



KEMENTERIAN PENDIDIKAN MALAYSIA

YEAR 6

ENGLISH

(LEARNING DISABILITIES)

ENGLISH (LEARNING DISABILITIES) YEAR 6



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

YEAR 6

ENGLISH
(LEARNING DISABILITIES)

Writers

Amuthaa a/p Balasubramaniam
Siti Shahidah binti Sheikh Md Fadzullah

Editor

Mohamad Arshad bin Sulaiman

Designer & Illustrator

Nurul Emira binti Abdul Jimin



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INTRODUCTION

The *English (Learning Disabilities) Year 6* package consists of a textbook and an activity book that are specifically written for pupils with learning disabilities. It is written in accordance to the Standards-Based English Language Curriculum for Primary Schools (KSSR) for Special Education (Learning Disabilities) Revised 2017.

The package is 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 designed to equip pupils with basic language skills and knowledge that would enable them to use the language in various contexts. It consists of 12 units with different topics. Each unit introduces the pupils to the five language skills of listening, speaking, reading, writing, and language arts. Suggestions for enrichment and further activities are included in the Teacher's Notes section.

The language skills are presented with the following icons:



Listening

This component focus on the pupils' ability to listen and understand meanings by responding to the given stimuli.



Speaking

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



Reading

The reading activities develop the pupils' ability to read, to understand meaning, and to read independently. The focus is to understand the main ideas and specific details of linear and non-linear texts.



Writing

The writing activities focus on the pupils' ability to communicate meaning through writing using appropriate language, forms, and styles. The pupils will learn to form simple and compound sentences.



Language Arts

This component provides an opportunity for the pupils to enjoy and respond imaginatively to different text types. The pupils can apply what they have learned in other language skills in fun-filled, activity-based, and meaningful experiences by producing simple creative works.

Teacher's
Notes

Teacher's Notes

L.L.L

Learning
Standard



Higher-Order Thinking
Skills (HOTS)



QR code

The Activity Book

The activity book consists of 12 units. It is designed to support and develop the language skills taught in the textbook. The various types of exercises will enable the pupils to improve their English proficiency. There are corresponding pages in the activity book for every unit of the textbook. Hence, the activity book must be used in tandem with the textbook to achieve the learning objectives.

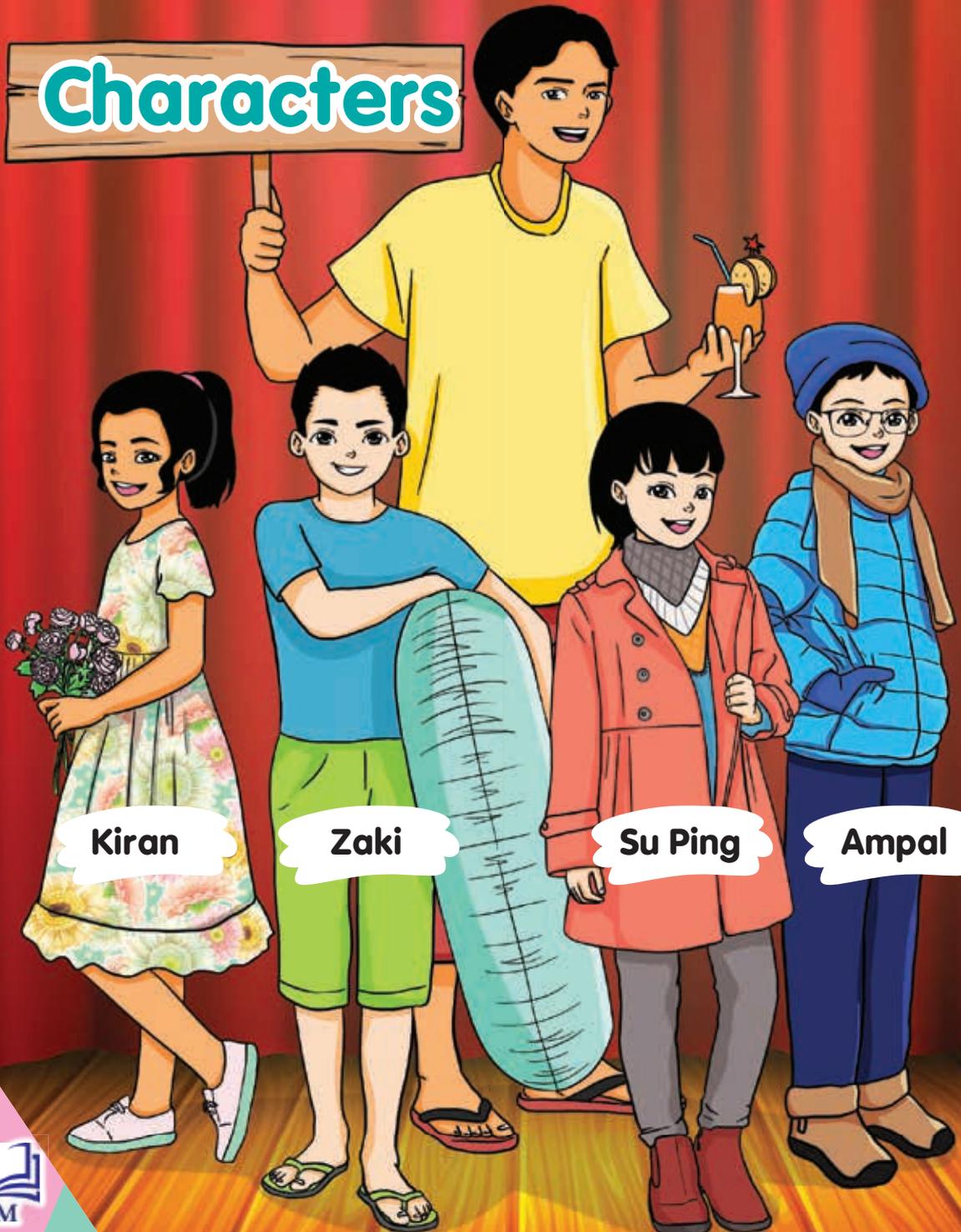
Conclusion

The contents of this package have been selected carefully to cater to different learning needs for pupils with learning disabilities. Teachers need 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 book will be fully utilised to enable pupils with learning disabilities to enjoy learning English.



Mr Shankar

Characters



Kiran

Zaki

Su Ping

Ampal

Unit 1

Making New Friends

Let's listen.

New Neighbourhood

Ampal and his family are moving into a new house. They meet their new neighbours.



1 What can you see in the picture?

2 What are they doing?

1.2.1
1.2.4

Teacher's
Notes

Read the text above and get the pupils to listen. Explain the meaning of "neighbourhood". Ask the **Wh-questions** to elicit their responses.



Let's role-play.

Meeting New Friends

1 Hi, my name is Ampal.
My family and I just moved here.

2 Hi, Ampal. I'm Su Ping. Meet Kiran and Zaki.

3 Nice to meet you, Ampal.
Where are you from?



4 Nice to meet you too, Kiran.
I'm from Sabah.



5 Hello, Ampal. Why did you move here?

6 Hi, Zaki. My father got a job here.

7 Welcome to the neighbourhood, Ampal.

2.1.1

Teacher's
Notes



Pronunciation

Guide the pupils to role-play the dialogues. Encourage them to talk and give details about themselves. Talk about different reasons why people move into a new neighbourhood.



Let's read.

House-Warming Party



1

Ampal and his family prepared for a house-warming party.



2

Ampal invited his new friends to the party.



3

They prepared a lot of delicious food and desserts.



4

Ampal's new friends brought gifts for him. He was very happy.

Info

A house-warming party is a party given by somebody who has just moved into a new home.



Let's read.

Dear Diary

Ampal met new friends in the new neighbourhood.
He wrote about it in his diary.

Day: _____

Date: _____

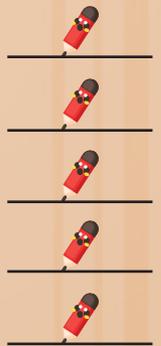
We have just moved into our new house. I do miss our home in Sabah.

Zaki, Kiran, and Su Ping are my new friends. They also live in the same neighbourhood. They are very nice and friendly.

I recently invited them to our house-warming party. It was really fun. They brought gifts to welcome us. I am looking forward to spend more time with them.

Answer "True" or "False".

- 1 Ampal and his family used to live in Sarawak.
- 2 Zaki, Kiran, and Su Ping are his new friends.
- 3 They live in a different neighbourhood.
- 4 Ampal invited his new friends to his birthday party.
- 5 They brought gifts to welcome Ampal and his family.



3.1.1
3.1.2

Teacher's
Notes

Get the pupils to read the diary entry. Guide them to write the correct answers in their exercise books.



Let's make.

Friendship Gift

You need:



coloured paper (15 cm x 29.5 cm)



scissors



glue



empty
tin



coloured
tape



stickers



Steps:

1



Apply glue.

2



Paste the coloured paper.

3



Cut into strips.

4



Apply glue.

5



Fold and paste.

6



Decorate.



Unit 2

Family Time



Let's listen.

Kiran's Family

Kiran and her family love to spend time together. They do many activities as a family.

1



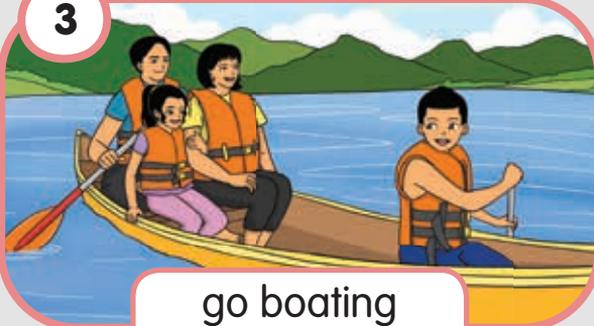
play board games

2



have meals

3



go boating

4



watch movies

1 Do you spend time with your family?

2 What activities do you do with your family?

1.2.1
1.2.4

Teacher's
Notes

Describe the activities to the pupils and get them to listen. For enrichment, introduce other activities that they can do together with their families.



Let's role-play.

Spending Time Together

1 Did you enjoy playing board games last night?

2 Yes, father. I loved it. Mother had fun too.

3 That's great. Which game did you enjoy the most?

4 I enjoyed playing Scrabble. It was very challenging and fun.





Let's read.



Ampal's Family Outing



Last Saturday, Ampal and his family had a **family outing**. They stayed in a resort by the beach.

Ampal met his cousins at the resort. They swam in the sea and played **Frisbee**. In the evening, they played **scavenger hunt**.



They had a **barbecue** for dinner. Ampal's father grilled fish, squids, and prawns. They were very delicious.

At night, Ampal and his cousins played "**snakes and ladders**". Everyone had fun.



Let's read.

1 Where did Ampal and his family go for an outing?

a park

b school

c resort

d shopping mall

2 Who did Ampal meet at the resort?

a his friends

b his teachers

c his siblings

d his cousins

3 They were very delicious. "They" refers to:

a fish, squids, and prawns

b fish, chicken, and squids

c chicken, prawns, and squids

d cakes, ice creams, and biscuits

4 What did they do in the evening?

a swimming in the sea

b playing Frisbee

c barbecuing seafood

d playing scavenger hunt

5 Do you like to go for a family outing at the beach? Why? 



Let's read.

Family Time

Spending time with our family is important.
It can promote our family bonding.



1 Reduce stress.



2 Build our self-confidence.



3 Strengthen our family love.



4 Promote good communication.

(Source: <https://followtheirsunshine.com/benefits-of-family-bonding>)

3.1.1
3.1.2

Teacher's
Notes

Guide the pupils to read the benefits of family time.
Discuss other benefits of family time.



Let's make.



Family Paper Chain

You need:



white
A4 paper



coloured
pens



pencil



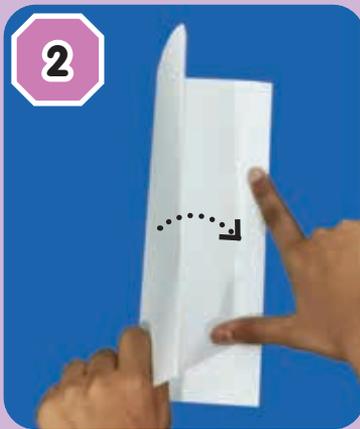
scissors

1



Make a cupboard fold.

2



Fold in half.

3



Draw.

4



Cut.

5



Open the fold.

6



Decorate.



Unit 3

Canteen Day

Let's listen.

food and
drink booths

colouring competition

petting zoo

funfair games



I can't wait for Canteen Day next week!
It's only held once a year.

There will be many fun activities.
My favourite is the petting zoo.
Come and join us.

- 1 What can you see in the pictures?
- 2 What do you usually do during Canteen Day?
- 3 What is your favourite activity?

1.2.3
1.2.4

Teacher's
Notes



Audio

Scan the QR code to listen to the audio recording.
Teachers can also read the text. Encourage the pupils
to talk about the most memorable Canteen Day
experience.



Let's talk.

Canteen Day will be held next week.
The pupils are discussing the preparation.

1 What should we
sell at our booth?

2 How about **chips** and **burgers**?

3 **I don't think so**, Kiran.
They're unhealthy.

4 Let's make **sandwiches**.
They're healthy.

5 **That's a good idea.**
Sandwiches are delicious too.



Let's read.

SK Taman Jaya is organising a Canteen Day.
The pupils are making posters for the event.

**SEKOLAH KEBANGSAUAN
TAMAN
JAYA**

CANTEEN DAY SK TAMAN JAYA

Date: 20th September 20...
Day: Saturday
Venue: School Hall
Time: 8:00 a.m. to 4:00 p.m.

Activities:

- ✓ petting zoo
- ✓ funfair games
- ✓ colouring competition
- ✓ food and drink booths

All are invited!

3.1.1
4.1.3(ii)(ii)

Teacher's
Notes

Read the poster with the pupils. Discuss the information in the poster. For enrichment, guide the pupils to complete the poster by adding their preferred activities during Canteen Day in their exercise books.



Let's read.

Shopping for Ingredients

Canteen Day will be held tomorrow. The pupils have decided to sell egg sandwiches. Mr Shankar is looking for the ingredients.

Ingredients:



eggs



rice



mayonnaise



chips



bread



oranges

Mr Shankar needs _____,
_____, and _____
to make egg sandwiches.



Let's read.

Egg Sandwich

Kiran and Su Ping are making egg sandwiches for Canteen Day. They use the following recipe.



Steps:



1 Firstly, mash the boiled eggs.



2 Next, add salt, pepper, and mayonnaise.



3 Then, spread butter on the bread.



4 Lastly, spread the mixture on the bread.

3.1.1
3.1.2

Teacher's
Notes

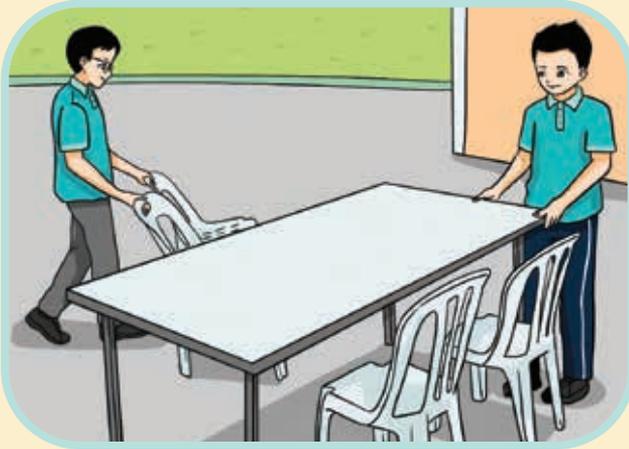
Prepare the ingredients for the pupils. Guide them to read the steps and make sandwiches as a class project.



Let's read.

During Canteen Day

Today is the Canteen Day of SK Taman Jaya. Mr Shankar and his pupils are setting up a booth.



1 Zaki and Ampal **arrange** the table and chairs.



2 Then, they **carry** the sandwiches to their **booth**.



3 Kiran and Su Ping **decorate** their booth. They **put up** the banner and menu chart.



4 Many people **buy** their sandwiches. They are very happy.



Let's write.

1

arrange

Zaki and Ampal

the table and chairs.

2

the sandwiches

to their booth.

Then, they carry

3

Kiran and Su Ping

their booth.

decorate

4

and menu chart.

They put up

the banner

5

buy their

Many people

sandwiches.



Let's make.

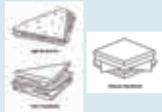


Canteen Day Menu

You need:



scissors



templates



glue



stickers



manila card



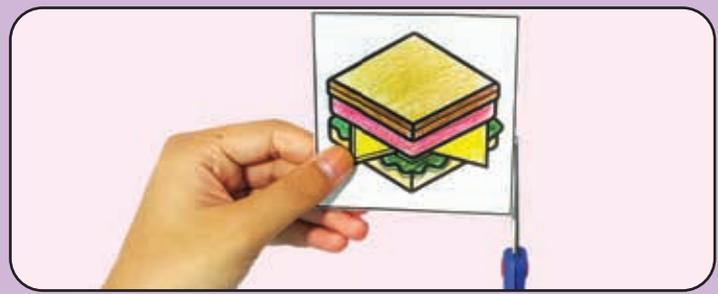
coloured paper



marker pen



coloured pencils



1 Colour and cut the templates.



2 Write the title.



3 Paste the templates.



4 Write and paste the labels.



5 Decorate the menu.



Unit 4

Health is Wealth



Let's listen.



I eat fruits and vegetables.



I play sports in the evening.



I sleep early at night.



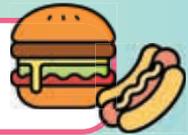
I drink eight glasses of water a day.



Zaki

Su Ping

I like to eat fast food.



I don't like to exercise.



I sleep late at night.



I enjoy fizzy drinks.



1 Who is healthier? Why?

2 Why is it important to have a healthy lifestyle? 

1.2.1
1.2.4

Teacher's
Notes

Read the text and get the pupils to listen.
Guide them to answer the **Wh-questions**.



Let's role-play.

Mr Shankar caught Ampal sleeping in the classroom.

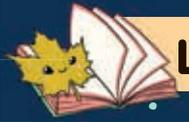
1 Ampal, are you okay?

2 I'm sorry, Mr Shankar.
I feel sleepy.

3 What time did you
sleep last night?

4 I slept at 2 a.m. last night.
I played video games.

5 That's not good, Ampal.
We **get tired easily** when
we don't get enough sleep.



Let's read.

Better Sleep, Better Life

Getting enough sleep is important. It has many health benefits.

1



Improves learning.

2



Lowers weight gain risk.

3



Reduces stress.

4



Improves physical health.

5



Boosts focus.

(Source: <https://health.gov/myhealthfinder/topics/everyday-healthy-living/mental-health-and-relationships/get-enough-sleep>)

Info

Children need 10 to 12 hours of sleep each night.

3.1.1
3.1.2

Teacher's
Notes

Guide the pupils to read the infographic. Discuss other benefits of getting enough sleep.



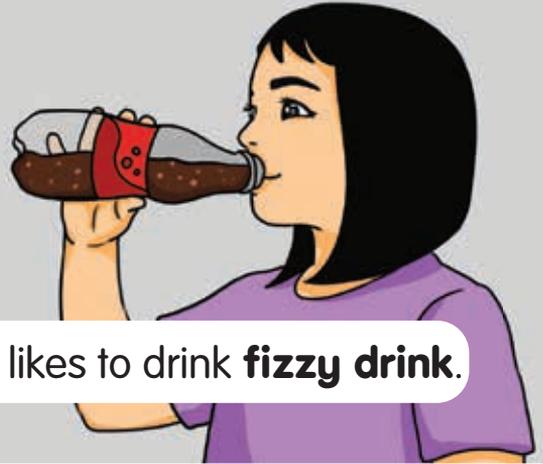
Let's read.

We Are What We Eat

Rani is twelve years old. She lives an unhealthy lifestyle.



She likes to eat **fast food**.



She also likes to drink **fizzy drink**.

Her parents are worried. They told Rani to start eating healthily.

Eat more fruits and vegetables, Rani.

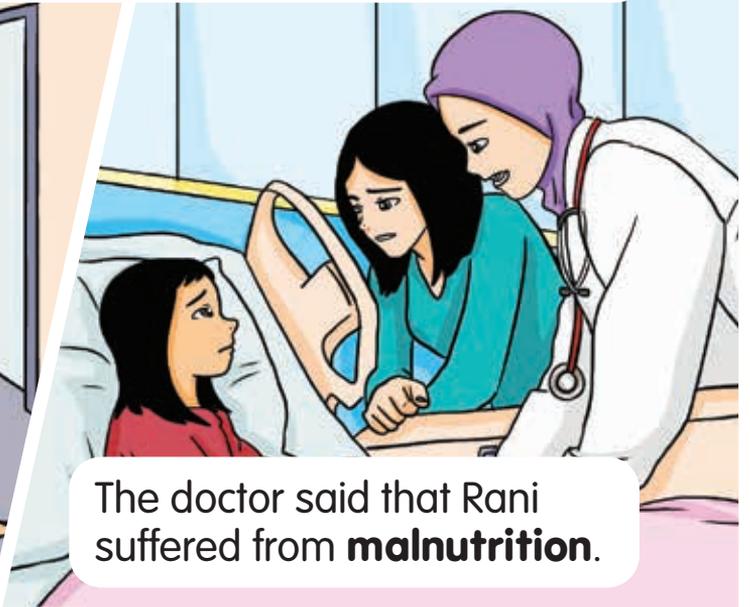


No, I don't like them.

Rani was stubborn and refused to change her **lifestyle**. One day, Rani **fainted** in her room.

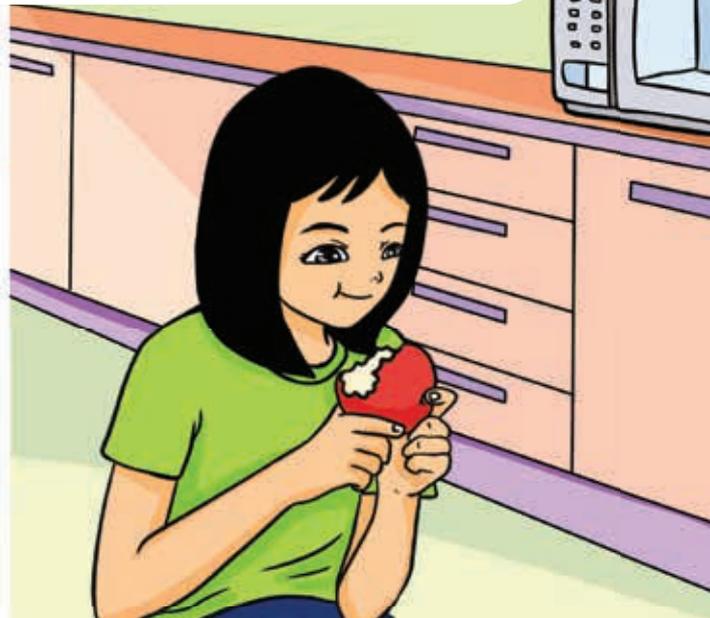


Rani was taken to the hospital.



The doctor said that Rani suffered from **malnutrition**.

Since then, Rani eats healthily. She also exercises regularly. Her parents are proud of Rani.



3.2.1
2.2.1

Teacher's
Notes



Malnutrition

Read the story with the pupils. Explain the meaning of the words and phrases in bold. Discuss why we need to eat more fruits and vegetables.



Let's read.

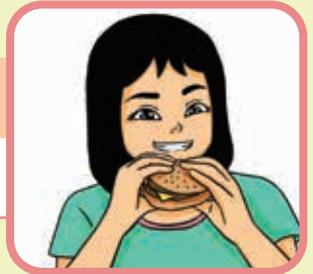
1 How do you describe Rani's lifestyle?

She lived an _____



2 What did she like to eat and drink?

She liked _____



3 What happened to Rani?

She _____



4 What did the doctor say to Rani?

The doctor said that Rani _____



5 If you were Rani, would you continue eating fast food?
Why? 



Let's read.

Healthy Lifestyle

Healthy lifestyle can prevent diseases and improve our health. Below are some ways to practise a healthy lifestyle.



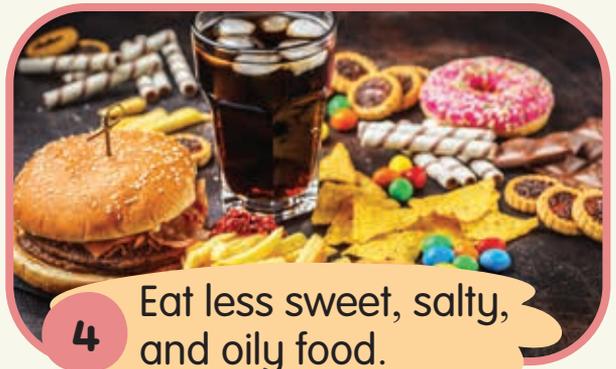
1 Drink enough water.



2 Exercise regularly.



3 Eat more fruits and vegetables.



4 Eat less sweet, salty, and oily food.

Answer "True" or "False".

1 Drinking enough water is not healthy.



2 Exercise regularly is healthy.



3 Eating more fruits and vegetables is healthy.



4 Eating sweet, salty, and oily food is healthy.



3.1.1
3.1.2

Teacher's
Notes

Guide the pupils to read the text and discuss other ways to stay healthy. Guide them to write the correct answers in their exercise books. Explain the meaning of "exercise regularly" and "drink enough water".



Let's recite.



Be Healthy Together

To be healthy and clean,
Exercise and practise good hygiene,
Eat fruits and vegetables every day,
We'll have more energy to play.



I need a good rest,
A good sleep to do my best,
If I am healthy and strong,
I'll be happy all day long.

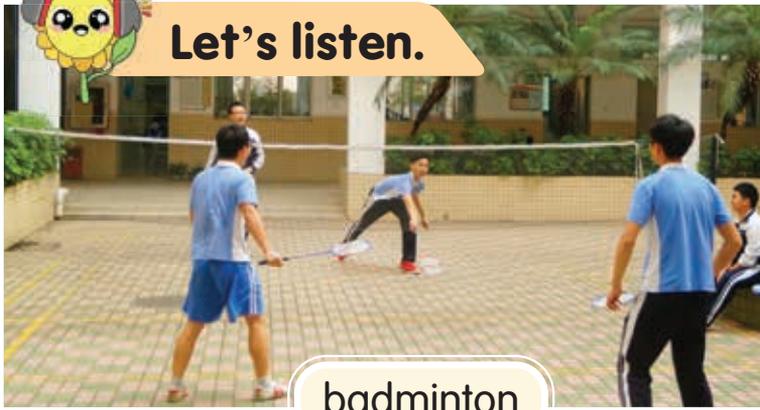


Unit 5

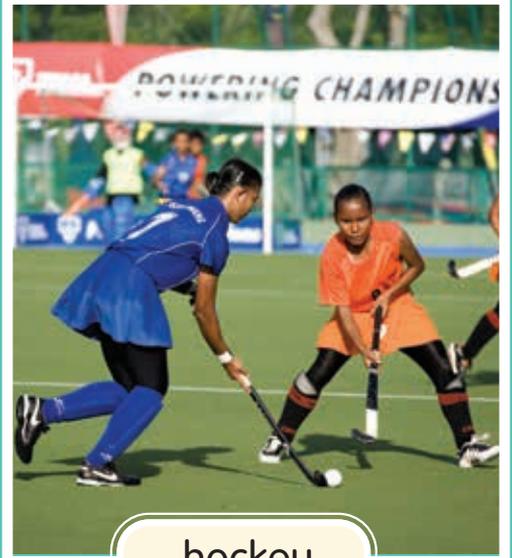
All About Sport



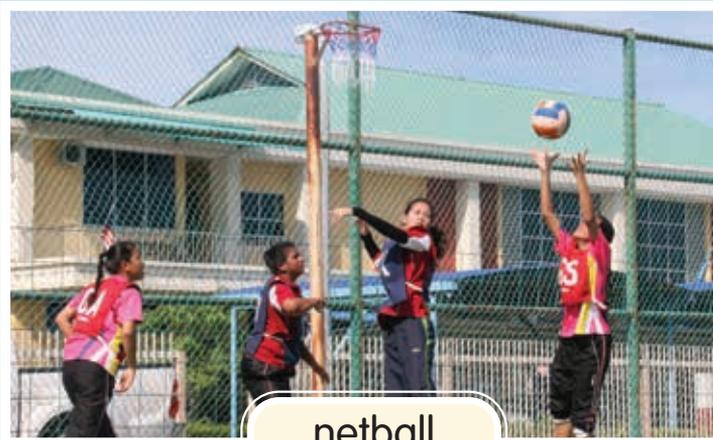
Let's listen.



badminton

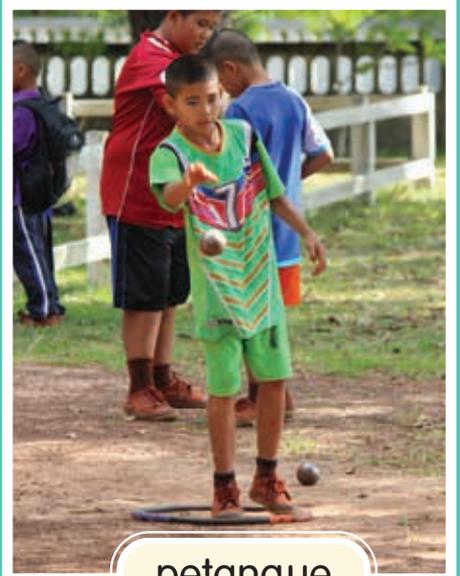


hockey



netball

- 1 What are they doing?
- 2 Which sport do you like to play?
- 3 When do you usually play sport?



petanque

1.2.4

Teacher's
Notes



Pronunciation

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



Let's role-play.

My Favourite Sport

SPORTS TIMETABLE

MONDAY

NETBALL



TUESDAY

FOOTBALL



WEDNESDAY

HOCKEY



THURSDAY

BADMINTON



Oh, the badminton practice is on Thursday. I'm so excited!

I like playing netball.
The practice is on Monday.

My favourite sport is hockey.
The practice starts on _____.

I love playing _____.
The practice is on Tuesday.



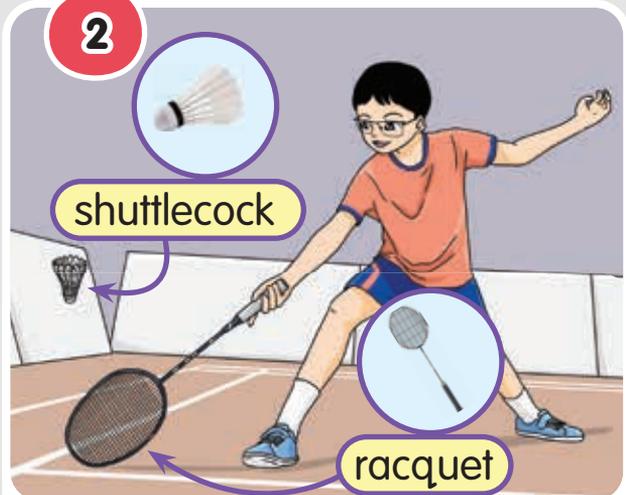
Let's read.

1



Kiran plays **hockey**.
She uses a **hockey stick**
to hit the ball.

2



Ampal plays **badminton**.
He uses a **racquet** to hit
the **shuttlecock**.

3



Su Ping plays **netball**.
She wears a **bib**.
She also wears **sports shoes**.

4



Zaki plays **football**.
He wears **shin guards**.
He also wears **football boots**.





Let's read.

Petanque Game

Petanque is an outdoor sport. It is a game of two teams. Each team must have the same number of players.

It is played with **boules** and **jack**. The boule is a ball made of **metal**. The jack is a small ball made of **wood**.

It is played by throwing the boules near to the jack. The game is usually played at petanque courts.

Petanque can be played by almost anybody. It can also be played by people who are on wheelchairs.

(Source: <https://www.w3.org/2001/08/petanque>)





Let's read.

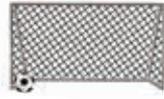
Football



football



gloves



goal post



boots

Zaki is a  player. He plays for his school team. Football is played by kicking the ball into the opponent's .

He wears his football  during the game. The goalkeeper wears  to catch the ball.

Netball



bibs



goal ring



netball



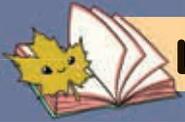
court

Kiran has a  practice today with her friends. They play at the netball . They wear  to show their positions. They score points by shooting the ball into the .

3.1.1
3.1.2

Teacher's
Notes

Guide the pupils to read by replacing the pictures with the correct words. For enrichment, get them to rewrite the passage in their exercise books.



Let's read.

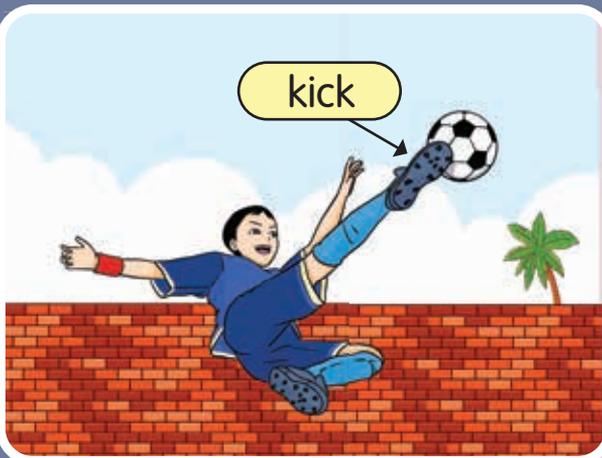
Action Verbs



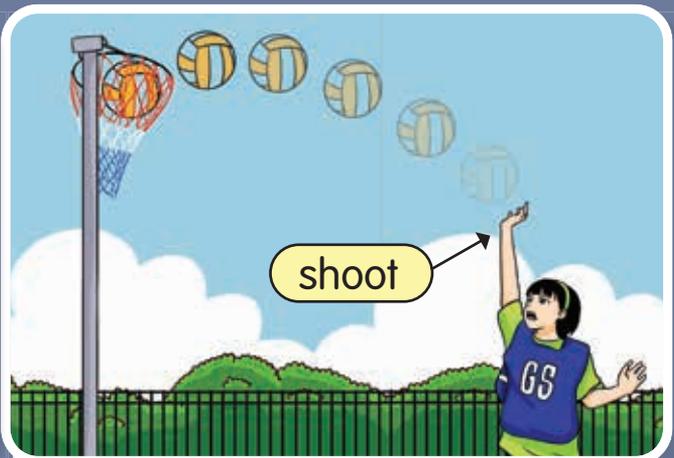
1 Zaki is **hitting** the shuttlecock.



2 Kiran is **throwing** the boule.



3 Ampal is **kicking** the ball into the goal post.



4 Su Ping is **shooting** the ball into the goal ring.



Let's write.

1



Ampal – kick – ball.

Example:

Ampal is kicking the ball. _____

2

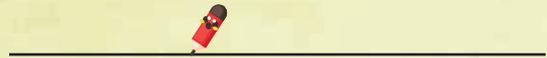
Kiran – throw – boule.



3



Zaki - hit - shuttlecock.



Su Ping – shoot – ball.



4





Let's recite.



Let's Play Together

We play sport together,
Under the good weather,
For health and leisure,
Let's play together.

We play with a ball,
Be careful not to fall,
Kick and pass the ball,
Sport is fun for all.



We have the same aim,
To win the game,
We play and also train,
To play and enjoy the game.

Unit 6

Amazing Asia



Let's listen.

People From Asia

There are many countries in Asia.
Each country has its own flag and national costumes.



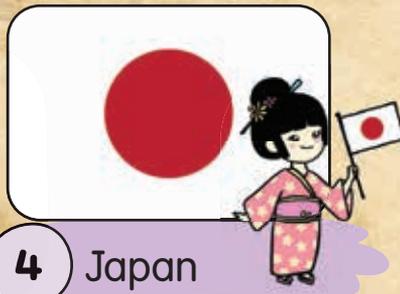
1 Thailand



2 Indonesia



3 India



4 Japan



5 China



6 Brunei



7 Vietnam



8 South Korea

1.2.1
1.2.2

Teacher's
Notes

Read the sentences and labels. Introduce and describe the flags and national costumes of the countries above. Discuss the similarities and differences of the flags and national costumes with the pupils.



Let's role-play.

Hello From Around the World

Flag	Country	Nationality	Greetings (Hello)
	South Korea	Korean	<i>Annyeonghaseyo</i>
	Japan	Japanese	<i>Konnichiwa</i>
	China	Chinese	<i>Ni hao</i>
	India	Indian	<i>Namaste</i>

(Source: <https://bilingua.io/how-to-say-hello-in-100-languages>)



1 What do you call the people from **Japan**?

2 They are **Japanese**.

3 How do they say "hello"?

4 They say "**konnichiwa**".





Let's read.

Traditional Costumes

This is Quang. He is from Vietnam.
He is a Vietnamese. He is wearing **ao dai**.



This is Megumi. She is from Japan.
She is a Japanese. She is wearing **kimono**.



This is Rangga. He is from Indonesia.
He is an Indonesian. He is wearing **batik** shirt.



This is Pooja. She is from India.
She is an Indian. She is wearing **lehenga**.

3.1.1
3.1.2

Teacher's
Notes



Source

Get the pupils to read the text. Focus on the words in bold. Discuss different traditional costumes of other countries in Asia.



Let's read.

Street Food Around the World

Street food are food that are cooked and sold in public places. They are usually sold outdoors and to be eaten immediately.

1

This is **youtiao**.
It is commonly eaten in China.
It is **salty** and **chewy**.



2

This is **pani puri**.
It is commonly eaten in India.
It is **spicy** and **crunchy**.



3

This is **taiyaki**.
It is commonly eaten in Japan.
It is **sweet** and **crispy**.



4

This is **som tam**.
It is famous in Thailand.
It is **sour** and **crispy**.



5

This is **bakso**.
It is famous in Indonesia.
It is **salty** and **chewy**.



6

This is **ambuyat**.
It is famous in Brunei.
It is **starchy** and **sticky**.



3.1.1
3.1.2

Teacher's
Notes



Source

Get the pupils to read the text. Discuss other street food from different countries that they know.



Let's read.

Postcard From Abroad

Su Ping and her family are in South Korea. She wants to tell Kiran about her holidays. She sends Kiran a postcard.

Dear Kiran,

Annyeonghaseyo.

I hope you are well. My family and I are in South Korea.

We are in Jeju Island now. It is so beautiful. The weather is cold and windy. I wish you were here.

Your friend,
Su Ping



Kiran Kaur,
5, Jalan Ria 7,
Taman Ria,
50450 Kuala Lumpur.



Fill in the blanks.

- 1 Su Ping and her family are in _____.
- 2 She sends a _____ to Kiran.
- 3 Jeju Island is so _____.
- 4 The weather is _____ and _____.



Let's read.



The Bolon House

The Bolon house is a traditional house of the **Batak tribe**. It can be found in Indonesia.

The house is **rectangular** in shape. The house has an empty space below it. The tribe uses the space as **animal cages**.

The house can fit up to six people at one time. It is a popular tourist attraction.

(Source: https://www.toba.indonesia-tourism.com/batak_house.html)

Answer the questions.

1 What is a Bolon house?

2 Where can it be found?

3 Why is there space under the house?

4 How many people can fit inside the house?

3.1.1
3.1.2

Teacher's
Notes

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



Let's make.

Vietnamese Roll



You need:



rice paper



lettuce



sliced
carrots



cooked
prawns



cooked
vermicelli



1 Soak the rice paper in warm water until it is soft.



2 Place the ingredients onto the rice paper.



3 Fold the rice paper.



4 Serve the rolls with sauce.





Let's listen.

Summer and Winter

Good day to you, my trusted friend,
Another season is about to end,
Now that **summer** is in the air,
The new season is here and there,
Let's prepare and don't be scared.

Good day to you, my trusted friend,
Another season is about to end,
Now that **winter** is in the air,
The new season is here and there,
When you feel it, it will be there.

We had joy, we had fun,
We have seasons in the Sun,
But the day is almost done,
Let's play some other time.

(To the tune of *Season in the Sun*)





Let's talk.

Types of Seasons

The pupils are talking about their favourite seasons.



My favourite season is **spring**.
I enjoy watching the flowers bloom.

My favourite season is **summer**.
I love swimming in the sea.





My favourite season is **autumn**.
I can go camping and hiking.



My favourite season is **winter**.
I can go skiing and build a snowman.

What is your favourite season? Why? 🧠

2.1.4

Teacher's
Notes



Source

Discuss the differences between the four seasons with the pupils. Talk about the activities they would like to do during each season. For enrichment, go to YouTube and type "four seasons time lapse" to watch videos on the changes between the four seasons.



Let's read.

Places to Visit



Some parts of China, Japan, Kazakhstan, and South Korea have four seasons. They have many interesting places to visit.



The Great Wall, China



This is the Great Wall of China. It is in China. During spring, the plants and flowers bloom. The weather becomes warmer and often wetter. The scenery is beautiful.



Big Almaty Lake, Kazakhstan



This is the Big Almaty Lake. It is in Kazakhstan. During summer, people enjoy outdoor activities.

The weather is often hot and dry. Daytime is usually longer than night-time.



Nami Island, South Korea



This is Nami Island. It is in South Korea. During autumn, the weather gets colder.

The leaves turn reddish brown. It is a suitable time for hiking and camping.



Mount Fuji, Japan



This is Mount Fuji. It is in Japan. During winter, the weather is cold and windy.

The mountain is also covered with snow. Night-time is usually longer than daytime.

3.1.1
3.1.2

Teacher's
Notes

Guide the pupils to read the text. Ask them which season they would like to experience.



Let's read.

It is important to wear proper winter clothing during winter. It keeps us warm and cozy.

Winter Clothing



beanie



scarf



jacket

gloves



boots



Let's guess.

- 1 If your head freeze, put me on please.
- 2 In a winter storm, I keep your neck warm.
- 3 I start with the letter "B". I keep your feet cozy.
- 4 I start with the letter "J". I keep you warm on a cold day.
- 5 I protect your hands from snow and ice. I keep them warm and nice.

(Adapted from: <https://www.kidssoup.com/craft-and-resource/keeping-warm-winter-clothing-riddles-rhyme-game-and-more>)



Let's read.

Common Nouns

Common nouns are names of people, places, and things.

Proper Nouns

Proper nouns are names of specific person, place, and things. They always begin with capital letters.

Examples:

Common Noun	Proper Noun
teacher	Mr Shankar
pupil	Kiran, Ampal
country	Brunei, Japan
lake	Big Almaty Lake
island	Nami Island
mountain	Mount Fuji

Name the nouns in bold.

- The **island** is beautiful. (common noun)
- Kiran and her family went to **Japan**. ()
- The **mountain** is covered with snow. ()
- Mr Shankar** is the class teacher. ()
- My favourite season is **winter**. ()

3.1.1
4.1.3(i)(ii)

Teacher's
Notes

Explain common nouns and proper nouns to the pupils. Guide them to determine whether the words in bold are common nouns or proper nouns. Get the pupils to write the answers in their exercise books.



Let's make.



1 Colour the templates.



2 Cut.



Four-Season Tree

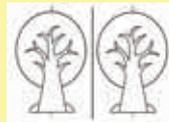
You need:



crayons



scissors



tree templates



glue



3 Fold in half.



4 Apply glue.



5 Paste.



Scan the QR code to download the tree templates. Guide the pupils to colour the templates. For example:

- 1. spring → 
- 2. summer → 
- 3. autumn → 
- 4. winter → 

Unit 8

The Legend of Bajau



Let's listen.

NOW SHOWING

THE LEGEND OF BAJAU

Day:

Saturday and Sunday

Date:

5th and 6th July

Showtime:

3:00 p.m. to 5:00 p.m.

Price:

RM10.00



- 1 What is the title of the movie?
- 2 What do you think the movie is about?
- 3 How would you describe the man in the poster?

1.2.4

Teacher's
Notes

Say the details in the movie poster.
Ask **Wh-questions** to elicit their responses.



Let's role-play.

The Legend of Bajau

Bajau lived in Kampung Solibog, Sabah. He was very **tall** and **big**.

Pangkung was his **beautiful** wife. She was also **kind**.



Bajau was very **strong** and **helpful**. He helped to clear the forest for the villagers. He was also **humble** and **friendly**. The villagers loved him.

Let me help to clear the forest.



Thank you, Bajau.



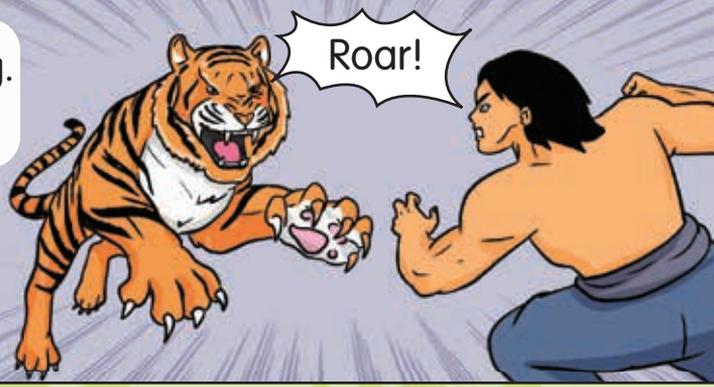


Help! Help!

One day, a **big** and fierce **tiger** attacked the village. It chased the cows and goats **fiercely**. It also chased the villagers.

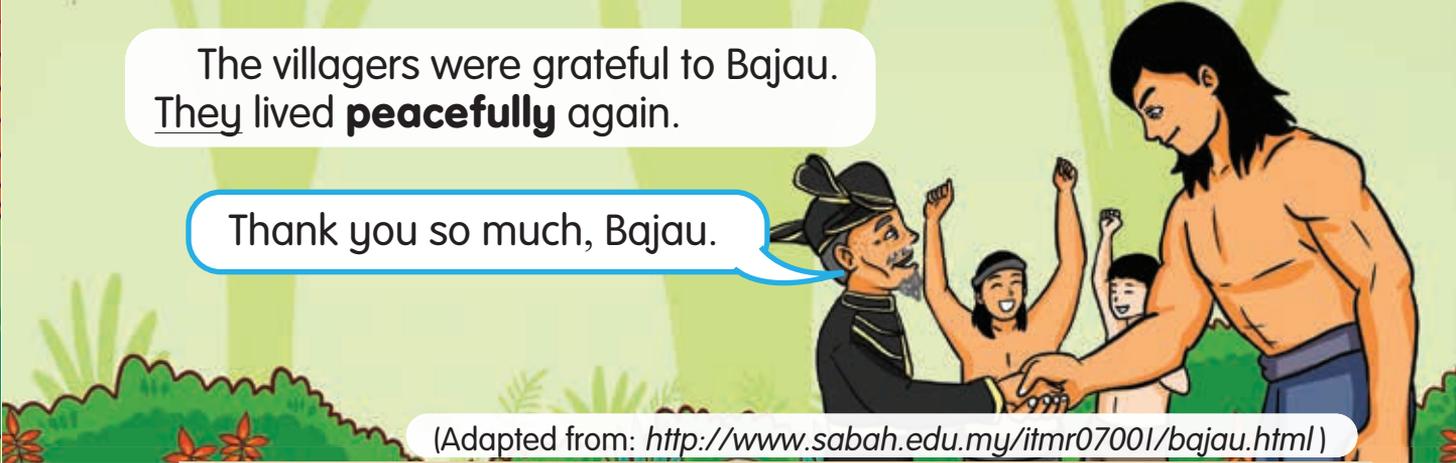


Tok Aman was the village chief. He called Bajau to help them **quickly**. He was a **wise** and **responsible** chief.



Bajau fought the tiger **bravely**. He threw it across the hill.

Roar!



The villagers were grateful to Bajau. They lived **peacefully** again.

Thank you so much, Bajau.

(Adapted from: <http://www.sabah.edu.my/itmr07001/bajau.html>)

2.2.1
3.2.1

Teacher's
Notes

Guide the pupils to retell the story in their own ways. Focus on the words in bold. Discuss the moral values of the story.



Let's read.

1 Where did Bajau live?

- a In a village in Sabah. b In a village in Perak.
c In a village in Sarawak. d In a village in Pahang.

2 How would you describe Bajau?

- a lazy and weak b strong but lazy
c helpful but weak d strong and helpful

3 Which animal attacked the village?

- a a cow b a tiger
c a lion d a goat

4 They lived peacefully again. “They” refers to:

- a the villagers b Tok Aman and his family
c Bajau and his wife d the cows and goats

5 What did Bajau do to the tiger?





Let's read.

Characteristics describe the features of people and things. Fill in the blanks with suitable characteristics.



Bajau was a tall man.
He was also _____.



Pangkung was beautiful.
She was also _____.



Tok Aman was an old man.
He was also _____.

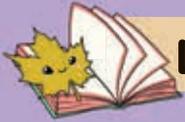


The tiger was a big animal.
It was also _____.

3.1.1
3.1.2
4.1.3(i)(ii)

Teacher's
Notes

Explain the characteristics of each character. Guide the pupils to find other characteristics on pages 54 and 55. Guide them to complete the sentences in their exercise books.

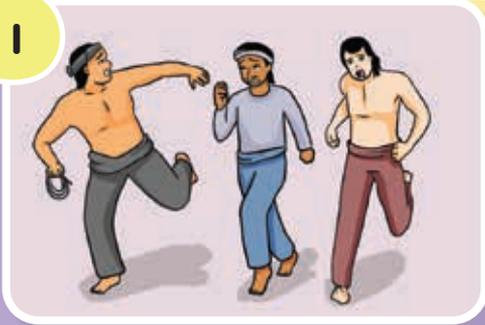


Let's read.

Adverb

An adverb explains how an action is done.

1



How did the villagers run?

The villagers ran **quickly**.

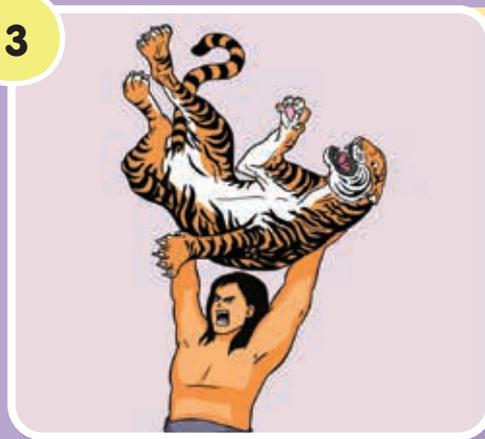
2

How did Tok Aman walk?

Tok Aman walked **slowly**.



3



How did Bajau fight?

Bajau fought **bravely**.

4

How did the tiger attack?

The tiger attacked **fiercely**.





Let's read.



New email



To: zaki@yourmail.com

Subject: Movie Invitation



Dear Zaki,

How are you? There is a new movie called “**The Legend of Bajau**”. It will be shown this Saturday. Do you want to watch it?

I hope we can go together. My father can drive us to the cinema. Please reply my message soon.

Your friend,
Ampal



1 What is the title of the movie?

2 When will the movie be shown?

3 Who wrote the email?

4 If you were Zaki, do you want to watch the movie? Why?

3.2.1

Teacher's
Notes

Get the pupils to read the email. Guide them to answer the **Wh-questions** in their exercise books.



Let's recite.

Bajau o Bajau

Bajau o Bajau,
You're our hero,
You're always **humble**,
And never ever **grumble**.



Bajau o Bajau,
You're our hero,
You're always **helpful**,
Kind and **thoughtful**.

Bajau o Bajau,
You're our hero,
You're **brave** and **strong**,
In our hearts you belong.



Unit 9

Save the Wildlife



Let's listen.



I need to climb the trees.

A man entered a forest with his rifle. He pointed the rifle towards the animals. The animals noticed the man and quickly ran away.



Run!
Save yourself.



I have to run faster.



I need to hide myself.

1 What is the man trying to do?

2 What are the animals doing? 

1.2.3
1.2.4

Teacher's
Notes



Audio

Scan the QR code to listen to the audio recording. Alternatively, teachers can narrate the situation. Guide the pupils to answer the **Wh-questions** to elicit their responses.



Let's talk.



The pupils watched a **documentary** video in the classroom. It was about a **poaching** activity.

1 Who is the man?



2 The man is a **poacher**. He hunts animals **illegally**.

3 What did he use to hunt them?

4 He used **traps** and a **rifle**.

5 Why did he **hunt** them? 



Let's read.

Animals in Danger

Some animals are hunted for their parts of body. They are hunted until they become **endangered**.

fur



Tigers are hunted for their **fur**. Their fur is made into **rugs**.

rug

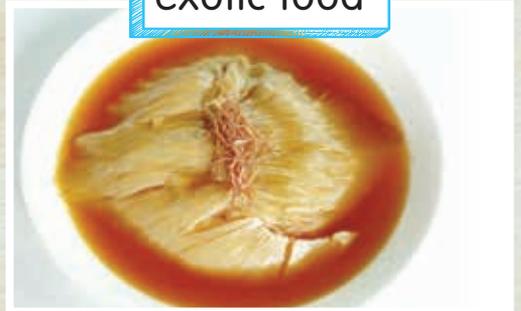


fin

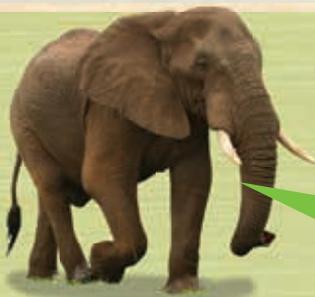


Sharks are hunted for their **fins**. Their fins are cooked as **exotic food**.

exotic food

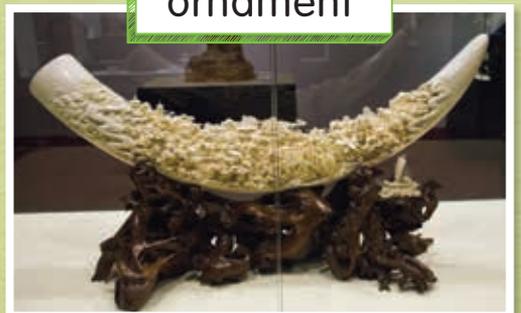


tusks



Elephants are hunted for their **tusks**. Their tusks are made into **ornaments**.

ornament



3.1.1

Teacher's Notes



Endangered

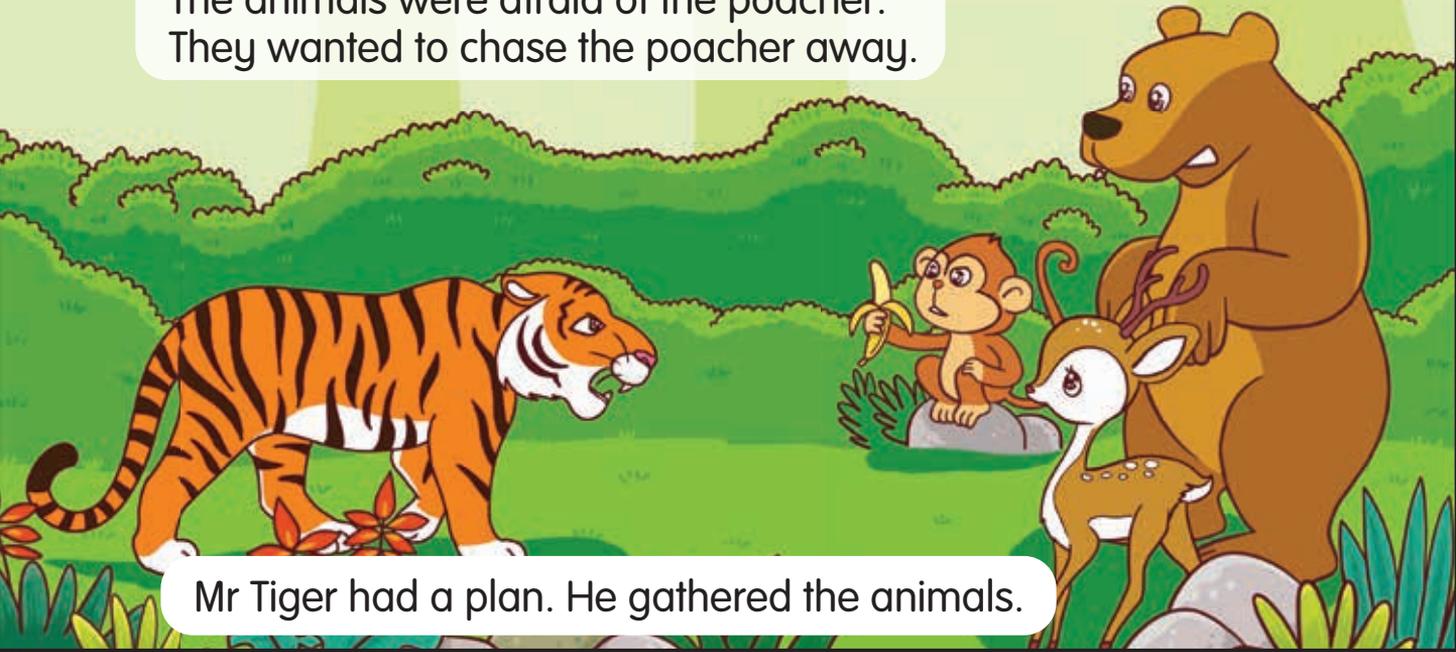
Get the pupils to read the text. Talk about the effects of poaching. Discuss other reasons why some animals are endangered.



Let's read.

The Grand Plan

The animals were afraid of the poacher.
They wanted to chase the poacher away.



Mr Tiger had a plan. He gathered the animals.



Mr Deer found the poacher's tent. He told the other animals.



The poacher was asleep. Ms Monkey took his rifle quietly.

The poacher woke up. He could not find his rifle. Then, Mr Tiger and Ms Bear entered the tent. They...



What do you think happened at the end of the story? 🧠

3.2.1
2.2.1

Teacher's
Notes

Read the story to the pupils. Guide them to retell and role-play the story. Instil the importance of working together towards a similar goal. Discuss the possible ending of the story.



Let's read.



1 Who were the animals afraid of?

a poacher

b Mr Tiger

c Ms Monkey

d Mr Deer

2 What did the animals plan together? They planned to...

a run away together.

b help the poacher.

c chase the poacher away.

d ignore the poacher.

3 List the animals in the forest.

a



b



c



d



4 What did Ms Monkey do to the poacher?

She



5 Do you think the poacher would return to the forest? Why?



6 What can you learn from the story?





Let's read.

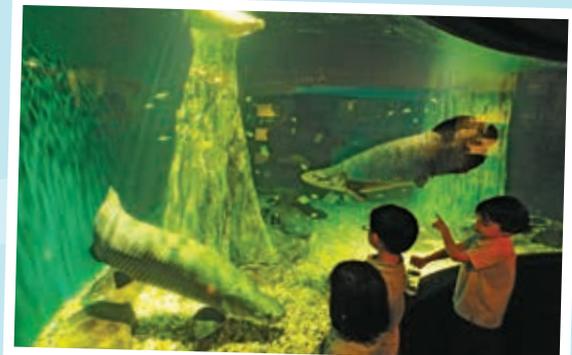
Sleep with Sharks

Kiran joined a programme at Aquaria, KLCC. The program is called “Sleep with Sharks”.

She enjoyed the **feeding session** and **night tour**. Kiran was excited to see the divers feed the **otters** and **stingrays**. She also learned about sharks during the night tour.

Kiran found out that most sharks give birth and they do not have **bones**. She was happy to learn many new things about sharks.

(Source: <https://aquariaklcc.com/sleep-with-shark>)



3.2.1

Teacher's
Notes

Get the pupils to read the text. Explain the meaning of the words and phrases in bold. For enrichment, discuss ways to help sharks from being endangered.



Let's make.

Elephant Puppet

You need:



scissors



glue



paper plate



ear templates



sock



watercolour



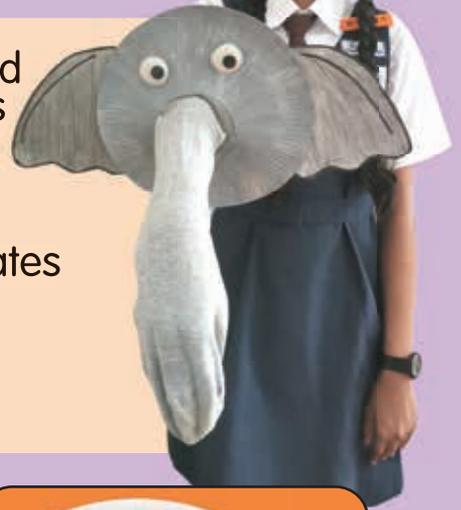
googly eyes



glue gun



coloured pencils



1 Colour the ear templates.



2 Draw a circle. Then, cut it.



3 Paint the paper plate.



4 Paste the sock to the plate.



5 Paste the ears.



6 Paste the googly eyes.





Let's listen.



flood



drought



thunderstorm



tsunami



landslide

1 What can you describe from the pictures?

2 Have you ever experienced any of the disasters?



Let's role-play.

1 Please help us!



Nature Strikes

It rained for many days. Kiran and her family were trapped in a flood.

2 We need to help them.



3 Hurry up, get on the boat!

4 We will take you to the **relief centre**.



Su Ping's family were going to Cameron Highlands. Suddenly, a **landslide** occurred. Many cars were trapped on the road.

1 Oh, no! The road is blocked.

2 It's dangerous. We need to be careful.

3 What should we do?

4 Let's call 999 for help.

999



Let's read.

Natural Disasters

Natural disasters are unfortunate phenomena. They can happen anywhere and at any time.



1 Monsoon flood



Cause Heavy rainfall that lasts for a few days.

Effect Damage to the surrounding area and spread of diseases.



2 Landslide



Cause Heavy rainfall and illegal logging.

Effect Damage to properties.



3 Tsunami



Cause Underwater earthquakes and volcanic eruptions.

Effect Massive damage to properties and loss of lives.



4 Drought



Cause Little or no rainfall for weeks or years.

Effect Food and water shortage.

3.1.1
3.1.2

Teacher's
Notes

Guide the pupils to read the text. Discuss the causes and effects of natural disasters.

Let's read.

Beat the Heat

Heatwave is an extremely hot weather. It can be dangerous to humans.

✓ **DO'S**

Stay indoor.

✗ **DON'TS**

Drink fizzy drinks.

✗ **DON'TS**

Do outdoor activities.

✓ **DO'S**

Drink water regularly.

(Source: <http://www.myhealth.gov.my/en/hot-weather-a-health>)



Let's read.

Thunderstorm

A thunderstorm is a storm with **thunder** and **lightning**. It also comes with heavy rain.

Lightning strikes can harm living **creatures**. It can also damage **buildings**.

Malaysia has several cases of lightning strikes every year. We need to stay **indoors** during a thunderstorm.

(Source: <https://www.malaysia-traveller.com/lightning-strikes-in-malaysia.html>)

Complete the sentences.

- 1 A thunderstorm is a _____ . 
- 2 It also comes with _____ . 
- 3 Lightning strikes can _____ . 
- 4 Malaysia has several _____ . 
- 5 We need to _____ . 

3.1.1
3.1.2
4.1.3(ii)

Teacher's
Notes

Get the pupils to read the passage. Explain the meaning of the words in bold. Guide them to complete the sentences in their exercise books.



Let's respond.



Special Malaysia Disaster Assistance and Rescue Team (SMART)

SMART is a disaster relief and special rescue team. Its **members** consist of the Malaysian army, police, and firefighters.

They are deployed during **major disasters** and collapsed structure incidents. They are also responsible in **search and rescue** operations.

They use many **modern** equipment in their operations. Their expertise includes water and mountain rescue.

Answer the questions.

- 1 What is SMART?
- 2 When are they deployed?
- 3 What are two of their expertise?

(Source: <http://www.nadma.gov.my/en/corporate/smart>)



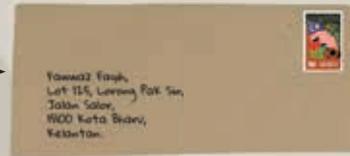
Let's listen.



smoke signal



carrier pigeon



letter



telephone

Communication: Then and Now



What's next?



smartphone



mobile phone

1 How did people communicate in the past?

2 How do people communicate now?

3 Why do we communicate? 



Let's role-play.

Then and Now

We communicated differently in the past. Mr Shankar shared his experience with his pupils.

1 In the past, my friends lived far away. I wrote and sent **letters** to them.

2 Wow! Did you have to go to the **post office**?

3 Yes. Now you can just send emails or phone messages.

4 We can also **video chat** with other people at any time.



Let's read.

The Use of Communication Technology

People use technology for various purposes.



I use it for **online learning**.
Now, I can learn from home.



I use it to **keep in touch** with my friends. I can call them no matter where they are.



My father uses it to **promote his products**. He can sell them online.



My mother uses it for **online shopping**. It saves her time.



3.1.1
3.1.2

Teacher's
Notes

Explain the meaning of the phrases in bold. Talk about other uses of communication technologies.



Let's read.



SOCIAL MEDIA GUIDELINES

We need to use social media responsibly. Social media can be useful to us. However, it can also be used wrongly.

DO



 Ask permission from your parents.

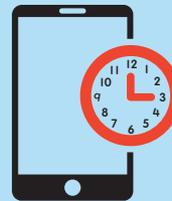


 Protect your personal information.

DON'T



 Share fake news.



 Spend too much time on social media.





Let's read.

The Pros and Cons of Social Media



Pros

- ✓ It connects us to our family and friends.
- ✓ It allows us to meet new friends.
- ✓ It gives us a lot of information and knowledge.
- ✓ It provides us with entertainment.

Cons

- ✓ It can cause addiction.
- ✓ It can be a platform for cyberbullying.
- ✓ It can lead to scams.
- ✓ It can affect our mental and physical health.

Write "True" or "False".

True / False

- 1 Social media allows us to meet new friends.
- 2 Social media cannot cause addiction.
- 3 Social media provides information and knowledge.
- 4 Social media cannot lead to scams.
- 5 Social media cannot provide us with entertainment.
- 6 Social media can affect our mental and physical health.

_____ 

_____ 

_____ 

_____ 

_____ 

_____ 

3.1.1
3.1.2

Teacher's
Notes

Get the pupils to read the text. Guide them to write the correct responses in their exercise books. For enrichment, talk about other pros and cons of using social media.



Let's read.

Online Laksa

1

Rania is a **hardworking** girl. She helps her mother to sell laksa at the **night market**.



2

One day, her mother was sick. They could not sell laksa anymore.



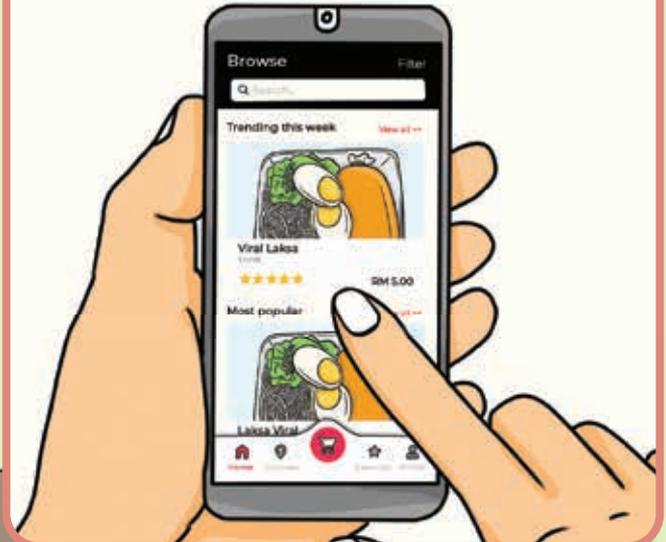
3

Rania's teacher helps her to promote it on social media.



4

Her laksa becomes popular on social media.



5

Rania gets many online orders. She uses delivery services to deliver the laksa to her customers. Rania and her mother earn higher income now.



3.2.1

Teacher's
Notes

Get the pupils to read the story. Focus on the words and phrases in bold. Discuss what they can learn from the story.

83

KPM



Let's make.



Mobile Phone Holder

You need:



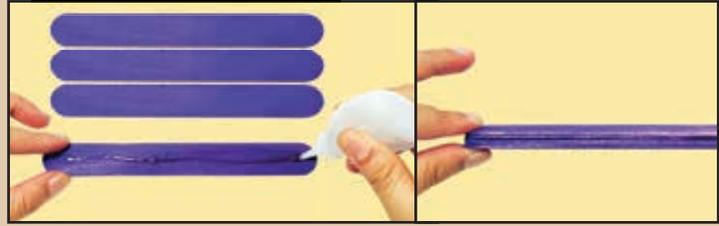
10 ice cream sticks



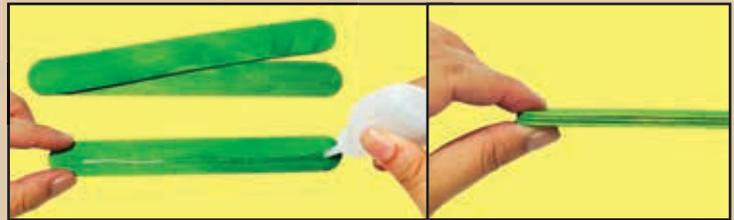
PVA glue



scissors



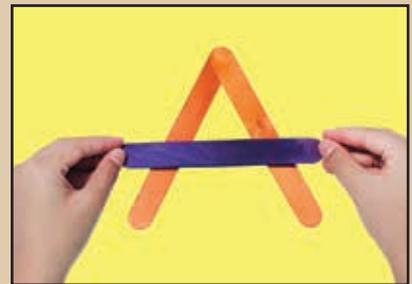
1 Paste four ice cream sticks together.



2 Paste three ice cream sticks together.



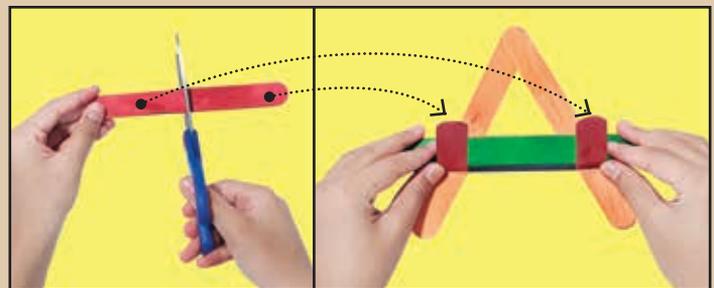
3 Make an A-shape.



4 Paste the four sticks on one side.



5 Paste the three sticks on the other side.



6 Cut a stick in half. Paste them.



Let's listen.

Mr Shankar and his pupils are at the National Planetarium. They are talking about the Earth.



This is the Earth. We live on this planet. The Earth moves around the Sun. It has one moon.

It is also part of the Solar System. There are eight planets in the Solar System. **What other planets do you know?**





Let's role-play.

The Eight Planets



Mercury

- the first planet (1st)
- the nearest to the Sun
- the smallest planet

Earth

- the third planet (3rd)
- the only planet with living things



Venus

- the second planet (2nd)
- the hottest planet

Mars

- the fourth planet (4th)
- known as the "Red Planet"

Where is the **Earth**?

It's the **third** planet from the Sun.

Jupiter

- the fifth planet (5th)
- the biggest planet

Uranus

- the seventh planet (7th)
- rotates on its side

Saturn

- the sixth planet (6th)
- has beautiful rings

Neptune

- the eighth planet (8th)
- very dark and cold

What is the **biggest** planet?

It's **Jupiter**.

(Source: <https://solarsystem.nasa.gov/planets/overview/>)

2.1.4

Teacher's
Notes

Introduce the planets. Focus on the use of ordinal numbers and the descriptions of each planet. Guide the pupils to role-play the dialogues by replacing the words in bold with other names and information of the planets.

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KPM



Let's read.



The Sun

The Sun is actually a **star**. It is the **centre** of the Solar System. It is also the **largest** object in the Solar System. The eight planets move around the Sun.

The Sun gives **heat** to make us warm. It also gives us **light** so that we **can see**. All living things on the Earth depend on the Sun.

(Source: <https://solarsystem.nasa.gov/solar-system/sun/overview/>)

Complete the text.

- 1 The Sun is actually _____.
- 2 It is _____ of the Solar System.
- 3 It is also _____ in the Solar System.
- 4 The Sun _____ to make _____.
- 5 It also gives _____ so that we _____.



Let's read.



National Planetarium

It was the school holidays. The pupils went for a school trip to the National Planetarium.



1 They watched a video about a **rocket launch**.



2 Next, they learned about **astronauts**.



3 They also tried the **space pod**. It felt like they were travelling in space.



4 Then, they used a **telescope** to observe the Sun.

3.2.1
3.1.3

Teacher's
Notes

Get the pupils to read the story. Explain the meaning of the words and phrases in bold. Ask **Wh-questions** to elicit their responses.

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KPM



Let's make.

Solar System Mobile

You need:



templates



hole punch



coloured pencils



coloured pen



hanger



strings



glue



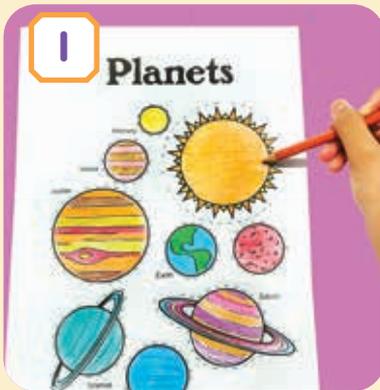
scissors



coloured paper



double-sided tape



1 Colour and cut two sets of the templates.



2 Paste and label them.



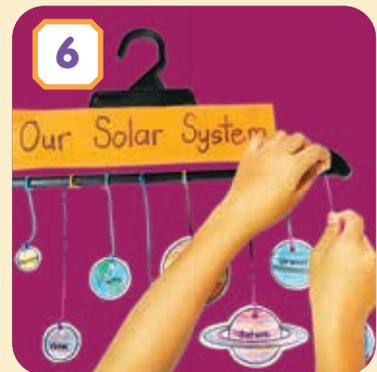
3 Write the title. Then, paste it onto the hanger.



4 Make a hole on each planet.



5 Tie and cut the strings.



6 Tie the planets in sequence.



Templates



Video