

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

# **ENGLISH** **YEAR 5** **LEARNING DISABILITIES**

## **Writers**

Gloria Stephanie Anak Griffin  
Suraya Hani binti Abdul Jalil

## **Editor**

Mohamad Arshad bin Sulaiman

## **Designer & Illustrator**

Nurul Emira binti Abdul Jimin



DBP

Dewan Bahasa dan Pustaka  
Kuala Lumpur  
2020



KEMENTERIAN PENDIDIKAN MALAYSIA

Serial No.: 0070

KK 428-221-0102021-49-2858-20101  
ISBN 978-983-49-2858-2

First Printing 2020  
© Ministry of Education Malaysia 2020

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:  
Aliran KH Enterprise

Text typeface: Azim

Text typeface size: 18 point

Printed by:  
Pustaka Aman Press Sdn. Bhd.,  
No. 4200-A, Simpang Tiga Telipot,  
Jalan Sultan Yahya Petra,  
Peti Surat 67,  
15700 Kota Bharu,  
Kelantan.

## Acknowledgements

The Ministry of Education would like to express their appreciation to the following parties:

- The Evaluation Panel, Ministry of Education
- The Panel of Readers, Ministry of Education
- Officers of the Educational Resources and Technology Division, Ministry of Education
- Officers of the Curriculum Development Division, Ministry of Education
- The Evaluation Panel, Dewan Bahasa dan Pustaka
- The Panel of Readers, Dewan Bahasa dan Pustaka
- SK Pendidikan Khas Selangor, Selangor
- SK Puchong Utama, Selangor
- SMK Seri Pulai Perdana, Johor

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

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

# CONTENTS

	Introduction	iv
Unit 1	Day and Night	1
Unit 2	All About Scouts	7
Unit 3	Spend Wisely	13
Unit 4	A Bug's Life	19
Unit 5	Music All Around	27
Unit 6	Go Green, Help Clean	35
Unit 7	Track and Field	43
Unit 8	Having Fun	51
Unit 9	What Should We Do?	59
Unit 10	Harmonious Malaysia	67
Unit 11	Tales of Giants	75
Unit 12	Silver Screen	83



# INTRODUCTION

The *English (Learning Disabilities) Year 5* package comprises a textbook and an activity book designed for pupils with learning disabilities. It is written in accordance to the Standard-Based English Language Curriculum for Primary Schools (KSSR) for Special Education (Learning Disabilities) Revised 2017.

This package is produced to equip the pupils with the basics of English language learning. 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 consists of four language skills. They are listening, speaking, reading, and writing skills. In addition, a section on language arts is included to create an enjoyable learning experience. Suggestions for enrichment and further activities are also included in the Teacher's Notes section.

The language skills are presented with the following icons:



### Listening

The listening activities develop the pupils' ability to listen and use strategies to understand meanings by responding to the given stimuli.



### Speaking

This component aims to develop pupils' ability to communicate and interact with others verbally in various contexts.



### Reading

This component develops the pupils' ability to read with guidance and independently. The focus is to understand the main idea and specific details of short simple sentences.



### Writing

This component aims to develop the pupils' ability to communicate meaning through various form and writing styles. The pupils will learn to form words, phrases, simple, and compound sentences.



## Language Arts

This section provides pupils with opportunities to enjoy, appreciate, and respond imaginatively to different text types. Pupils can also learn English through songs and preparing creative art crafts.

Teacher's  
Notes

**Teacher's Notes**



**Learning Standard**



**HOTS**



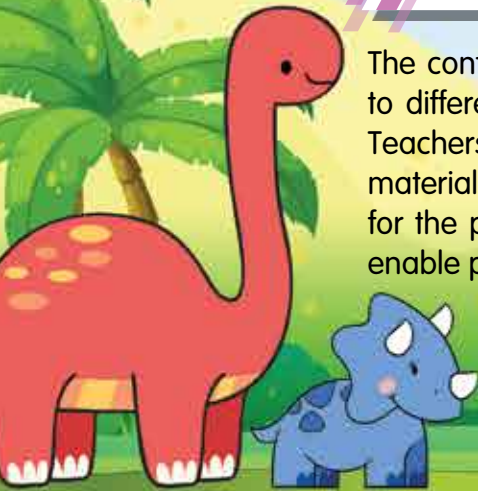
**QR code**

## The Activity Book

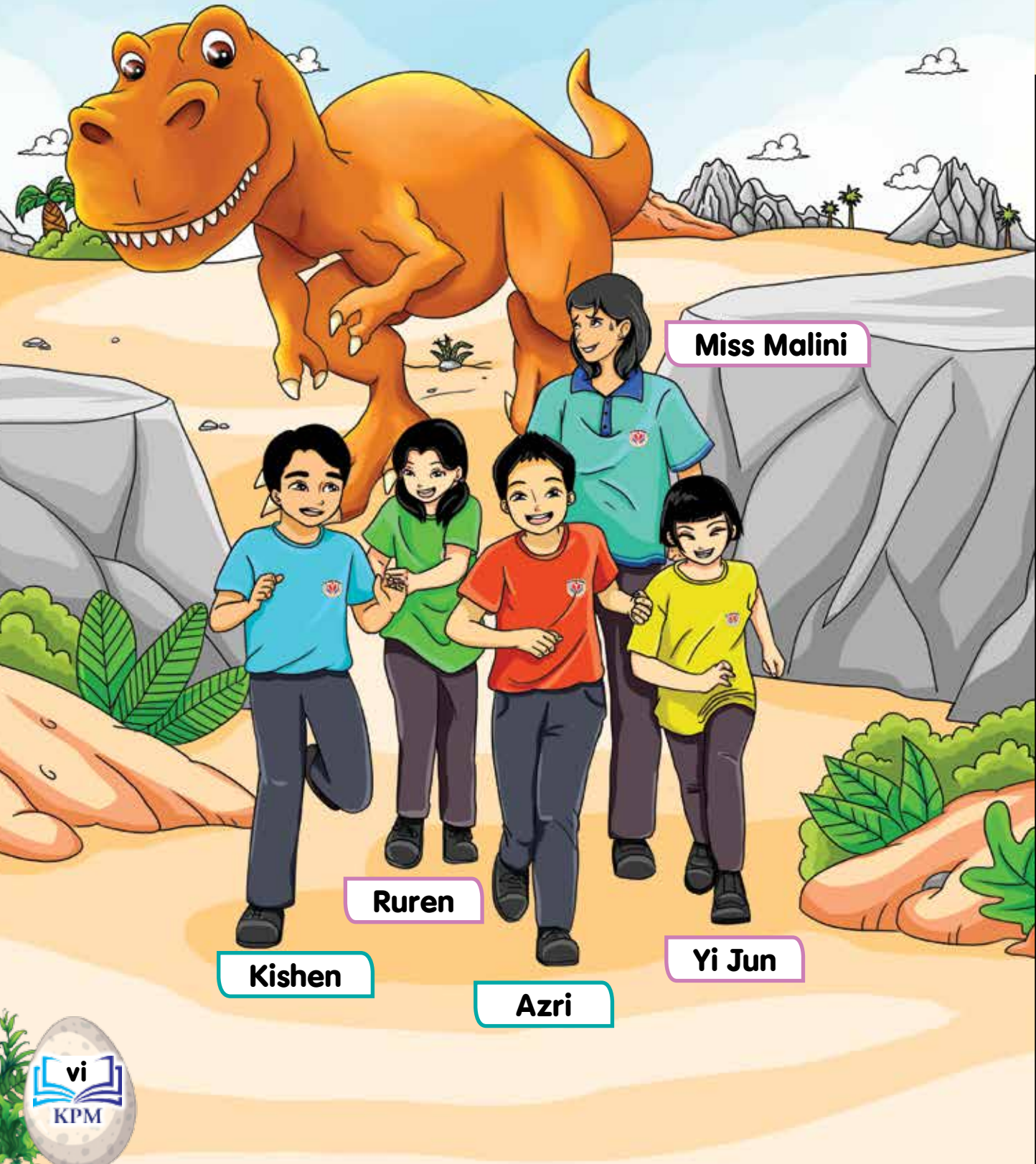
The activity book consists of 12 units. It is produced to enhance and supplement the language skills taught in the textbook. A variety of practices provided will enable the pupils to improve and reinforce their learning. There are corresponding pages in the activity book for every unit of the textbook.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

## Conclusion

The contents of this package have been selected carefully to cater to different learning needs among pupils with learning disabilities. Teachers ought to plan, prepare, and choose relevant and beneficial 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.



# Characters



Miss Malini

Ruren

Kishen

Azri

Yi Jun

# Unit 1

# Day and Night



Let's listen.

## Azri's Routine

1



in the morning

2



in the afternoon

3



in the evening

4



at night

1.2.1  
1.2.2  
2.1.2

Teacher's  
Notes

Introduce the term "routine" to the pupils. Describe the pictures and get them to talk about their own daily routine.





## Let's talk.

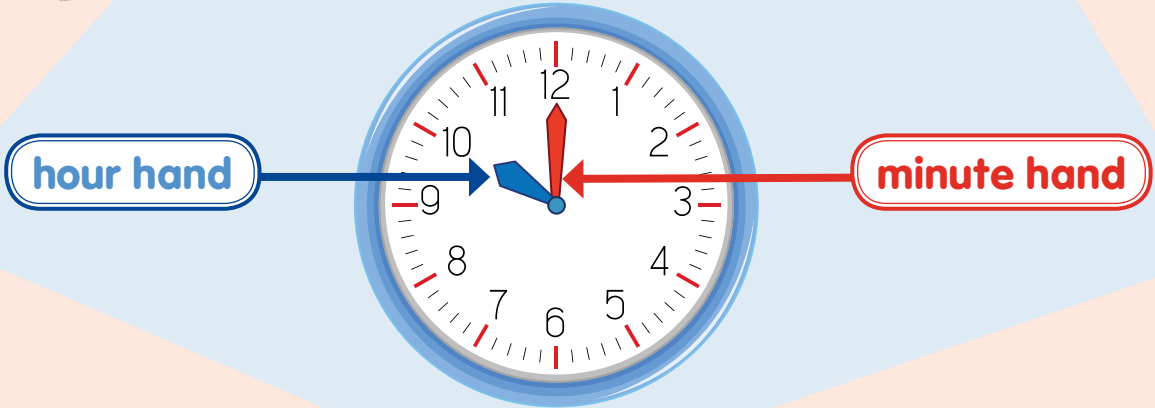
Ruren and Azri are at school.  
They talk about their activities for the day.







Let's read.



1

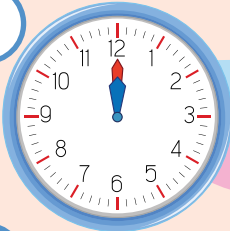


It is **8:00 a.m.**

It is **8 o'clock** in the morning.



2



It is **12:00 p.m.**

It is **12 o'clock** in the afternoon.



3



It is **6:00 p.m.**

It is **6 o'clock** in the evening.



4



It is **9:00 p.m.**

It is **9 o'clock** at night.



3.1.1

Teacher's  
Notes

Get the pupils to read and tell the time. Introduce all the numbers on the clock to them. For enrichment, discuss the different ways of telling the time (in the morning, in the afternoon, in the evening, at night).

3

KPM



Let's read.

## My Daily Activities



Yi Jun wakes up at **6 o'clock** in the morning.  
She has her lunch at **2 o'clock** in the afternoon.  
She usually cycles at **6 o'clock** in the evening.  
She usually has her dinner at **8 o'clock** at night.



Teacher's  
Notes

Guide the pupils to read and discuss Yi Jun's daily activities. Discuss the pupils' daily activities. For example: *What time do you wake up in the morning? When do you do your homework?*

3.1.1  
3.1.2  
2.1.2



Let's read.

### Kishen's Activities on Saturdays

Time	Activity
8 o'clock in the morning	have breakfast
2 o'clock in the afternoon	do homework
5 o'clock in the evening	play football
9 o'clock at night	watch a movie

Answer 'True' or 'False'.

- 1 Kishen has his breakfast at 8 o'clock in the morning. True False
- 2 Kishen has his lunch at 2 o'clock in the afternoon. True False
- 3 Kishen plays football at 5 o'clock in the evening. True False
- 4 Kishen watches a movie at 9 o'clock in the morning. True False

3.1.1  
3.1.2

Teacher's  
Notes

Guide the pupils to read the schedule. Get them to choose the correct answers.



Let's make.

# My Paper Clock

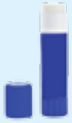
You need:



paper plate



polystyrene foam



glue



drawing pin

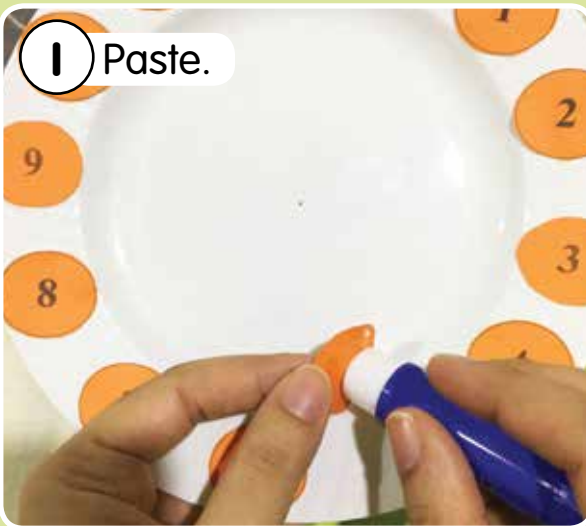


numbers template



clock hands template

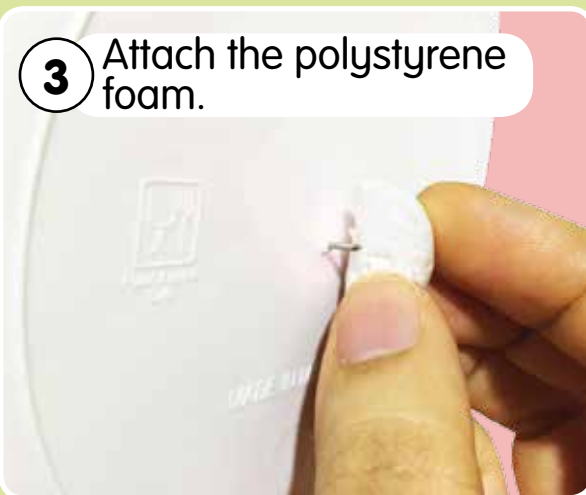
1 Paste.



2 Attach the clock hands.



3 Attach the polystyrene foam.



# Unit 2

# All About Scouts



Let's listen.

pitching a tent

cooking

tying knots

learning first aid

1.2.1  
1.2.4

Teacher's  
Notes

Describe the activities to the pupils and get them to listen. Ask **Wh-questions** to elicit their responses. For example: *What can you see in the picture? What are they doing?*



## Let's talk.

Kishen and Azri are talking about scouts' activities.





Let's read.

# Our Uniform



1 forage cap



2 cap badge



3 scarf



4 woggle



5 world scout badge



6 ranking badge



7 Malaysian badge



8 scout badge



She is wearing the scouts' uniform. What other things can you see?

3.1.1  
2.1.4

Teacher's Notes

Guide the pupils to read the labels. Discuss the differences between a scout uniform and other uniform bodies that they know. For example: *Malaysian Red Crescent Society*.



Let's read.



Lord Baden-Powell

## Scouts in Malaysia

Lord Baden-Powell founded the Scouts in 1907. The Scouts is a common uniform body in Malaysian schools.

Their uniform is widely recognised. It consists of a forage cap, a scarf, and badges. They also do many activities. Some activities include first aid skills, camping, and marching.

Answer 'True' or 'False'.

- |   |  |      |       |
|---|--|------|-------|
| 1 | The Scouts was founded in 1970.                                  | True | False |
| 2 | It is a common uniform body in Malaysian schools.                | True | False |
| 3 | The uniform consists of a forage cap, a scarf, and slippers.     | True | False |
| 4 | Some activities include first aid skills, camping, and marching. | True | False |







Let's read.

## Helping Others in Need

Last weekend, Yi Jun and Ruren went for a jamboree.

1



Yi Jun carried some firewood.

2



Suddenly, she tripped and hurt her arm.

3



She was in pain.  
She screamed for help.

4



Ruren heard her.  
She used her scarf to make  
an arm sling.

3.2.1

Teacher's  
Notes



scarf

Get the pupils to read the story. Discuss the various uses of the scarf. For example: *As a bandage or belt.*





Let's play.

## Kim's Game

You need:



curry powder



black pepper



garlic



lemon



coffee beans



Gather around the items.



The teacher introduces each item.



Take turns to smell the items.



Everyone puts on a blindfold.



Take turns to smell the items randomly.



Name the items correctly while smelling.

# Unit 3

# Spend Wisely



Let's listen.

How would you spend your money?



I want to buy food.



I want to buy toys.



Should I buy storybooks?



Should I buy clothes?

1.2.1  
1.2.4

Teacher's  
Notes

Read the sentences to the pupils and get them to listen.  
Discuss how they want to spend their money.

13

KPM



## Let's talk.

Azri and Ruren are at the canteen.  
They want to buy food.

1 Good morning.  
How much is the **sandwich**?

2 It's **RM1.50**.

3 I have **RM2.00**.  
I'll have the sandwich, please.

We use money to buy things.  
Money consists of **coins** and **notes**.



Get the pupils to role-play the dialogues. Guide them to change the words in bold with different food and money. Discuss different places where they can use money other than the school canteen.



## Let's talk.

Our currency is known as “**Ringgit Malaysia**”.  
Below are examples of Malaysian coins and notes.

### Coins

**Head**



**Tail**



RM0.05  
5 sen

RM0.10  
10 sen

RM0.20  
20 sen

RM0.50  
50 sen

### Banknotes



What can you see  
on the RM5 note?

**Front**



RM1.00  
1 ringgit



**Back**



RM5.00  
5 ringgit



RM10.00  
10 ringgit



RM20.00  
20 ringgit



2.1.4

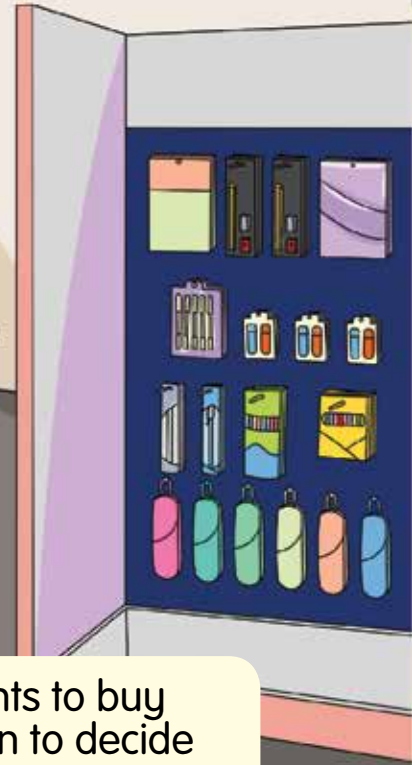
Teacher's  
Notes

Show and talk about different Malaysian coins and notes.  
Get the pupils into pairs. Guide them to complete and role-play  
the dialogues above.



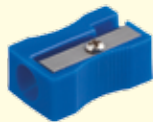
Let's read.

## At the Bookshop



Kishen has an English test tomorrow. He wants to buy stationery. He only has **RM5.00**. Help Kishen to decide his **needs** and **wants**.

Items:



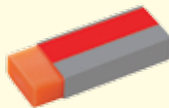
**sharpener**  
RM1.00



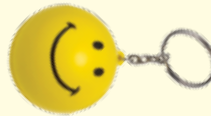
**magazine**  
RM5.00



**sticker**  
RM2.00



**rubber**  
RM1.00



**keychain**  
RM2.50



**pencil**  
RM1.50

- ① Which items does Kishen actually need?
- ② Do you think RM5.00 is enough?



## Let's write.

There are several ways to earn money.  
We can earn money by **selling goods** and **giving services**.

### sell crafts

(money earned: RM10.00)



### sell food and drinks

(money earned: RM20.00)



## How to Earn Money?



### sell used items

(money earned: RM30.00)



### wash cars

(money earned: RM40.00)

## Fill in the blanks.

Pupils	Activity	Money Earned
Ruren	_____ 	RM10.00
Azri	wash cars	_____ 
Kishen	_____ 	RM20.00
Yi Jun	sell used items	_____ 

4.1.1

Teacher's Notes

Explain the term "goods" to the pupils. Get the pupils to complete the table in their exercise books. Discuss other ways to earn money.



Let's sing.

## Save Your Coins

Save, save, save your coins,  
Fill them to the brim,  
Happily, happily, happily, happily,  
For your future dream.

Save, save, save your coins,  
Save them in a box,  
Happily, happily, happily, happily,  
All around the clock.

Save, save, save your coins,  
Spend them on your needs,  
Happily, happily, happily, happily,  
It's a noble deed.

(To the tune of *Row, Row, Row Your Boat*)





# Unit 4

# A Bug's Life



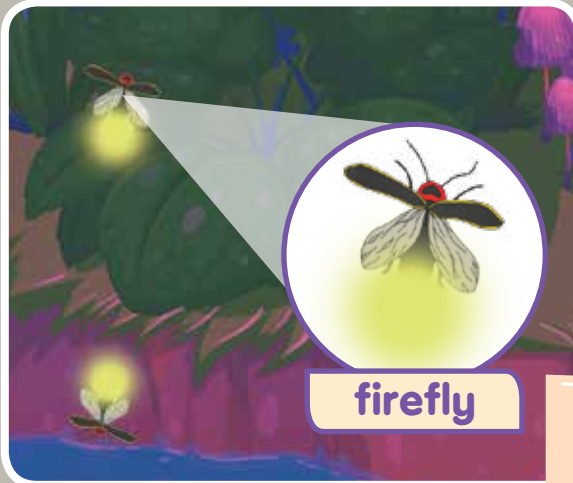
Let's listen.



bee



moth



firefly



rhino beetle

- 1 Where can you find them?
- 2 How do they move around?

1.2.1  
1.2.4

Teacher's  
Notes

Say the names of the insects and get the pupils to repeat. Guide them to answer the **Wh-questions** to elicit their responses.



## Let's talk.

Azri, Yi Jun and Ruren are cleaning the school storeroom. There are many spider webs.

1 Ah! There's a **spider**. It's such a scary insect.

2 Spiders are not insects, Ruren. They are **arachnids**.

3 Spiders have **eight legs**. Insects have **six legs**.

4 Also, some insects have wings. Spiders don't have **wings**.



### Fun Fact

Arachnids are creatures that include spiders, scorpions, mites, and ticks.





**Let's read.**

### Parts of a Firefly



Fireflies can light up their bodies.  
Their glows are used to attract mates.

(Source: <http://quintonfireflies.weebly.com/physical-characteristics.html>)

### Parts of a Spider



Some spiders can make webs.  
The webs are used to catch prey.

(Source: <https://www.scienceforkidsclub.com/spider-facts.html>)

3.1.1  
3.1.2

Teacher's  
Notes

Get the pupils to read. Compare and contrast the parts of the body of a firefly and spider.



Let's read.

## A Helpful Firefly

One evening, Fiona the firefly was flying by the **riverbank**.

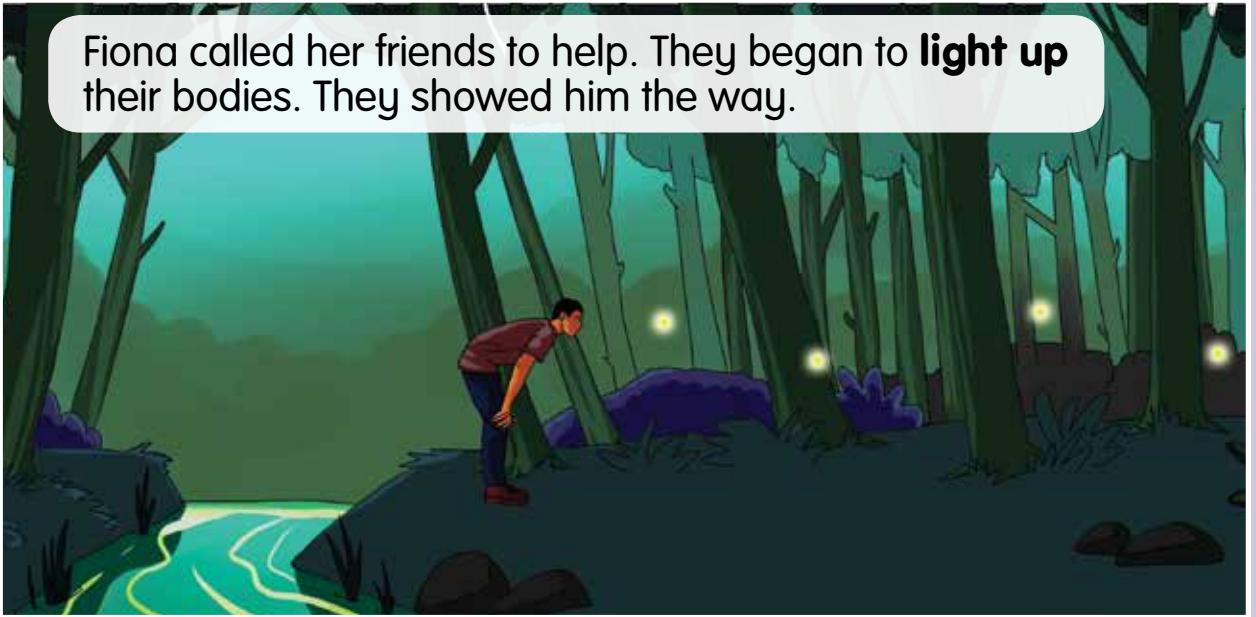
She saw a **camper**. He was lost and tired.



It was too **dark** for the camper to see. So, Fiona decided to help him.



Fiona called her friends to help. They began to **light up** their bodies. They showed him the way.



The camper found his **tent**. He was thankful to them.



What can you learn from the story?



3.2.1  
2.2.1

Teacher's  
Notes

Guide the pupils to read and retell the story. Explain the meaning of the words in bold. Inculcate the value of helping others in need. Discuss Fiona's ability to produce light from its body.

23

KPM



Let's read.

## Do You Know?



I am a bee.  
I can produce honey.  
I have a **stinger**.



I am a rhino beetle.  
I have a hard body.  
I also have a **big horn**.



I am a cricket.  
I can make a chirping sound.  
I also have big **hind legs**.



I am a moth.  
I am active at night.  
I can **camouflage** my body.



### Fun Fact

Some insects can camouflage. They can match their bodies to the colour of their surroundings. They can be hard to see.





Let's read.

### Life of a Bee

I am Miss Bee.  
I live in a hive.  
I collect **pollen** from flowers to make honey.

I am a **worker bee**.  
There are **drones** and **queen bees**.  
We help to **pollinate** fruits and flowers.

(Source: <http://www.nationalgeographic.com>animals>invertebrates>honeybee>)



### Answer the questions.

- 1 Where does Miss Bee live?  
\_\_\_\_\_
- 2 How does Miss Bee make honey?  
\_\_\_\_\_
- 3 What are the three types of bees?  
(i) \_\_\_\_\_ (ii) \_\_\_\_\_ (iii) \_\_\_\_\_
- 4 Why are bees important?  
\_\_\_\_\_

3.1.1  
3.1.2  
4.1.1

Teacher's  
Notes

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



Let's make.

# Beautiful Beehive

1 Draw a beehive.



You need:



coloured paper



brush



watercolour



bubble wrap



marker pen



strong glue



scissors

2 Cut.



3 Colour and dry it.



4 Paste.



5 Decorate.





# Unit 5

# Music All Around



Let's listen.

I play the piano.

recorder



castanets



tambourine



maracas



1.2.1

Teacher's  
Notes



instruments

Say the sentence and labels above. Get the pupils to listen. Ask **Wh-questions** to elicit their responses. For example: *Have you played any of the musical instruments above?*

27

KPM



## Let's talk.

Ruren and her father are walking on a street.



1 What are they doing, father?

2 They are playing music. We call them buskers.

3 What do buskers mean?

4 Buskers are people who play music in a public place.



## Let's read.

There are traditional and modern musical instruments. Below are some of the examples.

### Modern Musical Instruments

1

guitar pick



This is a **guitar**. It has **strings**. Azri **strums** the guitar.

2

This is a **keyboard**. It has black and white **keys**. Kishen **presses** the keys to play it.



3

sticks



This is a **drum set**. It consists of many parts. Ruren uses the **sticks** to play it.

### Traditional Musical Instruments

4

carvings



This is a **sape**. It is an instrument from **Sarawak**. It is carved from **wood**.

5

This is a **sompoton**. It is common in **Sabah**. It is made from a **gourd** and **bamboo**.

gourd



3.1.1  
3.1.2

Teacher's Notes



other instruments

Guide the pupils to read the sentences. Explain the words in bold. For enrichment, discuss other modern and traditional musical instruments.

29

KPM



Let's read.

## The Brave Musicians



Mr Donkey

Miss Dog

Mr Cat

Mr Rooster

1 One day, a group of animals left their farm. They wanted to become musicians.



2 On the way, they saw a burglar breaking into a farmhouse.





3

They started to play music.  
They made different sounds to scare him.



4

The burglar was frightened by the strange music.  
He ran away.



5

The villagers were grateful. The brave musicians  
became famous and performed everywhere.

(Adapted from the story, *Town Musicians of Bremen*)

3.2.1  
2.2.1

Teacher's  
Notes

Read the story with the pupils. Guide them to retell the story  
in their own creative ways.



**Let's write.**

**1** Name the characters in the story.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

**2** What did the animals want to become?

They wanted to become \_\_\_\_\_.

**3** How did they chase the burglar away?

They made \_\_\_\_\_.

**4** List the musical instruments in the story.

(i) \_\_\_\_\_ (ii) \_\_\_\_\_

(iii) \_\_\_\_\_ (iv) \_\_\_\_\_










Let's write.

## Rainforest World Music Festival



### Punctuate the sentences.

- 1 the rainforest world music festival began in 1998 
- 2 it is held at the sarawak cultural village, kuching yearly 
- 3 it involves famous musicians from all over the world 
- 4 this festival promotes local and international music 
- 5 activities include singing and playing musical instruments 

(Source: <https://sarawaktourism.com/event/rainforest-world-music-festival/>)

4.2.1

Teacher's  
Notes

Guide the pupils to punctuate the sentences using capital letters and full stop in their exercise books.

33

KPM



Let's make.

## Bean Maracas

You need:



plastic spoons



sticky tape



plastic eggs



red beans



**1** Place red beans.



**2** Rotate to tighten.



**3** Tape a spoon.



**4** Tape another spoon.



**5** Tape the spoon handles.





## Unit 6

# Go Green, Help Clean



Let's listen.



- 1 What can you see in the picture?
- 2 Why is it happening?
- 3 What can you do to help?

1.2.4

Teacher's  
Notes

Describe the picture to the pupils and get them to listen.  
Ask **Wh-questions** to elicit their responses.

35

KPM



Let's talk.

## Types of Pollution

### 1 air pollution



Uhuk! Uhuk! I can't stop coughing.



**Cause** Smoke from cars and factories.

**Effect** Breathing problem.

### 2 soil pollution



Ugh! The smell is really bad.



**Cause** Garbage are dumped onto landfill without control.

**Effect** Bad smell and health problems.



### 3 water pollution



Oh, no! It is not safe to drink this.



**Cause** Garbage and sewage are dumped into water.

**Effect** Water is not safe for consumption.

### 4 plastic pollution



Turtles might eat plastics.



**Cause** Plastic waste are dumped into the environment.

**Effect** Harmful to sea creatures.

2.1.3  
3.1.1  
3.1.2

Teacher's  
Notes

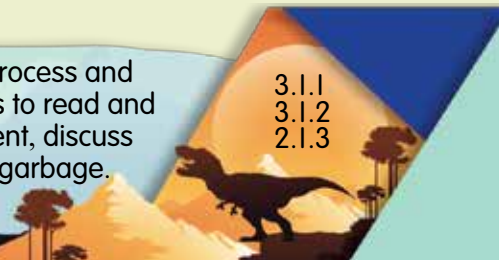
Discuss with the pupils the causes and effects of the pollutions. Get them to predict what will happen if we do not take care of our Earth.



Let's read.

## Sort and Recycle

Ruren and her mother are cleaning their house. They gather different types of items.





Let's read.



## Recycle Them Together

Recycling turns waste into new products. It helps to reduce the **pollutions** caused by waste.

Put us into the **blue recycling bin**.



paper



Put us into the **brown recycling bin**.



glass



Put us into the **orange recycling bin**.



aluminium  
and plastic



3.1.1  
3.1.2  
1.2.1

Teacher's  
Notes



upcycle

Guide the pupils to read and practise. Prepare three labelled boxes (blue, brown, orange). Guide the pupils to gather recyclable items available in the school. Ask them to put the items in the correct boxes.



## Let's read.

There are many ways to save the Earth.  
Below are several ways we can practise.

1

### Save water

Turn off the tap after use.



2

### Save energy

Switch off the fans and lights after use.



How Can I Help?

3

### Keep it green

Plant more trees.



4

### Refuse plastics

Bring your own bag when buying things.





Let's read.



## Earth Hour

The Earth Hour campaign started in 2007. It is organised by the World Wide Fund for Nature (WWF).

It is usually held in March. The campaign encourages us to switch off electrical appliances for one hour.

It will help to cool the Earth. Many cities have taken part in Earth Hour.

(Source: <https://www.earthhour.org/our-mission>)

### Answer the questions.

- 1 When does Earth Hour campaign start?
- 2 Who organises the campaign?
- 3 What do we do during Earth Hour?
- 4 Why is Earth Hour important?

3.1.1  
3.1.2  
4.1.1

Teacher's  
Notes

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





Let's sing.



## A Wonderful World

I see trees of green,  
Clean rivers too,  
Flowers in bloom,  
For me and you,  
And I think to myself,  
What a wonderful world.

I see seas of blue,  
And clouds of white,  
The bright sunny day,  
The clear cool night,  
And I think to myself,  
What a wonderful world.

I hear chirpy birds,  
In the sky above,  
Flying happily,  
Higher than the clouds,  
And I think to myself,  
What a wonderful world.

Yes, I think to myself,  
What a wonderful world.

(To the tune of *Louis Armstrong's  
What a Wonderful World*)





# Unit 7

# Track and Field



Let's listen.



- 1 What are they doing?
- 2 When can you see these events?
- 3 What other events do you know?



1.2.4

Teacher's  
Notes

Describe the pictures and get the pupils to listen. Discuss their own experience in joining any track and field events or during the Sports Day.

43

KPM



## Let's talk.

The pupils are discussing the upcoming Sports Day event.

1 I will take part in the 100-metre race. How about you, Yi Jun?

2 I'm in the long jump and high jump events.

3 Me too, Yi Jun. Ruren will take part in the shot-put event, right?

4 Yes, it's my favourite event. Good luck, everyone.



Let's read.

## Comparative and Superlative Adjectives

Base form	Comparative to compare two things	Superlative to express the highest degree of something
tall	taller	tallest
fast	faster	fastest
high	higher	highest
far	farther	farthest
good	better	best
little	less	least

### Example 1

Ruren is tall.  
Ruren is **taller than** Yi Jun.  
Kishen is **the tallest** among them.



### Example 2

Yi Jun is fast.  
Kishen is **faster than** Yi Jun.  
Azri is **the fastest** among them.

3.1.1  
3.1.2  
2.1.4

Teacher's  
Notes

Explain comparative and superlative adjectives/adverbs to the pupils. For enrichment, prepare word cards (**in base, superlative, and comparative forms**) and guide the pupils to rearrange the cards on the whiteboard.



Let's read.

## Track and Field Events

1

**100-metre race**  
The **fastest** runner wins.

spike shoes



2

**400-metre relay race**  
The **fastest team** wins.

baton



3

**high jump**  
The athlete who jumps the **highest** wins.

bar



4



sand pit

### long jump

The athlete who jumps the **farthest** wins.

5

javelin



### javelin throw

The athlete who throws the **farthest** wins.

6

heavy metal ball



### shot-put

The athlete who throws the **farthest** wins.

3.1.1  
3.1.2

Teacher's  
Notes

Get the pupils to read the information. Talk about the item needed for each event.

47

KPM



Let's read.

## Sportsmanship

Azri and Kishen took part in a race during Sports Day.



1

Kishen was leading the race.



2

Suddenly, Azri had a leg cramp.



3

Kishen stopped to help Azri.



4

They crossed the finishing line together.

Why did Kishen stop and help Azri?





Let's read.

## Our Paralympic Hero



Hello. My name is Mohamad Ridzuan bin Mohamad Puzi. I was born on 27th September 1987. I am a Malaysian Paralympic athlete.

### My Achievements

- 1 Gold medal for 100m (2016 Paralympic Games)
- 2 Gold medals in 100m, 400m, and long jump events (2018 Asian Para Games)
- 3 Broke the 100m world record (2018 Asian Para Games)



### Fun Fact



Paralympics is a series of sports competition for athletes with special needs.

## Complete the sentences.

- 1 Mohamad Ridzuan was born on \_\_\_\_\_.
- 2 He is a Malaysian \_\_\_\_\_ athlete.
- 3 He won a \_\_\_\_\_ at 2016 Paralympic Games.
- 4 He broke a world record in 100m at the \_\_\_\_\_.

3.1.2  
4.1.1  
2.1.4

Teacher's  
Notes

Get the pupils to read and answer the questions in their exercise books. Discuss other Paralympics athletes that they may know. Talk about how individuals with special needs are able to succeed in sports and athletics.

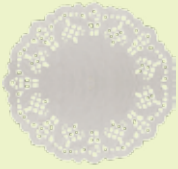




Let's make.

## Medals for Winners

You need:



doily paper



coloured paper



marker pen



ribbon



scissors



glue



pencil

1 Trace.



2 Cut.



3 Write.



4 Paste it onto a doily paper.



5 Tie a ribbon.



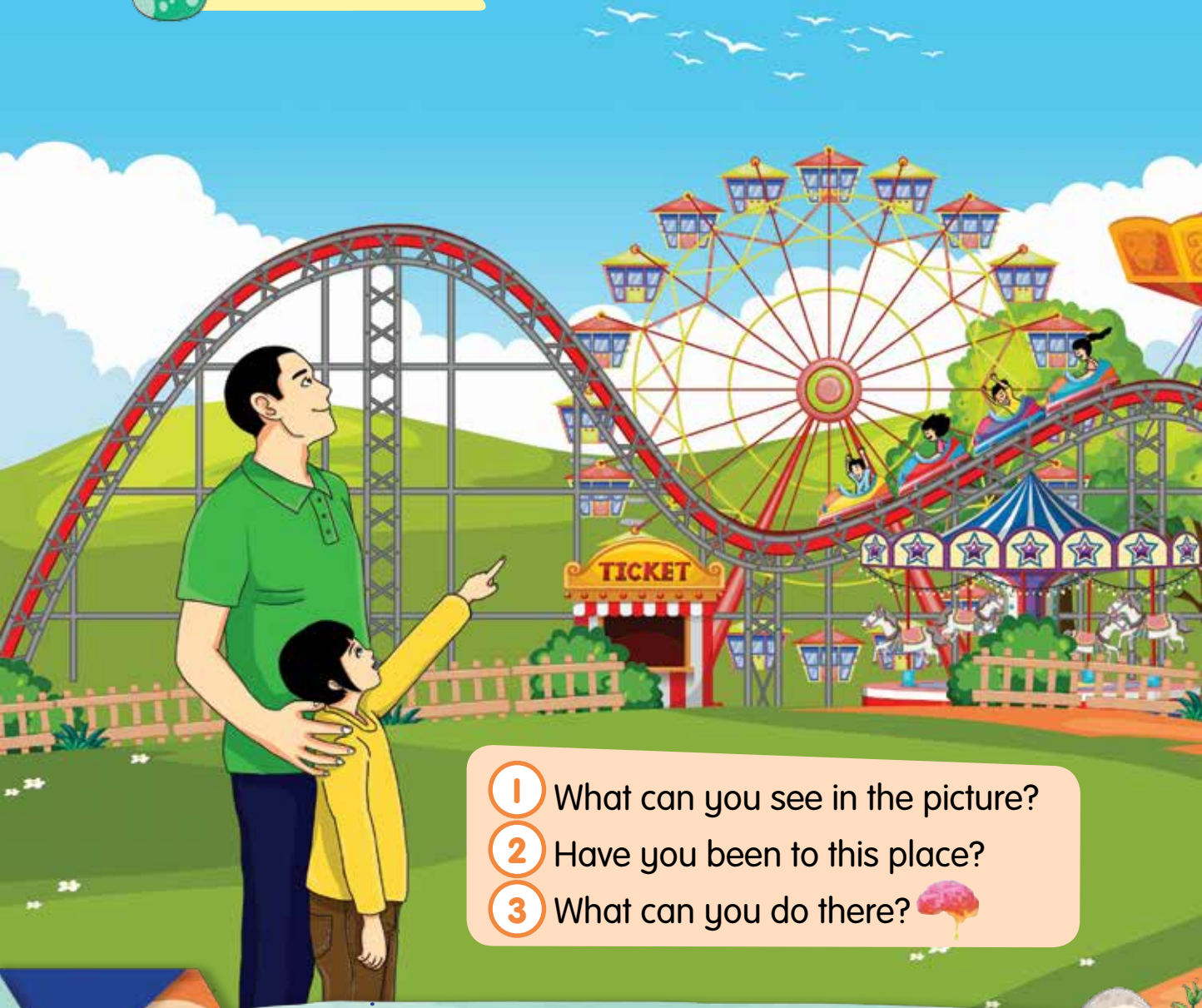


# Unit 8

# Having Fun



Let's listen.



- 1 What can you see in the picture?
- 2 Have you been to this place?
- 3 What can you do there? 🧠

1.2.4

Teacher's  
Notes

Describe the picture and get the pupils to listen.  
Guide them to answer the **Wh-questions**.





Let's talk.

Yi Jun and her father are at a funfair.  
There are many attractions.

carousel

Ferris wheel

game booth

1 Let's ride the **carousel**.

2 Sure. After that, can we ride the **Ferris wheel**?

roller coaster

3 Mother, can I ride the **roller coaster**?

4 It's not safe for you.

ice cream cart

5 Why, mother?

6 You are **not tall enough**.

bumper car

BAM!



Let's read.

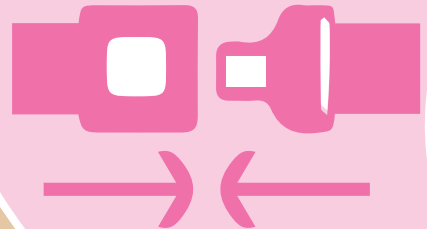
1

Queue for your turn.



2

Buckle up during rides.



4

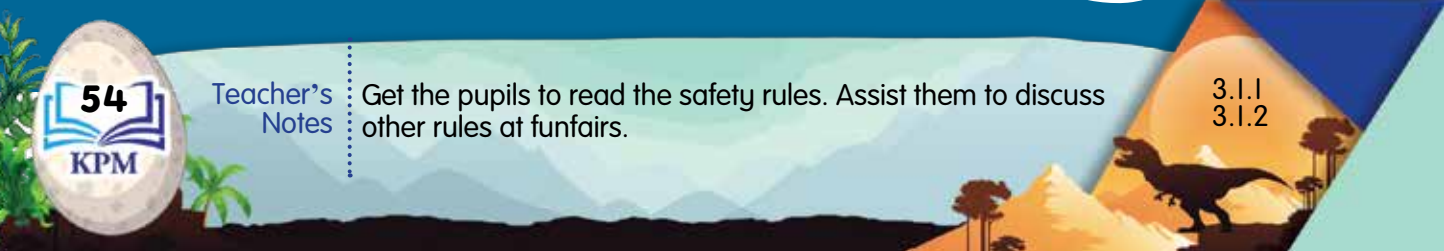
Follow the height requirement.



## Safety Rules at Funfairs

3

No food or drinks during rides.





Let's read.



1 This is a **carousel**.  
It spins on a **round platform**.  
The seats move **up and down**.

2 This is a **bumper car**.  
It moves using **electricity**.  
It is made to **bump into** other bumper cars.



3 This is a **Ferris wheel**.  
It has a **big round rim**.  
Passengers sit in the **cabins**.



4 This is a **roller coaster**.  
It moves on **rails**.  
It has **lap bars** for safety.





## Let's read.

Yi Jun is talking about her trip to a funfair.

My father and I went to a funfair yesterday.  
We saw many people.  
We rode the bumper car together.  
Then, we were on the Ferris wheel.



We wanted to ride the roller coaster too.  
However, it was out of service.  
We also had some popcorn. It was really fun.

## Yi Jun also wrote an e-mail to her cousin.

Dear Mei Cheng,

\_\_\_\_\_ and I went to a funfair yesterday.

There were many people there. We rode the \_\_\_\_\_ together. Then, we were on the \_\_\_\_\_.





We wanted to ride the \_\_\_\_\_ too.  
However, it was \_\_\_\_\_. We also had some \_\_\_\_\_.  
It was really fun.





Let's write.

### Favourite Ride

Name	carousel 	bumper car 	Ferris wheel 	roller coaster 
Azri	✓	✗	✗	✗
Kishen	✗	✓	✓	✗
Ruren	✓	✗	✗	✓
Yi Jun	✓	✓	✓	✗

### Choose and rewrite.

- Azri likes to ride the 

carousel
roller coaster

.
- Kishen likes to ride the 

bumper car
carousel

 and 

roller coaster
Ferris wheel

.
- Ruren dislikes riding the 

roller coaster
Ferris wheel

 and 

bumper car
carousel

.
- Yi Jun likes all of the rides except the 

bumper car
roller coaster

.

4.1.1  
4.1.3

Teacher's  
Notes

Explain the information presented in the table to the pupils. Guide them to choose the answers and rewrite the complete sentences in their exercise books.



Let's sing.

## Fun at the Fair

I went to the funfair,  
The rides were all there,  
The big Ferris wheel,  
Was up on the hill,  
I had to climb up the stairs.

I went to the funfair,  
The rides were all there,  
The big carousel,  
Our day went really well,  
Like a sweet breath of fresh air.

(To the tune of *The Animal Fair*)







Let's listen.

## Responding to an Emergency



firefighter

fire engine

paramedic

ambulance

police

1 What is happening in this picture?

2 What would you do? Why?

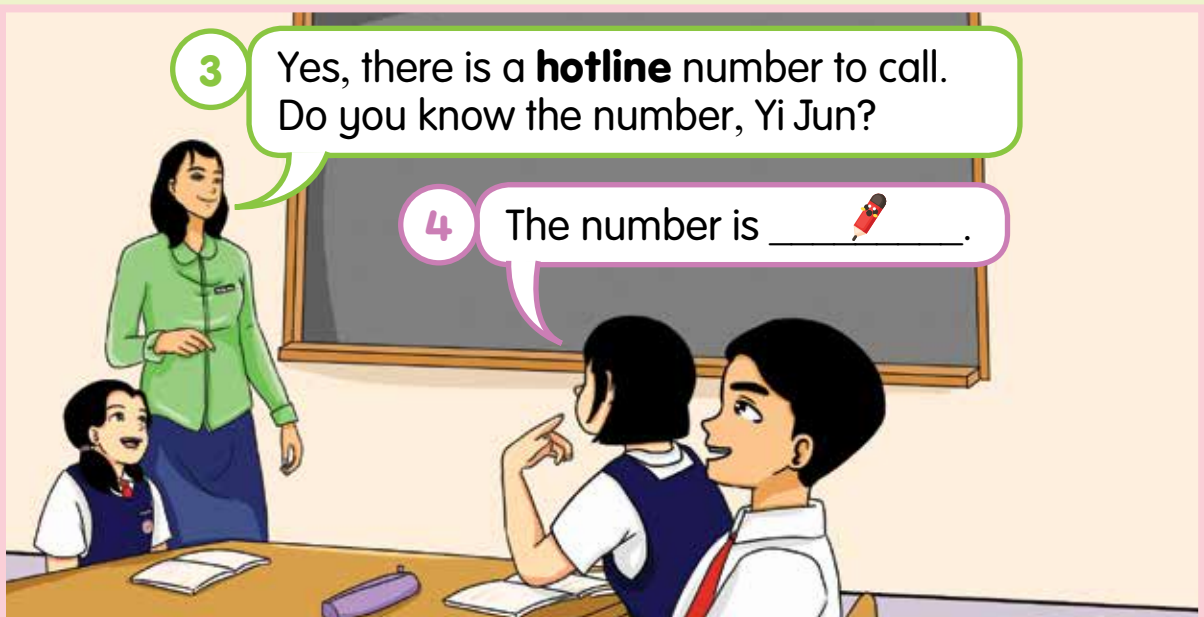




## Let's talk.

### Getting Help

Miss Malini and her pupils discussed on how to respond to emergencies.





Let's read.



## Making an Emergency Call



Keep calm.



Dial 999.



State your emergency.



Tell your location.



Follow the instructions.



Wait for help to arrive.



Do not make prank calls!

**DO NOT CROSS**

3.1.1  
3.1.2

Teacher's  
Notes

Get the pupils to read the steps for making emergency calls.  
Discuss the effect of prank calls.



Let's read.

## How to Use a Fire Extinguisher?



1

**Pull**

the safety pin.



2

**Aim**

the nozzle to the base of the fire.



3

**Squeeze**  
the lever.



4

**Sweep**

the nozzle from side to side.

(Source: <http://www.bomba.gov.my/index.php/pages/view/164>)



Let's read.

### Quick Thinking

Last Friday, Kishen saw a burglar breaking into his neighbour's house.



1 He quickly told his parents.



2 His mother called 999 for help.



3 The police arrived and caught the burglar.



4 His neighbour thanked Kishen for his quick thinking.

What would happen if Kishen did not tell his parents?



3.2.1  
2.1.3

Teacher's  
Notes

Get the pupils to read the story. Inculcate the value of helping our neighbours.

63

KPM



Let's read.



### Bee Sting Treatment

One day, Ruren was stung by a bee. She was in pain. She quickly asked Miss Malini for help.

First, Miss Malini removed the stinger. Then, she used ice to reduce the swelling.

Miss Malini also told Ruren to rest her arm. Finally, she called Ruren's parents to bring her to a clinic.

(Source: <http://www.myhealth.gov.my/en/bee-stings/>)

### Complete the sentences.

- 1 Ruren was stung by \_\_\_\_\_.
- 2 First, Miss Malini \_\_\_\_\_.
- 3 Then, she \_\_\_\_\_.
- 4 Miss Malini also \_\_\_\_\_.
- 5 Finally, she \_\_\_\_\_.

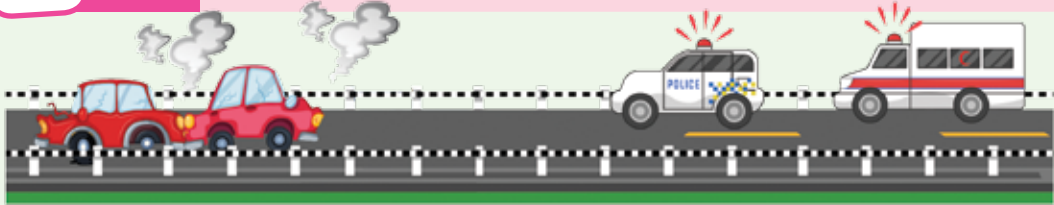


Let's read.

**Conjunctions** are linking words.

Examples:

**1** **and** to join two ideas in a sentence



The police are nearby. The paramedics are nearby.

► The police **and** paramedics are nearby.

**2** **or** to show a choice between two things



I can call 999 for help. I can shout for help.

► I can call 999 **or** shout for help.

**3** **but** to show a contrast between two things



The ambulance is coming. The traffic is bad.

► The ambulance is coming **but** the traffic is bad.



Let's sing.

## Hurry! Hurry!



Hurry, hurry, call the fire engine,  
Hurry, hurry, call the fire engine,  
Hurry, hurry, call the fire engine,  
Ring, ring, ring, ring, ring.

Hurry, hurry, splash the water,  
Hurry, hurry, splash the water,  
Hurry, hurry, splash the water,  
Splash, splash, splash, splash, splash.



Yippie, yippie, no more fire,  
Yippie, yippie, no more fire,  
Yippie, yippie, no more fire,  
Yippie, yippie, yeah!

(To the tune of *Ten Little Indians*)



Teacher's  
Notes



tune

Guide the pupils to sing the song with actions.

5.1.1(i)



# Unit 10

# Harmonious Malaysia



Let's listen.



1

What can you see in the pictures?

2

What makes Malaysia unique?



1.2.4

Teacher's  
Notes

Describe the pictures to the pupils and get them to listen.  
Guide them to answer the questions.

67

KPM



## Let's talk.



1

Wow, there are so many activities.

2

Yes, there are. We celebrate Merdeka Day on the 31st of August.

3

Merdeka Day helps to promote unity and respect.

4

We must always be grateful. Let's join all of the activities.



Let's read.



### Under One Flag

The Malaysian flag is known as “Jalur Gemilang”. Each colour has its own meaning.

**Red**

▶ bravery

**White**

▶ purity and sincerity

**Blue**

▶ unity of Malaysian people

**Yellow**

▶ royal colour of Malay rulers

(Source: <https://www.malaysia.gov.my/portal/content/138>)

3.1.1  
3.1.2  
1.2.4

Teacher's  
Notes

Get the pupils to read. Ask **Wh-questions** to elicit their responses. For example: *How do you show respect to the national flag?*





Let's read.

## Celebrating Together



### 1 Hari Raya Aidilfitri

- ◆ My family celebrates Hari Raya Aidilfitri.
- ◆ We seek forgiveness from one another.
- ◆ We eat *ketupat* and *rendang*.



### 2 Gawai Festival

- ◆ My family celebrates the Gawai festival.
- ◆ We watch the *ngajat* together.
- ◆ We eat *manok pansuh* and *penyaram*.



### 3 Vaisakhi

- ◆ My family celebrates Vaisakhi.
- ◆ We play the *dhol* and perform *bhangra*.
- ◆ We eat *chapatti* and *ladoo*.





#### 4 Chinese New Year

- ◆ My family celebrates Chinese New Year.
- ◆ We watch the lion dance and firecrackers shows.
- ◆ We toss *yee sang* and eat oranges.



#### 5 Deepavali

- ◆ My family celebrates Deepavali.
- ◆ We light festive lamps to welcome goodness.
- ◆ We eat *muruku* and *samosa*.



#### 6 Kaamatan Festival

- ◆ My family celebrates the Kaamatan festival.
- ◆ We perform the Sumazau dance to give thanks for the harvest.
- ◆ We eat traditional food like *hinava* and *linopot*.

3.1.1  
3.1.2

Teacher's  
Notes



food

Get the pupils to read the descriptions of the festivals. Guide them to talk about their own experience celebrating festivals in Malaysia.





Let's read.



### Rattan weaving

Rattan weaving is a popular craft in Sabah and Sarawak.

### Wayang kulit

Wayang kulit is a common shadow play in Kelantan.



### Indian kolam

Kolam or Rangoli is made using coloured rice grains.

### Chinese calligraphy

Chinese calligraphy is a popular form of artistic writing.





Let's read.

START



1

Merdeka Day is on the 31st of August.

Yes

No

2

There are 16 stripes on the Malaysian flag.

Yes

No

10

Go back two spaces.

11



Wayang Kulit is common in Kelantan.

Yes

No



3

Go forward three spaces.

4



Name this festival.

9



These food are eaten during Kaamatan.

Yes

No

### How to Play?

1. Determine the group's turn.
2. Get the players to roll the dice.
3. Move the token.
4. Answer correctly to proceed.
5. Lose a turn for any wrong answers.

5

Lose a turn.

8



This is made using coloured rice grains.

True

False

7



Describe this festival.

6



This is a Vaisakhi celebration.

True

False

3.1.1  
3.1.2  
2.1.4

Teacher's Notes

Get the pupils to play in groups. Guide them to read and answer verbally. Teachers may change the questions to suit the pupils' level.



Let's respond.



## Tun Fatimah

Tun Fatimah was a famous female **warrior**. She was the daughter of Tun Mutahir.

She lived during the 16th century in Melaka. She was married to Sultan Mahmud Shah. She led the Malay community. They fought against the **Portuguese** army.

(Adapted from *Ooi Keat Gin's Southeast Asia: A Historical Encyclopedia, from Angkor Wat to East Timor*)

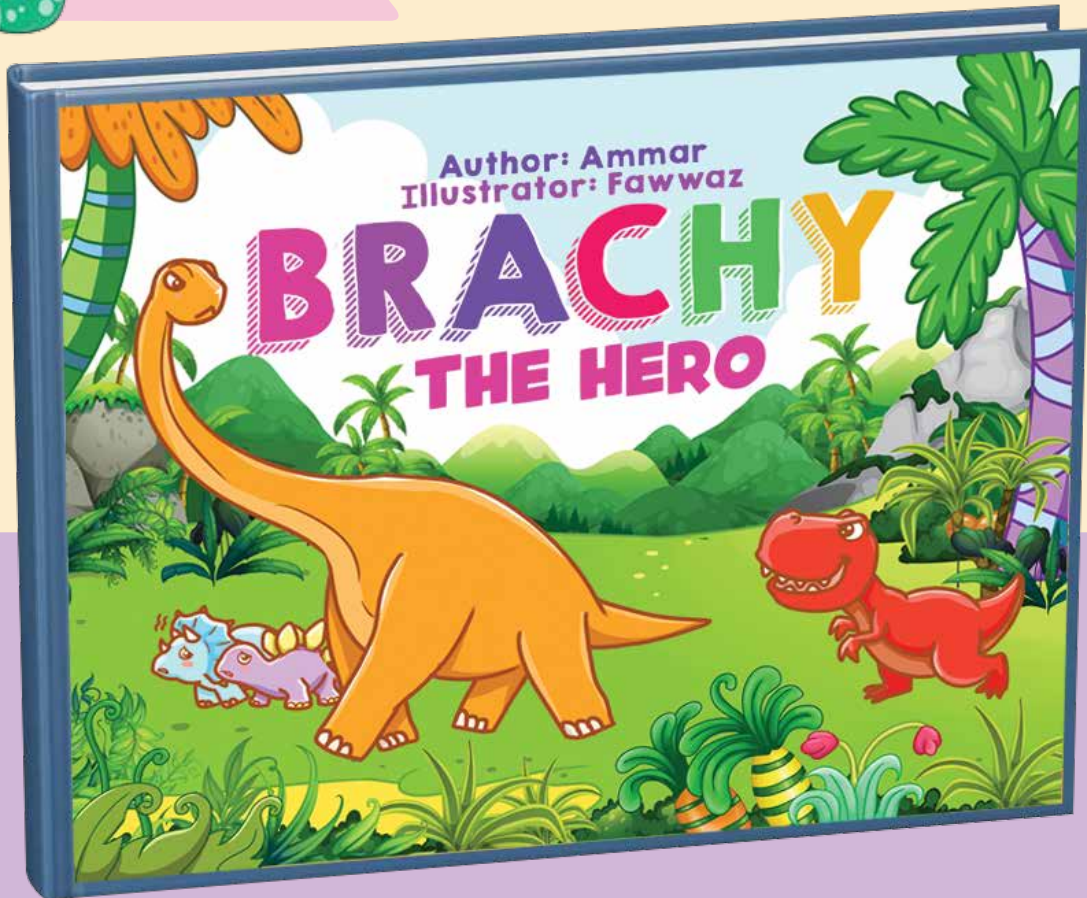
### Answer the questions.


- 1 Who was Tun Fatimah?
- 2 Where did she live?
- 3 Who did the Malays fight?





Let's listen.



- 1 What can you see on the book cover?
- 2 Have you seen these animals?
- 3 What do you think the story is about? 



Let's read.

## Brachy the Hero



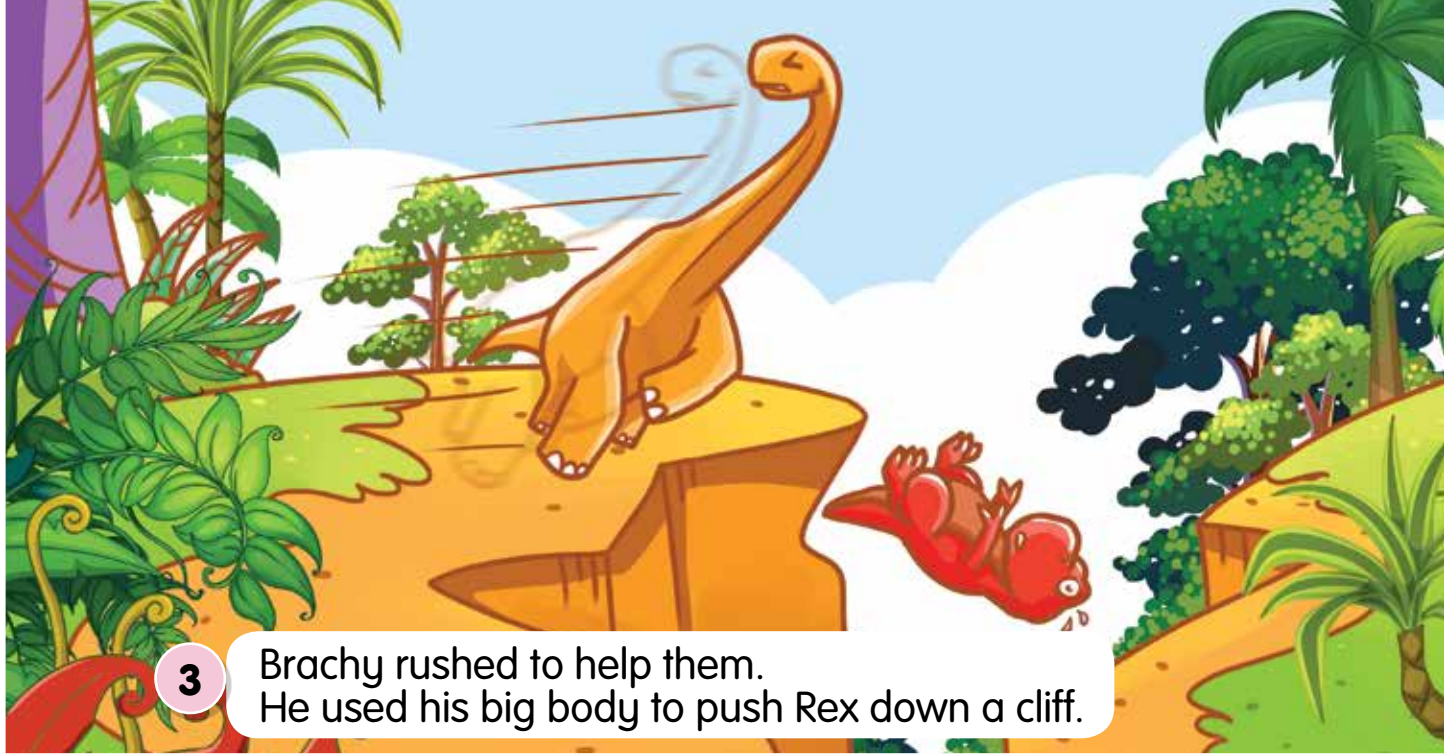
1

Brachy was a big and tall dinosaur. Smaller dinosaurs were scared of him. They did not want to be stepped on.



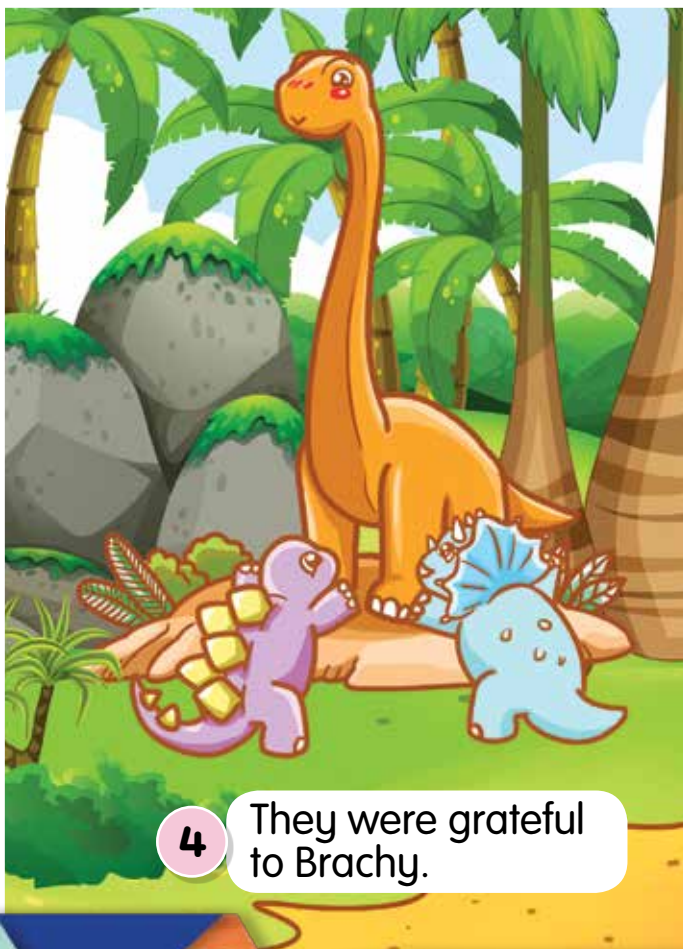
2

One day, Rex the Bully attacked the smaller dinosaurs. They tried to run away.



3

Brachy rushed to help them. He used his big body to push Rex down a cliff.



4

They were grateful to Brachy.



5

They became friends with Brachy. Brachy was happy.

3.2.1  
2.2.1

Teacher's  
Notes

Get the pupils to read and retell the story. For enrichment, discuss the moral value of the story.



Let's read.



1

How do you describe Brachy?

(a) big and tall

(b) small and short

(c) tall and small

(d) short and big

2

Why were the smaller dinosaurs scared of Brachy?

(a) Brachy was a bully.

(b) Brachy ate the smaller dinosaurs.

(c) Brachy was too small.

(d) Brachy might step on them.

3

What can you say about Rex the Bully?

(a) brave

(b) polite

(c) mean

(d) friendly

4

How did Brachy save the smaller dinosaurs?

(a) He bit Rex.

(b) He pushed Rex down a cliff.

(c) He stepped on Rex.

(d) He hit Rex with his tail.

5

Would you be friends with Brachy? Why?



\_\_\_\_\_





Let's read.

Each dinosaur had its own unique features.  
The pupils are telling about their favourite dinosaur.



1

I like the **Brachiosaurus**.  
It was so **big** and **tall**.



2

I like the **Triceratops**.  
It had **two big horns**.



3

**Tyrannosaurus Rex** was the best.  
It had **sharp teeth** and **claws**.



4

The **Stegosaurus** is my favourite.  
It had **hard plates** on its back.  
It also had **sharp spikes** on its tail.



3.1.1  
3.1.2  
2.1.4

Teacher's  
Notes

Discuss the characteristics of each dinosaur above.  
Guide the pupils to talk about the characteristics of each dinosaur. For example: *sharp teeth, long tail, short hands, big body, strong legs.*

79

KPM



**Let's read.**

There were many different dinosaurs.  
Some dinosaurs ate meat. Others ate plants.

## **Tyrannosaurus Rex (T-Rex)**

**sharp teeth**

used to eat meat

**big tail**

used to balance  
its body

**powerful jaws**

used to crush bones

**strong back legs**

used for sprinting



### **Fun Fact**

x

- Its name means “Tyrant Lizard”.
- It walked on two legs.
- It ate other dinosaurs.

(Source: <https://www.kids-dinosaurs.com/dinosaur-t-rex.html>)



## Brachiosaurus

### long neck

used to eat top of trees

### short tail

had a short tail as compared to its body

### long front legs

longer than the back legs



### Fun Fact

- Its name means “Arm Lizard”.
- It walked on four legs.
- Its nostrils were on top of its head.
- It ate plants and leaves.

(Source: <https://www.livescience.com/25024-brachiosaurus.html>)

3.1.1  
3.1.2  
3.1.3

Teacher's  
Notes



info

Compare and contrast the characteristics of both dinosaurs. Encourage the pupils to find information about other dinosaurs using picture dictionaries or encyclopedias. Teachers may also scan the QR code for the information.





Let's make.

# Fun Shapes Dinosaur



You need:



scissors



glue



marker pen

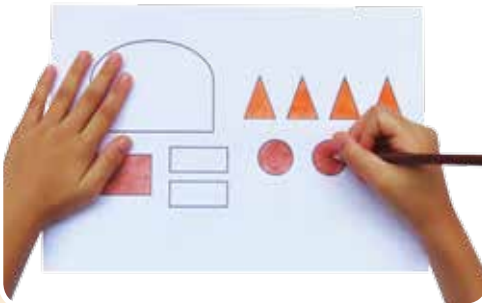


shapes template



coloured papers

1 Colour the template.



2 Cut.



3 Arrange the shapes.



4 Paste on a coloured paper.



5 Label.





# Unit 12

# Silver Screen



Let's listen.

## MOVIE GENRES



This is a **comedy** movie.



This is an **action** movie.



This is an **animated** movie.



This is a **science fiction** (sci-fi) movie.

1.2.1  
2.1.1

Teacher's  
Notes

Introduce the term “genre” to the pupils. Say the sentences above and get them to listen. Discuss their favourite movies and genres.

83

KPM



## Let's talk.

The class is talking about their favourite movies.

1 What kind of movie do you like?

2 I like **comedies**!

3 I prefer **action** movies.

4 **Sci-fi** movies are more interesting.

5 Let's watch **animated** movies. It has both comedy and action genres.



Let's read.

## Do's and Don'ts at Cinemas

**Do's**



arrive on time



turn off your phone



check your seat number  
before sitting

**Don'ts**



talk loudly



record the movie



leave your trash

3.1.1  
3.1.2

Teacher's  
Notes

Get the pupils to read the do's and don'ts at the cinema.  
Discuss other etiquettes that should be practised at cinemas.

85

KPM



## Let's read.

Yi Jun and Ruren want to watch a movie.  
They are checking the movie showtime.



[Home](#) [About](#) [Contact](#)



Daniel the Menace

11:00 a.m.

RM8.00



James Borne

12:00 p.m.

RM10.00



Ganfield

6:00 p.m.

RM12.00



Planet Wars

9:00 p.m.

RM15.00



### SELECT MOVIE



Daniel the Menace  
11:00 a.m.

RM8.00

BUY

### Correct the wrong information.

- ① Daniel the Menace starts at **11:00 p.m.**
- ② **Ganfield** starts at 12:00 p.m.
- ③ The ticket price for Planet Wars is **RM8.00**.
- ④ The ticket price for **James Borne** is RM12.00.



Let's read.

Movie Details

Now showing

Coming Soon

Charts



Rating: ★★★★★

**In theatres:** 22nd November, 2021

**Casts:** Wan Muiz, Fazli Nizam, Siti Hajar, Azlinawati

**Director:** Salem Deen

**Genre:** Animation

**Runtime:** 80 minutes

**Rated:** U (General Audiences)

**Synopsis:** Hana and her friends went to look for her lost kitten. The only clue is a ball. They faced many challenges during the adventure.

3.2.1  
4.2.3

Teacher's  
Notes

Guide the pupils to read the movie information. Explain the words in bold. For enrichment, prepare suitable movie posters. Guide them to complete the information on other movies in their exercise books. Pupils may use the Internet to find the information.

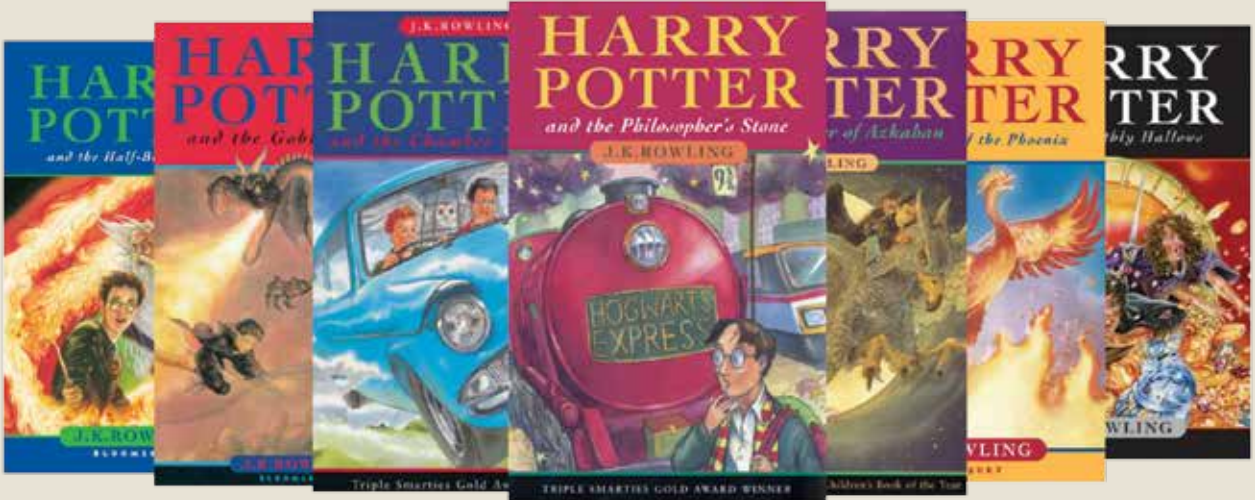
87

KPM



Let's read.

## Harry Potter



Harry Potter is a series of fantasy books. **They** are very popular. These books are written by J.K. Rowling.

There are seven books in the series. The books are then adapted into eight movies.

### Choose and rewrite.

- 1 Harry Potter is a series of 

fantasy	comedy
---------	--------

 books.
- 2 The books are written by 


J.K. Fowling	J.K. Rowling
--------------	--------------

 .
- 3 The books are then adapted into 

seven	eight
-------	-------

 movies.
- 4 The word “**They**” refers to the 

books	movies
-------	--------

 . 



Let's write.



Answer the questions.

- 1 What is the title of the movie?  
The title is \_\_\_\_\_.
- 2 Who is the director?  
The director is \_\_\_\_\_.
- 3 When is the movie released?  
It is released on \_\_\_\_\_.
- 4 What is the genre of the movie?  
The genre is \_\_\_\_\_.
- 5 What do you think the movie is about?  
The movie is about \_\_\_\_\_.

4.1.1

Teacher's  
Notes

Guide the pupils to read the information on the poster and answer the questions in their exercise books.



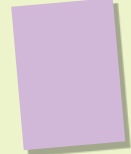
Let's make.

# Cotton Popcorn

You need:



coloured ice cream sticks



coloured paper



paper plate



cotton balls



scissors



strong glue



watercolour



brush

1 Glue the sticks.



2 Cut the paper plate.



3 Paste the sticks to the plate.



4 Paste the cotton balls.



5 Paint.



6 Paste onto a coloured paper.

