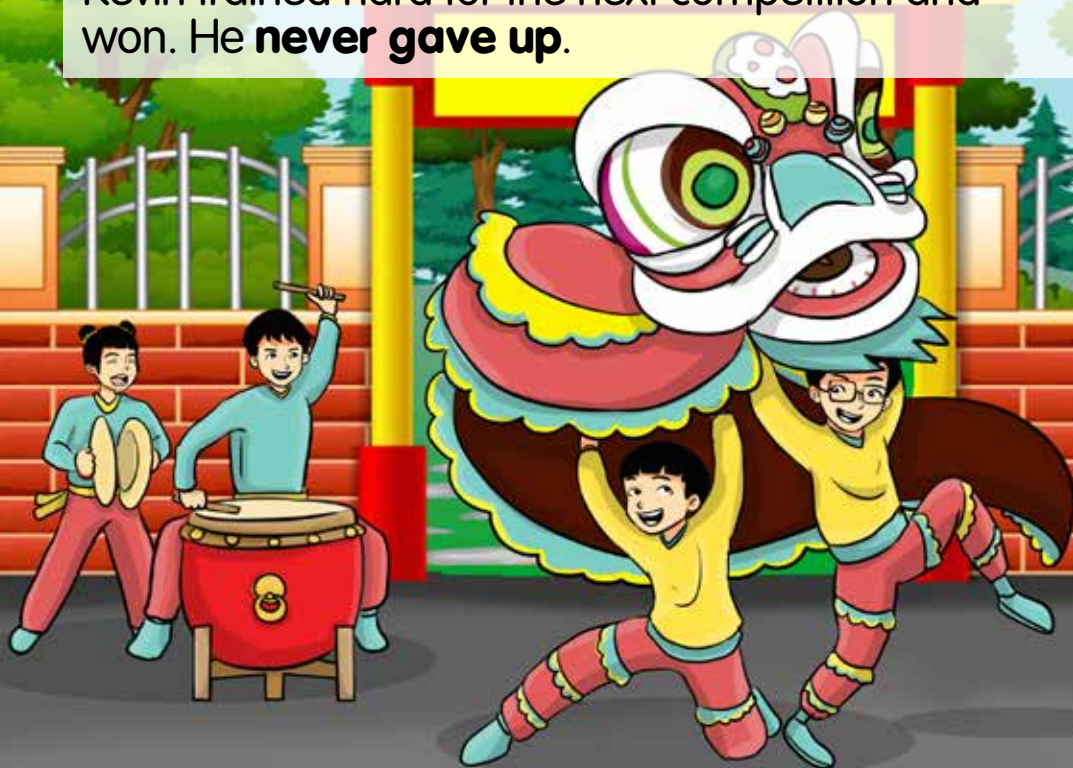
One day, Kevin **fell down** while dancing. He hurt his leg.  
Sadly, he missed the competition.



Kevin did not give up. He had **physical therapies** at the hospital. He **recovered** after a few months.



Kevin trained hard for the next competition and won. He **never gave up**.



3.2.1


Teacher's  
Notes

Guide the pupils to read. Explain the phrases in bold. Instill the importance of never giving up.



## Let's answer.

1 What is Kevin good at?

He is good at \_\_\_\_\_ .



2 How did Kevin hurt his leg?

He \_\_\_\_\_  while dancing.



3 Where did Kevin have his physical therapies?


He had his physical therapies \_\_\_\_\_ .



4 How long did he take to recover?

He recovered \_\_\_\_\_ .



5 If you were Kevin, would you give up dancing?  
Why? 

\_\_\_\_\_ .





## Let's write.

This is sewang. It is a traditional Orang Asli dance. It involves dancing in a circle.



Centong is the musical instrument used in the dance. It is made from bamboo and wood. Sewang is usually performed during celebrations and to treat sick people.

### Complete the sentences.

- 1 Sewang is a traditional \_\_\_\_\_.
- 2 It involves \_\_\_\_\_.
- 3 Centong is made from \_\_\_\_\_ and \_\_\_\_\_.
- 4 Sewang is usually performed during \_\_\_\_\_ and \_\_\_\_\_.

Source: 1. *Buku Teks Bahasa Semai Tingkatan 2 (KSSM)*, DBP

2. <http://www.jakoa.gov.my/tarian-sewang-orang-asli-ini-diiringi-dengan-alatan-muzik-centong-yang-diperbuat-daripada-buluh-dan-kayu-centong-adalah/>





Let's sing.

## Dancing Around the Fountain

They'll be dancing,  
Round the fountain,  
When they want. } 2 times



They'll be dancing,  
Round the fountain,  
Dancing round the fountain,  
Dancing round the fountain,  
When they want.

Dancing aye aye,  
Yippee yippee aye,  
Dancing aye aye,  
Yippee yippee aye.

Dancing aye aye,  
Yippee,  
Aye aye yippee,  
Aye aye yippee,  
Yippee aye.



(To the tune of *She'll Be Coming Round the Mountain*)



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

<b>Skim Pinjaman Buku Teks</b>			
<b>Sekolah</b> _____			
Tahun	Darjah	Nama Penerima	Tarikh Terima
Nombor Perolehan: _____			
Tarikh Penerimaan: _____			
<b>BUKU INI TIDAK BOLEH DIJUAL</b>			