



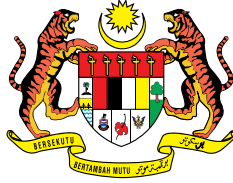
KEMENTERIAN
PENDIDIKAN
MALAYSIA

ENGLISH

FOR REMOVE CLASS

Listening
Speaking
Reading
Writing
Language Awareness
Literature in Action
Action Oriented Task
Enrichment
Review





RUKUN NEGARA

Bahawasanya Negara Kita Malaysia
mendukung cita-cita hendak;

Mencapai perpaduan yang lebih erat dalam kalangan
seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

Mencipta satu masyarakat yang adil di mana kemakmuran negara
akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap
tradisi-tradisi kebudayaannya yang kaya dan pelbagai corak;

Membina satu masyarakat progresif yang akan menggunakan
sains dan teknologi moden;

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

**KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAN**

(Sumber: Jabatan Penerangan, Kementerian Komunikasi dan Multimedia Malaysia)

STANDARDS-BASED ENGLISH LANGUAGE CURRICULUM
FOR REMOVE CLASS

ENGLISH

FOR REMOVE CLASS

WRITERS

Zulfadzli Bin Hassan

Mohammad Syafiq Bin
Mohamad Rasidi

EDITORS

Hannan Amalina
Binti Che Yusoff Zaki

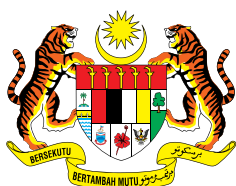
Surayah Binti Zaidon

DESIGNER

Fara Ilyani Binti Zohri

ILLUSTRATOR

Anuar Ismadi Bin Hassim



KEMENTERIAN
PENDIDIKAN
MALAYSIA

Serial No.: 0083

KPM2019 ISBN 978-967-2212-67-6

First Printing 2019

© Ministry of Education Malaysia 2019

All Rights Reserved. No part of this publication may be produced, stored in any retrievable system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of the Director General of Education, Ministry of Education Malaysia. Negotiation is subject to the calculation of royalty or honorarium.

Published for Ministry of Education Malaysia by:

Aras Mega (M) Sdn. Bhd. (164242 –W)

No. 18 & 20, Jalan Damai 2,

Taman Desa Damai, Sungai Merab,

43000 Kajang,

Selangor Darul Ehsan.

Tel: 03- 8925 8975

Fax: 03- 8925 8985

Website: www.arasmega.com

Email: amsb@arasmega.com

Design and typeset by:

Aras Mega (M) Sdn. Bhd.

Font type: Azim

Font size: 12 point

Printed by:

Percetakan Surya Sdn. Bhd. (328268-V)

Plot 29, Jalan IKS BK 2,

Taman IKS Bukit Katil,

75450 Bukit Katil, Melaka.

Tel: 06-2324475/4479 Faks: 06-2324960

ACKNOWLEDGEMENT

The publisher and authors would like to thank the following organisations and individuals for their invaluable assistance and cooperation in the preparation of this book:

- Officers of the Resource & Education Technology Division, Ministry of Education Malaysia
- The editorial team for their research and editing work
- The production team, especially illustrators and designers, for their creative input and graphics.

Every effort has been made to trace the ownership of copyright materials. Any information that will enable the publisher to rectify any error or omission in subsequent reprints are welcomed.

Contents

 Introduction	iv
 2 1st century skills	v
 Content mapping	vi - xiii
 List of icons	xiv
 i-Think tools	xvi
 Themes	I
 Topic 1	
 My Family, My World	2 - 15
 Topic 2	
 Hobbies and Leisure	16 - 29
 Topic 3	
 Safety First	30 - 43
 Topic 4	
 Healthy Lunch Box	44 - 57
 Topic 5	
 Less Rubbish, Cleaner World	58 - 71
 Topic 6	
 My Earth, My Home	72 - 85
 Topic 7	
 Knowing Your Food Labels	86 - 99
 Topic 8	
 Robots at Home	100 - 113
 Topic 9	
 Sparkling in the Night	114 - 127
 Topic 10	
 A Penny Saved is a Penny Earned	128 - 141
 Topic 11	
 Online Shopping	142 - 155
 Topic 12	
 Going Cashless	156 - 169
 Audio Script	170 - 175
 Appendix	176



Introduction

The English for Remove Class textbook is written to fulfil the needs of pupils who are transitioning into the national secondary schools. The contents are designed in accordance with the requirements of the Standards-Based English Language Curriculum for Remove Class (SBELCRC).

The main objective of the textbook is to equip pupils with the necessary English language skills and knowledge in order to prepare them for future communication in real world situations. The contents cover local and global contexts as English is an international language which transcends across cultural and linguistic boundaries.

This textbook consists of four main themes which are 'People and Culture', 'Science and Technology', 'Health and Environment', and 'Consumerism and Financial Awareness'. There are 12 topics written based on these themes emphasising four language skills: Listening, Speaking, Reading and Writing while also focusing on the aspects of Grammar and Literature in the learning process.

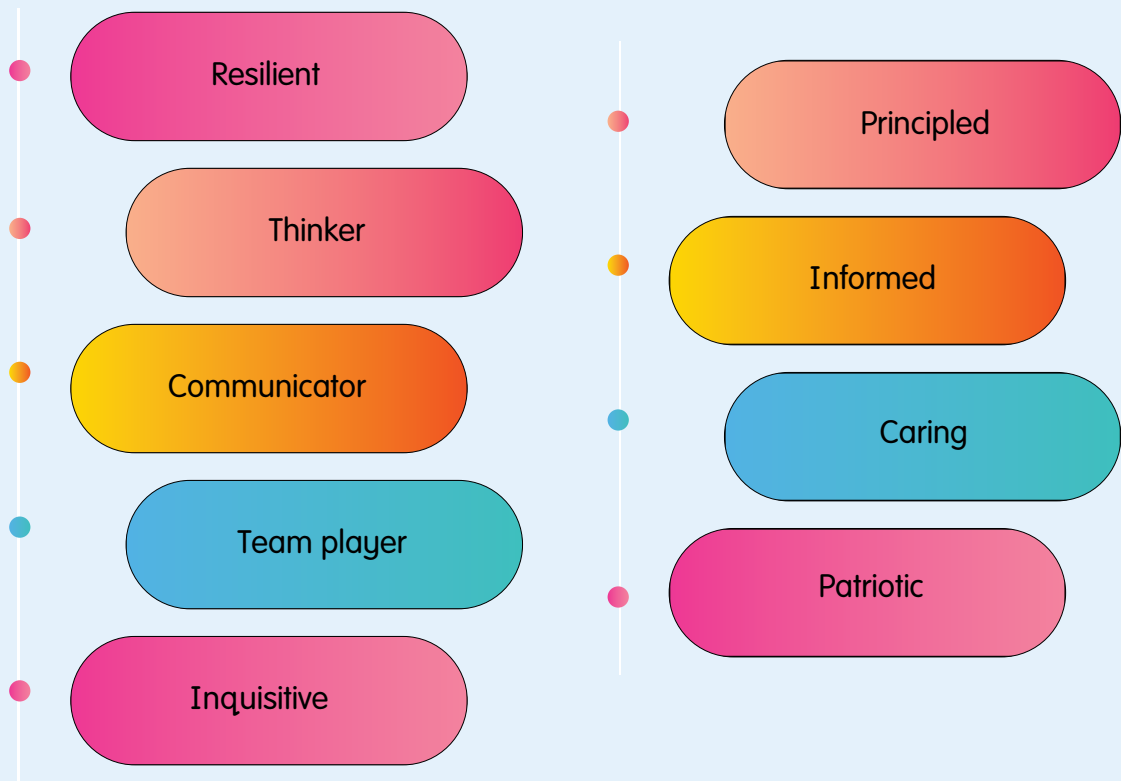
In accordance with the Education Emphases in the Standards-Based English Language Curriculum for Remove Class (SBELCRC), the lessons are infused with action-oriented tasks which reflect meaningful daily real life situations. Pupils can explore their language usage by relating these tasks to various situations they may face in their life. In line with the current developments in education, higher order thinking skills (HOTS) are also given due importance throughout the lessons.

Cross-Curricular Elements such as facts and IT tips, are embedded into the lessons to add to the general knowledge of the pupils. Moral values are also inculcated throughout the lessons.



21st Century Skills

21st Century Skills are incorporated throughout the textbook lessons to emphasise thinking skills as well as life skills. These skills aim to produce pupils with characteristics included in the pupils' profile in order for them to be able to complete globally. The pupils should have the following profiles:



As future leaders, pupils need to improve their proficiency in English, as well as their leadership qualities and ethical decision-making skills to be globally competitive. In addition, the pupils should be prepared with adequate learning skills and literacy skills. They should also focus on life skills as well as creative and innovative thinking skills.

Content Mapping

Theme	Topic	LS	Listening	LS	Speaking	LS
Theme 1: People and Culture	Topic 1 My Family, My World	1.1.1 1.1.2	Understand with little or no support the main ideas in simple longer texts on a range of familiar topics Understand with little or no support specific information and details in simple longer texts on a range of familiar topics	2.1.1	Ask about and give detailed information about themselves and others	3.2.1
Theme 1: People and Culture	Topic 2 Hobbies and Leisure	1.1.6 1.2.1	Understand with support longer simple narratives on a range of familiar topics Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics	2.1.3 2.1.5 2.4.1	Ask about and describe future plans or events Ask about and describe personality Narrate short stories, events and experiences	3.2.1
Theme 1: People and Culture	Topic 3 Safety First	1.1.5 1.1.6	Understand more complex supported questions Understand with support longer simple narratives on a range of familiar topics	2.1.2 2.3.1	Ask about and express rules and obligations Keep interaction going in short exchanges by checking understanding of what a speaker is saying	3.1.1 3.1.2 3.1.3

	Reading	LS	Writing	LS	Literature in Action	Language Awareness
	Read and enjoy fiction or non-fiction and other suitable print and digital texts of interest	4.1.1	Give detailed information about themselves and others	5.3.1	Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	Indirect Questions with Present Tense
	Read and enjoy fiction or non-fiction and other suitable print and digital texts of interest	4.1.4 4.2.1	Describe personality Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level	5.1.1	Describe in simple language a character's actions or feelings and explain the reasons for them	Past Tense with a Limited Range of Sequencing Adverbs
	Understand the main points in simple longer texts Understand specific details and information in simple longer texts Guess the meaning of unfamiliar words from clues provided by other known words and by context	4.2.1	Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level	5.1.2	Identify and describe in simple language the key characters in a text	Defining Relative Clauses to Describe and Give Information Modal Verbs to Give and Talk About Advice

Content Mapping

Theme	Topic	LS	Listening	LS	Speaking	LS
Theme 2: Health and Environment	Topic 4: Healthy Lunch Box	1.1.2	Understand with little or no support specific information and details in simple longer texts on a range of familiar topics	2.1.4	Explain and give reasons for simple advice	3.1.2 3.1.4
Theme 2: Health and Environment	Topic 5: Less Rubbish, Cleaner World	1.1.2 1.1.5	Understand with little or no support specific information and details in simple longer texts on a range of familiar topics Understand more complex supported questions	2.3.1	Keep interaction going in short exchanges by checking understanding of what a speaker is saying	3.1.2
Theme 2: Health and Environment	Topic 6: My Earth, My Home	1.1.2	Understand with little or no support specific information and details in simple longer texts on a range of familiar topics	2.1.3 2.1.4	Ask about and describe future plans or events Explain and give reasons for simple advice	3.1.3 3.2.1

	Reading	LS	Writing	LS	Literature in Action	Language Awareness
	<p>Understand specific details and information in simple longer texts</p> <p>Use with some support familiar print and digital resources to check meaning</p>	<p>4.1.1</p> <p>4.2.2</p>	<p>Give detailed information about themselves and others</p> <p>Spell most high frequency words accurately in independent writing</p>	5.3.1	<p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate</p>	<p>Infinitive of Purpose</p>
	<p>Understand specific details and information in simple longer texts</p>	4.1.3	<p>Narrate factual and imagined events and experiences</p>	5.3.1	<p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate</p>	<p>Passive Sentences (present simple)</p> <p>Defining Relative Clauses to Describe and Give Information</p>
	<p>Guess the meaning of unfamiliar words from clues provided by other known words and by context</p> <p>Read and enjoy fiction or non-fiction and other suitable print and digital texts of interest</p>	<p>4.2.2</p> <p>4.2.3</p>	<p>Spell most high frequency words accurately in independent writing</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p>	5.3.1	<p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate</p>	<p>Growing Range of Preposition (Place and Direction)</p>

Content Mapping

Theme	Topic	LS	Listening	LS	Speaking	LS
Theme 3: Science and Technology	Topic 7: Knowing Your Food Labels	I.1.1	Understand with little or no support the main ideas in simple longer texts on a range of familiar topics	2.1.1	Ask about and give detailed information about themselves and others	3.1.1
		I.1.2	Understand with little or no support specific information and details in simple longer texts on a range of familiar topics	2.1.4	Explain and give reasons for simple advice	3.1.2
		I.1.5	Understand more complex supported questions			
Theme 3: Science and Technology	Topic 8: Robots at Home	I.1.2	Understand with little or no support specific information and details in simple longer texts on a range of familiar topics	2.1.1	Ask about and give detailed information about themselves and others	3.1.4
		I.1.4	Understand longer sequences of supported classroom instructions	2.3.1	Keep interaction going in short exchanges by checking understanding of what a speaker is saying	3.2.1
		I.1.6	Understand with support longer simple narratives on a range of familiar topics			
Theme 3: Science and Technology	Topic 9: Sparkling in the Night	I.1.2	Understand with little or no support specific information and details in simple longer texts on a range of familiar topics	2.1.3	Ask about and describe future plans or events	3.1.2
		I.1.4	Understand longer sequences of supported classroom instructions	2.1.5	Ask about and describe personality	3.1.4
		I.1.6	Understand with support longer simple narratives on a range of familiar topics			

	Reading	LS	Writing	LS	Literature in Action	Language Awareness
	<p>Understand the main points in simple longer texts</p> <p>Understand specific details and information in simple longer texts</p>	<p>4.1.3</p> <p>4.1.4</p> <p>4.2.2</p> <p>4.2.3</p>	<p>Narrate factual and imagined events and experiences</p> <p>Describe personality</p> <p>Spell some high frequency words accurately in independent writing</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p>	<p>5.1.2</p> <p>5.3.1</p>	<p>Identify and describe in simple language the key characters in a text</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate</p>	<p>Modal Verbs – to Give and Talk about Advice 'can', 'could', 'should', 'shouldn't', 'might'</p>
	<p>Use with some support familiar print and digital resources to check meaning</p> <p>Read and enjoy fiction or non-fiction and other suitable print and digital texts of interest</p>	<p>4.2.1</p> <p>4.2.2</p>	<p>Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level</p> <p>Spell some high frequency words accurately in independent writing</p>	<p>5.1.1</p> <p>5.3.1</p>	<p>Describe in simple language a character's actions or feelings and explain the reason for them</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate</p>	<p>Passive Sentences (Past Simple)</p>
	<p>Understand specific details and information in simple longer texts</p> <p>Use with some support familiar print and digital resources to check meaning</p>	<p>4.1.5</p>	<p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p>	<p>5.1.2</p>	<p>Identify and describe in simple language the key characters in a text</p>	<p>Growing range of Prepositions (Movement)</p>

Content Mapping

Theme	Topic	LS	Listening	LS	Speaking	LS
Theme 4: Consumerism and Financial Awareness	Topic 10: A Penny Saved is a Penny Earned	1.1.2	Understand with little or no support specific information and details in simple longer texts on a range of familiar topics	2.1.1	Ask about and give detailed information about themselves and others	3.1.2
		1.1.6	Understand with support longer simple narratives on a range of familiar topics	2.1.2	Ask about and express rules and obligations	
Theme 4: Consumerism and Financial Awareness	Topic 11: Online Shopping	1.1.2	Understand with little or no support specific information and details in simple longer texts on a range of familiar topics	2.1.1	Ask about and give detailed information about themselves and others	3.1.2
				2.3.1	Keep interaction going in short exchanges by checking understanding of what a speaker is saying	
Theme 4: Consumerism and Financial Awareness	Topic 12: Going Cashless	1.1.6	Understand with support longer simple narratives on a range of familiar topics	2.3.1	Keep interaction going in short exchanges by checking understanding of what a speaker is saying	3.1.4
				2.3.2	Agree on a set of basic steps needed to complete extended classroom tasks	3.2.1

	Reading	LS	Writing	LS	Literature in Action	Language Awareness
	Understand specific details and information in simple longer texts	4.2.1	Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level	5.1.2	Identify and describe in simple language the key characters in a text	Indirect questions with past tense
				5.3.1	Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	
	Understand specific details and information in simple longer texts	4.1.2	Describe future plans or events	5.3.1	Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	Past tense with a Limited Range of Sequencing Adverbs Present Continuous, <i>going to, will, to</i> Talk about Future Events, Plans, and Arrangements
	Use with some support familiar print and digital resources to check meaning	4.2.1	Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level	5.1.1	Describe in simple language a character's actions or feelings and explain the reasons for them	Modal verbs to talk about rules and obligations
	Read and enjoy fiction or non-fiction and other suitable print and digital texts of interest			5.3.1	Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	

List Of Icons



Provides critical thinking and problem solving questions to trigger pupils' cognitive process



Listening

Trains pupils to receive and interpret audio texts before giving out response



Speaking

Builds pupils' speaking skills by providing activities that require communication between peers and teachers



Language Awareness

Explains the correct use of grammar



Reading

Develops pupils' skills of reading to follow and understand the organisation of different passages and text types



Writing

Develops pupils' skills in writing different kinds of text types and teaches ways to brainstorm ideas into text forms

1.1.1

1.1.2

Indicates the learning standards for the topic learnt



Action Oriented Task

Stimulates active participation of pupils in class by providing fun learning through practical activities



Enrichment

Provides practice for pupils to answer questions based on the lesson given



Pair Work

Tasks that require students to cooperate in pairs



Teaches positive values in life to pupils in relation to the topic learnt



i-Think

Provides different kinds of mapping diagrams for different idea representations



Copy Me

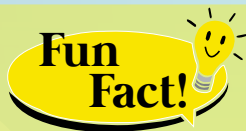
Indicates that the pages are photocopyable as handouts



Provides some suggestions of pedagogical approach for the teacher



Provides useful tips that can help pupils to understand the lesson



Offers fun facts and relevant information



Flash Card

Provides the definitions of unfamiliar words learnt



Provides scannable code that links to a variety of media forms that contain information and teaching materials



Review

Assesses pupils' knowledge and understanding on the topic learnt



Group Work

Tasks that require students to cooperate in groups

i-Think tools

The eight thinking processes are structured through Thinking Maps® - a visual thinking tool that makes it easy for students to understand concepts, analyse problems and find solutions.

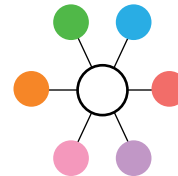
1. Circle Map



Defining in context

- Brainstorm an idea or topic using the information we already know

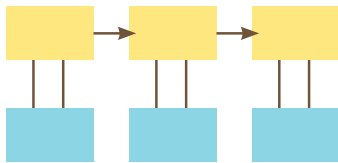
2. Bubble Map



Describing qualities

- Define the main topic with specific adjectives and phrases

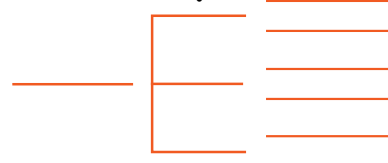
3. Flow Map



Sequencing

- Visual representation of a process, progression or set of instructions

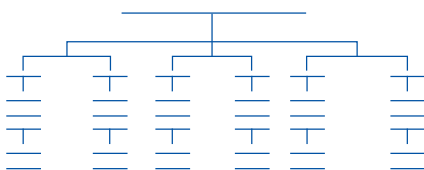
4. Brace Map



Part-whole relationships

- Analyse the parts of a whole and the relationship between them

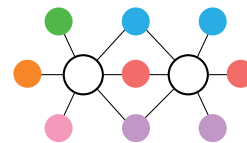
5. Tree Map



Classifying

- Classify and organise information

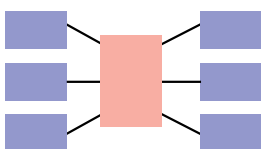
6. Double Bubble Map



Describing qualities

- Define the main topic with specific adjectives and phrases

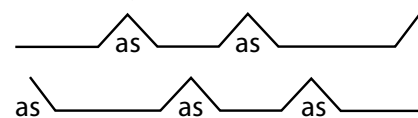
7. Multi-Flow Map



Cause and effect

- Figure out the causes and effects of certain events

8. Bridge Map



Seeing analogies

- Find similarities between things and create analogies

Themes

THEME 1

People and Culture

THEME 2

Health and Environment

THEME 3

Science and Technology

THEME 4

Consumerism and Financial Awareness

Theme 1: People and Culture

Topic 1: My Family, My World

*In this unit,
you will learn about:*

- **Family background**
- **Family tree**
- **Indirect questions with present tense**
- **Extended family**





A. Listen to the audio and label the family members in the photos below.



<https://audiomack.com/song/erc-7/my-family-my-world>.
Retrieved on 17th August 2019.

mother

elder sister

father

elder brother

younger sister



Hello. My name is Dennis. Listen carefully to the audio provided in the QR code to know more about my family members.





B. Based on the audio, answer the questions below.

1. Who is the chef in Dennis' family?

2. How many family members does Dennis have?

3. How many siblings does Dennis have?

4. Provide a suitable title for the text.



Flash Card



kindergarten: day care centre



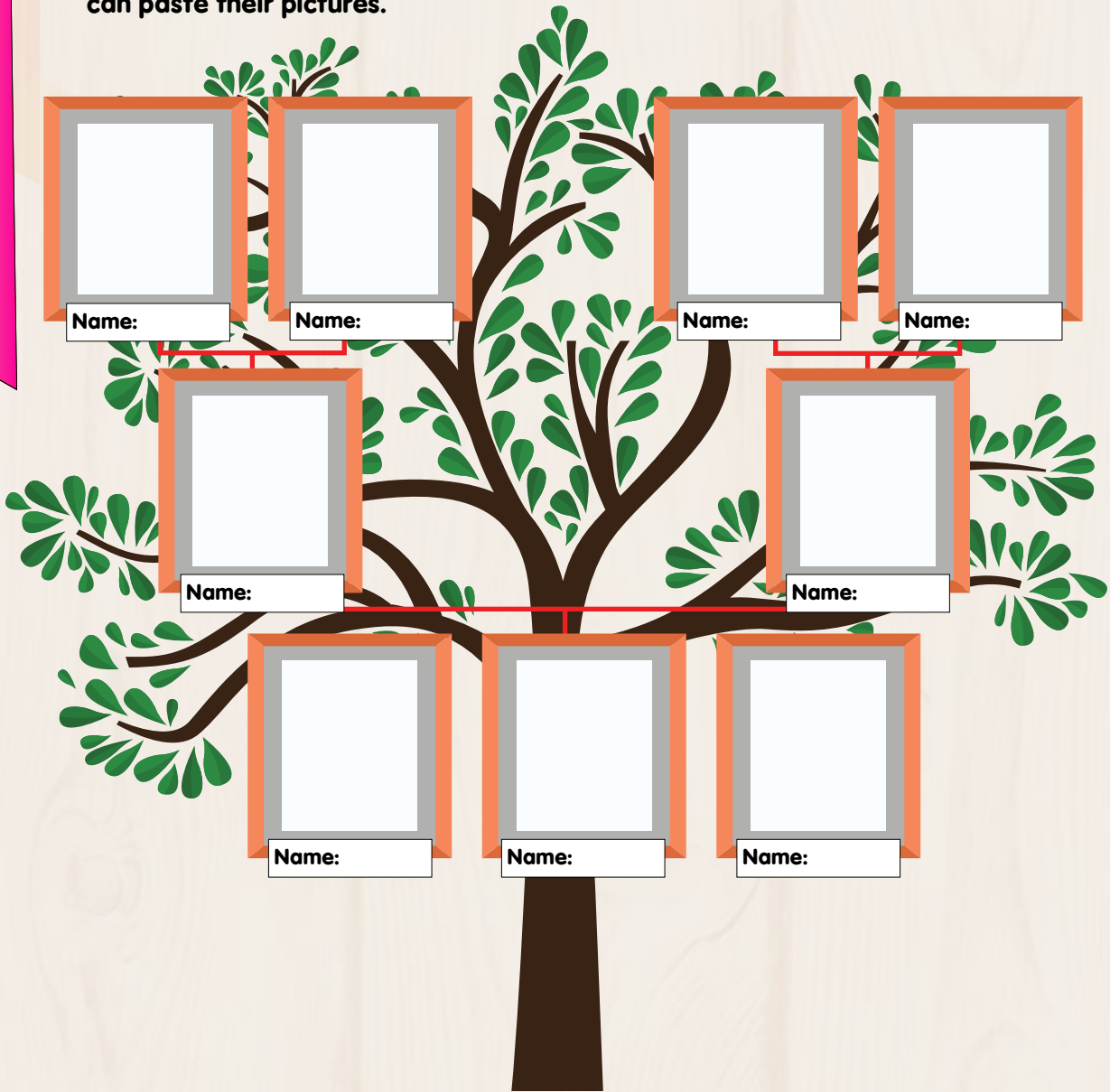
treat: care for



siblings: brothers or/and sisters



A. Fill in the family tree with photos of your family members and their names. You can paste their pictures.



B. Tell your friends about your family. You can use the phrases below as guidance.

- Hi, let me introduce you to...
- He is...
- She is...
- We are...



- Commonly, in Tamil, 'Amma' means 'mother'
- Meanwhile 'Ah Ma' refers to 'grandmother' in Chinese



- Teacher guides pupils to talk about their families in front of the class.
- Teacher informs pupils that they can edit the family tree to fit to their family.



C. Ask a friend about his or her family and fill in the interview form below.

Questions	Answers
1. What is your name?	
2. Where do you live?	
3. How old are your parents?	
4. What is your father's name?	
5. What is your father's occupation?	
6. What is your mother's name?	
7. What is your mother's occupation?	
8. How many siblings do you have?	
9. What is your eldest sibling's name?	
10. What is your youngest sibling's name?	



- Teacher puts pupils into pairs and guides them to interview each other.

Reading

Read about Sujang's extended family.

Hello everyone! My name is Sujang and I would like to introduce you to my extended family which includes my grandparents, uncle, aunt and my cousins.

My grandfather and my grandmother live in a village in Sibu. They have a big durian orchard near their house. My grandfather spends his days taking care of the orchard and my grandmother loves to help him. During weekends, my family and I always spend our time together with my grandparents.

My Uncle Watt is a chef. He owns a restaurant in Kuala Lumpur. He cooks a variety of delicious meals. My family and I are his regular customers. Meanwhile, my Aunt Umang is my father's youngest sister. She is an actress. She is very pretty and bubbly.

I have two older cousins. The first one is a teacher at a primary school. He teaches English and Mathematics. Meanwhile, his sister is an actress. She has already acted in more than five films at such a young age. When I grow up, I hope to be as talented as she is.

I love spending my time with my extended family. We have so much fun when we are together.

Fun Fact!

In Sarawak, traditionally there are more than one family live under the same roof in a longhouse



Flash Card



variety: many types



talented: skilled



Writing

Based on Sujang's story, write about your own extended family.

Use the words provided as guidance.

extended family	grandparents	uncle	aunt	cousin
amazing	brilliant	great	awesome	hardworking

Hi, everyone. My name is _____. I want to write about my _____

My _____



- Teacher checks pupils' spellings.

Indirect Questions

There are two main ways of asking questions which are directly and indirectly.

Direct Question	Indirect Question
Where is your brother?	Could you tell me where your brother is?
What is your father's occupation?	Would you mind telling me what your father's occupation is?
When is your sister coming?	Do you have any idea when your sister is coming?
Which is her younger sister?	Do you have any idea which is her younger sister?

We should use **indirect questions** when we want to be polite or formal. Indirect questions could be used using the present tense or past tense. Here are the examples of indirect questions in the **present tense**.

Direct Question	Indirect Question
When does your father leave for work every day?	Could you tell me when your father leaves for work every day?
What is your mother's occupation?	Do you have any idea what your mother's occupation is ?
Where does she go?	Would you tell me where she goes everyday?

There are a few phrases that we could use at the beginning of the indirect questions.

Do you know...?

Can/Could you tell me...?

Would you tell me...?

Do you have any idea...?



A. Fill in the blanks with the following phrases to make indirect questions.

Do you know

Could you tell me

Would you mind telling me

Would you tell me

Do you have any idea

Could you tell me

1. _____ where the toilet is?
2. _____ where Berjaya Street is?
3. _____ when your test is?
4. _____ what the time is now?
5. _____ why you are not wearing a school uniform?
6. _____ where the principal is?

B. Using the phrases from Activity A, rewrite the following questions as indirect questions.

1. What is your father's occupation?

2. When is our teacher's birthday?

3. What does your mother cook best?

4. How does your brother get to school?

5. Which gift should I give to my grandmother?

A. Read the poem.**Family**

God gave each of us a special family
that we can call our own.
A family that loves us for who we are
so we would never feel alone.

They may not like everything we do
or everything we say,
but the beautiful thing about "family"
is that they love us anyway.

Sometimes we feel rejected
by people who do not care,
but our hearts are warmed when remembering
that our family is always there!

So hug them a little more often,
for sometimes we hurt the ones we love.
And tell them how much you love them,
for they were sent to you from above.

By: Josephine Zavala-Florez (2018)

*Retrieved from: [https://www.familyfriendpoems.com/
poem/family-36#](https://www.familyfriendpoems.com/poem/family-36#)*



We should care for our
family members

**Flash Card**

rejected: to refuse to
accept something or
someone

B. Work in groups of four.

Using appropriate gestures, recite the poem with your group members.



C. Answer the following questions based on the poem.

1. Based on stanza 1, why do you love your family?

2. In stanza 2, what makes a family 'beautiful'?

3. 'Family can mend our broken hearts'. Is this true?

4. What should we do if we have hurt the ones that we love?

5. Explain one moral value that you have learned from the poem.

Example: Honesty. I will never lie to my family because it will hurt their feelings.



Flash Card

stanza: a related group of lines
in a poem or song; a verse



Action Oriented Task

A. Follow the instructions below to create your family tree.

What do you need?

- A3 paper
- Marker pens
- Coloured pencils

How do you do it?

1



Draw a big tree on the A3 paper.

2



Draw small circles on the leaves.

3



Draw the faces of your family members inside the circles.

4



Write the names of your family members inside the bubbles.

B. Present your family tree to the class.

Use these words to help you describe your family.

name	hobby	age
occupation	sibling	favourite food

- Teacher provides an example of a family tree and gives explanation to guide pupils.



Match the indirect questions with the correct answers.



Would you tell me where your father went to school when he was young?

My sister went to the hospital to have a surgery.



Do you have any idea where your grandfather's old house is?

My grandfather's old house is at Kampung Bukit Berjaya.



Could you tell me why your sister went to the hospital?

Yes. I could help my mother to cook.



Is there any chance that you could help your mother to cook?

My father went to Sekolah Menengah Kebangsaan Bukit Berjaya when he was young.



Do you know why his brother's football game is cancelled?

His brother's football game is cancelled because of the rain.



Theme 2: People and Culture

Topic 2: Hobbies and Leisure

*In this unit,
you will learn about:*

- Different hobbies
- Categorising 'likes' and 'dislikes'
- Sequencing adverbs





A. Listen to a short story and rearrange the pictures based on the audio text.

The Girl Who Likes Sewing



<https://audiomack.com/song/erc-7/hobbies-and-leisure>. Retrieved on 17th August 2019.



B. How did the girl's hobby help the old man?

C. Guess the meanings of the words below.

1. gather : _____

2. grateful : _____

3. frame : _____



A. Complete the sentences below.

- Humi likes _____
- Ayuni loves _____
- Sook Joon's hobby is _____
- Kumar's favourite activity is _____

B. Role play the dialogue below.



C. What do you like doing when you have some free time?

TIPS

When you are telling people about your hobbies, you could use phrases like, "My hobby is...", "I like...", "My favourite free time activity is...", and "I love..."
 Example: I like playing football.



- Teacher guides pupils to do the role play.
- Teacher instructs pupils to talk about their hobbies.

Reading

A. Read the dialogue below.



Raju : Zhang Wei, do you know the meaning of 'hobby'?

Zhang Wei : Yes, Raju. A hobby is an activity that you do for pleasure during your free time.

Raju : Do you have a hobby, Zhang Wei?

Zhang Wei : Of course, my hobby is playing the drums.

Raju : Wow, you must be really good at it! What are other instruments that you play, Zhang Wei?

Zhang Wei : I like playing the guitar and the piano but, I do not like playing the violin.

Arif : Neither do I. Violin is so hard to play. I prefer writing short stories during my free time instead of playing musical instruments.

Zhang Wei : Cool! So Raju, what do you do in your free time?

Raju : Well, I love cooking in my free time, Zhang Wei. I like eating spicy food.

Arif : Me too! Spicy food tastes so good! Do you like baking too, Raju?

Raju : No, I dislike baking. What about you Arif?

Arif : Me neither, Raju. Cooking is easier than baking. Do you know how to cook, Zhang Wei?

Zhang Wei : No, I do not know how to cook. I just love eating!



 **pleasure:** enjoyment

 **instrument:** device



B. Based on the dialogue, write (T) for true statements and (F) for false statements.

1. Raju prefers baking than cooking.	
2. Zhang Wei loves playing the violin.	
3. Arif does not like writing short stories.	
4. Zhang Wei could play the drums, the guitar and the piano.	
5. Arif does not like playing the violin.	

C. Answer the following questions.

1. What do Raju and Arif have in common?

2. Who likes playing musical instruments?

3. Why doesn't Arif like playing the violin?

4. Why does Raju prefer cooking than baking?

5. What is Arif's favourite hobby?



A. Rearrange the following words to form sentences.

like	I	drawing.
------	---	----------

draw	of	always	sceneries.	pictures	I
------	----	--------	------------	----------	---

Sometimes,	my	draw	I	portraits	of	family	too.
------------	----	------	---	-----------	----	--------	------

I	the	also	pictures.	like	colouring
---	-----	------	-----------	------	-----------

My	in	family	our	hangs	the	living room.	pictures
----	----	--------	-----	-------	-----	--------------	----------

B. What do you like doing in your free time? Why do you like it?



Past Tense with a Limited Range of Sequencing Adverbs

- Describe the order in which things happen.
- Always placed at the beginning of a sentence and are followed by a comma (,).
- For example:

Shi Min had a wonderful weekend. **First**, she watched a movie with her friends. **Second**, she ate ice cream with them. **Third**, she played video games with her brothers. **Lastly**, she baked cookies with her mother. She loved the time spent with her family and friends.

Change the sentences below into the past tense.

1. First, Stephen washes his school uniform.

2. Then, Stephen dries his school uniform.

3. After that, Stephen takes a shower.

4. Next, Stephen has dinner with his family.

5. Lastly, Stephen goes to sleep at 10 p.m.



A. Read the text below.

One Man's Trash is Another Man's Treasure

Once there was an old man who liked to fill his free time collecting empty water bottles from everywhere such as garbage bins, roadsides and even at beaches. After that, he stored the water bottles in his house.

"Why do you waste your time collecting empty water bottles? You are making a mess in your own house," said the old man's neighbour. "It's alright. I will find a use for them later," the old man replied.

One day, King Salman said that he would give any villager a large amount of gold for planting the most trees. The old man was excited. He started to plant seeds in the water bottles that he kept. Then, he decorated his house with the plants. His neighbour laughed at him because the decoration looked unusual.

To the neighbours' surprise, King Salman picked the old man as the winner. He loved the decoration so much that he wanted the old man to decorate his palace! The neighbour felt ashamed of his actions. Later, he apologised to the old man for laughing at him.

B. Answer the questions below.

1. Based on the story, what was the old man's hobby?

2. Identify two sequencing adverbs from the story.

3. Why did the King Salman choose the old man as the winner?








4. What is the lesson of the story?

A. Sara is sharing her first experience cooking nasi lemak. Complete the steps by arranging them in the right sequence.

Features | Explan | Subscribers | Templates | Support | Languages | [Sign in](#)

My First Time Cooking Nasi Lemak

Hi everybody! Last week was my first experience preparing my favourite meal; nasi lemak! Let me share the steps with you.

		
After that, heat some oil in a pan and fry some chilli paste until it is well cooked. Add some fried anchovies. Make sure to fry them earlier.	Finally, serve the rice with chilli paste, slices of cucumber, and hard-boiled eggs.	First, put a cup of coconut milk, a pinch of salt, pandan leaves and some water into a pot.
		
Secondly, add two cups of rice into the pot. Cook the mixture for about 20 minutes.	Then, boil some eggs for about ten minutes.	



B. Write a response in Sara’s blog’s comment section. Share your own first new experience of working something with her.

Hi Sara.

My name is _____ and I am from _____.
I really enjoyed reading your blog. I also enjoyed trying out the recipes you gave.

Today, I would like to share my first cooking experience _____

First, _____

Secondly, _____

After that, _____

Then, _____

Lastly, _____

That’s all from me. Can’t wait to read your response. Have a nice day.



Comment as:

fyanizmnz@yuhuu.com



Sign out

Publish

Preview

Notify me





Review



Copy Me

A. Circle the correct answers.

1. What is a hobby?
 - A. An activity that you do for pleasure during your free time
 - B. An activity that you do for pleasure when you are working

2. Which of the following sentences can be used in introducing your hobby?
 - i. I like swimming.
 - ii. I went swimming yesterday.
 - iii. I need to swim.
 - iv. My hobby is swimming.
 - A. i and ii
 - B. i and iv
 - C. ii and iv
 - D. iii and iv

3. Which is **not** the use of sequencing adverbs in the simple past tense?
 - A. First, I washed the egg.
 - B. Usually, she sleeps at 9 p.m.
 - C. Then, she walked to her school.
 - D. After that, he went to the mall.



B. Match the pictures with the correct instructions.



- Secondly, I added two tablespoons of cocoa powder.



- Fourthly, I added two tablespoons of sugar and stirred the mixture at low heat.



- Lastly, I served the drink to my family and friends.



- Thirdly, I added a drop of vanilla extract.



- Firstly, I heated two cups of milk.



C. How would you describe a hobby?

Choose one of the pictures given and describe it using the words provided.

fun

rewarding

awesome

amazing

cool

wonderful





Theme 1: People and Culture

Topic 3: Safety First

*In this unit,
you will learn about:*

- **Road signboards**
- **Rules to cross a road**
- **Relative clauses**

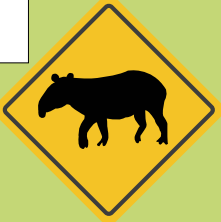









A. Listen to the audio below.



<https://audiomack.com/song/erc-7/safety-first>.
Retrieved on 17th August 2019.

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	Wild animals crossing		Stop		Caution
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	Speed limit		No U-turn		Slippery road

B. Arrange the symbols in the correct order according to the audio text.

C. Where can you see the signboards?

D. Why is it important to follow road signs?





Always follow the road signs

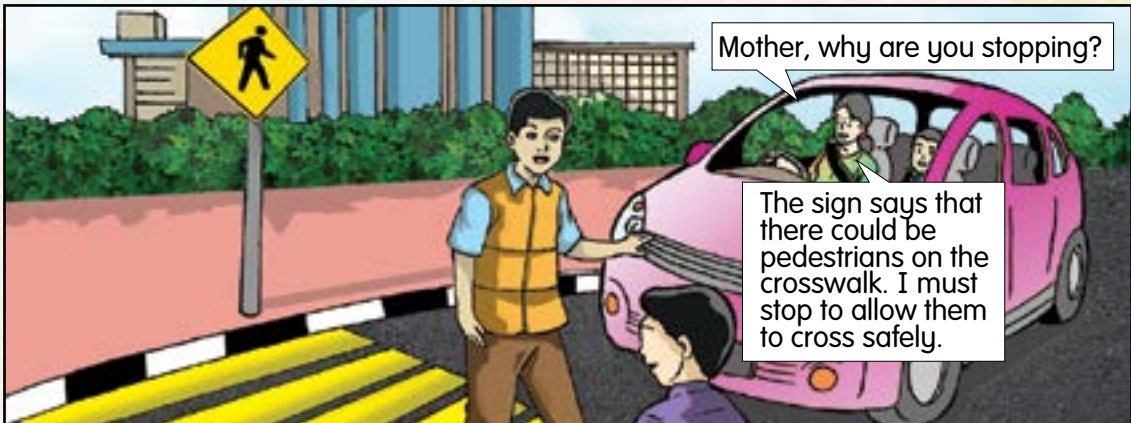
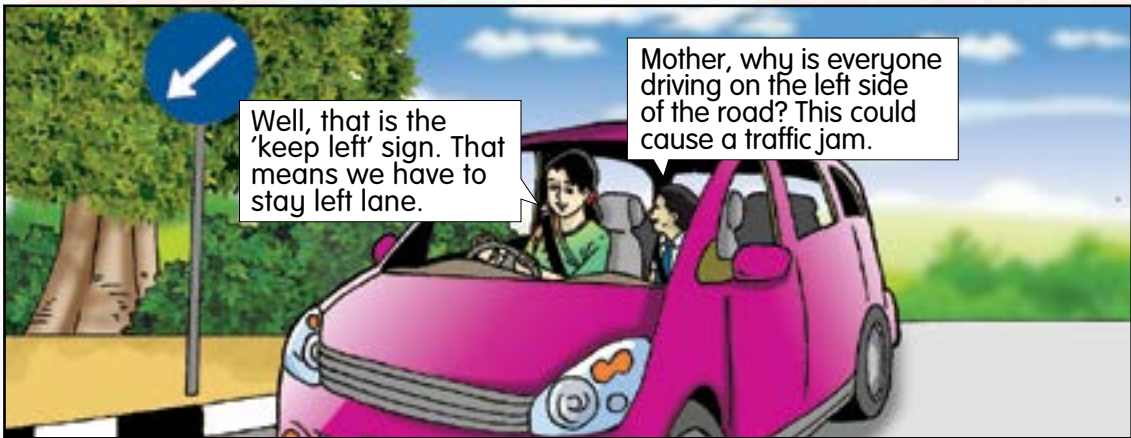


- Teacher scans the QR code.
- Teacher encourages pupils to voice out their opinions.



Speaking

Role play the dialogue.



Flash Card



prohibited: not allowed



construction: the process of building something



A. Read the article below.

Road signs are one of the important aspects to be taken seriously by drivers and passengers of any vehicles. They help us to pay attention and remind us the importance of following the rules.

There are many types of road signs that we must pay attention to when we are on the road. The first one is the red sign with a big white rectangle on it. That is called the no entry sign. It tells us that we are not allowed to enter a particular place.

Next, the blue sign with a shadow of a person on a wheelchair shows that it is a parking space for disabled people. We should avoid parking there.

Then, the red and white rectangular sign means that there could be problems on the road. So, we must be extra careful not to drive too fast.

Meanwhile, the green sign with white wordings and arrows simply shows the direction of the nearest exits or places for us to go to.

Lastly, the blue sign with a big red cross means 'no stopping'. Hence, we must not stop as we may obstruct the traffic.

B. Write a suitable title for the article.

C. Guess the meanings of the words below.

1. passengers : _____
2. disabled : _____
3. drivers : _____
4. careful : _____



Flash Card



indicator: signal



obstruct: block



Copy Me

D. Based on the article in activity A, label the road signs accordingly.

No entry

No stopping

Disabled parking

Obstacles

Exit

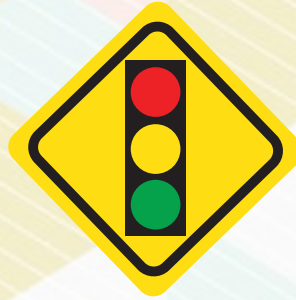




Write a simple sentence for each road sign below.



Cattle crossing



Traffic lights ahead



Motorcycle lane



Roundabout



Distances



Tourist spots

Example: We should pay attention to the cattle crossing sign because there could be animals crossing the road.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Relative Clauses

- Relative clauses tell us more about people and things.
- We use relative pronouns to introduce **relative clauses**.

We use:

- *who* and *whom* for **people**
 - *which* for **things**
 - *that* for **people or things**
-
- The woman, **who** helped the old man crossed the road, was very kind.
 - The stop sign, **which** is at the side of the road, is already broken.
 - The deer, **that** crossed the road yesterday, was saved.

Underline the correct relative clauses.

1. The boy, (who/which) gave me the candy yesterday, is from Sarawak.
2. The author, (which/that) graduated from the same school I did, gave a wonderful presentation.
3. The weather, (that/who) we had last month, was beautiful.
4. We had nasi lemak, (which/who) I always enjoy.
5. Can I have the pencil (who/which) I gave you this morning?
6. This is the skirt (who/that) I bought during the sales.
7. I live in Malacca, (which/who) has many historical landmarks.
8. The books, (which/who) are on the table, have been read.
9. The family members, (who/which) are living in the house, are very rich.
10. The man, (who/which) is interested in your car, will telephone later.

A. Read the reminder from Curby, a speed limit sign.



Hi everyone, I am a road sign. You can see me on the road. However, I have been feeling a little bit unnoticed lately. I see many of you did not notice me. Sometimes, I see you driving over the speed limit such as at town areas and when you are going downhill. Some of you even drive over the speed limit when the weather is bad.

So, I need to remind you that you must be alert to all speed limit signs along the road. Do you know that a lot of troubles could come your way if you continue to ignore me?

First, you could be issued a speed violation ticket that must be settled by paying a fine. Second, you could be involved in accidents. Many accidents happen due to speeding, which usually lead to serious injuries or deaths.

Hence, please always remember to drive within the speed limit. If not, you can get into trouble!



- **unnoticed:** without being seen or noticed
- **alert:** quick to notice
- **ignore:** refuse to notice



B. Answer the following questions.

1. What is the speed limit in front of your school?

2. Describe the speed limit sign.

3. In your opinion, how can we pay more attention to road signs when driving?



4. Another road sign that people always ignore is the stop sign. Draw the stop sign and write a reminder to warn drivers to be more alert.

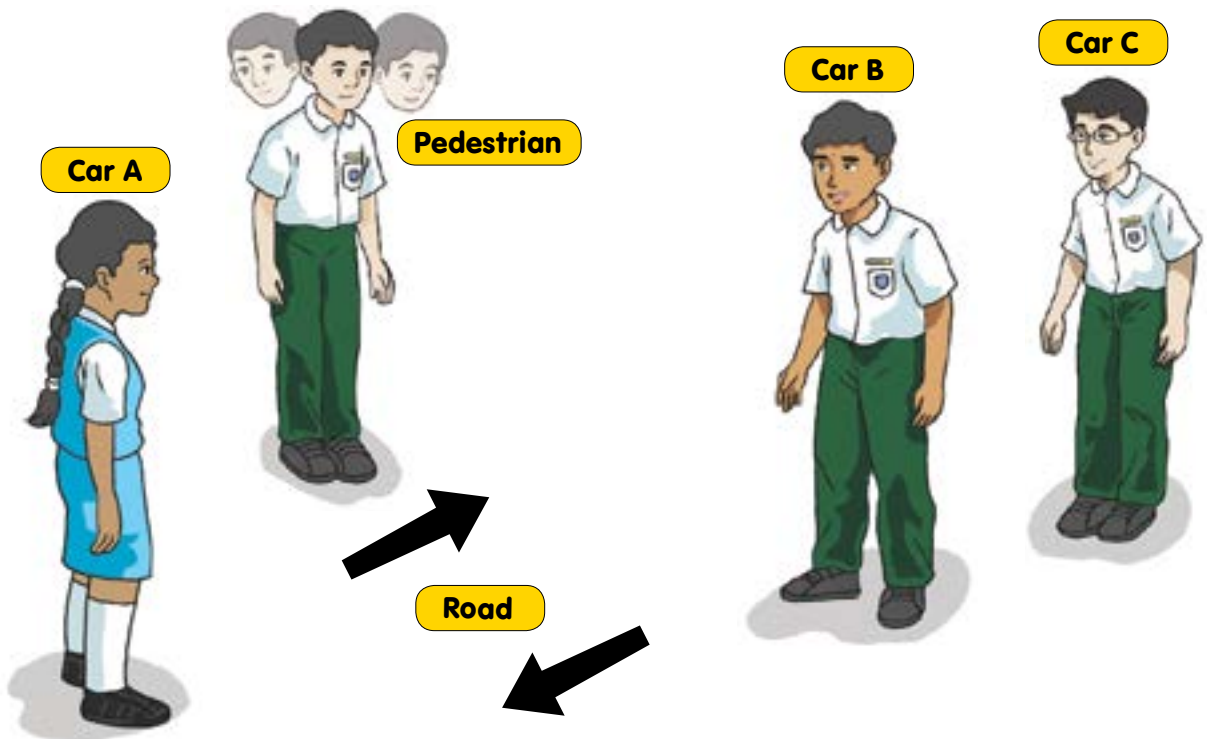
A. Read the following instructions on how to cross the road safely. Demonstrate how you can cross the road safely in front of class.

1. Stop at the side of the road
2. Look to the right
3. Look to the left
4. Look to the right one more time
5. If the road is clear, you may cross the road

 **Group Work**

What should you do?

- a. In group of four, one pupil becomes a pedestrian.
- b. The other three will pretend to be the vehicles that are using the road.
- c. The 'vehicles' may go back and forth using the road.
- d. As the pedestrian, the pupil has to apply the safety steps to cross the road safely.





B. Rearrange the following instructions on how to cross the road safely.

Look to the right one more time

Look to the left

If the road is clear, you may cross the road.

Stop at the side of the road

Look to the right

1. _____
2. _____
3. _____
4. _____
5. _____

C. Describe three other ways of crossing the road safely.



1. _____

2. _____

3. _____



• Teacher guides pupils to tell their experience of crossing a road.

Modal Verbs

- Modal verbs can be used to change the meaning of a sentence.
- Modal verbs can be used in giving advice.
- Some of the examples that can be used in giving advice are:
 - can
 - could
 - should
 - shouldn't
 - might

Examples:

- You can go to the library to have an easier access to the book.
- The direction sign could show the distance from one place to another.
- She should walk on the zebra crossing.
- You shouldn't drive too fast.
- You might need to bring an umbrella since it might rain.

Write a sentence for each word below.

1. can

2. could

3. should

4. shouldn't

5. might



Review

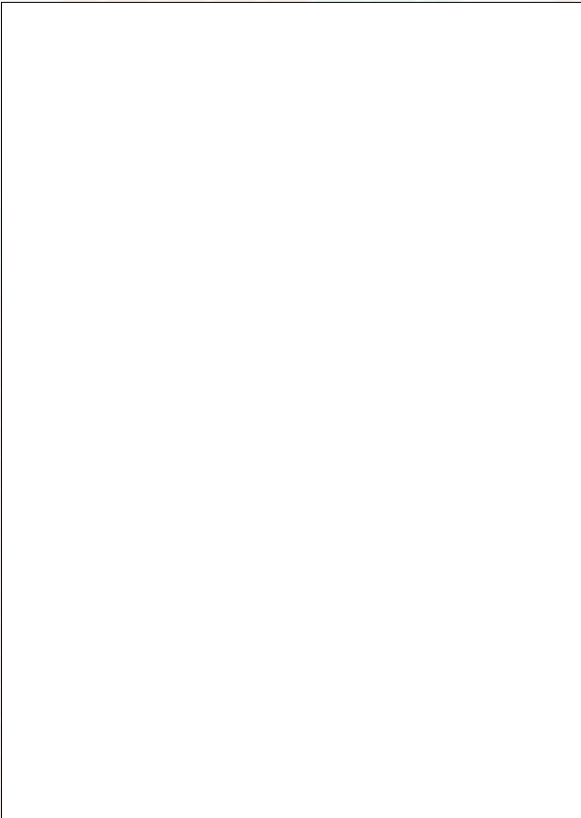



Copy Me

A. Write (T) for true statements and (F) for the false statements.

1.	Following road rules can save our lives.	
2.	Signboards are not useful when we are on the road.	
3.	We could be in trouble if we ignore the road signs.	
4.	Going over the speed limit could be dangerous.	
5.	The caution signboard tells us to be careful.	
6.	The no entry signboard means we can enter the area.	
7.	We have to look at approaching vehicles when crossing the road.	

B. Draw two signboards that are used at parking areas. Label the signboards accordingly.

	
<hr/>	<hr/>

Theme 2: Health and Environment

Topic 4: Healthy Lunch Box

*In this unit,
you will learn about:*

- A balanced meal
- Food pyramid
- Food nutrients
- Preparing a sandwich
- Infinitive of purpose



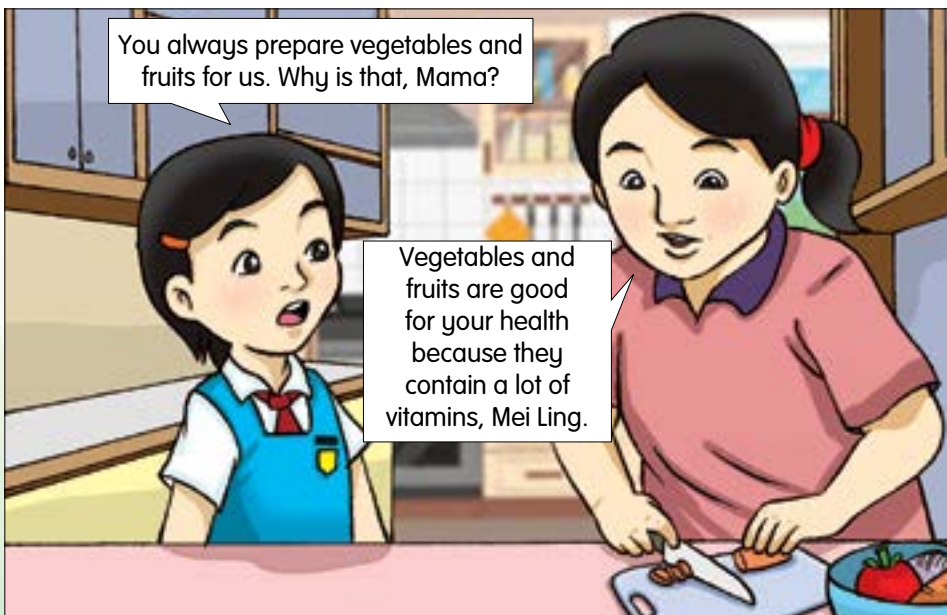
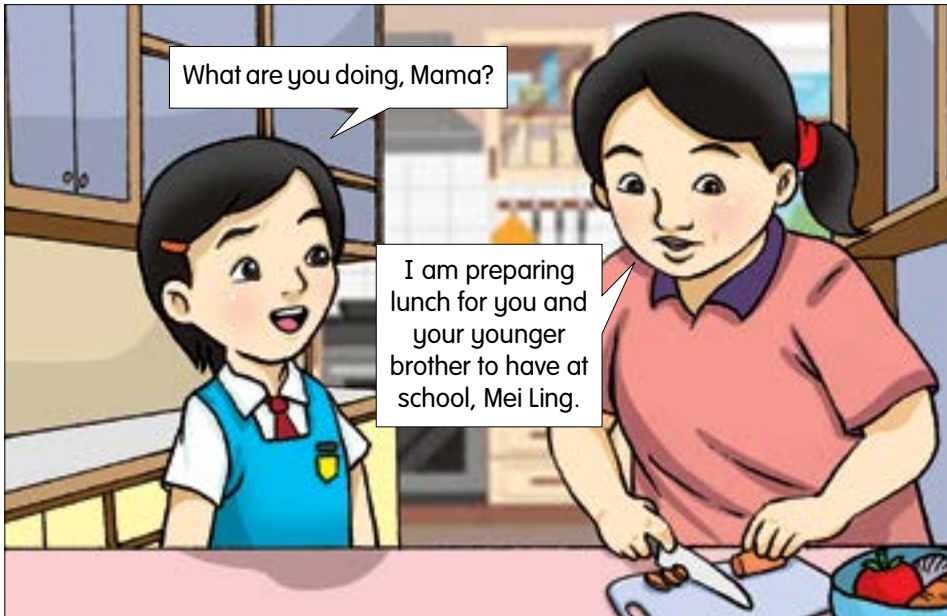


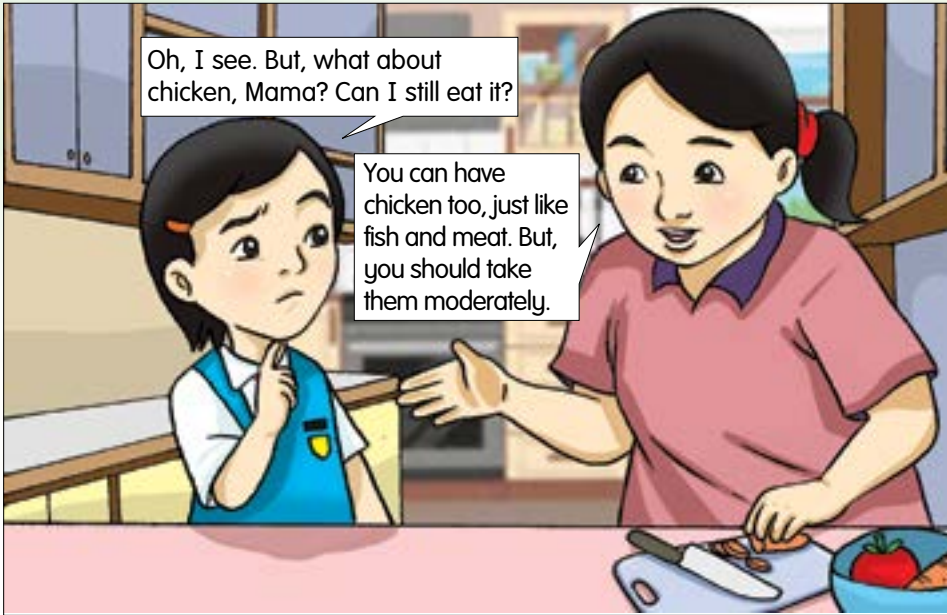
A. Listen to the audio below.





<https://audiomack.com/song/erc-7/healthy-lunch-box>.
Retrieved on 17th August 2019.

B. Underline the types of food you could find from the comic.





 **Flash Card**

-  **contain:** to have something inside
-  **moderately:** staying within limits



- Teacher provides other examples of healthy food.



A. Read the dialogue below.

Viviana : Leo, Rumi, are both of you okay?

Leo : No, I don't think so, Viviana. My stomach hurts.

Rumi : Me too, Viviana. I feel dizzy and nauseous.

Viviana : What did you eat last night?

Leo : We attended a birthday celebration at my cousin's house. We ate so much. There were cakes, sweets, and a lot of carbonated drinks.

Viviana : Maybe some of the food had been contaminated or they had been exposed for a long time.

Rumi : I see...

Leo : But, I ate fruits and vegetables too. How come my stomach is still hurting?

Viviana : The food could be infected by bacteria and viruses.

Leo : Oh, no!

Source: *Senin, A. et. al. (2012). Food Poisoning. Retrieved from <http://www.myhealth.gov.my/en/food-poisoning/>*

B. In groups of four, discuss and advise Leo & Rumi on how to avoid food poisoning in the future?

Use the sentences below as guidance:

- You should eat more... to be ...
- You must take more ... to gain ...
- You have to eat less of... to avoid ...



The 'Golden Birthday' is the day where a human being turns the same age as the date to which they were born



- Teacher guides pupils to do the discussion. Suggested activity to present the result of discussion is Inside Outside Circles (21st century learning activity).

A. Read the following passage.

The Importance of Food Pyramid

A food pyramid consists of four food levels that represent five food groups. It is a simple guide in taking different types of food according to the total daily food serving suggestions.

The first food level is the main source of carbohydrate that provides energy. Besides that, it also provides fibre and vitamins to help lower the cholesterol and blood glucose levels. The food includes rice, noodle, bread and cereal.

The second food level offers more vitamins and minerals to make you strong. The food is from the fruits and vegetables families. To avoid being sick, doctors suggest choosing green vegetables and fresh fruits.

Then, the third level consists of fish, poultry, meat and legumes. They would provide you with protein, vitamin B and zinc. You must choose chicken and meat that are low in fat and cholesterol in order to have a balanced meal.

Next is milk and dairy products. These foods are high in protein, rich in calcium and have a wide range of minerals. Hence, you should practise drinking milk and eating dairy products to build strong bones and teeth.

The last food level is fats, oils, sugar and salt. It is the highest level of the food pyramid as these foods should be taken in small amount only to prevent illnesses such as diabetes.

B. Write YES for true statements and NO for wrong statements.

1. We should take fats, oils, sugar and salt moderately.	
2. To avoid high cholesterol and blood glucose levels, we should include fruits and vegetables in our diet.	
3. Foods that are high in protein could cause chronic diseases.	
4. Fast foods are high in vitamins and minerals.	
5. High intake of carbohydrate is considered as a balanced meal.	

C. Find the meanings of the words below from a dictionary.

1. guide
2. source
3. level
4. provide
5. avoid



- Teacher familiarises pupils with an online or a printed dictionary.

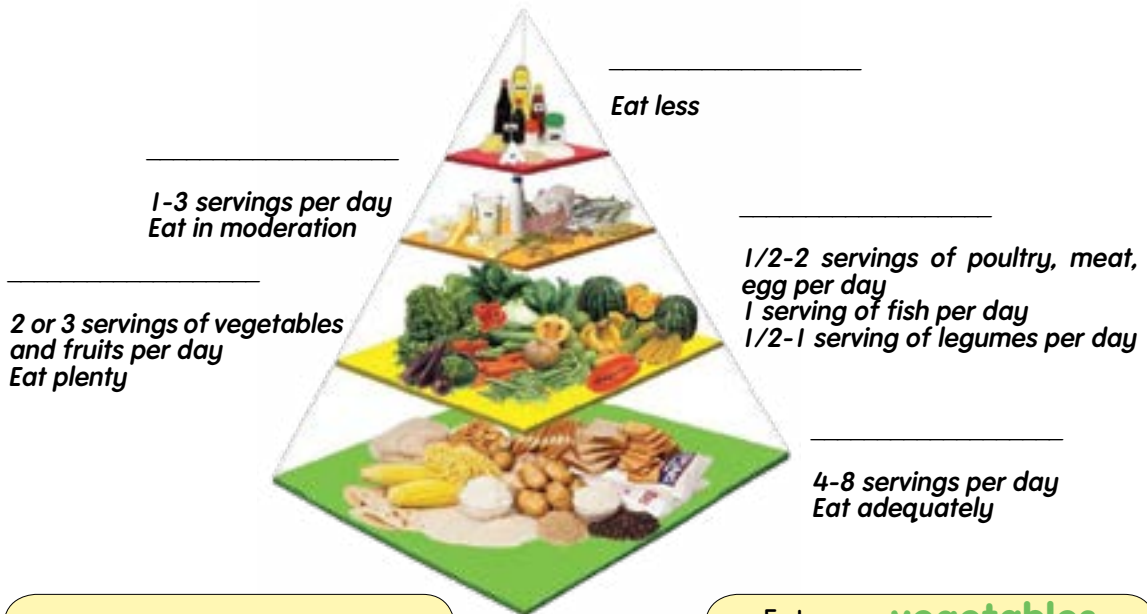
D. Read the poster below and fill in the blanks with the correct words according to passage on page 49.

THE FOOD PYRAMID

You must eat healthy food.

What food do you take most often?

Refer to the guidance from the food pyramid to have **healthy meals!**



STOP taking too much **sugar!**

Eat more **vegetables** and **fruits!**

Say NO to **oily food!**

Source: Ahmad. J, et. al. (2012). Malaysian Food Pyramid. Putrajaya: Ministry of Health



Flash Card



poultry: meat from chickens, ducks, and geese



legumes: any plant that has seeds in long pods



balanced: containing an equal amount or number



Writing

Ask your friend to choose one of the dishes below. Ask him or her to explain his or her choice.



- Teacher guides pupils to justify their choice of food.

Infinitive of Purpose

- A verb phrase made up of the particle 'to' and the base form of a verb.
- Also called 'to' - infinitive.
- One of its function is to indicate the purpose or intention of an action.
- Examples:
 - I went to the supermarket **to buy** cereals.
 - He is calling **to ask** about your favourite food.
 - She has decided **to order** a burger.
 - My father loves **to read** about traditional food in Malaysia.
 - My uncle likes **to drink** juice.



Enrichment

From Activity A on page 51, write the reasons for your friend's choice by using at least one of the phrases of infinitive of purpose given below.

to be healthy

to prevent diseases

to have a balanced meal

to stay fit

to avoid

Friend's name: _____

Chosen food : _____

Reasons:



Rhyme is the same final sound, or words that have the same final sound.

A. Recite the poem.

Healthy eating

Healthy meals is for healthy **body**
It makes you feel **ready**
Makes you feel **cheery**
Everytime you eat, you will say **'YUMMY'!**

Make your food and drink less sweet
Less sugar and please don't overeat
Don't use too much salt too
As it is not good for you!

Healthy meal is a must
It is something you need to adjust
It is something you must trust
Don't let it turns to dust!

By: Syafiq Rasidi

B. Underline the rhyming words in each stanza.



- Teacher encourages pupils to recite the poem.



C. Answer the following questions.

1. In stanza 1, what is the meaning of the phrase, 'makes you feel ready'?

2. In stanza 2, why should you take less sugar and salt in your food?

3. In stanza 3 line 3, what does 'it' refer to?



4. Why is it important for you to eat a balanced meal?

D. Write your own poem about healthy food.

You may use the words below in your poem.

good

tasty

sick

wonderful

bad





Action Oriented Task

Follow the instructions below to prepare a healthy sandwich.

What do you need?

1. Two slices of whole grain bread
2. Butter knife
3. Mayonnaise
4. Lettuce
5. Four slices of cucumber
6. Four slices of tomato
7. Two slices of cooked chicken

How do you do it?



First, spread small amount of mayonnaise on the bread.



Secondly, place lettuce on the bread.



Next, add a few slices of cucumber on the lettuce.



After that, add a few slices of tomato on the cucumbers.



Then, spread two slices of cooked chicken on the tomatoes.



Your healthy sandwich is ready!



- Teacher guides pupils to prepare the healthy sandwich.



Enrichment



Copy Me

Work in groups of four.

Create your own recipe of a dish. You may include a picture of it in the space provided.



Group Work

Recipe for _____

What do you need?

Steps:

1. _____

2. _____

3. _____

4. _____

5. _____



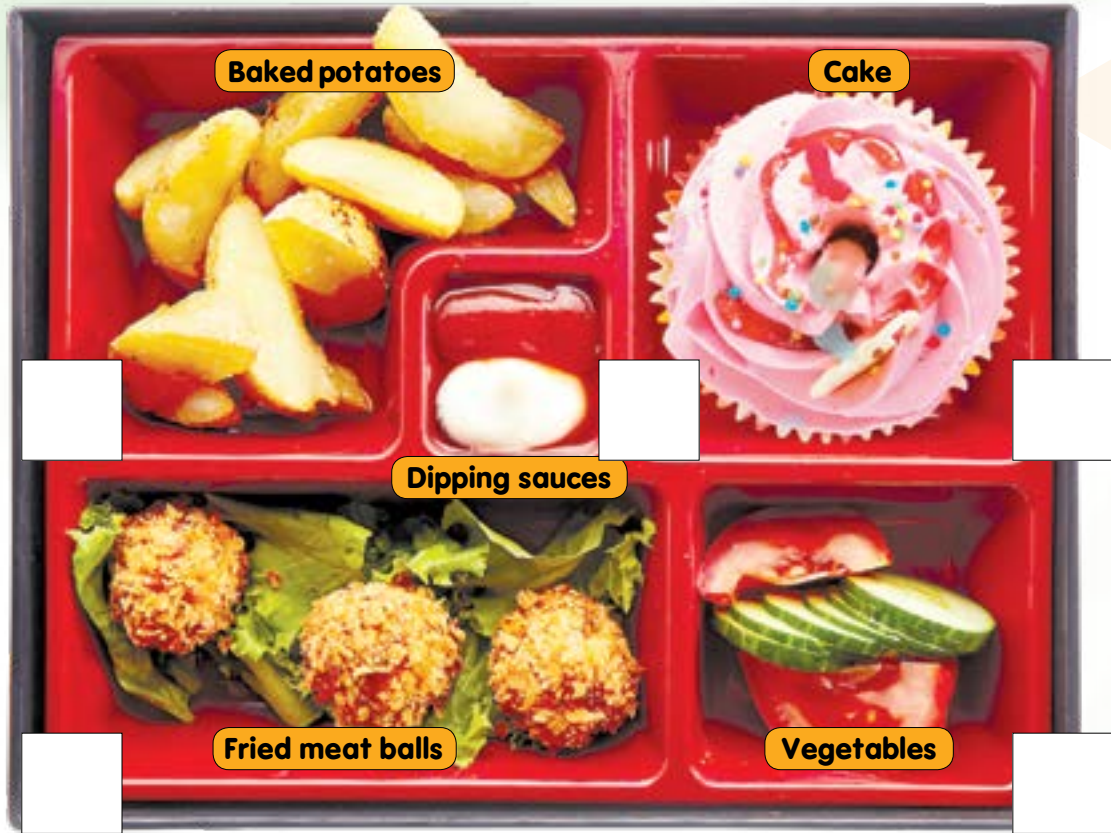


Review



Copy Me

A. Tick (✓) pictures of healthy food.



B. Answer the questions.

1. What is a food pyramid?

2. What are the main nutrients found in vegetables?

3. Other than eating a balanced meal, what should a person do to stay healthy?



Theme 2: Health and Environment

Topic 5: Less Rubbish, Cleaner World

*In this unit,
you will learn about:*

- **Recycling**
- **Pollutions**
- **Passive sentence (present simple)**
- **Relative clauses**





A. Listen to the audio below and fill in the blanks with the words provided.



<https://audiomack.com/song/erc-7/less-rubbish-cleaner-world>.
Retrieved on 28th August 2019.

fed up

throw

away

lazy

bins

street

environment

rubbish

ugly

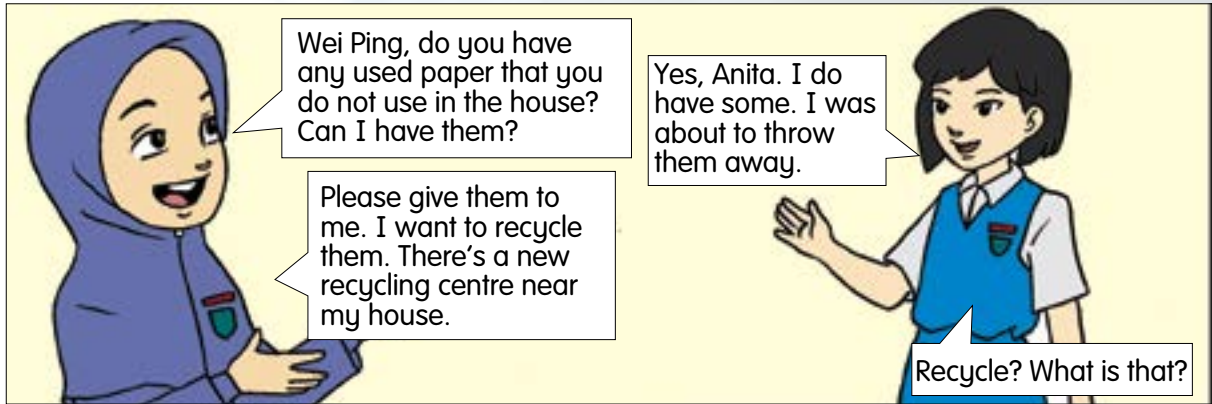
_____ is everywhere these days. I'm _____ with it. Every time I walk down the street, I almost fall over it. I don't know why people can't _____ their rubbish away properly. They are _____ and have no respect for others. They don't seem to care about the _____ either. There's litter in the streets, even though there are rubbish _____ everywhere. Rivers are full of plastic bags and bottles. This makes a beautiful place looks _____. The countryside is full of rubbish too. People even throw their TVs and fridges _____, or anywhere they think people won't see them. Where I live now, people throw rubbish in the _____ outside their houses. They think other people will pick it up.

B. What will you do to keep the earth free from rubbish?





A. In pairs, act out the following dialogues.



Wei Ping, do you have any used paper that you do not use in the house? Can I have them?

Yes, Anita. I do have some. I was about to throw them away.

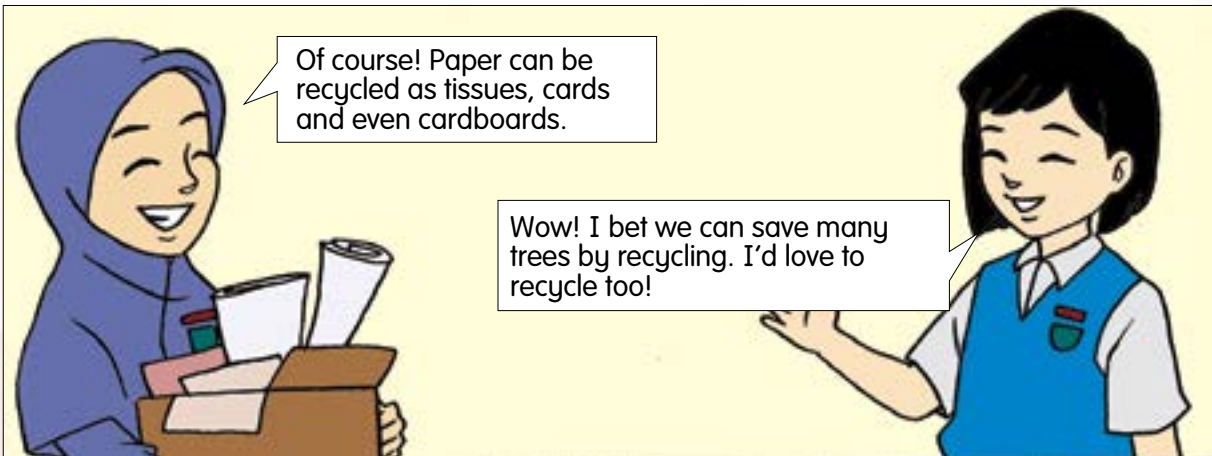
Please give them to me. I want to recycle them. There's a new recycling centre near my house.

Recycle? What is that?



Recycling is the process of changing waste materials into new materials and objects that can be used once again.

We can produce useful materials from the used paper?




Of course! Paper can be recycled as tissues, cards and even cardboards.

Wow! I bet we can save many trees by recycling. I'd love to recycle too!



Group Work

1. What would happen to the world if we don't recycle? 
2. Discuss with your group members and present your answers to the class.



B. Answer the following questions.

1. What would Anita do with the used paper?

2. What is 'recycling'?

3. List three things that can be made from recycled paper.

a. _____

b. _____

c. _____

4. Besides paper, what else can we recycle?

a. _____

b. _____

c. _____



There are many useful products that can be made from paper. For example:

- Paper basket
- Paper bowl
- Recyclable container
- Paper desk lamp

A. Read the following text.

Pollution could produce negative effects towards the environment. There are three types of pollution that are widely recognised which are land, water, and air pollution.

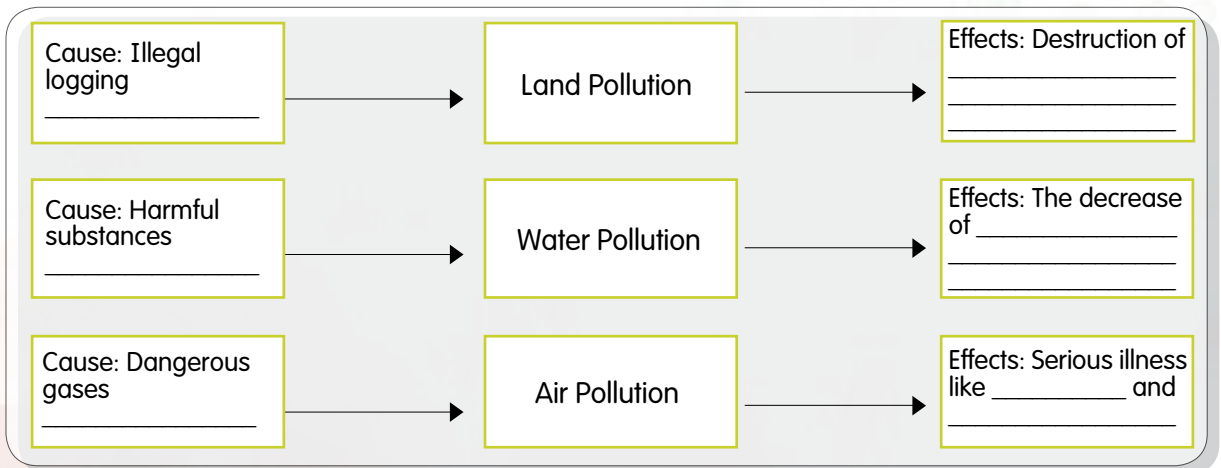
Land pollution is the destruction of earth's surface and soil. The causes could include illegal logging as that could lead to landslides.

Water pollution occurs when harmful substances like chemicals contaminate streams, rivers, lakes, or oceans. This situation causes water quality to decrease, making it toxic to humans and the environment.




Air pollution is when the air is filled with harmful gases produced by vehicles and factories. This could cause serious illnesses like asthma and lung infection.

One way to reduce pollution is by recycling. Everyone should practice recycling as it would benefit our environment in many ways.

B. Based on the text, fill in the flow map with the causes and effects of the pollutions.



 **Flash Card**

-  **destruction:** the process of destroying something
-  **contaminate:** to make it poisonous
-  **harmful:** causing damage or injury



You received an email from a friend complaining about air pollution. Reply the email. Give suggestions on how to reduce pollution.

New Message

To: _____

Subject: _____

Hi _____ (friend's name),

How are you? I hope you are well. Thanks for your last e-mail. Indeed pollution in our country is getting more serious by the day.

Recently, I have learned about the solution to reduce the pollutions in our country. First, land pollution is caused by _____

 _____. The solution would include _____

 _____.

Then, water pollution is caused by _____

 _____. The solution is _____

 _____.

Lastly, air pollution is caused by _____

 _____. As the solution, we need to _____

 _____.

Nonetheless, I also learned that _____ could help reduce pollutions. So, we should start taking care of the earth now for a better future!

Best wishes,

Sans Serif - T - B - I - U - A - E - L - R - G - X

Send - [Icons]



Passive Sentence (Present Simple)

- We form the passive with **be + past participle**.
- In a passive sentence, the subject of the sentence is the receiver of the action.
- The doer (the person or thing doing the action) is usually preceded by the word 'by'.
- For example:

Active Sentence	The girl eats the cake.	Hamid drives Joe to the library.
Passive Sentence	<p>The cake is eaten by the girl</p> <p>↓ ↓ ↓</p> <p>be past participle the doer</p> <p>The cake is the receiver of the action and is the subject of the sentence.</p>	<p>Joe is driven to the library by Hamid</p> <p>↓ ↓ ↓</p> <p>be past participle the doer</p> <p>Joe is the receiver of the action and is the subject of the sentence.</p>

TIPS

Past Participle

- Formed from a verb.
- To express actions that have already happened.

Verb	Simple Past	Past Participle
see	saw	seen
bring	brought	brought
swim	swam	swum



Enrichment



Copy Me

Change the active sentences into passive sentences.

1. Adi eats the chicken rice.

2. My father builds this house.

3. Agnes mails the letter.

4. Someone cleans the windows.

5. He throws the ball.

6. Gawri rides this bicycle.

7. Nicol flies the kite.

8. Darren watches the birds.

9. She helps the old man.

10. Darsun keeps the kittens.

A. Read the story below.

The air seems dry. The smell of the smoke is too strong. Zorg looks outside of his spaceship. "I miss the old Earth."


Outside, everything is terrible. The air is filled with smoke, the land is dry with no space for the animals to take shelter. The ocean is not what it used to be. Now, it is only filled with trash.

Zorg is sad. He remembers the clean air with birds chirping on trees. He remembers the clean water in the ocean he used to enjoy when he was little. He also remembers running around the wide field filled with flowers. Now, everything is different.

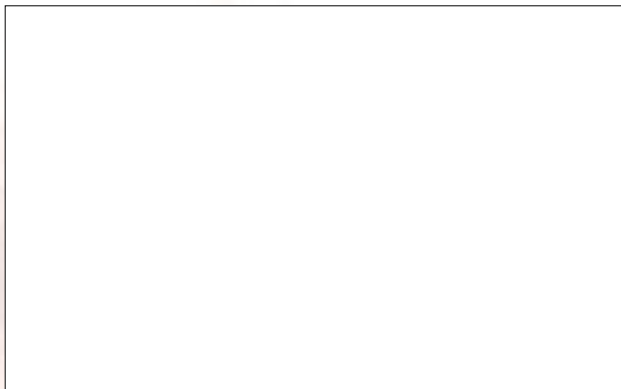
Zorg is disappointed. "Human beings should have taken care of the Earth. How can I be happy now?"

B. Answer the questions below.

1. Why is Zorg sad?

2. Why is the Earth in a bad condition? 

3. Based on the story, draw the present Earth.



Flash Card

 **shelter:** a place to live or stay

Follow the instructions below to make a paper basket.

What do you need?

1. Coloured paper
2. A pencil
3. A ruler
4. A pair of scissors
5. A glue

How do you do it?



Draw grids on the paper.



For the middle top and bottom squares, cut two triangles. The outside squares into thirds. Avoid the cross in the middle.



When the outside squares are cut into thirds, take the inner strands and glue them together. Do this to all strands.



Once all strands are glued together, stick the triangle onto the glued strands. Do this for both sides.



Cut two circles and fold them. Staple them onto the glued strands and triangles.



Glue a handle on stapled parts.

- Teacher encourages pupils to make their own paper basket.
- After they are done, teacher guides pupils to do a gallery walk.



Pair Work

Walk around the school.

List out the places that need recycling bins and explain why.

Place	Reason



Teacher instructs pupils to present their findings to the class.

Relative Clauses

- Relative clauses describes a noun that comes before it in the main part of the sentence.
- Relative clauses give information about someone or something.
- We use relative pronouns to introduce **relative clauses**.

Examples:

- **Who (subject-person):** Do you know the lady **who** is throwing away the rubbish?
- **That (object-thing/place):** She always goes to the recycling centre **that** is near her house.
- **Which (object/thing):** He is interested to learn more about recycling **which** has been taught by his teacher.

A. Write (T) for the correct sentences using relative clauses and (F) for the wrong sentences.

1. Ameena talks to the person who is in charge of the recycling centre.	
2. Jiji likes to talk to the boy which mother is a police officer.	
3. He cycles to the market that is next to the post office.	

B. Write sentences using the following relative pronouns.

1. who

2. which

3. that



A. Fill in the tree map below.



B. Identify passive sentences. Tick (✓) them in the following list.

- | | |
|--|--------------------------|
| 1. The rubbish is thrown by Amin. | <input type="checkbox"/> |
| 2. People recycle their paper here. | <input type="checkbox"/> |
| 3. Anita turns off the water pipe. | <input type="checkbox"/> |
| 4. The recycled box is made by Anita. | <input type="checkbox"/> |
| 5. Mei Ling is recycling the paper at her school. | <input type="checkbox"/> |
| 6. The newspaper is taken to the recycle centre by Shanti. | <input type="checkbox"/> |
| 7. Recycling reduces rubbish that could cause landslides. | <input type="checkbox"/> |
| 8. The problem is solved by Maria. | <input type="checkbox"/> |
| 9. The house is cleaned by our mother. | <input type="checkbox"/> |
| 10. Recycling helps to reduce pollution. | <input type="checkbox"/> |

Theme 2: Health and Environment

Topic 6:

My Earth My Home

*In this unit,
you will learn about:*

- **Earth Day**
- **Writing a draft**
- **Preposition of place and direction**





A. Listen to the audio below and correct the spellings of the jumbled words.



<https://audiomack.com/song/erc-7/my-earth-my-home>.
Retrieved on 28th August 2019.

Earth Day is an annual event that aims to [pinsire] _____ awareness for our environment. It was founded in 1969 by [aceep] _____ activist John McConnell. He introduced the idea of a [blogal] _____ holiday called "Earth Day" at a United Nations conference on the environment in 1969. The [stirf] _____ Earth Day celebration was in 1970. It was [lyickqu] _____ adopted by the United Nations. In 1971, then Secretary-General U Thant proclaimed that Earth Day should be held [ryeev] _____ year. He said: "May there only be peaceful and cheerful Earth Days to come for our beautiful Spaceship [thraE] _____ as it continues to [nisp] _____ and circle in frigid space with its [marw] _____ and fragile cargo of animate life." It marked the birth of the [demorn] _____ environmental movement.

B. What would you do during Earth Day?



20 million people participated in the first Earth Day





Speaking



i-Think

A. Can you imagine living in a world without paper?

Discuss what would happen in the future if we go paperless.

Fill in the map with your ideas and share them with your classmates.



Group Work



- Teacher guides pupils to share their opinions about the future.

2.1.3

2.1.4



Reading

A. Read the short story below.

Ahmad and the Tree


Ahmad and his family live close to a forest. They like to explore the woods and relax by the nature. Ahmad has a favourite tree. He loves sitting under it while reading books, eating lunch and even doing his homework. The tree is very tall and shady.

One night, Ahmad heard roaring sounds of heavy machines that interrupted his sleep. His heart beat so fast. "My tree!" he screamed. He walked past his house and saw lights coming from the forest. He ran towards it and hid behind his tree. There was a group of men with huge chainsaws and tractors getting ready to cut the trees.

Ahmad ran back to his house and told his parents what he saw. His father quickly called the police. Those men turned out to be illegal loggers. Thirty minutes later, the police arrived and arrested the illegal loggers. The police thanked Ahmad for being alert and quick on his feet.

Since then, Ahmad was determined to save the forest. He would not let anybody destroy it.

B. Based on text given, answer the following questions.

1. Why does Ahmad and his family live near a forest?
2. What is the meaning of 'quick on his feet'? 
3. In your opinion, what makes Ahmad more determined in saving the forest?



Flash Card



shady: protected from the sun's direct light



illegal loggers: people who harvest, process, transport, buy or sell timber without permission



Based on page 74, fill in your name and write your Earth Day Pledge.

Earth Day Pledge

I _____ pledge to stop using paper for a day in the honour of Earth Day.

I pledge to use the computer instead of paper when _____

I pledge to use napkins instead of tissue paper when _____

I pledge to replace paper bags with recyclable bags when _____

Lastly, I pledge to _____



- Teacher guides pupils to write the pledge and read it aloud.

A. Read the text below.

Prepositions of Place

- **Prepositions of place are used to refer to a place where something or someone is located.**

Preposition of Place	Explanation	Example
beside	next to	Our house is beside the police station.
between	in the middle of two objects	The ball is between the box and the table.
near to	close to	My school is near to the water tank.
in front of	the part that is in the direction it faces	Our house is in front of the café.
opposite	on the other side	The company is opposite the park.

B. Fill in the blanks with the correct prepositions.

1. The small recycling bin is _____ the large blue trash bins.



2. He is standing _____ of the rubbish bin.



3. The cafe is situated _____ the houses.



4. The water tower is _____ the residential area.



5. The cat is standing _____ the litter box.



- Teacher guides pupils to understand the usage of preposition of place.

A. Read the script below.**The 3Rs**

- Kiran : Hi Alia, why are you collecting newspapers and these old books?
- Alia : Well, I want to send them to the recycling centre. They can help me recycle these things.
- Kiran : Oh, no wonder. Well, can you give me some? I can use it for my Papier-maché art project.
- Alia : Sure, no problem. Do you notice that you have applied the second R of the 3Rs?
- Kiran : The 3Rs? What is that?
- Alia : Reduce, reuse and recycle.
- Kiran : Oh, that means I have just suggested a way to reuse paper!
- Alia : Yes. Reuse means using something over and over again. Aside from using it for an art project, these papers can also be used as wrappers too.
- Kiran : Okay, let's see... I have learned about recycling previously and that is the third R of the 3Rs. So, what is the first R?
- Alia : The first R is reduce and it means to use less of something. For example, we reduce the use of tissue paper. So, we use a towel napkin instead. When it gets dirty, we can just wash it and use it again. That way, we might be able to save the trees!
- Kiran : That is amazing! From now on, I am going to apply the 3Rs in my daily life.
- Alia : Sure. Let's save the earth together, shall we?

**Pair Work**

- B. Role play the dialogue with a partner. Use suitable props to enhance your performance.**

**Flash Card**

papier-maché: paper pulp mixed with glue



- Teacher checks on the pupils' diction.



Pair Work



i-Think

C. In pair, fill in the following tree map about the 3Rs.



Reduce

Reuse

Recycle

Definition:

Things that can be reduced, examples:

1. Food waste

Definition:

Things that can be reused, examples:

1. Broken crayon into pretty candles

Definition:

Things that can be recycled, examples:

1. Aluminium cans



- Teacher guides pupils to learn more about 3Rs from the Internet.

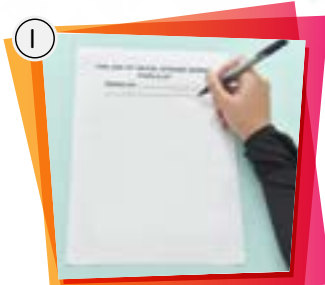


Follow the instructions below to create your own survey template.

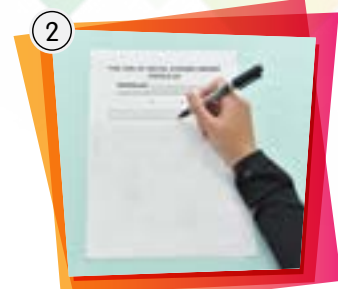
What do you need?

1. A4 Paper
2. Pen

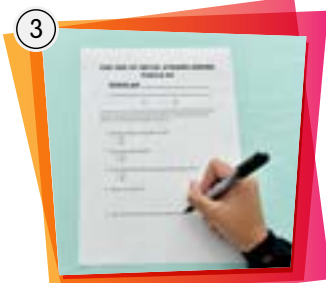
How do you do it?



Write the title of your survey, 'The Use of Metal Straws among Pupils at Sekolah...'



Write an introduction about metal straws.

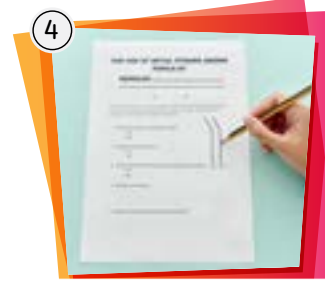


Write questions about metal straw.

Example:

1. Do you prefer ...
 - Metal straw
 - Plastic straw

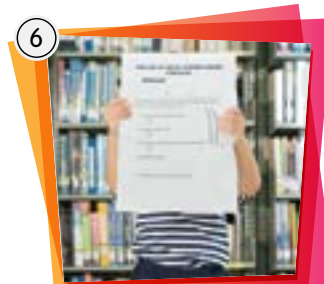
2. Should we use metal straw for daily use
 - Yes
 - No



Draw a metal straw at one side of the paper.



Conduct the survey among your schoolmates.



Present your findings to the class.



- Teacher guides pupils to conduct their survey.

A. Read the text below.
Prepositions of Direction

- **Prepositions of direction are used to show movements from one place to another.**
- **These prepositions are most often used with verbs of motion and are found after the verb.**

Preposition of Direction	Explanation	Example
into	entering something	The cat goes into the bush.
towards	in the direction of something	My brother walked towards the beach.
over	above something	The cat jumped over the fence.
through	going from one place to another place	She walked through the jungle by herself.
against	touching a surface	I left the blue ladder against the wall.

B. Circle the correct answer.

- I saw the old lady walking quickly _____ the jungle.
 A. over
 B. towards

- He runs _____ his house because it is raining.
 A. into
 B. through

- We walked _____ the park yesterday.
 A. through
 B. into

- The ball goes _____ the fence.
 A. over
 B. through

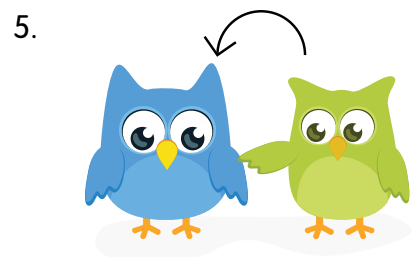
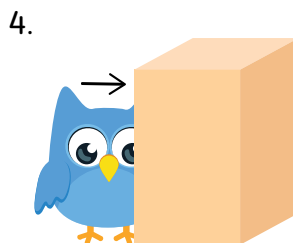
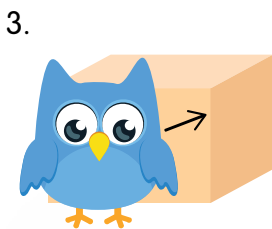
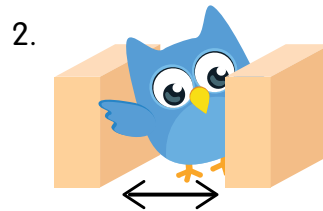
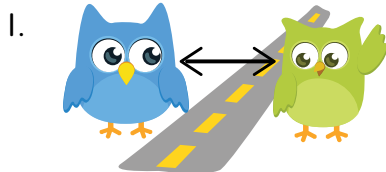
- She is leaning _____ the big tree.
 A. into
 B. against



A. Write (T) for true statements and (F) for false statements.

1.	Recycle, reduce and reuse have the same meaning.	
2.	We can reuse rechargeable batteries again and again.	
3.	Recycling could reduce energy, water and waste.	
4.	We should work together to stop illegal loggers from operating.	

B. Write sentences using the correct prepositions of place based on the pictures below.



C. Choose the correct answer.

1. The dustbin is _____
the manmade lake.
- A. near to
B. between



2. The turtle swim towards the plastic bag that is situated _____
two jellyfishes.
- A. opposite
B. between



3. Both fruit juices with metal straws
are _____ each other.
- A. opposite
B. near to





4. Cindy's brother, who is walking _____ her, is taking her to a recycling centre.
- A. opposite
 - B. in front of



5. The rubbish bin is located _____ the road.
- A. beside
 - B. in front of



Theme 3: Science and Technology

Topic 7: Knowing Your Food Labels

*In this unit,
you will learn about:*

- **Food label and nutrition**
- **Food review**
- **Future events using present continuous, going to and will**

Nutrition Facts

Serving Size 1 package (61g)
Servings Per Container 1

Amount Per Serving

Calories 240 Calories from Fat 35

	% Daily Value*
Total Fat 3.5g	
Saturated Fat 2g	6%
Sodium 10mg	10%
Potassium 90mg	4%
Total Carbohydrate 42g	25%
Dietary Fiber less than 1g	14%
Sugars 6g	3%
Protein 10g	
Vitamin A 0%	• Vitamin C 0%
Calcium 15%	• Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet.

INGREDIENTS: SPIRAL PASTA (DURUM SEMOLINA FLOUR), DEHYDRATED PARMESAN CHEESE, SALT, ENZYME, NATURAL GARLIC FLAVOR, SEA SALT, SPICES, LEMON POWDER, NONFAT MILK, BUTTERY JACK AND CHEESE CULTURE, WHEY, VEGETABLES, TERMIK, CHESNAN

ALL INGREDIENTS

Caution: For heat from water





Listen to Dr. Alex, a nutritionist and answer the questions.



<https://audiomack.com/song/erc-7/knowning-your-food-labels>. Retrieved on 17th August 2019.



Nutrition Facts

Serving Size 1 container (226g)

Amount Per Serving

Calories 110 **Calories from Fat** 0

% Daily Value*

Total Fat 0g 0 %

Saturated Fat 0g 0 %

Trans Fat 0g

Cholesterol Less than 5mg 1 %

Sodium 160mg 7 %

Total Carbohydrate 15g 5 %

Dietary Fiber 0g 0 %

Sugars 10g

Protein 13g

Vitamin A 0 % Vitamin C 4 %

Calcium 45 % Iron 0 %

* Percent Daily Values are based on a 2000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

1. Tick (✓) the important information on the food label.

- Serving size
- Calories per serving
- Amount of nutrients
- Amount of cereal in the box
- Type of nutrients



Tomato is actually a fruit and it may provide 40% of the daily vitamin C requirement

2. What is the meaning of serving size?

- A. The amount of food that is normally served
- B. The amount of food you should take daily
- C. The amount of food contained in the packaging

3. In your opinion, how does reading food labels help in making healthy choices for our diet?



Activity: Show and Tell

Based on the food label provided on the packaging, do a two minute presentation about your favourite food.

Steps:

1. Bring your favourite food packaging to class.
2. Using the information on the food packaging, find the answers to the following questions.
3. Present the information to your friends.



- Every pupil takes turn to ask questions at the end of the presentation.



Reading

Read aloud the following steps.

Nutrition Facts	
Serving Size 1 container (226g)	
Amount Per Serving	
Calories 110	
% Daily Value*	
Total Fat 0g	0 %
Saturated Fat 0g	0 %
Trans Fat 0g	
Cholesterol Less than 5mg	1 %
Sodium 160mg	7 %
Total Carbohydrate 15g	5 %
Dietary Fiber 0g	0 %
Sugars 44g	
Protein 9g	
Vitamin A 0 %	Vitamin C 4 %
Calcium 45 %	Iron 0 %

* Percent Daily Values are based on a 2000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

Size per serving

Calories

Nutrients

Step 1: Read the size per serving.

Size per serving: 1 container (226g)

Step 2: Read the calories.

Calories: 110 kcal

Step 3: List the nutrients to be taken less.

Fat: 0g

Cholesterol: Less than 5mg

Sodium: 160mg

Carbohydrate: 15g

Sugars: 44g

Step 4: List the other nutrients.

Dietary fiber: 0g

Protein: 9g

Vitamin C: 4%

Calcium: 45%

Step 5: Compare the amount of nutrients with other food labels.

Choose food with a higher amount of nutrients.



• Every pupil needs to take turn to ask questions at the end of the presentation.



Using the steps given on page 90, help Daniel to choose which yogurt to buy. Fill in the forms to help Daniel make a healthy decision.

Yogurt A



Size per serving:

Calories:

Nutrients	Amount

Yogurt B



Size per serving:

Calories:

Nutrients	Amount

Based on the information from the food label, which yogurt should Daniel buy? Provide reasons.



Writing

Descriptive Writing

Malaysian traditional food is rich with nutrients from local ingredients. Below is an example of a food review written by Ah Chan based on a food label of his favourite traditional food, *Hong Dao Bao*.

Example of a food review:

Food Review on Hong Dao Bao by Ah Chan

My favorite Malaysia's traditional food is *Hong Dao Bao*. The bao is known best for its red bean. In Chinese, red bean is called *hong dao*. I really like the great taste of the sweet bean paste filling.

The bao contains nutrients like protein and fibre. Usually, a bao provides 3.4 grams protein and 2.0 grams fibre. These nutrients are good for our health and need to be taken more. Protein builds and repairs our body tissues while fibre helps with our digestive system. There is a small amount of sodium but there is no cholesterol.

Due to its nutrition value, *bao* is an example of a healthy diet if the filling is not made with too much sugar.

Nutrition Facts

Serving Size 100 g

Amount Per Serving

Calories 250 Calories from fat 10

% Daily Value*

Total Fat 4% 4%

Saturated Fat 1.5% 4%

Trans Fat

Cholesterol 50mg 28%

Sodium 150mg 15%

Total Carbohydrate 10g 3%

Dietary Fiber 5g

Sugars 3g

Protein 16%

Vitamin A 1% **Vitamin C** 3%

Calcium 2% **Iron** 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.



Flash Card



digestive: having the function of digesting food



Based on the example and format given, write your own food review about your favourite traditional food.

Food Review on _____ (food name) _____ by _____ (author) _____

My favourite Malaysian traditional food is _____.
I like _____ because _____

There is a list of nutrients in this food which are _____

They are good for our health because _____

(Paste a picture of your favourite food here)



- Teacher informs pupils to get the pictures from printed materials or from the Internet.

Modal Verbs

Must is used to talk about rules and obligation.	Must not refers to prohibition.
Example: You must check food labels before buying food.	Example: We must not buy food with high sodium content.
Should is used to give advice, to recommend or to suggest.	Should not is used to advise not to do something.
Example: You should buy food with good nutrients like vitamins and protein.	Example: You should not buy fast food so often.


Enrichment

Complete the following sentences with 'should', 'should not', 'must' or 'must not'.

Do

1. You _____ read food labels during grocery shopping.
2. You _____ pick food with the lowest sugar content.
3. Due to your allergy, you _____ check food labels before buying the food.
4. You _____ buy healthier food.
5. The label on food packagings _____ list out all the nutrients contained in the food.

Don't

1. You _____ eat food with too much fats content.
2. You _____ decide to buy some food just because it tastes good.
3. You _____ throw away food packaging outside the dustbin.
4. Food with high cholesterol content _____ be taken too often.
5. You _____ take carbonated drinks every day, as they have a very high sugar level.

Read the story about a boy who likes eating junk food. Provide an ending to the story.

Jackson is a boy who likes to eat junk food. Every day, he will go to the shop near his school hostel to buy different kinds of junk food such as candies, chips and instant noodles. Everyone advises him not to take junk food as they are bad for health but Jackson does not listen.

One day, while he was eating his favourite junk food at school hostel, he had a stomach ache. It was so painful. He screamed loudly. His teacher, Mr Rajah heard the scream. He went to help Jackson. Mr Rajah saw candies in Jackson's hand. He took Jackson to the clinic.

At the clinic,



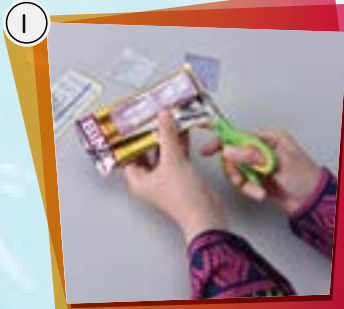
- Teacher checks pupils' spellings.

Food Labels Scrapbook

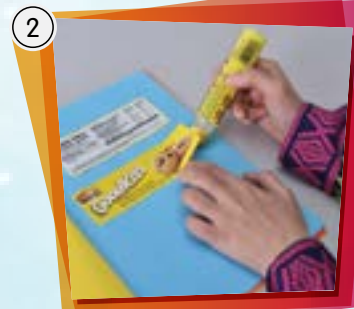
What do you need?

1. Ten sheets of coloured papers
2. A pair of scissors
3. A food packaging
4. A glue
5. A pencil
6. A hole punch
7. Ribbons
8. Coloured pens

What do you need to do?



1 Cut out the food labels and pictures of the food from the food packaging.



2 Paste them on the coloured papers.



3 Write a short review for each food label.



4 Make holes on the pieces of paper using a hole punch. Tie them together using a ribbon.



5 Write the title of the scrapbook on the front page. Decorate it.



Enrichment



Group Work

In a group of three, collect three different food labels and paste them in the space provided.

1. Choose and tick (✓) the food with the lowest sugar and salt content.

Salt & Sugar Content per 100g

Nutrition Facts

Serving size: 30 g

Calories: 100

	% Daily Value*	
Energy	513 kJ	
Fat	2.9 g	
Protein	2.3 g	
Sodium	0.6 g	
Carbohydrate	21.2 g	
Dietary Fiber	1.5 g	
Sugar	10.5 g	
Niacin	0.9 g	

Vitamin A	60 µg	Vitamin C	1.8 g
Calcium	1.08 g	Iron	0.3 g

*Percent Daily Values are based on 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Nestum Oat

Sugar: 35g

Salt: 2.2g

2. Taking too much sugar and salt is not good for health. Why?





- Pupil can also draw the food label in the space provided.



Review



Copy Me

A. Fill in the blanks with the correct modal verbs.

must

must not

should

should not

I _____ go to the supermarket this weekend to buy groceries.

I think, I _____ go with you, I can help you with the groceries.

No, you _____ come with me because you need to take care of your little sister, Julie.

Oh, I _____ leave Julie alone by herself. Maybe she can come with us.

Okay then. Both of you can follow me to the supermarket.



- B. Using your social media account, put up a picture of your favourite food with a short and simple food review based on the nutrients value written on its packaging. Share the comments you received with your class.



Theme 3: Science and Technology

Topic 8: Robots at Home

*In this unit,
you will learn about:*

- **Humanoid robots**
- **How robots can help humans**
- **Passive sentences (past simple)**
- **Robot crafts**





A. Listen to the audio and fill in the blanks with the words provided.



<https://audiomack.com/song/erc-7/robots-at-home>.
Retrieved on 17th August 2019.

iron

help

wake

prepare

play

think

drive

Hi, everyone. My name is Robo. I am created to _____ humans do their jobs faster and easier.

Have you ever wondered about robots acting and thinking like humans? A robot like me that looks and acts similar to human is called a humanoid robot. I have the Artificial Intelligence (AI) technology that improves my ability to _____ like humans.

I live in Kota Damansara with my owner, Mark. I always help him to get ready for school. Every day, I _____ him up in the morning, _____ his school uniform, and _____ his breakfast. At night, I help him with his homework. I can also _____ a car.

Mark is also a good friend of mine. He loves to _____ football with me in the evening. Ring! Ring! Oh, Mark is calling me to pick him up from school. I should start driving or I will be late. Okay, bye for now!



Flash Card



artificial intelligence : the ability of a machine to copy humans' intelligence and behavior



humanoid : a machine or creature with the appearance and qualities of a human



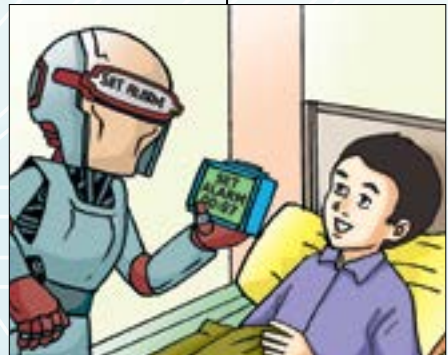
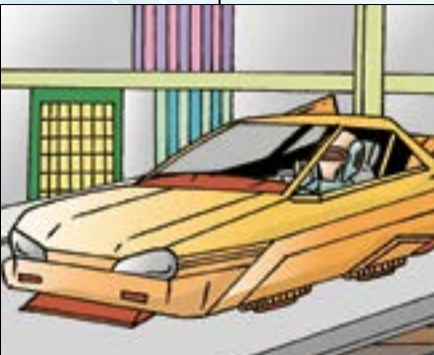
B. Listen to the audio again and fill in the following boxes.



Example:
Robo can iron clothes.




Functions of Robo



- Teacher helps pupils to write the correct functions in the boxes.

A. Based on the advertisement, pick a robot to buy and explain to the class why you choose that model.



Mini Robots on Sale

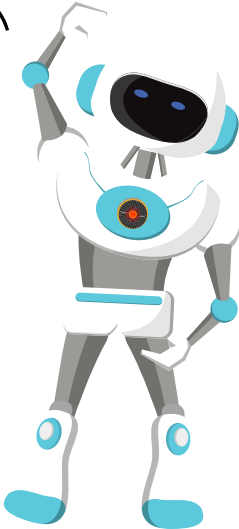
Robocco (Chef)

Ability: Good at cooking any kind of dishes!

Colours available:
Light blue and white

Size: 24 inches tall

Price: RM3500.00
RM1500.00



Robbos (Singer)

Ability: Good at singing in different languages and dancing. Guaranteed to make you smile and laugh!

Colours available:
Blue and orange

Size: 12 inches tall

Price: RM600.00
RM500.00

Year End SALE!!

Date: 25 November 2020 – 5 December 2020

Venue: Robo Mall, Kuala Lumpur.

Website: www.roborobo.com

B. Use the keywords below to present your choice.

ability	colour	size	price
---------	--------	------	-------

I prefer _____ because _____

Read the article. Then, answer the questions that follow.

Tribots The Ant Robots

Tribots are simple T-shaped designed mini robots, made up of thin board sheets that can be assembled in only a few minutes. The T-shaped body functions as the legs to help the robots to move and jump. These robots are inspired by ants collective movement. They can jump, communicate and work together as a group.

The robotic researcher built Tribots with so much power and intelligence. Their capabilities to function as a colony of ants, can help to carry out missions in any new places. These ant-like robots, work as a group to locate a target in a large surface without using GPS and can move heavy things from place to place easily. Hence, these robots can help humans in so many ways you can't imagine!

Adapted from: <https://actu.epfl.ch/news/robot-ants-that-can-jump->



Flash Card



intelligence: the ability to understand or to learn

collective: a number of persons/things considered as one group

- 1. List out five new words you learn from the article and find their meanings from a dictionary.

Words	Meanings

- 2. How is it possible for Tribots to carry things heavier than themselves?
 - A. Tribots have big strong arms.
 - B. Tribots are big and strong.
 - C. Tribots can carry heavy things together as a group.

- 3. List three ways how Tribots are able to help human. 

- i. _____
- ii. _____
- iii. _____



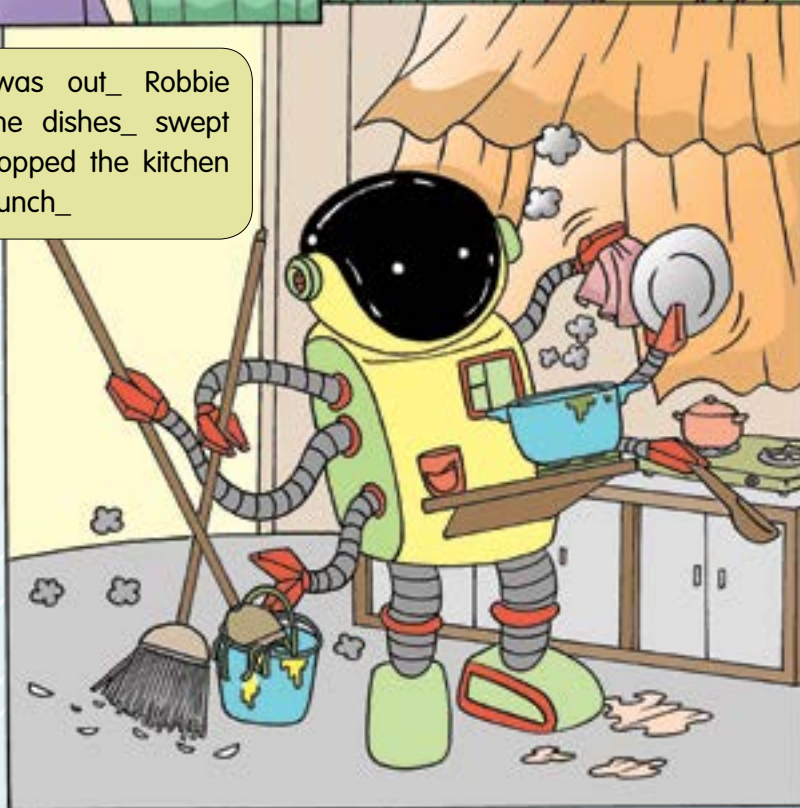
Punctuation

A. Complete the comics below with the correct punctuation mark.

	.	,	?	!
Punctuation	full stop	comma	question mark	exclamation mark
Function	To separate one sentence from another.	To separate words and phrases.	To end interrogative sentences.	Indicate warning, excitement or astonishment.

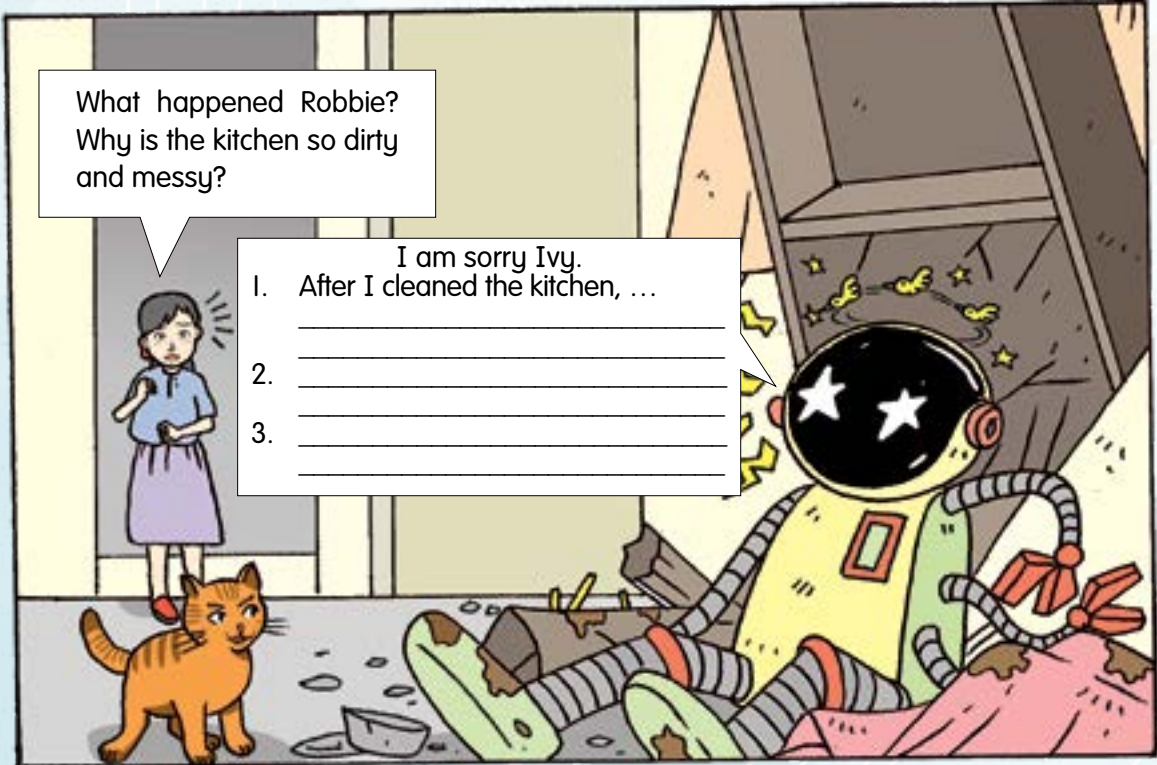


While Ivy was out_ Robbie cleaned some dishes_ swept the floor_ mopped the kitchen and cooked lunch_





B. Look at the pictures and help Robbie to explain what has happened in the kitchen to Ivy. Use the words provided to build some sentences.



clean - kitchen - brought
- plates - bowls - rack

walk - cat - run - hit - leg
- shock

lose - balance - fall -
broke - pieces



- Teacher checks pupils's punctuation at the end of the exercise.

Passive Sentences (Simple Past)**A past passive form for past simple.**

- The object is given more importance than the subject.

Object**Was/Were****Past Participle****Subject**

Example:

- The pretty dessert **was made** by Robocco.
- The robot **was built** by Professor Nicolò.
- The song **was sung** by a group of robots.

Change the active sentences below into passive sentences.

1. The robot did all the housework at home.

2. My uncle bought the robot at the mall.

3. The robot baked a chocolate cake for the party.

4. A group of students built the big red robot.

5. Yesterday, the robot fed the cat.

6. The robot planted many kinds of vegetable in the garden.

A. Sing the song using the melody of 'Twinkle Twinkle Little Star'.



<http://arasmega.com/qr-link/twinkle-twinkle-little-star-instrumental/>. Retrieved on 15th August 2019

Robots, robots in the house
How I wonder what they do
Mopping, sweeping, and brushing
Cleaning the house, like they do

Robots, robots in the house
How I wonder what they do
Cooking, baking, and grilling
How delicious can they be

Robots, robots in the house
How I wonder what they do
Talking, dancing, running like a mouse
Don't they look like humans too?

By: Zulfadzli Hassan

B. Sing the song in class with your friends, while acting out the actions in the song like a robot.



Pair Work



Copy Me

C. Stand in pairs. While one person sings the song, the other is to act out the actions in the song like a robot.

1. The robot can do so many things like humans except...
 - A. dancing
 - B. eating
 - C. cooking
 - D. cleaning

2. The robot in the poem acts like _____.
 - A. humans
 - B. animals
 - C. tree
 - D. furniture

3. Create a short song lyric of your own by completing the verse below.

Robots robots in the house
How I wonder what they do





Action Oriented Task

Follow the instructions on how to make a robot.

What do you need?

1. One used packet drink
2. Aluminium foil
3. A marker
4. A paper
5. A glue
6. A Cellophane tape
7. Two strings of shoelaces
8. Four bottles caps

What do you need to do?



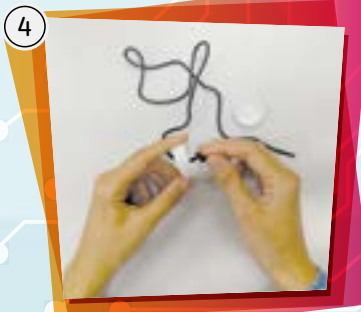
Wrap the used packet drink with aluminium foil and tape it.



Draw a pair of eyes and a mouth on the paper.



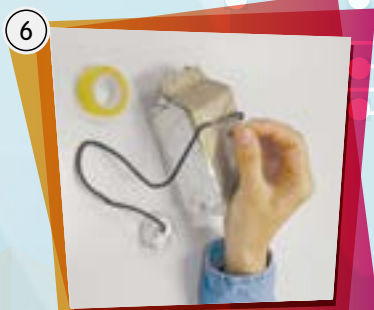
Cut and paste the eyes and mouth on the box.



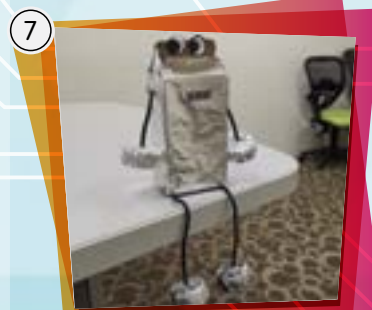
Make a hole on each bottle cap. Insert the shoelaces through the holes and tie the end.



Wrap the bottle caps with aluminium foil.



Tape the shoelaces at the back and the bottom of the box to make as hands and legs.



Now you have a robot right on your desk.



- Teacher guides pupils to make a robot.



Review



Copy Me

A. Use the correct punctuation marks (. , ? !) for the sentences below.

1. Do you want to build a robot

Example: Do you want to build a robot?

2. Oh the robot was so big and magnificent

3. My robot can talk jump dance sing and cook

4. Did you buy the batteries for my alarm clock

5. Happy 13th birthday Jenny

6. Would you like to help me cook some cookies cupcakes and bread

B. Based on the sentence type, fill in the boxes with 'active' or 'passive'.

1. Humanoid robots are made by humans to help with everyday tasks.

2. The robot sang and danced for the children.

3. The dishes cooked by the robot were so delicious.

4. The first robot was built by George Devol.

5. Malaysia organises a robotic competition for school pupils every year.

6. The cookies were baked by the robot chef.

7. My robot has multiple functions like singing, dancing and talking.

8. The robotic technology has changed our life in different aspects.



C. Draw your own robot in the box below.

D. Fill up the form below about your robot.

Details
Robot's name:
Functions:
• _____
• _____
• _____
• _____
Special characteristics:

Why do you create this robot?

Theme 3: Science and Technology

Topic 9: Sparkling in the Night

*In this unit,
you will learn about:*

- Planets in the solar system
- The first Malaysian astronaut
- Prepositions of movement





A. Listen to the audio and fill in the blanks with the nouns provided.



<https://audiomack.com/song/erc-7/sparkling-in-the-night>.
Retrieved on 17th August 2019.

Biography: The First Malaysian Astronaut

surgeon

Spaceflight

Medical

astronaut

leukemia

In 2007, Datuk Dr. Sheikh Muszaphar Shukor became the first Malaysian _____. He boarded the Soyuz TMA-II rocket to the International Space Station (ISS) to help do some researches on _____ cells and liver cancer cells growth, microbes and others.

Datuk Dr. Sheikh Muszaphar Shukor is also an Orthopaedic _____. He finished his study in Bachelor of Medicine and Surgery from Kasturba _____ College, India. He was born in Kuala Lumpur on the 27th of July 1972. Since he was ten, he has always dreamt of becoming an astronaut. He took the opportunity to join the Malaysian Angkasawan _____ program in 2006. After months of training and tests, he was chosen to join the mission to ISS.



“Nothing is impossible if you work hard enough”

(Datuk Dr. Sheikh Muszaphar Shukor Al Masrie, 2007)

Datuk Dr. Sheikh Muszaphar Shukor advises us to keep believing in ourselves to make our dreams come true. He also said that we should keep the dreams alive, although they may seem impossible right now. We should keep working hard and be surrounded with positive people to achieve our dreams.



B. Answer the questions based on the following audio.

1. An example of a research carried out by Datuk Dr. Sheikh Muszaphar Shukor in ISS was a _____

- A. research on leukemia cells and liver cancer cells growth.
- B. research about stars and planets.
- C. research about Soyuz TMA-II rocket.

2. What was Datuk Dr. Sheikh Muszaphar Shukor's dream when he was ten years old?

3. List out his advices in making our dreams come true.

- i. _____
- ii. _____
- iii. _____

C. Write a short biography of your role model based on the following:

i. Name

ii. Date and place of birth

iii. Family

iv. Achievement

v. Secret of success

vi. Quotes



• Teacher plays the audio several times.

Dreaming is what led Dato' Dr. Sheikh Muszaphar Shukor Al Masrie to achieve his ambition to be an astronaut. Let's talk about your dream.

Let's Share!

Steps:

1. Form a group of six members.
2. Sit in circles.
3. Take turns to be in the middle of the circle to talk about your dreams.



4. Other group members are to ask one question related to the ambition.

Example:

1. Who is your idol?
2. Why do you want to be a/an _____ ?
3. What does a/an _____ do?

Reading

A. Read the article below.

The Animal Astronauts

Do you know that animals were the first to explore the space before humans? These animals were monkeys, cats, dogs, mice, frogs, snails and even cockroaches. They were put in a shuttle and sent out to space, so that humans can learn about the effects of microgravity to living organism.

No one could have guessed that the first animal astronauts were the fruit flies. They were sent on 20th February 1947 on a German V-2 rocket. There was also a chimpanzee called Ham, which was sent into space in 1961. It was trained to use levers to get his banana pellets.

All these animals had been a great help in the study about life in space. They were the ones that had allowed us to travel into space today.

Adapted from: <https://www.space.com/17764-laika-first-animals-in-space.html>



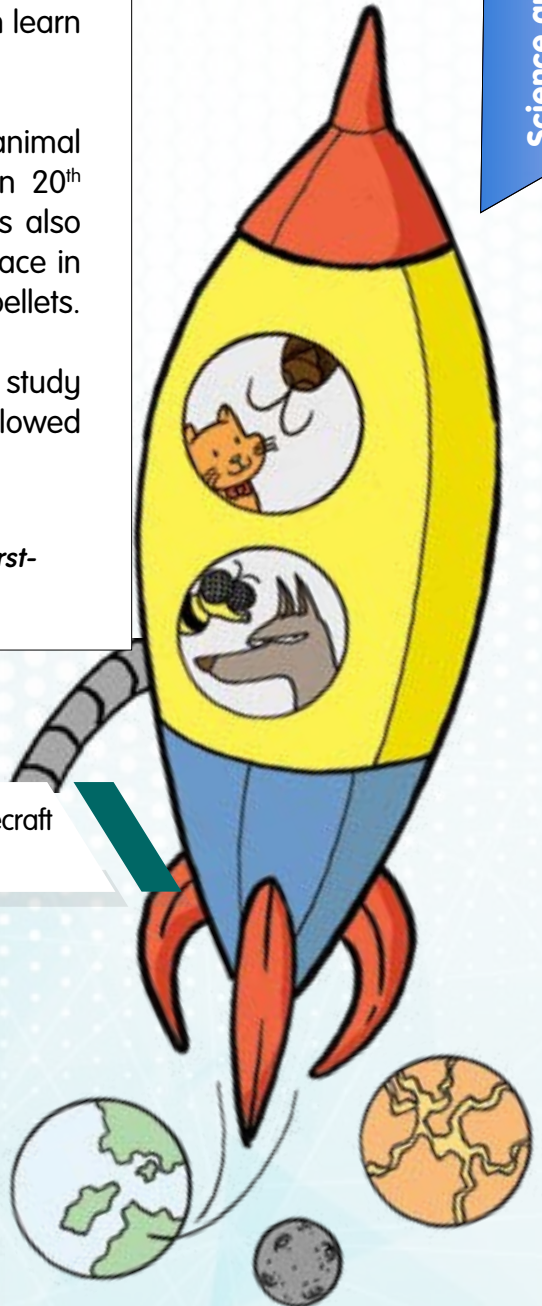
Flash Card



microgravity: very weak gravity, as in an orbiting spacecraft



organism: a single living plant, animal, virus etc





B. Answer these questions based on the text on page 119.

1. Which animals were the first animal astronauts?

2. Why were the animals sent to space before humans?

3. Circle the animals mentioned in the text.

C	O	C	K	R	O	A	C	H	E	S	I	Q
D	M	Y	V	Q	V	E	F	K	M	K	L	Q
S	O	B	G	A	C	R	Q	O	O	Z	V	Z
I	V	G	O	C	F	T	O	Q	N	S	Q	O
O	O	K	S	H	N	Q	K	L	K	W	N	J
Q	F	R	U	I	T	F	L	I	E	S	W	K
V	K	Z	V	M	L	Z	I	O	Y	G	Q	X
Q	K	Q	X	P	K	N	Q	L	S	O	S	L
K	L	V	K	A	M	O	N	I	Z	V	N	S
Z	Q	S	I	N	X	Q	Q	J	Q	K	A	G
O	V	K	L	Z	I	L	Z	J	A	V	I	O
X	M	I	C	E	K	O	X	K	L	G	L	R
K	O	Z	L	E	C	V	Q	C	A	T	S	F

CLUES





Conjunctions

Conjunctions are words that connect words, phrases, clauses or sentences. Below are some examples of conjunctions used in sentences.

Examples:

(Explanation why) Astronauts float on the moon **because** there is very little gravitational pull on the surface.

(Consequence) The stars are far away, **so** they look small in the sky.

(Same/equal) The sun **and** the moon are not considered as planets.

(Contrast) The moon looks bright **but** it does not produce light by itself.



Enrichment

Join the sentences with 'because', 'and', 'but' or 'so'.

1. Phobos is the moon for planet Mars. Deimos is the moon for planet Mars.

Example: Phobos and Deimos are the moons for planet Mars.

2. Rocket takes time to launch. Rocket is big and very heavy.

3. Venus is the closest planet to the earth. Mars is the closest planet to the earth.

4. The moon is inhabitable for human. The moon has no oxygen and no water.

5. Mars has oxygen and water. No human can live on Mars.

6. The moon reflects the light from the sun. The moon makes the sky looks bright at night.

Prepositions of Movement

- Use to describe the movement from one place to another.

Examples:

Into space



Out of the planet



Around the world



Across the sky



Towards the moon



On the planet



Over the moon



Through the black hole



Away from the sun



Drama: The Greatest Planet of All.

By: Zulfadzli Hassan

(The stage is dark. The middle stage lights are turned on one by one when the characters start talking. The characters were arranged from closest to furthest from the sun.)

- Sun : Hi. I am the Sun, the heart of our solar system. All the eight planets orbit around me because of my gravitational pull.
- Mercury : Hi, Sun. Let me introduce myself. I am Mercury, the greatest planet of all. I am called the fastest planet because I finish orbiting the Sun in only 88 days.
- Venus : Let me stop you there. I am Venus, the greatest planet of all. I shine the brightest among all the planets in this solar system.
- Earth : No... No... No... Venus. I am Earth, the greatest planet of all because I am the home to millions of living creatures. I have the genius humans, the singing birds, the tallest trees, the prettiest oceans.
- Mars : No, Earth. The greatest planet of all is me, Mars. You are so polluted and maybe all those living creatures will live on me when you are gone. I also have a bit of oxygen and water for them.
- Jupiter : No Mars. The greatest planet of all is me, Jupiter. Can't you see. I am the biggest planet.
- Saturn : Oh no, Jupiter. I, Saturn, am the greatest planet of all. Look at my pretty icy ring. I am like the King of the planets.
- Uranus : Hello my friends. Please don't fight. I am the greatest planet of all, Uranus. Look at me spinning and rolling like a superstar. I am so tilted, that I orbit the sun on my side.
- Neptune : No! I, Neptune, am the greatest planet of all. I have the strongest supersonic wind blowing on my surface. The wind blows at 1.5 times faster than the speed of sound.
- Sun : No, my friends. No one is the greatest planet of all. Everyone has their own uniqueness. We are all great in our own ways.



- Teacher suggests pupils to wear masks to represent their characters.



A. Answer the questions based on the drama on page 123.

1. List the planets from the one closest to the sun.

- A. _____
- B. _____
- C. _____
- D. _____

- E. _____
- F. _____
- G. _____
- H. _____

2. Which planet is the biggest?

3. What is the moral value you can get from this drama?



4. Which planet is your favourite? Pick one and describe why.

B. In a group of nine, role play the drama in class. Every character has to draw a mask of his/her planet and wear it during the presentation.

Follow the instructions below to make a 3D model of our solar system.

What do you need?

1. Paper
2. Coloured pencils
3. Eight bottle caps
4. A double sided tape
5. A glue
6. A pair of scissors
7. A shoe box lid
8. A black tape
9. A correction pen
10. A gold marker

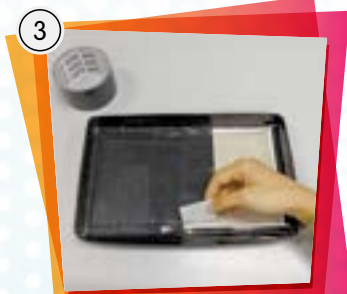
How do you do it?



Draw all planets on a paper and colour them accordingly.



Cut and paste all paper planets on the bottle caps.



Using the black tape, tape inside the shoe box lid.



Using the gold marker, draw the Sun at one corner.



Using the correction pen, draw eight curved lines as the orbits for the planets.



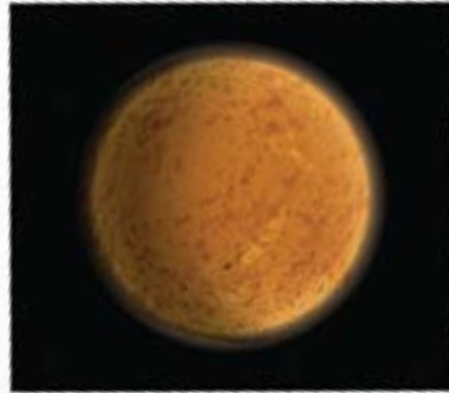
Tape all the bottle caps on the lines to represent the planets.



In a group of four, choose a planet and present the characteristics of the planet to your class. You can use the following keywords to help with the presentation.

Distance from earth

Special characteristics of the planet



MERCURY

Colour

Size



A. Fill in the blanks.

because

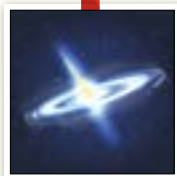
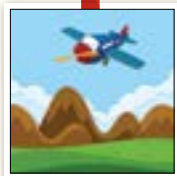
and

so

but

1. The weather was bad _____ the rocket was still launched on that day.
2. The stars _____ the moon help to light up the sky at night.
3. Daniel feels so disappointed _____ the meteor shower is not visible due to the rain.
4. The sky is clear tonight _____ we can see the constellations.

B. Match the pictures with the right preposition of movement.



Around the world

Through the black hole

Across the sky

Towards the moon

Theme 4: Consumerism and Financial Awareness

Topic 10: A Penny Saved is a Penny Earned

*In this unit,
you will learn about:*

- **Spending money wisely**
- **Indirect questions with past tense**

Save
Money



Listening



Copy Me

A. Listen to the audio and fill in the blanks with the words provided.



<https://audiomack.com/song/erc-7/a-penny-saved-is-a-penny-earned>.
Retrieved on 17th August 2019.

coudisnts

pagyin

thbiryad

stil wnod

coradensiot

People are queuing to pay at the store counter. Zara and her mother are having a conversation about things they want to buy. They are preparing a _____ party for Zara's younger brother, Malik.

Mother : Zara, aren't you buying too many dinosaur toys?

Zara : They are on sale, Mom. Besides, Malik will really like these for birthday party _____.

Mother : You cannot decide to buy things in bulk just because of the _____. You might spend more on your wants than on your needs.

Zara : How can I do that? All things look like they can be used in the future.

Mother : You should _____ the things you need at home before shopping. That way, you can spend wisely.

Zara : Okay, Mom.

Zara and her mother are _____ at the counter.

Zara : Miss, can you please put aside five dinosaur toys? I don't need them. Let's just go with two toys.

Cashier : Alright, as you wish.



Flash Card



queue: a line of people waiting for their turns to be attended to

bulk: large in quantity

decoration: the activity of making something look more attractive

wisely: showing good judgment



B. Answer the questions below based on the audio.

1. Below is the explanation on 'the things you need' and 'the things you want'. Which is not true?
 - A. 'The things you need' are the essential things you need for living
 - B. 'The things you want' are the things you buy for fun and leisure
 - C. 'The things you need' are the things you buy for fun and leisure

2. Spending wisely means...
 - A. spending money based on a budget and what you need
 - B. spending money on all the things with discounted price
 - C. spending money on all the things you want

3. In your own words, explain the meaning of spending wisely?

C. Below are the things Zara listed for the birthday party. Help Zara to cross out the things that are not needed for the party.

A dinosaur toy

A handbag	Balloons
A birthday cake	Shoes
Video games	A birthday hat
Candles	A watch





Speaking

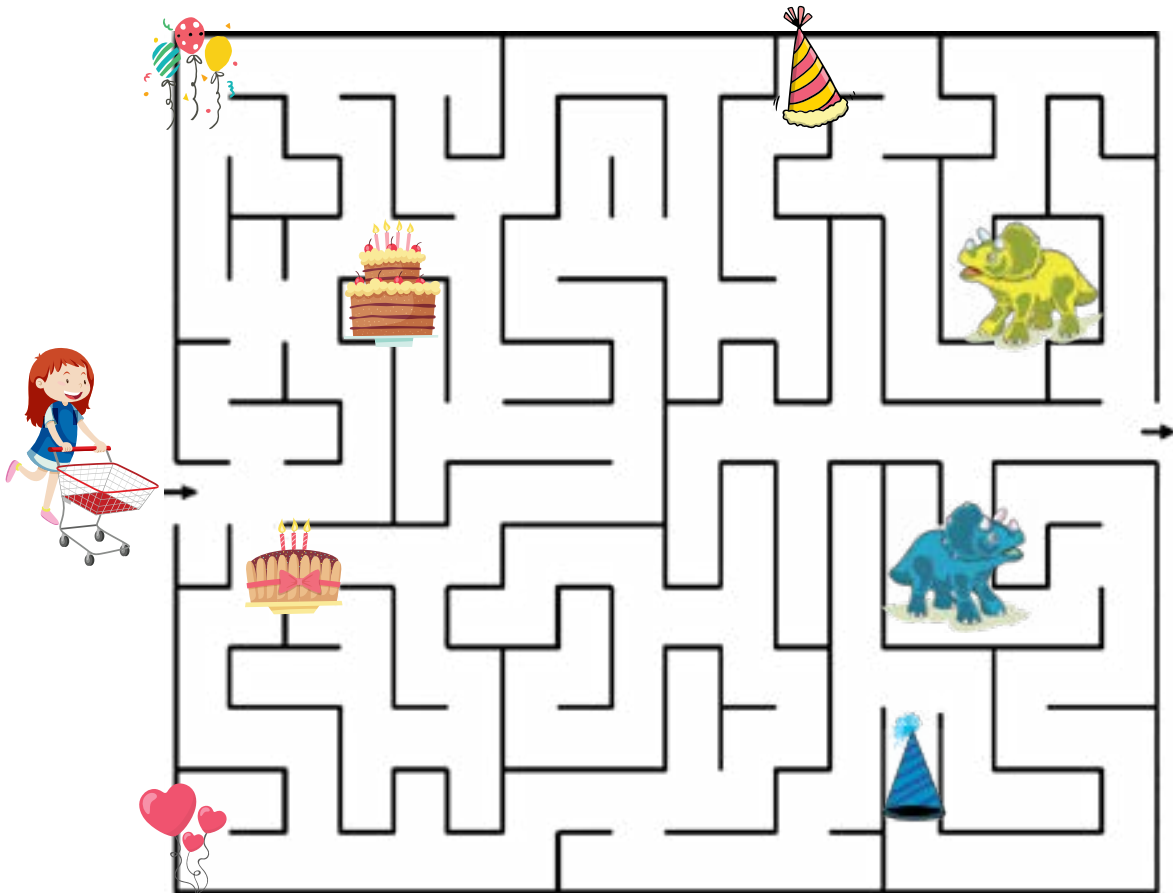


Pair Work

Zara is shopping for Malik's birthday party. Help her to save money by choosing cheaper priced items.

Instructions:

- Play in pairs.
- The list of items Zara should buy is on page 131 and their prices are on page 176 (appendix).
- Only one student can look at that pages and describe the cheaper items (for example: colour and shape) without saying the price.
- The other student is to find the way out of the maze by linking all the described items.
- The pairs with the shortest shopping period and the lowest cost will win the game.



Reading

A. Read the passage below.



My Best Friend, Ahmad






This is a picture of my best friend, Ahmad, and I. Ahmad is also my classmate. He likes saving money. Every day, he would save some of his pocket money in his money box at home.

Ahmad wants to save lots of money for his future. He is going to use the money to continue his studies in Moscow, Russia. He wants to be a doctor just like his brother. Besides that, he also saves some money for his hobby. He is going to use the money to buy comics and toys for himself. Hence, he does not have to ask from anyone to buy what he wants.

Ahmad teaches me how to spend my money wisely. He asks me to divide my pocket money into three parts: for meals, savings and hobby. I hope I can spend my money wisely after this and save lots of money like him. My parents will be so proud of me!



Flash Card

-  **aside:** on or to one side
-  **hence:** for this reason
-  **savings:** the money you keep



Enrichment



i-Think

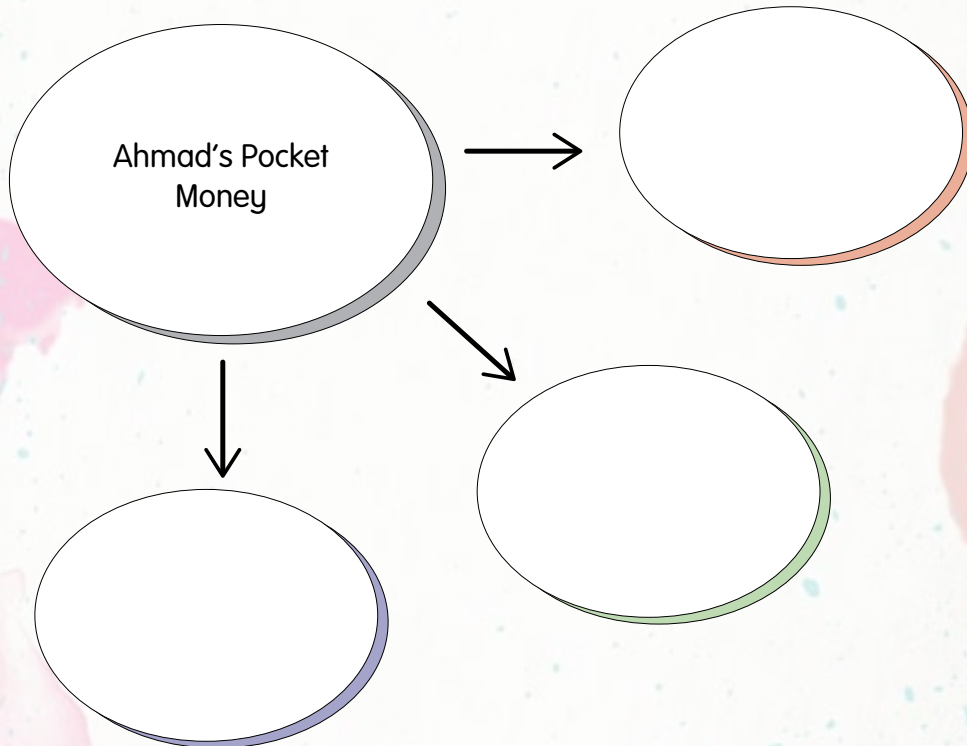
B. Answer the questions below based on the passage given.

1. Who is Ahmad to the writer?

2. What does Ahmad plan to do with his savings?

3. What is Ahmad's hobby?

4. List down how Ahmad divides his pocket money.



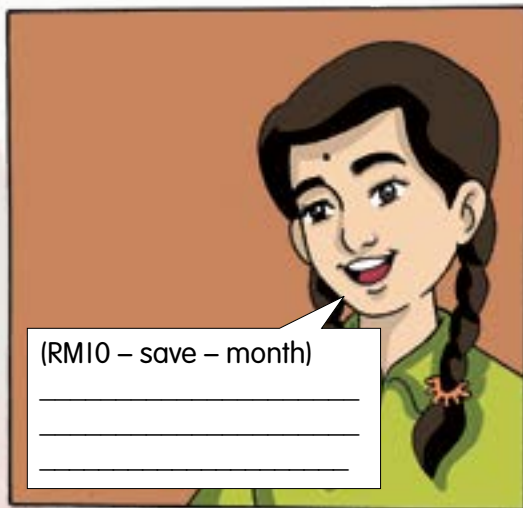
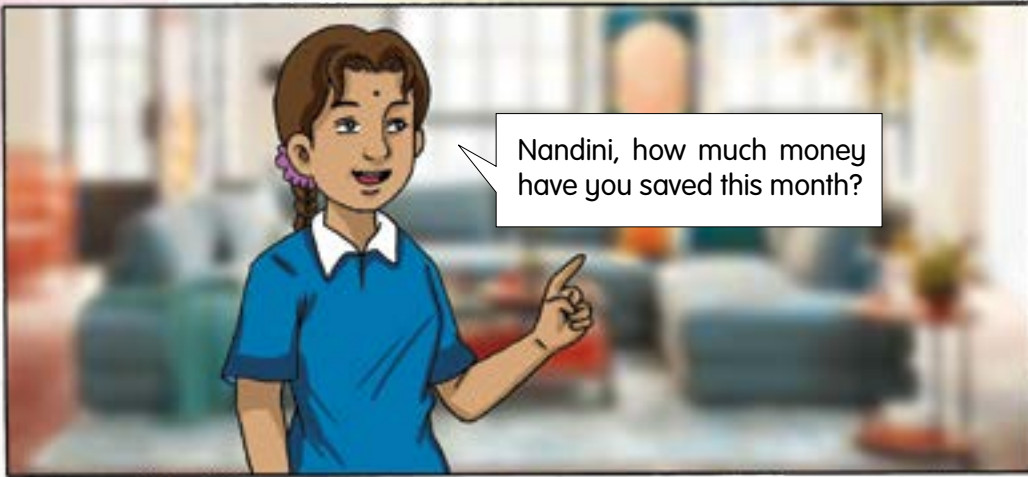
5. What do you plan to do with your savings?

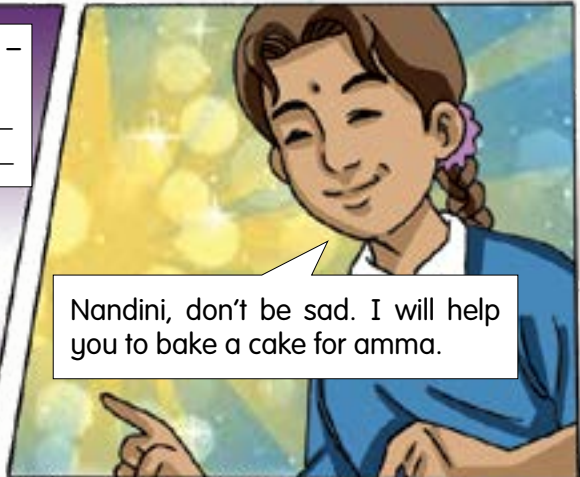




Complete the dialogue using the words given.

Complete the dialogue in the space provided using the correct punctuation.





Do not save what is left after spending but spend what is left after saving. (Warren Buffet)

- Teacher guides students to read the dialogue and act it out in front of the class.



Indirect Questions with Past Tense

An indirect question is a question embedded inside another question or statement.

Example:

- i. **Direct question:** How much **was** this toy?
Indirect question in a question: Could you tell me how much this toy **was**?
Indirect question in a statement: She **asked** how much the toy was.

- Direct question:** What **did** he buy from that store?
Indirect question in a question: Do you know what he **bought** from that store?
Indirect question in a statement: I wonder what he **bought** from that store.

Build indirect questions.

1. Direct question: How much money did you save?

i. Indirect question in a question:

_____ ?

ii. Indirect question in a statement:

_____ .

2. Direct question: Where did you buy the cake?

i. Indirect question in a question:

_____ ?

ii. Indirect question in a statement:

_____ .

A. Read the story below.

Once upon a time, there was a teenage boy, Ah Meng who lived in Kampung Emas. The village had so many magical trees with golden fruits.



All the villagers collected gold from the trees and sell them. After some time, they became so rich and stopped working. No one worked anymore, except for Ah Meng.



Ah Meng built a house from the gold fruits. All the villagers would come to his house and mock him for building the house. Ah Meng ignored them and continued to work.





One day, a huge storm hit the village and destroyed everything. All the villagers ran to Ah Meng's gold house because it was the only house that was not destroyed by the storm.



After the storm, the villagers felt so sad seeing that all of their houses and magical trees were gone. They became poor and homeless.



Ah Meng offered them to take some gold from his house and asked them to start working again. From that day onwards, all the villagers started working again and tried not to take things for granted.



B. Based on the story, answer the questions below.

1. What are the moral values that you can learn from the story?

- i. _____
- ii. _____
- iii. _____

2. If you were Ah Meng, would you help the villagers? Why?

Airplane Coin Bank

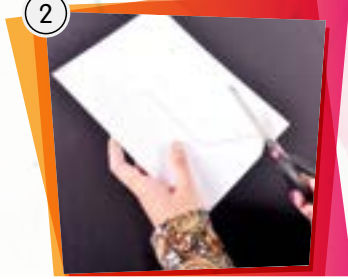
What do you need?

1. 0.5 litre plastic water bottle
2. A pair of scissors
3. Coloured papers
4. Manila cards
5. Double sided tape

How do you do it?



Cut out a rectangle-shaped hole at the size of a 50 cent coin.



Draw two large symmetrical letter L on a piece of A4 paper. Cut the paper into the shape that you have drawn.



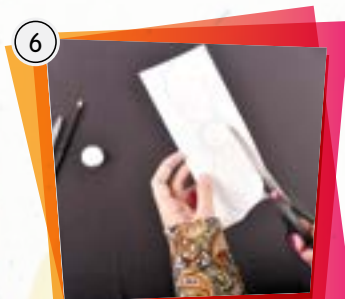
Attach the cut paper and seal it with the double sided tape. Do not cover the coin slot.



Draw two identical rectangles. Cut the rectangles out and then roll them into long tubes, to make the engines.



Draw two identical triangles with rounded tips, to make the wings. Cut them out and attach them above the engines.



Using the bottle cap as a guide, draw the plane propeller.



Your airplane coin bank is ready!

- Teacher supervises the use of scissors in class.



Review



Copy Me

A. Categorise items in the shopping list, into 'needs' or 'wants'.

Shopping List



yellow sneakers



comic book



pencil set



teddy bear



pencil case



text book



chocolate



school bag

Consumerism and Financial Awareness

Needs:

1. _____
2. _____
3. _____
4. _____

Wants:

1. _____
2. _____
3. _____
4. _____

B. How do you spend your money every day? Share it with your classmates.

Theme 4: Consumerism and Financial Awareness

Topic 11: Online Shopping

*In this unit,
you will learn about:*

- **Online businesses**
- **Sequencing adverbs**
- **Present continuous, going to, will, to talk about future events, plans and arrangements**





A. Listen to the audio.



<http://arasmega.com/qr-link/erc-topic-II-video/>.
Retrieved on 15th August 2019

B. What are the things that she bought online?

- a. _____
- b. _____
- c. _____



C. Match the words with their meanings.

shipping

return

order

package

a box in which things are packed

a request to supply items

delivery item

give back something to somebody

- A. Share your online shopping experience with your classmates.**
Use the words below as guidance.

cheap

Internet

easy

deals

order

package

shopping

deliver

return

shipping

- B. Practise giving suggestions.**

Example: You should try online shopping. It is very easy

- _____ is really good for you.
- You should try...
- Why don't you try...



- Teacher guides pupils to give suggestions about online shopping.

2.1.1

2.3.1



Reading

A. Read the following article.

How to Shop Online?

Online shopping has become an important industry. You can find and buy anything you like from the online businesses. Sometimes, the prices offered are also lower than at the physical shops. What a deal! There are many ways to shop online. Let's learn how to do it:

Using the web:

Step 1 : Search the product you want to buy on the web.

Step 2 : Find a website with the best deal from the search result.

Step 3 : Read the reviews of the product to verify their quality.

Step 4 : Click 'Pay now' and pay using your online bank account.

Using application:

Step 1 : Open the application for online shops.

Step 2 : Search the item to buy.

Step 3 : Read the reviews about the item.

Step 4 : Pay for the item using the payment methods available.

Most people prefer to shop online because they want to avoid the hassle of doing physical shopping. Also, they prefer online shopping for its flexibility and the variety of items sold.

Reminder!

Be careful when you shop online so that you will not fall victim to a scam



Flash Card

 **flexible:** able to change to suit different situations

 **hassle:** a situation that is annoying because it involves doing something difficult



B. Answer the following questions.

1. Check the prices of items at the online shops. Are they different than the physical stores? What are the differences?

2. What are the two ways of doing online shopping?

3. Based on your experience, list five items that you can buy from online shops.

i. _____

ii. _____

iii. _____

iv. _____

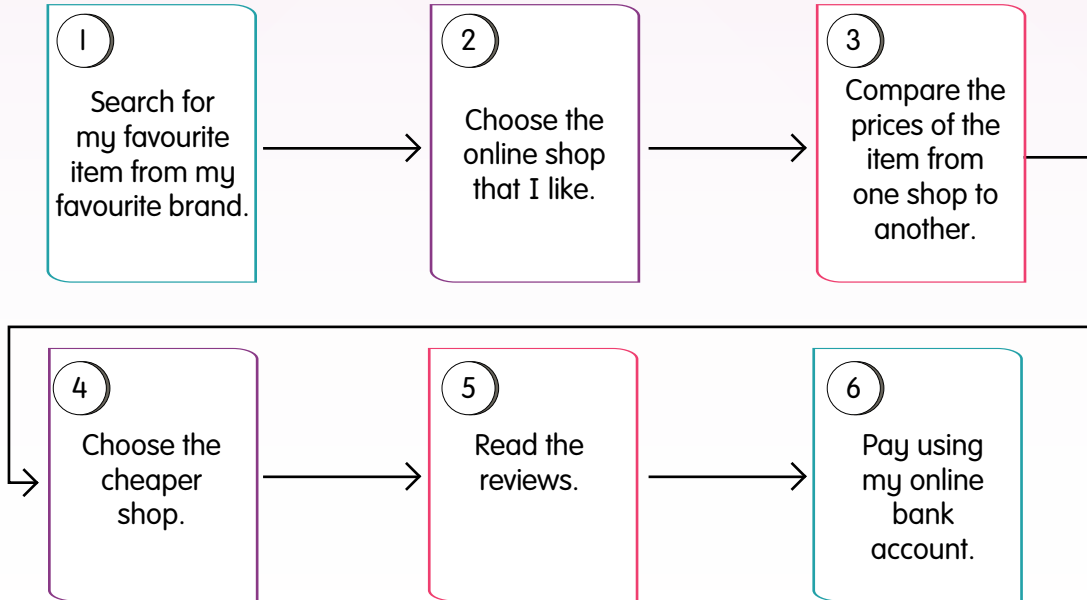
v. _____

4. Why is technology important in online shopping?





Ah Meng would like to share his experience of shopping online with his friends. Based on the flow chart, use appropriate sequencing adverbs to help Ah Meng write the steps of doing online shopping.



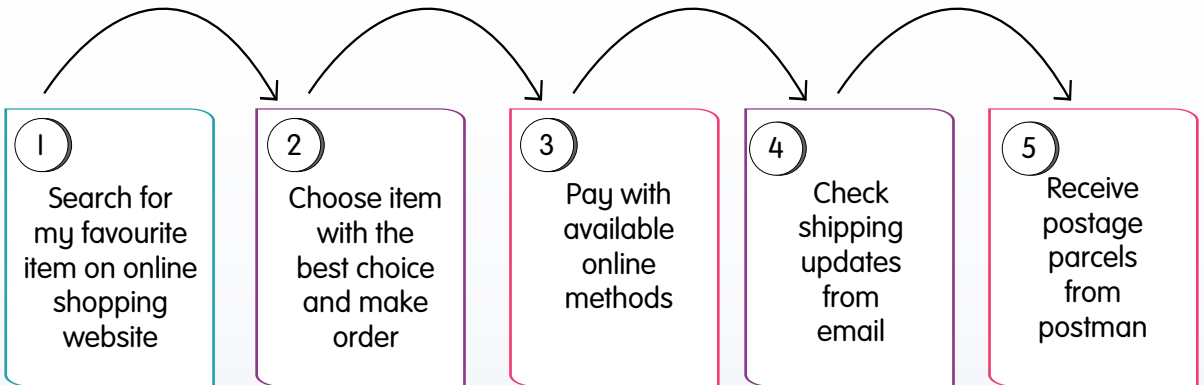
Hi, my name is Ah Meng and I would like to talk about my online shopping experiences. First, I _____

A. Read the following text.

Past Tense with a Limited Range of Sequencing Adverbs

- Past tense shows actions that have happened in the past.
- Sequencing adverbs describes the order in which things happen.
- **Examples:**
 - *First, search the item that you want to buy.*
 - *Then, search for the online shop that offers best deal.*

B. For each picture below, write a past tense sentence using a sequencing adverb.



1. First, I searched _____
2. _____
3. _____
4. _____
5. _____

A. Recite the poem below.**Shopping and Saving**

How to shop and save money?
Shopping requires money
But, I need to save money!
How to shop and save money?

First, just buy what you need
Don't buy everything you see
Pick out the best thing from it
And you will use your money wisely

Second, discounted price is the best
What are you waiting for?
Want to pay more for something that is less?
Or you want to pay less for something that is more?

Third, read the reviews
It is all over the news
See what they are saying
Before you decide on buying

But please do remember
To always spend wisely
Make it as a reminder
For you and everybody!

By: Zulfadzli Hassan

TIPS

Surf the
Internet to
learn about the
variety of online
businesses.

B. What is the importance of reading a product review?



A. How can we save money during online sales?

Write your ideas in the space provided.



Group Work

Examples:

1. Decide on the things that I need.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

B. Do a presentation of your ideas to save money when shopping online.

A. Read the following text.**Present Continuous, Going To, Will to Talk about
Future Events, Plans and Arrangements**

Several ways to talk about future events, plans and arrangements.

Use **present continuous**

- I **am playing** badminton tonight.
- We **are moving** into a new house this week.
- They **are having** a birthday celebration at Zara's house.

Use **will**

- I **will** climb Mount Everest.
- It **will** be a nice weather tonight.
- I think Malaysian athletes **will** win this tournament.

Use **going to**

- They are **going to** buy her a horse.
- My mother is **going to** bake us a cake.
- I am **going to** walk at the park tomorrow.

B. Fill in the blanks with correct answer.

1. meet

Tommy _____ a friend tomorrow.

2. rain

I think it _____ soon.

3. visit

Perhaps I _____ Labuan one day.

4. win

Who _____ the next Spell-It-Right?

5. not fail

I am sure you _____ the exam next week.



C. Rewrite the sentences below using present continuous, 'going to' or 'will'.

Example : She says she keeps her promises.

She says she will keep her promises.

1. He walks to the shop in the evening.

2. The cat sleeps in the kitchen tonight.

3. They talk in the discussion room tomorrow.

4. Ady always helps his sister when she needs him.

5. Rina and Sasha bake a birthday cake for their mother.

6. Tomorrow, we go to the library together.

7. In two weeks, the neighbours come to her house for a party.

8. She waits for him while he goes to the office.

9. Next month, I compete in the tennis tournament.

10. Next week, Diana cooks for her brother's birthday party.



Review



Copy Me

A. Choose the correct answer.

- Which sentence is correct?
 - I go to a festival this weekend.
 - I am going to a festival this weekend.
 - I went to a festival last weekend.
- Which question is correct?
 - Where you going tomorrow night?
 - What you are doing tomorrow night?
 - What are you doing tomorrow evening?
- Which sentence does NOT use the present continuous in the correct way?
 - We are taking the bus to school every day.
 - Jarjit is arriving at noon tomorrow.
 - Timothy is working at the moment.
- Which phrase complete this question correctly? What time _____ coming?
 - she is
 - is he
 - you are

B. Complete the sentences or questions using the correct form of the verb in bold.

- go
We _____ to Sabah this weekend.
- spend
Where _____ you _____ Hari Malaysia next year?
- work
Low _____ until six o'clock this evening.
- not come
Why _____ Meena _____ to the Malik's birthday party on Friday night?

C. Read the statements below. Write (T) for truth statements and (F) for false statements.

1.	Online shopping is when you buy something at the shop.	
2.	Shopping online is harder than shopping at a shop.	
3.	You could lay in bed and shop online at the same time.	
4.	You can use websites and applications to shop online.	
5.	Shopping online saves money.	
6.	We must be careful when filling in our details in the websites.	
7.	Nowadays, people prefer to shop online than going to shops.	
8.	We do not have to spend wisely when we are shopping online.	



Theme 4: Consumerism and Financial Awareness

Topic 12: Going Cashless

*In this unit,
you will learn about:*

- **Future payment methods**
- **Cashless society**
- **Modal verbs to talk about rules and obligations**





Listen to the audio and fill in the blanks with the words provided.



<https://audiomack.com/song/erc-7/going-cashless>. Retrieved on 17th August 2019.

transactions

Internet

systems

account

bills

details

security

Online banking is a method of banking in which _____ are done electronically over the _____. It uses online _____ that provide users with access to their bank accounts. Most banks in Malaysia offer online banking.

There are many functions that could be done through online banking, such as checking _____ balances, viewing the transaction history, transferring money to other accounts and paying _____. These functions could help customers keep track of their spending. That way, they will spend money wisely.

Banks advise customers to protect their online banking information because the _____ are confidential. As a way of verifying their identities, the online systems offer a tight security in authenticating their username, password and _____ questions.



Flash Card

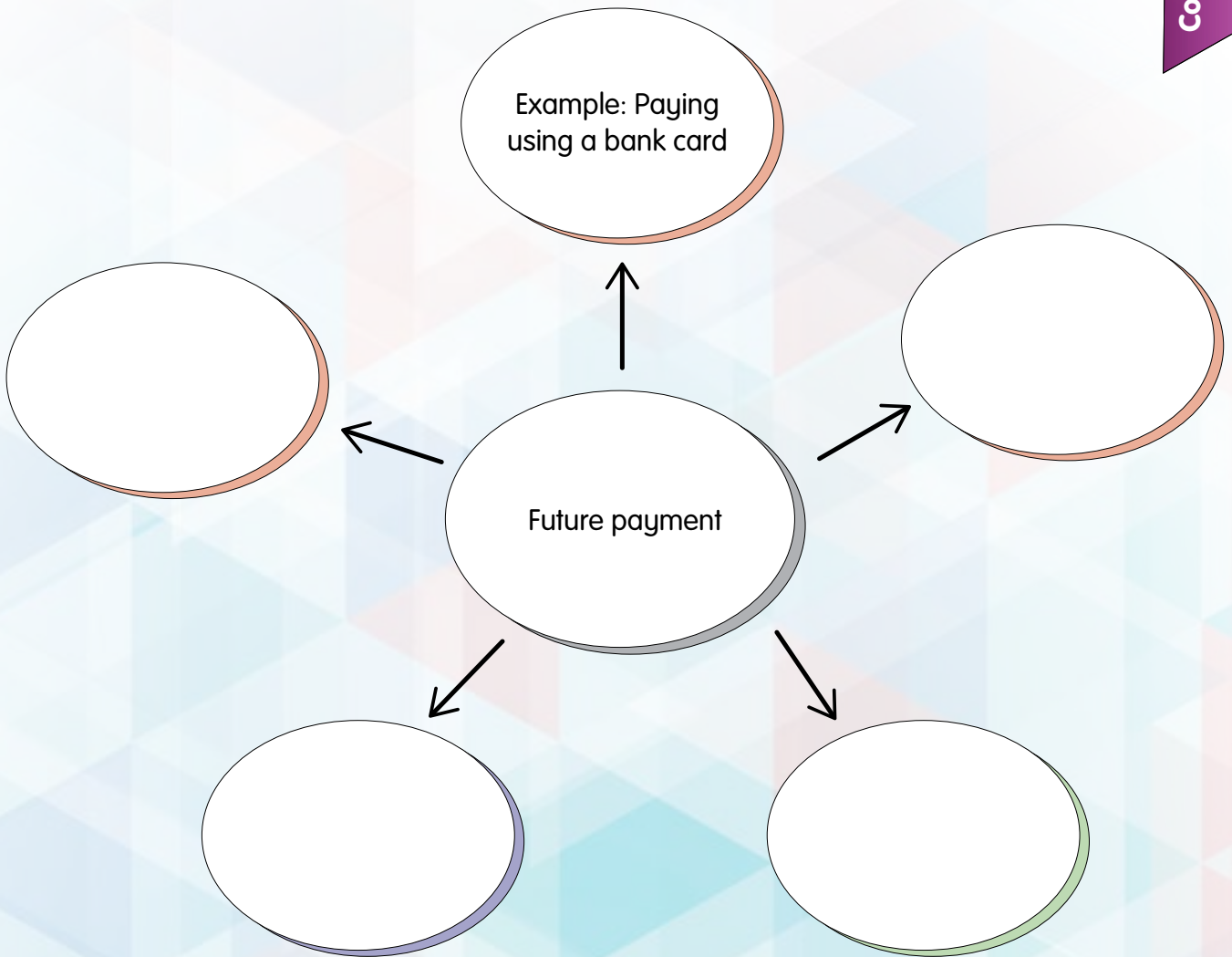
- transactions:** when money is exchanged or the activity of buying or selling something
- confidential:** secret or private
- verifying:** to make certain that something is correct
- authenticating:** to prove that something is real

People prefer online banking and paying with bank cards instead of using physical money.

How will the payment be ten years from now?

Brainstorm with your partner and fill in the map.

 Pair Work



- Teacher guides pupils to present their predictions.



Reading

A. Read the news article below.

Future Money

According to Bank Negara Malaysia (BNM), Malaysia is moving towards becoming a cashless society in the future. Some Malaysians are already using e-payments or digital payments in their daily lives. Digital payment means making a transaction using technologies such as computer or mobile devices.

Nowadays, we can use e-payment for most transactions. For example, paying for a cinema ticket or paying for food delivery. The payment methods include electronic fund transfer, QR code scanning and e-wallet application. Within minutes, the payment can be completed, and we can spend more time on the other aspects of our daily lives.

BNM also mentioned that one of the reasons Malaysia is moving towards being a cashless society is for a greater economic efficiency. This means, the lesser use of paper money can save a lot of costs for our country. Also, the economy will be enhanced since most people prefer to pay using efficient methods to save their time.

According to Chan Kok Long, the executive director of iPay88, one of the e-payment platforms in Malaysia, this method has also offered many opportunities for new industries to bloom.

All in all, e-payment is our present and future. Therefore, we should implement it in our shopping experiences.

Source: Lee, J. (2019). Digital payments set to grow. Adapted from: <https://www.thestar.com.my/business/smebiz/2019/02/04/digital-payments-set-to-grow>



There are many types of cashless payment methods such as:

- Online transfer
- QR code scan
- Bank card
- e-Wallets
- Gift card
- payWave



Flash Card



efficiency: the quality of doing something well

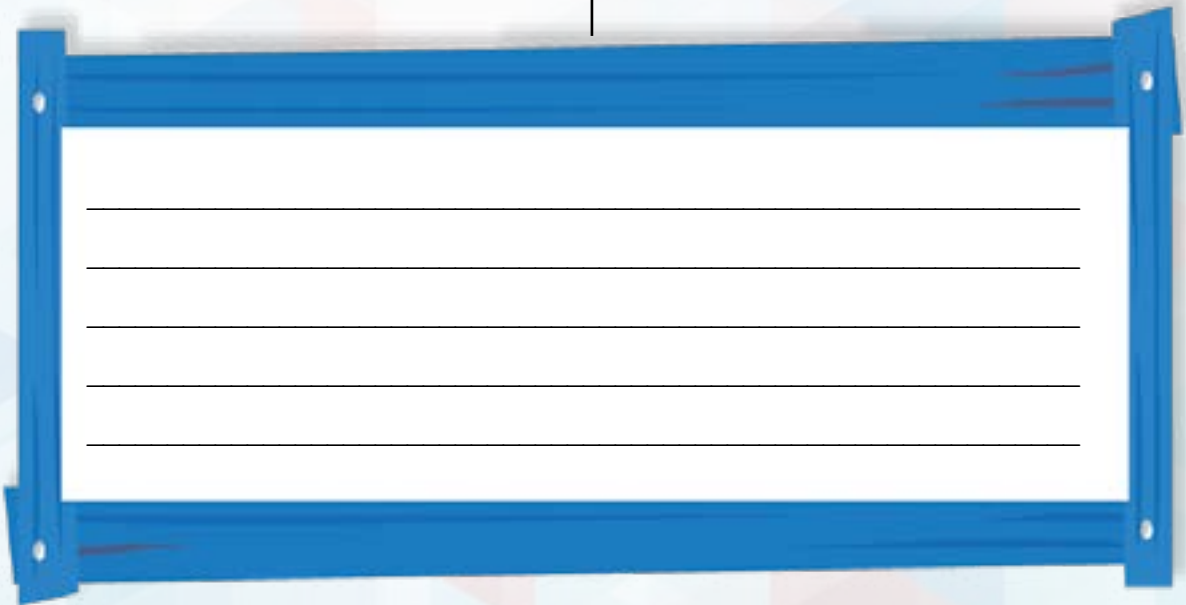


implement: to start doing something

B. Write the advantages of e-payment.

Cashless Society

Advantages

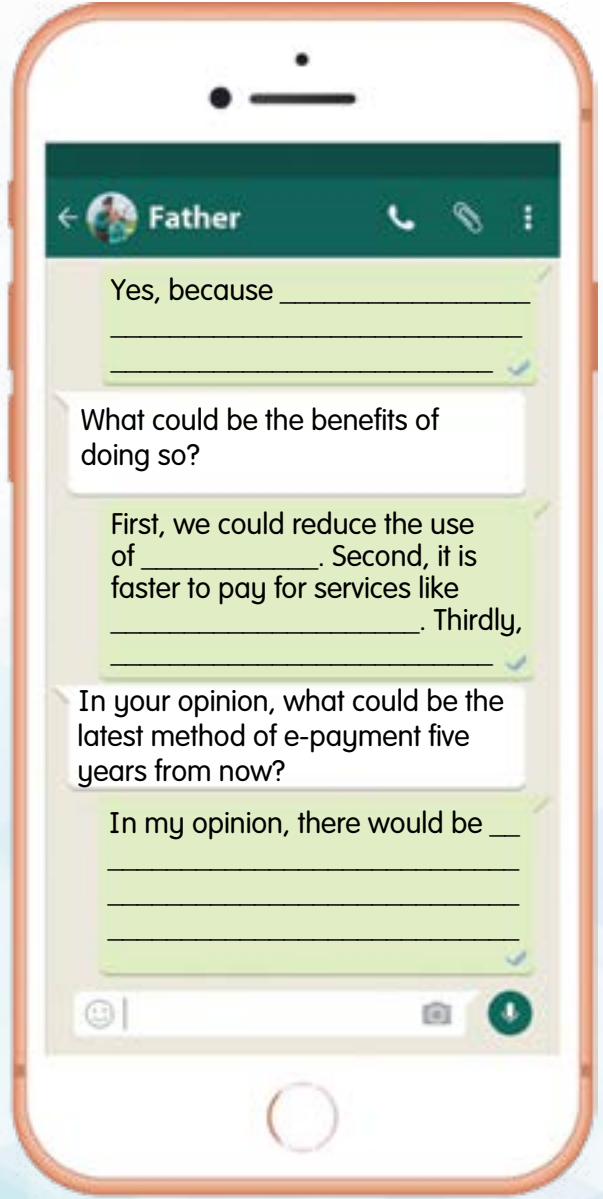
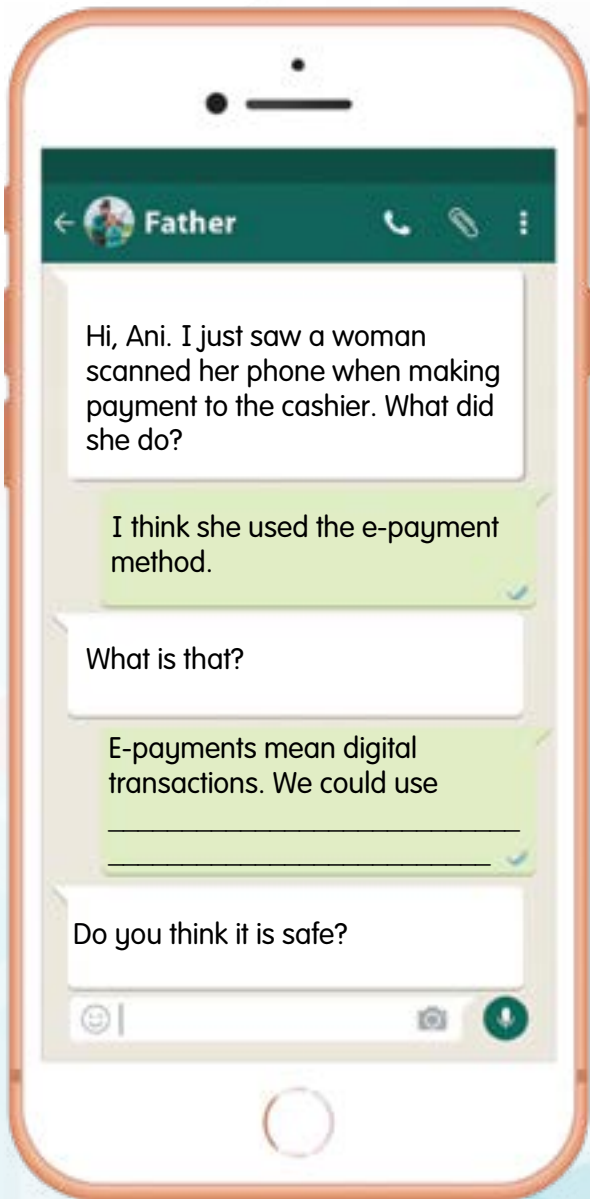


C. In your opinion, will people accept e-payment? Explain.





Ani is writing a text message to explain to her father about the e-payment method.



A. Read the text below.

Modal Verbs about Rules and Obligations

- Express requirements for doing something.
- Use '**must**', '**must not**', '**should**' and '**should not**'.

Examples:

- You **must** stop littering here.
- He **should** see a doctor.
- **Add 'not' or 'does not' for negative sentences.**
 - She **must not** take too much sugar.
 - You **should not** be late for the meeting.

B. Write sentences based on the modal verbs below.

1. must

2. must not

3. should

4. should not

A. Read and act out the short story below.

Cashless Shopping Experience

1

Lisa went out shopping with her mother. They went to Kita Mall. They saw people paying with their cards and mobile phones. Some were not even carrying their wallets!



2

"What is going on, mother?" Lisa asked. "Seems like people are going cashless and paperless nowadays," mother said.



3

They went shopping for clothes and Lisa picked an amazing red dress to wear for her birthday next month. "Do you want to pay with cash or card? Or you can just scan this QR code," the cashier asked.



4

"We can pay with QR code?" asked Lisa. Lisa was surprised when she saw her mother only scanned the QR code with her mobile phone when she paid. "We can pay with QR code? Wow, I didn't know that we could do that!" she seemed excited.



5

“This is called e-payment, Lisa,” mother said. “We could do the transaction just by using our mobile devices. Everything is electronic and it is easier than having to carry cash everywhere you go,” she added.

**B. Answer the questions below.**

1. What was the payment method used by Lisa’s mother?

2. Why was Lisa surprised?

3. Why is it easier to pay using cards or QR codes?



4. State one advantage of using the QR code.

5. State one disadvantage of using cash.

6. Describe how would your shopping experience be in the next ten years?



What do you need?

- Paper rolls
- A marker pen
- A Cellophane tape

What should you do?

- a. In your group, choose one e-payment method.
- b. Use the computer to find out some information about it.
- c. Discuss with your group members whether the e-payment method is a practical method.
- d. Present the information in a mind map.



- Teacher facilitates the activity.



A. Fill in the blanks with the words given.

ATM machine	customers	cashless	QR code	shops	debit	mobile phone
-------------	-----------	----------	---------	-------	-------	--------------

1. Ramaya pays for her items using her _____.
2. In the future, our society would go _____ when shopping.
3. Dina scans the _____ to make her payment.
4. The _____ in our country should start providing a medium for cashless payment made by the _____.
5. Ravi would avoid using the _____ to withdraw his money and chooses to use the _____ card instead.

B. Change the sentences using the modal verbs of obligation.

1. I finish the homework today.

Example: I must finish the homework today.

2. We sleep early tonight.

3. He buys the house for his parents.

4. Shiva eats healthy food.

5. Dina cleans her room.



C. Rewrite the sentences using modal verbs of obligation.

1. You _____ try scanning the QR code to make your payments.
2. We _____ download the e-wallet application to make our purchases easier.
3. When he grows up, he _____ look forward to a cashless society.
4. Shiva forgets to bring cash. So, Shiva _____ use the QR code scanning payment instead.
5. Dina _____ forget about using cash and choose to use digital transaction instead.
6. Lisa _____ pay with cash because e-payments are easier.
7. Wen Li _____ make payments using electronic fund transfer to make it quicker.
8. You _____ waste your time to withdraw money from the ATM machine.
9. Teacher Azizah _____ teach her students to use digital transaction payment methods.
10. I think that Jiji _____ practice to go paperless in the future.

Audio Script**1. Topic 1: My Family, My World**

Hello, my name is Dennis. I live at Taman Bukit Berjaya. I am a Remove Class pupil at Sekolah Menengah Jenis Kebangsaan Bukit Berjaya. I have a big family.

My father is an engineer. He repairs and builds heavy machinery at the factory. My mother is a teacher at a secondary school. She teaches English.

I have three siblings. My elder brother is a dentist. He treats patients who have problems with their teeth and gums. My elder sister is a chef at a restaurant. She cooks delicious meals and makes tasty drinks. Lastly, my younger sister, who is five years old, goes to a kindergarten near our house.

We love each other very much.

2. Topic 2: Hobbies and Leisure

There was once a girl who loved sewing. She would sew whenever she had the free time. The girl loved to sew so much that she dreamt of living in a house that she had sown on her own.

One day, the girl saw an old man sitting by the roadside, all alone.

"Are you okay? Where is your house?" the girl asked.

"I don't have a house. I don't have anything. I live under a tree," the man answered.

"What?" the girl was shocked.

When she got home, she couldn't stop thinking about that old man. "Poor old man, living alone under the tree. What if it rains? He should at least live in a tent," the girl thought. "A TENT! That is it! That is what I should do to help him. I could gather a few branches to make the frame and I should sew a cloth for the tent!" the girl exclaimed.

The next day, she went to surprise the old man at his tree. She set up the tent. Feeling grateful, the old man cried. The girl's hobby turned out to be a great help to the old man.

3. Topic 3: Safety First

Hi everyone! Welcome back to the podcast hosted by me, Kavita. So today, I would like to talk to you about road signs. We always talk about cars signals, but we never really talk about road signs. Right?

We must always remember that road signs are as important as the other aspects of driving. Let's revise some of the road signs to refresh our memory and hopefully help us to be more alert when we are on the road.

The first sign is caution. It is yellow and has an exclamation mark symbol. This sign tells us to be careful when we are passing an area as there could probably be some unexpected danger ahead. The second sign is for slippery road. You would usually find this at an area that usually rains. Then, a signboard with a tapir means that the area is inhabited by wild animals. Fourth, it is a sign that most of us ignore; no U-turn! It could be dangerous if we are not alert of cars coming in the opposite direction. Next would be the STOP sign. Stop driving through STOP signs to avoid any unforeseen accident. Lastly, I want to remind you about the speed limit sign. Don't drive too fast!

4. Topic 4: Healthy Lunch Box

Mei Ling : What are you doing, Mama?

Mama : I am preparing lunch for you and your younger brother to have at school, Mei Ling.

Mei Ling : You always prepare vegetables and fruits for us. Why is that, Mama?

Mama : Vegetables and fruits are good for your health because they contain a lot of vitamins, Mei Ling.

Mei Ling : Oh, I see. But, what about chicken, Mama? Can I still eat it?

Mama : You can have chicken too. Just like fish and meat. But, you should take them moderately.

Mei Ling : Why so, Mama?

Mama : Because taking too much of anything is bad for your health.

5. Topic 5: Less Rubbish, Cleaner World

Rubbish is everywhere these days. I'm fed up with it. Every time I walk down the street, I almost fall over it. I don't know why people can't throw their rubbish away properly. They are lazy and have no respect for others. They don't seem to care about the environment either. There's litter in the streets, even though there are rubbish bins everywhere. Rivers are full of plastic bags and bottles. This makes a beautiful place look ugly. The countryside is full of rubbish too. People even throw their TVs and fridges away, or anywhere they think people won't see them. Where I live now, people throw rubbish in the street outside their houses. They think other people will pick it up.

6. Topic 6: Home Planet Earth

Earth Day is an annual event that aims to inspire awareness for our environment. It was founded in 1969 by peace activist John McConnell. He introduced the idea of a global holiday called "Earth Day" at a United Nations conference on the environment in 1969. The first Earth Day celebration was in 1970. It was quickly adopted by the United Nations. In 1971, then Secretary-General U Thant proclaimed that Earth Day should be held every year. He said: "May there only be peaceful and cheerful Earth Days to come for our beautiful Spaceship Earth as it continues to spin and circle in frigid space with its warm and fragile cargo of animate life." It marked the birth of the modern environmental movement.

7. Topic 7: Figuring Out Your Food Label Topic

Hello kids. Look at the visual. This is an example of food label found on a cereal box. There are four important information you can get from it. They are:

1. Serving size
2. Number of calories per serving
3. Type of nutrients
4. Amount of nutrients per serving

Do you know what is the meaning of a serving size?

Serving size is the amount of food that is normally served per meal. It contains a specific amount of nutrients listed on the food label.

The information on the food label help people make healthy choices for their diet because the information help them decide whether the food is good for their health or not.

8. Topic 8: Robots at Home

Hi, everyone. My name is Robo. I am created to help humans do their jobs faster and easier.

Have you ever wondered about robots acting and thinking like humans? A robot like me that looks and acts similar to human is called a humanoid robot. I have the Artificial Intelligence (AI) technology that improves my ability to think like humans.

I live in Kota Damansara with my owner, Mark. I always help him to get ready for school. Every day, I wake him up in the morning, iron his school uniform, and prepare his breakfast. At night, I help him with his homework. I can also drive a car.

Mark is also a good friend of mine. He loves to play football with me in the evening. Ring! Ring! Oh, Mark is calling me to pick him up from school. I should start driving or I will be late. Okay, bye for now!

9. Topic 9: Sparkling in the Night

In 2007, Datuk Dr. Sheikh Muszaphar Shukor became the first Malaysian astronaut. He boarded the Soyuz TMA-II rocket to the International Space Station (ISS) to help do some researches on leukemia cells and liver cancer cells growth, microbes and others.

Datuk Dr. Sheikh Muszaphar Shukor is also an Orthopaedic surgeon. He finished his study in Bachelor of Medicine and Surgery from Kasturba Medical College, India. He was born in Kuala Lumpur on the 27th of July 1972. Since he was ten, he has always dreamt of becoming an astronaut. He took the opportunity to join the Malaysian Angkasawan Spaceflight program in 2006. After months of training and tests, he was chosen to join the mission to ISS.

Datuk Dr. Sheikh Muszaphar Shukor advises us to keep believing in ourselves to make our dreams come true. He also said that we should keep the dreams alive, although they may seem impossible right now. We should keep working hard and be surrounded with positive people to achieve our dreams.

10. Topic 10: A Penny Saved is a Penny Earned

People are queuing to pay at the store counter. Zara and her mother are having a conversation about things they want to buy. They are preparing a birthday party for Zara's younger brother, Malik.

Mother : Zara, aren't you buying too many dinosaur toys?

Zara : They are on sale, Mom. Besides, Malik will really like these for birthday party decorations.

Mother : You cannot decide to buy things in bulk just because of the discounts. You might spend more on your wants than on your needs.

Zara : How can I do that? All things look like they can be used in the future.

Mother : You should list down the things you need at home before shopping. That way, you can spend wisely.

Zara : Okay, Mom.

Zara and her mother are paying at the counter.

Zara : Miss, can you please put aside five dinosaur toys? I don't need them. Let's just go with two toys.

Cashier : Alright, as you wish.

11. Topic 11: Online Shopping

Mother : You got another package today.

Daughter : Great!

Mother : What did you order this time?

Daughter : Books, clothes and shoes.

Mother : Wow! That's a lot of stuff.

Daughter : I love to shop online. Shipping is fast and free.

Mother : But don't you want to try clothes and shoes on before you buy them?

Daughter : I can just return them if I don't like them or they don't fit.

Mother : That seems like a waste of time to me.

Daughter : I love looking for deals without leaving home.

12. Topic 12: Future Money

Online banking is a method of banking in which transactions are done electronically over the Internet. It uses online systems that provide users with access to their bank accounts. Most banks in Malaysia offer online banking.

There are many functions that could be done through online banking, such as checking account balances, viewing the transaction history, transferring money to other accounts and paying bills. These functions could help customers keep track of their spending. That way, they will spend money wisely.

Banks advise customers to protect their online banking information because the details are confidential. As a way of verifying their identities, the online systems offer a tight security in authenticating their username, password and security questions.

Shopping List

Item: Birthday cake



RM8



RM5

Item: Balloon



RM8



RM5

Item: Birthday hat



RM4



RM3

Item: Dinosaur toy



RM20



RM40

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

Skim Pinjaman Buku Teks

Sekolah _____

Tahun	Tingkatan	Nama Penerima	Tarikh Terima

Nombor Perolehan: _____

Tarikh Penerimaan: _____

BUKU INI TIDAK BOLEH DIJUAL