



KEMENTERIAN PENDIDIKAN MALAYSIA
MINISTRY OF EDUCATION OF MALAYSIA

HURAIAN SUKATAN PELAJARAN
KURIKULUM BERSEPADU SEKOLAH RENDAH
CURRICULUM SPECIFICATIONS

BAHASA INGGERIS
ENGLISH LANGUAGE

SEKOLAH KEBANGSAAN
TAHUN 5
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RUKUN NEGARA

BAHAWASANYA negara kita Malaysia mendukung cita-cita hendak mencapai perpaduan yang lebih erat di kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaan yang kaya dan berbagai-bagai corak; membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden;

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

KEPERCAYAAN KEPADA TUHAN

KESETIAAN KEPADA RAJA DAN NEGARA

KELUHURAN PERLEMBAGAAN

KEDAULATAN UNDANG-UNDANG

KESOPANAN DAN KESUSILAAN

FALSAFAH PENDIDIKAN KEBANGSAAN

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara.

Kata Pengantar

Huraian Sukatan Pelajaran ialah dokumen yang memperincikan Sukatan Pelajaran yang bertujuan untuk memenuhi cita-cita murni dan semangat Falsafah Pendidikan Kebangsaan, dan menyediakan murid menghadapi arus globalisasi serta ekonomi berasaskan pengetahuan pada abad ke-21.

Dokumen ini menyarankan strategi pengajaran dan pembelajaran yang merangkumi pelbagai aktiviti dan penggunaan sumber. Guru digalakkan menggunakan kreativiti untuk memilih, menyusun dan mengolah aktiviti mengikut kesesuaian murid. Huraian ini diharapkan dapat membantu guru merancang dan melaksanakan pengajaran dan pembelajaran secara berkesan.

Dalam melakukan aktiviti pengajaran dan pembelajaran, guru diharapkan dapat memberikan penekanan pada unsur bernilai tambah, iaitu kemahiran berfikir, kemahiran teknologi maklumat dan komunikasi, kemahiran belajar cara belajar, kajian masa depan, kecerdasan pelbagai, pembelajaran kontekstual, dan pembelajaran konstruktivisme. Di samping itu, nilai murni dan semangat patriotik dan kewarganegaraan tetap diutamakan. Semua elemen ini diharapkan dapat memberikan keyakinan kepada murid dan boleh diaplikasikan dalam kehidupan harian dan dunia pekerjaan.

Huraian Sukatan Pelajaran ini menjelaskan hasil pembelajaran yang perlu dikuasai oleh murid berasaskan pendekatan masteri. Hasil pembelajaran tersebut dinyatakan secara eksplisit mengikut tahap kesukaran isi kandungan dan tahap keupayaan murid. Hasil pembelajaran diperingkatkan kepada

tiga aras, iaitu Aras 1 (aras asas), Aras 2 (aras sederhana), dan Aras 3 (aras cemerlang).

Kandungan Huraian Sukatan Pelajaran Tahun Lima menggariskan hasil pembelajaran yang perlu dikuasai oleh murid. Pernyataan dalam Huraian Hasil Pembelajaran memberikan cabaran yang sesuai dengan murid pada tahap tertinggi dalam pendidikan sekolah rendah. Huraian ini seharusnya dapat membantu guru merancang dan melaksanakan pengajaran dan pembelajaran yang berkesan.

Dalam menyediakan Huraian Sukatan Pelajaran yang disemak semula ini banyak pihak yang terlibat terutama guru, pensyarah maktab dan universiti, pegawai Kementerian Pendidikan, dan individu yang mewakili badan-badan tertentu.

Kepada semua pihak yang telah memberikan sumbangan kepakaran, masa, dan tenaga sehingga terhasilnya Huraian Sukatan Pelajaran ini, Kementerian Pendidikan merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih.

(Dr. SHARIFAH MAIMUNAH BT. SYED ZIN)

Pengarah
Pusat Perkembangan Kurikulum
Kementerian Pendidikan Malaysia.

INTRODUCTION

English is taught as a second language in all Malaysian primary and secondary schools in the country.

The terminal goal of the English language curriculum for schools is to help learners acquire the language so that they can use it in their everyday life, to further their studies, and for work purposes. English is important, as with globalization, Malaysians will need to be proficient in the language and to communicate with people in other countries. The use of English in Information and Communications Technology (ICT) has also been incorporated into the curriculum to enable learners to access knowledge on the Internet and to network with people both locally and overseas.

AIMS AND OBJECTIVES OF THE ENGLISH LANGUAGE SYLLABUS IN PRIMARY SCHOOL

The English language syllabus for primary school aims to equip pupils with skills and provide a basic understanding of the English language so that they are able to communicate, both orally and in writing, in and out of school.¹

By the end of primary school, learners should be able to:

- i) listen to and understand simple spoken English to be able to function in common everyday situations;

¹ Please note that the introductory part of this Curriculum Specifications document for Year 5 SK describes the English language programme from Year 1 SK to Year 6 SK as a whole.

- ii) speak and respond clearly and appropriately in common everyday situations using simple language;
- iii) to read and understand different kinds of texts (from print and electronic sources) for enjoyment and information;
- iv) write (including e-mail) for different purposes using simple language; and
- v) show an awareness and appreciation of moral values and love towards the nation.

THE SYLLABUS

The English language syllabus at the primary school level specifies what is to be taught from Year 1 SK through to Year 6 SK. It comprises the four language skills of listening, speaking, reading, and writing as well as the language contents. The language contents are the sound system, grammar and vocabulary.

Several teaching contexts have been suggested through which the language skills and language content are to be taught.

CURRICULUM SPECIFICATIONS

Curriculum specifications for the English language syllabus have been prepared as separate documents for each year of the primary school and these are known as '*Huraian Sukatan Pelajaran*'. Each document serves as a guide to teachers with regard to the skills to

be acquired by learners, the content or topic that is to be dealt with, and the vocabulary and grammar items that pupils must know in order for them to use the language.

This document is the Curriculum Specifications for Year 5 in SK. It covers language skills, the sound system, grammar and word list. The contents of the Curriculum Specifications are set out in three columns.

- ❖ The first column is the LEARNING OUTCOMES column. These are skills and attitudes to be acquired by pupils and are drawn from the syllabus.
- ❖ The second column is the SPECIFICATIONS column. Here, the larger Learning Outcomes are broken down into manageable skills and sub-skills for teaching and learning. These specifications represent important aspects of the learning outcomes to be acquired in Year 5 SK.

To help teachers further, these specifications have been categorized into 3 levels ranging from the more basic to the more advanced. Level 1 outlines the basic skills to be achieved by all learners. On completing their tasks successfully, learners then progress to Level 2, and then to Level 3.

- ❖ The third column is entitled EXAMPLES / ACTIVITIES / NOTES. These notes are directed at teachers and they include explanations, teaching points and examples of activities to help pupils achieve the skill specifications.

Language Skills

A close link with the skills of listening, speaking, reading and writing is maintained. Vocabulary and sentence patterns introduced in the oral component also need to be taught and used by pupils in reading and writing. Grammar items taught and learnt must be applied both to oral work and writing exercises.

Learning Content

In teaching English to pupils, specified contexts are used to make lessons meaningful. Some themes have been identified to help teachers decide upon their own topics that are suitable for their class.

When planning lessons, topics for teaching are initially based on the immediate learning environment of the child. Later on, these are expanded to town, country and more distant foreign locations.

The Spoken Language

In teaching children the sounds of English, the aim is for them to be understood by others. As such, teachers should ensure that learners produce the sounds of English well and pronounce words clearly with the correct stress and intonation so as to enable the listener to understand what is being said.

To this end, specific sounds such as blends and diphthongs have been identified for teaching. These sounds can be found in the section entitled *Sound System*. The objective of this exercise is to aim for clear speech and intelligibility.

Grammar

Grammar items and sentence patterns have been selected from the list provided in the English Language syllabus to help pupils master the structures of English. Teachers are advised to limit the number of structures used in any one lesson to ensure that learners master the structures well. Teaching too many structures may not be advisable for weak learners as these may only serve to confuse them.

Word List

The list of words selected for teaching is based on a sample of the more common words and high frequency words and can be used and recycled in different contexts and topics. The suggested word list can be widened if pupils demonstrate that they are capable of receiving more.

IMPORTANT CONSIDERATIONS FOR TEACHING

The following considerations should be taken into account in teaching the curriculum specifications.

Planning and Organisation of Lessons

Keeping in mind the time allocated for teaching the English language in SK schools, these specifications must be reorganised in a manageable form for teaching. Whatever context is used, the skills of listening, speaking, reading and writing have to be integrated in a natural manner.

Learner-Centredness

The learner is at the centre of the learning process. Teaching approaches, lessons and curriculum materials for learning must be adjusted to suit the differing needs and abilities of pupils. It is important that appropriate activities and materials are used with pupils of different learning profiles so that their full potential can be realized.

Integration

The curriculum adopts an integrated approach. For example, a particular lesson may begin with a story about the daily happenings around a family. The teacher can take off from the reading to teach social expressions as found in these stories. Teachers can also use everyday situations to teach expressions such as “It’s so hot in here. Can you please switch on the fan.” These statements and questions can be used later in writing or speaking exercises when the teacher gets pupils to speak or write about life at home or about their friends.

In addition, moral values should also be infused in lessons through the selection of appropriate materials and activities. Elements of patriotism, environmental education, study of the local environment and health education should also be integrated in lessons.

Repetition, Reinforcement and Consolidation

Language skills, vocabulary, grammar items and the sound system must be repeated often and used constantly to maximise learning. Teachers should set a variety of tasks that will enable pupils to use

the specific skills often so that they gradually develop the ability, knowledge and confidence to use the language effectively.

Teaching-Learning Activities

In order to help pupils learn the language, pupils must be given every opportunity to take part in activities that require them to use the language taught. Some activities have been suggested in this document. However, teachers are encouraged to set more creative and challenging tasks and activities based on the needs and interests of their pupils.

Evaluation

Evaluation is an part and parcel of the teaching-learning process. Continuous formative evaluation provides important feedback of learners' progress. This will enable teachers to plan activities for further development or remedial work.

Other considerations

As far as possible, teachers should use the Malaysian setting when planning lessons. Teachers should also use materials that emphasize the principles of good citizenship, moral values, and the Malaysian way of life.

The Curriculum Specifications makes only a few suggestions as to the number of activities required for the attainment of language skills. Teachers need to use their initiative, imagination and creativity to extend the experiences of their pupils.

EDUCATIONAL EMPHASES

Educational emphases given below outline current developments in education that will help learners prepare for the world of work eventually as well as social life. In this respect, the incorporation of moral education, citizenship education, patriotism and thinking skills in the specifications will contribute towards the building of a modern and progressive Malaysian society.

Thinking Skills

Critical and creative thinking skills are incorporated in the learning outcomes to enable learners to understand information, make decisions, solve problems, and express themselves accurately and creatively in the target language.

Learning How to Learn Skills

Learning How to Learn skills are also integrated with the learning outcomes and aim to enable learners to take responsibility for their own learning. These skills incorporate information skills, library skills and study skills to enable learners to access sources of information more efficiently and help them become independent life-long learners.

Information and Communications Technology (ICT) Skills

In line with globalization and the ICT Age, skills relating to ICT are incorporated in the learning outcomes. These skills have been added to cater for schools that have ICT facilities. Schools that do not have ICT facilities are not obliged to teach these skills. These skills include the use of multimedia resources such as TV

documentaries and Internet resources as well as the utilization of computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

Values and Citizenship

The values contained in the secondary Moral Education syllabus have been incorporated in the learning outcomes and include patriotism and good citizenship.

Multiple Intelligences

The learning outcomes also reflect the incorporation of the theory of Multiple Intelligences. This is illustrated, for example, in the use of interpersonal skills in social interaction, the application of kinaesthetic intelligence in the dramatisation of texts, and spatial intelligence in the interpretation of maps.

Knowledge Acquisition

Learning outcomes utilise subject matter disciplines such as science and geography, and incorporate educational emphases such as environmental studies and consumerism to provide contexts for language use.

Preparation for the Real World

The learning outcomes prepare learners to meet the challenges of the real world by focusing on language use in society. To some extent this is achieved through structuring the curriculum in terms of the Interpersonal, Informational and Aesthetic uses of language. It is also achieved by making use of real-life issues for classroom

activities and project work. Whenever the opportunity presents itself, learners are encouraged to meet with people outside of the classroom so that they learn to operate in real-life situations.

TEACHING-LEARNING STRATEGIES FOR YEAR 5 SK

The English Language programme for Year 5 SK focuses on the four skills, namely Listening, Speaking, Reading and Writing. The Year 5 SK programme focuses on improving literacy in the English language. Also important is vocabulary control and simple functional uses of language in everyday life.

Listening

Listening is an important skill as what learners hear often becomes one of the main sources of the target language to be learnt.

In order to develop pupils' listening skill, teachers should make pupils listen to songs, rhymes, and stories. To show their understanding of what they have heard, pupils can be asked to answer questions that require them to recall ideas, give details and even talk about the ideas heard.

Oral Work

Pupils should be given lots of opportunities to talk in class so that they gain confidence to speak in the language. Opportunities should be given to pupils to role-play, participate in drama activities that make them use the language suitable for the role or situation. In this respect, pair and group work activities allow for all pupils to engage in speaking activities at the same time. Pupils should also be

encouraged to talk in English to other pupils and teachers in the school.

Reading

Schools are encouraged to stock a range of reading material suitable for all levels of learners. At this stage, pupils should be reading fiction as well as non-fiction written for children. Pupils should be taught to read with understanding and enjoyment, building on what they already know. They should also be taught to get the meaning of the whole text as well as learn to use various clues, including an understanding of grammatical structure, to get the meaning of words and phrases.

Writing

At this stage, pupils should be writing simple paragraphs of several sentences each. To make writing enjoyable, pupils should be given opportunities to write in response to a variety of stimuli including stories, classroom activities and personal experiences. At this stage, pupils should be encouraged to write independently but when this is not possible, teachers need to set guided writing exercises relaxing the amount of control gradually as pupils show greater confidence.

This document only lists a number of essential activities for the attainment of the English language. Teachers need to use their initiative, imagination and creativity to extend their experiences of the learners, to reinforce what has been learnt to create challenging language tasks for their learners.

2. TEACHING CONTEXTS

The suggested contexts for teaching in Year 5 are listed below. These are broad areas from which topics can be drawn for activities and comprehension texts so that learners can read, talk, and write. When explaining these contexts in greater detail, teachers should have in mind the language level and ability of their learners. In addition, moral values and socio-cultural rules also form an important part of the content for classroom activities.

A word list of the more common words in the English language has been provided and teachers are to use the words from this list to teach the topics. These words can be recycled and used in different contexts and topics. Where necessary, a limited number of words can be added in order to deal with the context or topic meaningfully.

- | | | |
|--|---|---|
| 1. World of Self / Personal Relationships | : | About happy times and sad times.
About solving problems in everyday life.
(e.g. forgetting to bring a book to school, forgetting to take pocket money to school). |
| 2. World of Stories | : | Stories about other lands.
Stories about growing up. |
| 3. World of Knowledge | : | Buildings and places of interest – museum, zoo
Celebrations in Malaysia – major festivals.
Nature – animals, plants |

3. OBJECTIVES FOR YEAR 5

By the end of Year 5 SK, learners should be able to:

- Talk a little about their likes and dislikes in relation to everyday matters, and on solving problems in everyday life;
- Sing songs, recite simple poems and tell simple stories;
- Follow simple instructions and directions;
- Ask and answer simple questions;
- Read and understand simple texts;
- Read and understand simple stories and talk about the people and events in these stories;
- Write short paragraphs; and
- Show an awareness of moral values and love towards the nation.

LEARNING OUTCOMES AND SPECIFICATIONS

The Learning Outcomes have been taken from the syllabus in its original form. They are the skills to be achieved by the end of Year 6. Teachers, however, should be guided by the second

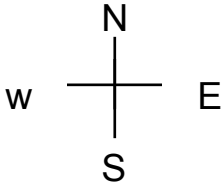
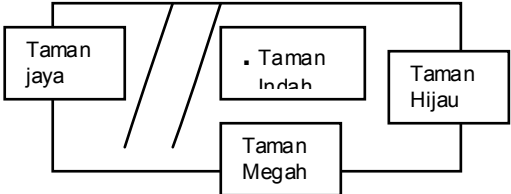
column (called *Specifications*) when planning lessons for the year. In this column, the learning outcomes are broken down into smaller skills to be achieved by pupils in Year 5 SK.

1.0 LISTENING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
By the end of their primary schooling, pupils should be able to: 1.1 Listen to and discriminate similar and different sounds of the English language.	<u>Level 1</u> 1.1.1 Listen to and repeat words that contain the following sounds. i. initial vowels ii. final consonants iii. initial digraphs iv. medial digraphs v. final digraphs vi. double consonants vii. initial blends ix. diphthongs x. silent letters xi. word contractions (See Sound System at the back of the document).	Activities include: • listening to the teacher and repeating the sounds. • listening to the teacher and repeating the word that contains the sound e.g. 'nk' as in <i>ink, think, link</i>. • listening to and repeating simple rhymes that contain words with these sounds. • listening to and repeating tongue twisters that contain initial digraphs e.g. 'fr' as in <i>frog, fried, fresh</i>.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<u>Level 2</u> 1.1.2 Listen to and identify different types of letter sounds. <u>Level 3</u> 1.1.3 Listen to and group words according to the same sounds.	- underlining words that have the same sound but spelt differently let e.g. <u>key</u> <u>see</u> say sit - grouping words according to similar sounds. e.g. word families 'ook' and 'ool' book cook took stod pool cod
1.2 Listen to and repeat accurately the correct pronunciation of words, and the correct intonation and word stress in phrases, expressions, and sentences.	<u>Level 1</u> 1.2.1 Listen to and repeat the pronunciation of compound words correctly. <u>Level 2</u> 1.2.2 Listen to and repeat correctly phrases and expressions. <u>Level 3</u> 1.2.3 Listen to and repeat chants, poems, rhymes and songs paying attention to pronunciation, stress and intonation correctly.	Activities include: - repeating the pronunciation of compound words. e.g. <u>foot</u>/ball, <u>sun</u>/flower * Note the stress is on the 1st element. - repeating formulaic expressions. e.g. "Yes, of course." "No, thank you." - pronouncing words with correct stress and intonation while chanting a rhyme or singing a song.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
1.3 Acquire vocabulary and understand the meaning of words and phrases in context.	<u>Level 1</u>	Activities include:
	1.3.1 Listen to key words and phrases in stories, recounts, and descriptions heard.	listening to key words and phrases and matching them to pictures. <i>e.g. bowl of fruits.</i> 
	1.3.2 Listen to and understand cardinal numbers. Scope: 41 - 50	identifying numbers used in a context <i>e.g number of bricks used to make a hut = 40</i>
	<u>Level 2</u>	
	1.3.3 Listen to and understand phrases in stories, recounts and descriptions heard.	Matching phrases to pictures in order to demonstrate understanding of meaning. <i>e.g. happy man</i> 
	1.3.4 Listen to and understand information based on cardinal numbers: Scope: 51 - 60 - numbers in tens up to 80 - when the numbers are added, subtracted, multiplied, divided and refuted.	- Carrying out simple mathematical tasks in a game. <i>e.g adding a price list'; dividing, subtracting and multiplying numbers in a given situation.</i> - For numbers in tens, get pupils to state from 0, 10 to 80.
	<u>Level 3</u>	
	1.3.5 Listen to and understand ordinal numbers: Scope:- sixteenth – thirty - first (16th – 31st)	Ordinal numbers can be taught using children's birth date. <i>e.g. A: Karen, when is your birthday? B: On the 19th of March, teacher.</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
1.4 Listen to and follow simple instructions and directions accurately.	Level 1 1.4.1 Listen to and follow simple instructions. Level 2 1.4.2 Listen to and follow simple instructions in a process. Level 3 1.4.3 Listen to and follow simple directions to places in the neighbouring town	Activities include: - following instructions on how to play a game. <i>e.g. Boggle – a word game</i> - how to make or do something. <i>e.g. Making a simple photo frame</i> <i>*Note at this stage, pupils still need the support of pictures while reading the instructions.</i> Activities include: - learning the compass points: North, South, East, West.  - telling the position of houses on a map.  <i>e.g. You are staying in Taman Indah. Where is Taman Megah? To the South.</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
1.5 Obtain information from texts listened to in relation to main ideas, specific details, and sequence.	Level 1 1.5.1 Listen to simple descriptions, recounts and simple factual texts and give details. Level 2 1.5.2 Listen to simple descriptions, recounts and factual texts and give the main ideas. Level 3 1.5.3 Listen to simple descriptions, recounts and factual texts and talk about them.	- Examples of descriptions include describing an animal or a plant. <i>e.g. listening to the life cycle of a frog.</i> Activities include: - answering questions <i>e.g. What is the text about?</i> <i>This text is about <u>frogs</u>.</i> - marking checklist <i>e.g. The frog has</i> <i>four legs</i> <i>five legs</i> <i>e.g. A: What do you know about frogs?</i> <i>B: They live in water. There are many frogs in my garden.</i>
1.6 Listen to and enjoy the rhyme, rhythm, and sounds of poetry, jazz chants and songs.	All levels 1.6.1 Listen to and enjoy children's songs, rhymes, poems and jazz chants.	Listening to a variety of songs, rhymes, poems and jazz chants for enjoyment. (Choose according to topic for the day)

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
1.7 Listen to and enjoy stories, fables and other tales of imagination and fantasy and predict outcomes, and draw conclusions at a level suited to the pupil's ability.	<u>Level 1</u> 1.7.1 Listen to stories and fables and recall the names of people and animals. <u>Level 2</u> 1.7.2 Listen to stories and fables and recall details. 1.7.3 Listen to stories and fables and recall the sequence of events. <u>Level 3</u> 1.7.4 Listen to stories and fables and talk about the people or animals in the story. 1.7.5 Share feelings about the story or fable heard.	Activities include: - recalling the name of people and animals <i>e.g. Name the animals in the story?</i> <i>e.g. What is the story about?</i> <i>It is about a crow</i> <i>It was thirsty....</i> <i>e.g. What happened?</i> <i>The crow saw a jug.</i> <i>e.g. The crow is a clever bird.</i> <i>It looked for some stones,.....etc.</i> - Teacher can initiate discussions. <i>e.g. Teacher: Do you like the story?</i> <i>Pupil : Yes.</i> <i>Teacher: Why?</i> <i>Pupil : The crow is so clever.</i> <i>He could not drink the water.</i> <i>He thought for a while.</i> <i>Then he....</i>

2.0 SPEAKING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
By the end of their primary schooling, pupils should be able to: 2.1 Speak clearly by pronouncing words accurately.	<u>Level 1</u> Repeat words that contain the following sounds. - initial vowels - final consonants - initial digraphs - medial digraphs - final digraphs - double consonants - initial blends - diphthongs - silent letters - word contractions (See the Sound System at the back of this document). 2.1.2 Pronounce compound words correctly. <u>Level 2</u> 2.1.3 Say aloud phrases, expressions, and exclamations with the correct stress and intonation. 2.1.4 Ask questions with the correct intonation.	- Example of initial digraph 'fr' as in frog, fried, fresh. - Example of final digraph 'nk' as in blank, bank, tank. Activities include: - repeating after the teacher the pronunciation of compound words. e.g. <u>foot</u>/ball, <u>sun</u>/flower <i>* Note the stress is usually on the 1st. element.</i> - repeating formulaic expressions e.g. "Yes, of course." "No, thank you." - Make pupils aware of rising intonation at the end of questions.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
2.2 Ask questions politely to obtain information and clarification.	<u>Level 1</u> 2.2.1 Ask 'Wh' questions to seek information. <u>Level 2</u> 2.2.2 Ask other forms of questions to seek information. <u>Level 3</u> 2.2.3 Ask questions to seek clarification on how to make or do things, on places, directions, and on amounts and quantities.	Activities include: • answering 'Wh' questions such as Which, Whose, Whom • asking other forms of questions such as "How much...?", "How many...?" • asking questions on how to play a game, or making a photo frame
2.3 Give relevant information politely in response to enquiries made.	<u>Level 1</u> 2.3.1 Name or identify objects, plants. 2.3.2 Understand numbers in stories and fables and situations: 41 - 50 <u>Level 2</u> 2.3.3 Talk about things heard, seen, read. 2.3.4 Understand numbers: - 51 – 60 - numbers in tens up to 80. - adding, subtracting, multiplying, dividing and refuting numbers	• <i>e.g. This plant is called a</i> • <i>e.g. How old was grandpa? 60 years old.</i> • <i>e.g. What did the King tell his people?</i> • Carrying out simple mathematical tasks in a game <i>e.g adding a price list; dividing, subtracting and multiplying numbers in a given situation</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
	<u>Level 3</u> 2.3.5 Understand ordinal numbers: Scope:- sixteenth – thirty- first (16th - 31st) 2.3.6 Take part in teacher guided discussions.	- These numbers can be taught using a calendar to find out significant dates to the pupils. <i>e.g. Sports Day, Prize Giving Day</i> - Talk about one's likes or dislikes by referring to a particular story heard.
2.4 Tell stories based on pictures and other stimuli, and recite poems.	<u>Level 1</u> 2.4.1 Recite simple poems and jazz chants with expressions and appropriate gestures. <u>Level 2</u> 2.4.2 Complete parts of a story read. 2.4.3 Tell what happens next. <u>Level 3</u> 2.4.4 Give suitable endings to a story or fable. 2.4.5 Tell simple stories.	Activities include: - getting pupils to participate in class/inter-class competitions on reciting a poem or jazz chants. - stopping at certain points in a story and get pupils to complete it. - stopping at interesting points in a story and get pupils to say what happens next. - getting pupils to give endings or to think of another ending. They can choose from a set of pictures or decide on their own. - telling simple stories based on given words, pictures or a book read before.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
2.5 Talk about the people, places and moral values of the stories heard, read and view ed in simple language.	<u>Level 1</u> 2.5.1 Give details about the people and animals of a story heard, read or view ed. <u>Level 2</u> 2.5.2 Talk about the actions of people and animals in a story heard, read or view ed. <u>Level 3</u> 2.5.3 Name the good and bad characters and talk a little about them.	• Example of details include stating colours, expressions used, shapes, size related to characters in the story. • Note: This a good opportunity for teachers to teach adjectives. <i>e.g. a tall man and</i> adverbs <i>e.g. The duck swam quickly.</i> • <i>e.g. How did the tiger save the man from the fire ?</i> • <i>e.g Who killed the old man?</i> <i>Do you think he/she did the right thing ?Why?</i>
2.6 Express thoughts and feelings and give opinions on things read, seen, heard and view ed in simple language.	<u>Level 1</u> 2.6.1 Give non-verbal response to the story heard, read or viewed. <u>Level 2</u> 2.6.2 State w hether one likes or does not like the story heard, read or view ed. <u>Level 3</u> 2.6.3 Relate the story to one's life.	• Express like or dislike by draw ing or show ing expressions. • Get pupils to say w hether they liked the story or not. Get them to give reasons. (Why?) • Get pupils to discuss if the story reminds them of anyone – their father? mother? friend? etc..

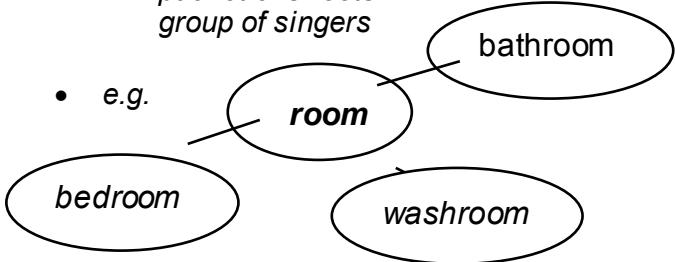
LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
2.7 Perform a variety of functions in a social context such as exchanging greetings, making introductions, inviting people, etc.	<u>Level 1</u>	
	2.7.1 Extending an invitation.	e.g. <i>Please come to my party on Saturday.</i> <i>Yes, thank you.</i> <i>I'll be there.</i>
	2.7.2 Accepting or declining an invitation.	e.g. <i>I'm sorry, I can't.</i> <i>I must finish my Science Project.</i> <i>I need to pass it up next week.</i>
	<u>Level 2</u>	
	2.7.3 Suggesting ideas to do things.	e.g. <i>Role-play a situation on making suggestions to go to the playground or on a picnic.</i>
	2.7.4 Responding to the suggestions.	e.g. A: <i>Let's go to the playground.</i> B: <i>Yes/Okay. Or</i> B: <i>No, I can't. No one is a home</i>
	<u>Level 3</u>	
	2.7.5 Talk about one's family to friends.	e.g. <i>My father is a computer technician and my mother is a tailor. What about your parents?</i>

3.0 READING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
By the end of their primary schooling, pupils should be able to: 3.1 Acquire word recognition and word attack skills to recognise words on sight.	Level 1 3.1.1 Look at letters and say aloud the following sounds i. initial vowels ii. final consonants iii. initial digraphs iv. medial digraphs v. final digraphs vi. double consonants vii. initial blends ix. diphthongs x. silent letters xi. word contractions (See Sound System at the back of the document). Level 2 3.1.2 Identify letter shapes by their sounds. 3.1.3 Read aloud words with the letters listed in 3.1.1 above. 3.1.4 Read and group words according to word families: the 'ook' family, the 'ool' family. Level 3 3.1.5 Compare words for similar and different sounds.	• e.g. y = /e/ as in key • Underlining words with the same final digraphs. e.g. <u>tan</u>k, <u>pai</u>nt, <u>brin</u>g, <u>ban</u>k • e.g. the 'ook' family as in book, took, look and the 'ool' family as in pool, wool, tool • The 'ook' family can also be boot, root, toot (the long vowel sound) • Grouping words with similar sounds e.g. <u>dye</u>, say, <u>lie</u>, day

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
3.2 Acquire key words at various stages of development.	Level 1 3.2.1 Recognise and read aloud compound words in texts. 3.2.2 Read and learn the meaning of key words for each topic taught. 3.2.3 Recognise and read aloud cardinal numbers 41-50 in numeral and word forms. Level 2 3.2.4 Recognise and read aloud: - the numbers 51 - 60 - numbers in tens up to 80 in its numeral and word forms. Level 3 3.2.5 Recognise and read and learn ordinal numbers (16th - 31st).	- Recognise simple compound words <i>e.g. football – foot + ball</i> (noun + noun) - Get pupils to spell and give the meaning of key words based on a given context. - Provide a text that contains these numbers and get pupils to state the numbers found in the text. - Teach these numbers in context and get pupils to list all the numbers. - Get pupils to read these numbers in a text. Draw attention to the numbers that end in 'st', 'rd', 'th'. - A good strategy is to get the pupils to pronounce the number and then write it down. - Pupils should also be able to write out the ordinal numbers <i>e.g. 17th</i>, and also write it out in full.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
3.3 Read and understand phrases, sentences, paragraphs, and whole texts.	<u>Level 1</u> 3.3.1 Read and understand phrases by matching phrases to pictures. <u>Level 2</u> 3.3.2 Read and understand simple and compound sentences. <u>Level 3</u> 3.3.3 Read and understand simple paragraphs.	• <i>e.g. the tall plant the healthy plant the beautiful plant Note the adjectives used</i> • Check understanding by getting pupils to answer simple 'Wh' questions. • Check understanding by getting answers to questions
3.4 Read aloud expressively and fluently pronouncing words correctly and observing correct stress and intonation and sentence rhythm.	<u>Level 1</u> 3.4.1 Read aloud phrases and sentences, pronouncing them correctly. <u>Level 2</u> 3.4.2 Read aloud sentences in texts observing correct stress and intonation. <u>Level 3</u> 3.4.3 Read aloud poems and stories clearly and expressively.	Activities include: • Reading aloud chants, rhymes and focusing on correct pronunciation of words. • observing correct pronunciation, pause and emphasis in sentences. • reading poems and stories clearly by pronouncing words accurately and using expressions
3.5 Read and understand the meanings of words by guessing their meaning through the use of contextual clues.	<u>Levels 1, 2 & 3</u> 3.5.1 Understand the meaning of words by looking at the words before and after	• <i>e.g. Using syntactic clues such as pronouns (she, he, it, they)</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
3.6 Acquire a wide range of vocabulary.	<u>Level 1</u> 3.6.1 Give words opposite in meaning. 3.6.2 Give words similar in meaning. 3.6.3 Read and distinguish homographs. 3.6.4 Read and distinguish homophones. <u>Level 2</u> 3.6.5 Combine words to form compound words. 3.6.5 Use words that show comparison. 3.6.6 State collective nouns. <u>Level 3</u> 3.6.8 Build new words from a given word	- e.g. <i>begin – end</i> - e.g. <i>large - big</i> - e.g. <i>watch</i>   - e.g. <i>son</i>  <i>sun</i>  - e.g. <i>basket + ball</i> <i>noun + noun</i> - e.g. <i>more expensive</i> <i>most expensive</i> - e.g. <i>Many cows = herd of cows</i> <i>packet of sweets</i> <i>group of singers</i> - e.g. 

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
3.7 Use the dictionary	Level 3 3.7.1 Read and locate the required words in the dictionary. 3.7.2 Read and select the definition suited to the meaning of the word in context.	- Find the meaning of a word using the dictionary. - Get meaning from context <i>e.g. feet - measurement</i> <i>- part of the body</i>
3.8 Read and understand simple factual texts for main ideas, supporting details, sequence, and cause and effect	Level 1 3.8.1 Read and understand different texts such as instructions, directions, notices, labels, messages, letters, passages, recounts, descriptions. 3.8.2 Scan for specific information in Texts 3.8.3 Read and obtain meaning of words and phrases for contextual clues. Level 2 3.8.4 Read and understand simple factual texts by answering comprehension questions in relation to: - main ideas - details. Level 3 3.8.5 Read and understand cause and effect relationships.	- Discuss the content of these texts. - Reading fast to locate a certain number of people, or name of a person, or a telephone number, or for a certain adjective <i>e.g. fat</i> - Using contextual clues such as pictures, words and grammar to get the meaning of the word. <i>e.g. What is this book about?</i> <i>How many legs has a Caterpillar?</i> <i>e.g. Why did the animals die?</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
3.9 Read simple texts and predict outcomes.	<u>Level 1</u> 3.9.1 Looking at the cover and pictures of stories and talking about them. <u>Level 2</u> 3.9.2 Read and give details about the people and animals in the story. <u>Level 3</u> 3.9.3 Read and talk about the actions of people and animals in a story read. 3.9.4 Read and tell and write why a person or animal in a story is good or bad. 3.9.5 Relate the people and events in the story to one's life.	• Use children's stories. • <i>e.g. How the animals and people look like, how many there were, their names, etc.</i> • <i>e.g. State what the characters did, How they did it, When, etc..</i> • Choose a character and talk about him/her/it • Example of stories include fairytales/and fables
3.10 Read widely and independently.	<u>All levels</u> 3.10.1 Read according to one's interest and keep a reading record.	• E.g. Keeping a Reading Record READING RECORD Name: _____ Title of Book: _____ Date borrowed : _____

4.0 WRITING

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
By the end of their primary schooling, pupils should be able to: 4.1 (a) Copy correctly. 4.1 (b) Write at word, phrase, sentence and paragraph level in clear, legible print and cursive writing.	All levels 4.1.1 Copy words, phrases and sentences in clear, legible cursive writing. 4.1.2 Write clearly and legibly in print, bold names of places and towns in maps and pictures. 4.1.3 Write clearly and legibly numerals 41 – 60 in both number, and word forms using cursive writing. 4.1.4 Write words phrases and sentences in clear legible cursive writing.	- e.g. JOHOR Teluk Intan <i>* Note: when pupils are asked to label (say, parts of a flower) they should write out the words in print.</i> - e.g. 60 = sixty. - e.g. Pupils may write a poem or chant in cursive and display it.

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
4.2 Match words to linear and non-linear representations: i. word to word; ii. word to phrase; iii. word to picture, symbol.	<u>Level 1</u> 4.2.1 Match sentences to pictures. <u>Level 2</u> 4.2.2 Match words to symbols. <u>Level 3</u> 4.2.3 Match captions and headings to a map, table, graph.	 ➔ I like fishing. MAP OF IPOH Kg. Kepayang e.g. In a map Legend coconut tree oil palm river
4.3 Complete texts with the missing word, phrase or sentence.	<u>Level 1</u> 4.3.1 Provide missing letters in words. <u>Level 2</u> 4.3.2 Complete simple instructions, recipes, descriptions, rhymes with the missing words and simple phrases. (with guidance). <u>Level 3</u> 4.3.3 Complete simple instructions, texts, rhymes, notices, recipes, stories with the missing word(s) (little or no guidance).	- e.g. <i>Completing words in a factual text</i> The w_ha_e is the l_rg_s_ mammal. It we_gh_ about 2 t_ns. - Completing texts with pupils' own words

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
4.4 Construct simple and compound sentences with guidance and independently.	<u>Level 1</u> 4.4.1 Form sentences and questions by matching sentence halves and using substitution tables <u>Level 2</u> 4.4.2 Construct simple sentences and compound sentences based on a given stimulus. <u>Level 3</u> 4.4.3 Construct simple and compound sentences independently by looking at pictures. 4.4.4 Construct simple paragraphs that contain main ideas and supporting details.	Activities include: - writing short paragraphs by matching sentence halves and using substitution tables. <i>e.g. sentence halves</i> <i>He went to / the / city / by bus.</i> <i>e.g. Provide pupils with stimulus in the form of pictures and words</i> <i>e.g. Provide a series of pictures or a composite picture and ask pupils to construct their own sentences. (Teachers may carry out Process Writing)</i> <i>e.g. Provide pupils with examples of paragraphs that have a main idea and supporting details and get pupils to write based on the examples. (Prior to this, teachers are encouraged to do Shared Writing with pupils whereby, teachers write with the students to show how good writing is done.</i> <i>* Note: Bring to pupils' attention that often a new paragraph has its own main idea and details.</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
4.5 Spell correctly and take dictation.	<u>Level 1</u> 4.5.1 Spell words that are given to be memorized. <u>Level 2</u> 4.5.2 Apply spelling rules: such as ly <u>Level 3</u> 4.5.3 Take dictation of paragraphs given to be learnt.	Activities include: • spelling a list of key words taught for a particular topic. • spelling words in its plural form <i>e.g. happy - happily</i>
4.6 Punctuate meaningfully.	<u>All levels</u> 4.6.1 Use full stop and comma when writing sentences or paragraph. 4.6.2 Indent when writing a paragraph.	• <i>e.g. The whale is a mammal. It is the largest ... It weighs ...</i>

LEARNING OUTCOMES	SPECIFICATIONS	EXAMPLES/ACTIVITIES/ NOTES
4.7 Give accurate information when writing messages, instructions, simple reports, and when filling out forms.	<u>Level 1</u>	
	4.7.1 Write simple instructions, directions, messages for a purpose.	• Provide a stimulus for writing and get pupils to write for a purpose
	4.7.2 Fill out forms.	
	<u>Level 2</u>	
	4.7.3 Write simple descriptions with guidance.	• Get pupils to produce a factual piece of writing using adjectives to describe something <i>e.g. Write about an animal, plant.</i>
	4.7.4 Write simple recounts with guidance.	• Provide a stimulus in the form pictures, words and get pupils to write a simple story
	4.7.5 Write stories with guidance.	• Give pictures as stimulus.
	<u>Level 3</u>	
	4.7.6 Write descriptions with little or no guidance.	• Give pictures as stimulus.
	4.7.8 Write recounts with little or no guidance.	
	4.7.9 Write stories with little or no guidance.	• Give series of pictures or a composite picture as a stimulus.

5. GRAMMAR

Grammar forms part of the language contents in the Curriculum Specifications for Year 5 SK. Two sections have been listed to assist teachers. In section 5.0 (a), grammar items to be taught have been specified under the different grammar categories. To illustrate what is meant by each category and at the same time to specify the scope and depth of the items to be taught examples are given. Words underlined highlight significant points of grammar.

In section 5.0 (b), suggested sentence patterns for teaching are given. These sentence patterns are set out under some functions and / or areas of interest. In teaching these patterns, it is important that teachers teach them in context and in a meaningful way.

5.0 (a) Grammar items and some examples

1. NOUNS

1.1 Countable Nouns

(things that can be counted).

e.g. one table, two chairs

1.2 Uncountable nouns

(things that cannot be counted)

e.g. sand, rice, money, water

**e.g scissors, trousers, spectacles*

The use of **some** with uncountable nouns

e.g. some water, some rice, some money

1.3 *Collective nouns (things, people, animals)

e.g. herd of cows, packet of sweets, group_of singers.

1.4 Number (singular and plural forms)

Regular plurals

e.g. cars, tables; classes, dresses.

**e.g. mouse- mice, tooth-teeth, foot- feet.*

1.5 Common Nouns

e.g. boy, girl, man, woman.

1.6 Proper Nouns (names of person/places)

e.g. Ali, Siva, Cheng;

Ipoh, Subang Jaya, Sabah

**e.g. K.C. Tan, J.W.W. Birch, M. Ravi*

Gender (masculine, feminine)

masculine – *e.g. boy, man, men*

feminine – *e.g. girl, woman, women*

2. ARTICLES (with singular nouns)

2.1 'a' is used before consonants.

e.g. a book, a pencil.

2.2 'an' is used before vowels.

e.g. an egg, an umbrella.

2.3 'the' is used when we are clear about the person or thing that we are talking about.

e.g. Pass me the bottle of gum, please.

2.4 *'some' is used to talk about quantity or number without being precise.

e.g. Can I have some sugar?

3. PRONOUNS

- 3.1 Personal pronouns
e.g. *I, you, he, she, we, they*
- 3.2 Demonstrative pronouns (refer to a noun) *this, that; these, those*
e.g. *this comb; these combs*
- 3.3 Possessive adjectives
e.g. *my book, his shoes*
e.g. *John's bag, Maria's car*
*e.g. *our books, their books*
- 3.4 Interrogative pronouns ('Wh' questions)
- What**
e.g. (for singular forms)
What is this? What is that?
e.g. *What are these? What are those?*
(for plural forms)
 - Who**
e.g. *Who is he?* (singular)
Who are they? (plural)
 - Where**
e.g. *Where is the boy?*
Where are the boys?
 - * **How**
e.g. *How much is this?*

4. CONJUNCTIONS: and, or, but, because, so

- e.g. *He bought two pencils and an eraser.*
Would you like an apple or a banana?
He had to go home quickly because his mother was not well.
He was hungry. So he ate 2 plates of rice.

5. PREPOSITIONS (of location and direction)

- e.g. in out on under at to up down across
along against among next to at the back of
*in front of *behind *through

6. ADJECTIVES (of colour, shape and size)

- e.g. *a blue sky, a round table, a big boy*
*e.g. *a short fat boy, big round table* (double adjective)

6.1 Comparative form

- 'er' – e.g. *tall - taller*
- 'er' + than - e.g. *taller than*
- *'more' – *more beautiful than*

6.2 Superlative form

- 'est' – e.g. *tallest*
- *'most' – e.g. *most beautiful*

(Note: 'the' is used with the superlative form.

e.g. *This is the most beautiful house*

7. **ADVERBS**

Adverb of manner **-ly**

To show how a person does something

e.g. *She walks quickly to school.*

**They happily walked back home.*

8. **MODALS - must, have to, *could, *should**

To show it is necessary to do something.

e.g. *I must read this book tonight.*

They have to cut their hair this weekend.

**You should not through rubbish into the drain.*

**Could I borrow your atlas.*

9. **SUBJECT – VERB AGREEMENT**

e.g. *This is my pet rabbit.*

(singular verb for singular noun)

These are my pet rabbits.

(plural verb for plural noun)

Dev and Ambun are playing football.

(2 singular nouns connected by 'and')

**Kim, Tan and Devi are going camping tomorrow.*

(3 singular nouns connected by 'and')

10. **SIMPLE PRESENT TENSE**

(i) **For habitual actions**

e.g. *Where do you live?*

I live in Subang Jaya.

Where does he / she live?

He/She lives at No. 23, Jalan Bukit.

There is

e.g. *There is a bird in the house.*

There are(plural)

e.g. *There are bees in the garden.*

(ii) **For imperatives**

e.g. *Listen. Come here.*

Bring me the book.

*(iii) **For actions** (verb + ing)

e.g. *They are running around the field.*

11. **THE SIMPLE PAST TENSE**

Past tense of the verb *be* (= *was*)

e.g. *He was at home. (singular)*

Plural form of the verb *be* (= *were*)

e.g. *They were at the cinema.*

Past simple with *-ed*

e.g. *He played with his friends.*

*Irregular verbs (keep – kept)
e.g. He kept the box in the cupboard.

*Using words that signal the past tense
e.g. yesterday, last week

12. POSITIVE STATEMENTS

e.g. My name is Jamil.
I am a boy.

I like to eat durians.

*e.g. We are eating durians.

*e.g. They are eating durians.

13. NEGATIVE STATEMENTS

e.g. I am not Tong Seng.

This is not a pen.

No, it is not a pen.

He does not live in Bangi.

*We/They do not live in Bangi.

14. QUESTIONS AND RESPONSES

e.g. Is it a pencil?

Yes, it is./ Yes.

No, it isn't./ No.

Are they bananas?

Yes, they are./ Yes.

No, they aren't./ No.

15. SENTENCE TYPES

- **Simple sentence**

e.g. It is a monster.

They are good children.

- **Compound sentence**

e.g. It rained hard and the roads were flooded.

16. PUNCTUATION

i. Capital letters

- for the first word of a sentence.
- for proper nouns: names of people, places, days of the week
- for the pronoun 'I'

ii. Full stop

- at the end of a sentence.
- after initials e.g. P. H. Henry
- for abbreviations:
 - months of the year – e.g. Jan. Feb.
 - days of the week – e.g. Mon. Tues.
 - time – mins. hrs.

iii. Question Mark

- for questions

iv. Comma

- to separate a list of things

e.g. He bought a pen, pencils, erasers and a bag.

v. Exclamation mark

e.g. Help! Help!

vi. Apostrophe

- to show possession

e.g. sister's bag, the man's hat.

***vii. Indent**

- for paragraphs

e.g. They went to the zoo.

First, they went to the bird park.

Then, they went to the crocodile farm.

5.0 (b) SUGGESTED SENTENCE PATTERNS

These patterns are set out under different functions.
The words underlined may be substituted with other words.

1. To request for specific objects and to respond

A: Can I have the bottle of gum, please.
B: Sure. Here you are.

2. To ask for help and to respond accordingly

A: Please help me carry this table.
B: Yes, of course.

3. To talk about oneself

A: Hello. I am
I like to play football.
I play football every day.
I want to play in the school football team.

4. To ask questions and to give information

- i. **What** do you like to do?
I like to
- ii. **What** are you doing?
I am
- iii. **Where** are you going?
I am going to

vi. **Who** is that?
She is my (to state)

v. **When** are you coming to my house?
On Friday at 3 o'clock.

vi. ***How** much is that book?
It is RM 7.50

5. To refute statements

- i. It is **not** black
- ii. **No**, it is **not** black.
- iii. Is this his?.....No.

* 6. To accept and decline an invitation

A : Can you come to my party?
B : Yes, of course.
B : I'm sorry I can't.
I have to complete my Science Project.

* 7. To make suggestions and responding to them.

A: Let's go to the playground.
B: Yes/Okay. Or
B: No, I can't. No one is at home.

6. Sound System

The sound system forms part of the language contents in the Year 5 Curriculum Specifications. The items listed below are to be taught in Year 5. The letters to be taught are presented in the orthographic form and in phonetic. The phonetic symbols are enclosed in phonemic notation (/ /). These phonetic symbols are only for teacher's use and not to be taught to pupils. However, the sounds represented by the symbols should be taught. In each item, there are examples of the sounds to be taught and more examples should be given.

1. Initial Vowels

1.1	a / ə /	1.2	e / I /	1.3	e / i : /	1.4	o / ɔ : /	1.5	a / ɔ : /
	among		effect		eat		orchid		all
	away		elastic		easy		order		awful
	address		electric		equal		organ		audience
	asleep				evil		orchard		auction

2. Final Consonants

2.1	l / l /	2.2	p / p /	2.3	b / b /	2.4	t / t /	2.5	d / d /	2.6	*g / g /
	girl		cap		cab		pat		bad		dig
	boil		lap		lab		cat		lad		big
	mail		trap		grab		hurt		card		bag
	rail		soup		grub		put		afraid		fig

3. Initial Digraphs

3.1	ph / f / photo phase phrase	3.2	ch / k / chemical chemistry chorus	3.3	wh / w / which white while	3.4	wh / h / who whole whose	3.5	*fr / fr / frog fried fresh
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4. Medial Digraphs

4.1	ph / f / elephant telephone alphabet	4.2	ch / k / school echo anchor	4.3	ir / 3: / girl bird skirt
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5. Final Digraphs

5.1	ph / f / photograph telegraph graph	5.2	ch / k / stomach headache ache	5.3	*gh / f / cough tough rough
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6. Double Consonants

6.1	ll / l /	6.2	pp / p /	6.3	rr / r /	6.4	tt / t /	6.5	dd / d /
	fill		tapper		terrible		butter		odd
	till		pepper		parrot		fatter		daddy
	drill		supper		horror		bottle		ladder
	pill		ripple		arrange		letter		address

7. Initial Blends

7.1	*cl / cl /	7.2	*bl / bl /	7.3	*br / br /
	cap		blue		brush
	cimb		blank		broom
	clap		blast		bread
	clutch		blind		bring

8. Diphthongs (vowel digraphs)

8.1	ei / e /	8.2	ey / i : /	8.3	oa / o u /	8.4	ow / o u /	8.5	ie / i e /
	neigh		key		boat		row		pie
	weigh		honey		coat		flow		tie
	sleigh		donkey		load		follow		lie
	beige		monkey		road		yellow		die

9. Silent Letters

9.1 Silent 't'

listen
often
whistle

9.2 Silent 'w'

wrap
write
wrong
two

9.3 Silent 'h'

hour
honest
heir
honour

9.4 Silent 's'

island

10. Word Contractions

10.1 'll

I'll
we'll
he'll

10.2 're

we're
you're

10.3 n't

don't
don't
aren't

11.

11.1 -est

smallest
biggest
eldest
oldest

11.2 -er

smaller
teacher
bigger
older

11.3 -ed

parted
gifted
folded
fitted

11.4 -tion

station
fiction
section
examination

12. STRESS

i. Stress in compound words

Compound words are usually formed by combining 2 nouns (e.g) foot + ball football).

Sometimes a noun and adjective are also combined: e.g. black + birdblackbird.

In these cases, the stress is usually on the first element.

Example: police/man door/bell book/store news/paper blue/berry

ii. Stress in 3- syllable and 4- syllable words

Words ending in –tion, –sion, and ic usually have the stress on the second last element.

Example: re/la /tion te / le / vi /sion com / pre hen /sion lo / gic do / mes / tic

Word ending in –cy, –gy, –ty’ –al and –phy have the stress on the 3 rd last element.

Example: po / li / cy teac / no / lo / gy e / lec /tri / cal ge / o gra / phy uni / ver / si / ty

iii. Stress in Questions

This depends on the function or the intended meaning of the question.

Example: Are they LEAVING? (leaving or staying on?)

 Are THEY leaving? – (those particular people)

iv. Stress in Statements

When speaking the English language, usually the content words are stressed.

However, there is no hard and fast rule.

Example: The TIME now is 2 O’CLOCK

7.0 WORD LIST

The word list consists of words commonly used in the English language. These are high frequency words which pupils will need even when reading simple texts. Teachers should teach pupils to recognize these words in context when reading and also understand them in the context of what they read. These are also

the words that pupils will use when going about their writing task. Teachers are encouraged to add to this list according to the maturity level and ability of their pupils as well as when teaching a particular topic. The words marked with an asterisk are the new words for Year 5 and must be taught in context

above	can't	follow (ing)
across	*calf	found
almost	change	friends
along	*chick	*frog
also	children	garden
always	*cinema	*goat
animals	clothes	goes
any	coming	gone
around	*cow	great
asked	*croak	half
baby	didn't	happy
balloon	does	head
before	*dog	heard
began	don't	*hen
below	*duck	high
better	*duckling	I'm
between	during	inside
birthday	earth	jumped
both	*egg	*kid
brother	every	*kitten
*building(s)	eyes	knew
*butterfly	father	know
*cat	*farm (crocodile farm)	lady
*caterpillar	first	leave

light
*meow
might
money
*moo
morning
mother
much
*museum
near
never
number
only
opened
other
outside
own
paper
*park (bird park)
place
*puppy
right
round
second
show
sister
small
sound
start
still
stopped

suddenly
sure
swimming
*tadpole
think
those
through
today
together
told
tries
turn(ed)
under
window
with
woke(n)
word
work
world
write
year
young
*zoo

COMPOUND WORDS

basketball
bathroom
bedroom
blackboard
boatman

bus-stop
classroom
football
grandchild
granddaughter
grandfather
grandmother
grandson

*HOMOPHONES

hear here
see sea
son sun

*HOMOGRAPHS

bow
watch
wind

*COLLECTIVE NOUNS/ PHRASAL QUANTIFIERS

a herd of elephants
a packet of sweets
a group of singers
a tin of milk

plus: numbers forty-one – sixty
numbers in tens up to eighty.

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