

1

ENGLISH

FORM 1



ENGLISH

FORM 1



KEMENTERIAN
PENDIDIKAN
MALAYSIA



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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 kebudayaan yang kaya dan pelbagai corak:

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

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

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

STANDARD-BASED CURRICULUM FOR SECONDARY SCHOOLS

ENGLISH

FORM 1

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CONTENT MAPPING

CHAPTER	Listening & Speaking	Reading	Writing
1 New Year, New You Pages 1 – 12 <i>Theme: People & Culture</i>	1.2.1 Listen to and respond to directions, instructions and procedures 1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas (ii) retrieve supporting details 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.1.1 Read and develop vocabulary skills by understanding: (i) similes 2.1.2 Understand meanings of words from print media by using: (i) dictionary 2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.2.2 Locate and organise information by: (i) using graphic organisers	3.2.2 Write for creative and personal expressions: (iii) posters and slogans
Let's Review 12			
2 It's a Small World Pages 13 – 24 <i>Theme: Science & Technology</i>	1.4.1 Express feelings and give simple descriptions of personal experiences orally 1.4.2 Participate in simple conversations using speech acts: (iii) invitation (v) request	2.1.2 Understand meanings of words from print media by using: (i) dictionary 2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.3 Apply pre-writing strategies: (ii) note-taking (iii) outlining 3.2.1 Write for academic and functional purposes: (i) email
Let's Review 24			
3 Nature's Warning! Pages 25 – 36 <i>Theme: Health & Environment</i>	1.2.1 Listen to and respond to directions, instructions and procedures 1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas (ii) retrieve supporting details 1.3.2 Listen to and respond to spoken, audio and visual texts to: (ii) identify cause and effect	2.1.2 Understand meanings of words from print media by using: (i) dictionary 2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.3 Apply pre-writing strategies: (i) brainstorming (mind maps, bubble maps, etc.) (ii) note-taking
Let's Review 36			
4 Be Wise, Think Twice Pages 37 – 49 <i>Theme: Consumerism & Financial Awareness</i>	1.2.2 Listen to text of different genres and classify the grammar items and vocabulary 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.2.2 Locate and organise information by: (i) using graphic organisers 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.2 Organise and write ideas in a paragraph: (ii) captions for illustrations, posters and cartoons 3.1.3 Apply pre-writing strategies: (i) brainstorming (mind maps, bubble maps, etc.) 3.2.2 Write for creative and personal expressions: (iii) posters and slogans
Let's Review 49			
Checkpoint 1 50			

Grammar**Sounds****LiA****Cross-Curricular Elements**

- 4.1.1 Identify and use nouns appropriately according to context:
(i) common nouns
(ii) proper nouns
- 4.1.4 Identify and use articles appropriately according to context:
(i) indefinite article 'a' and 'an'

/a:/, /ʌ/

- 1.1.1 Listen to, discriminate and pronounce accurately:
(i) long and short vowels

Poem

- 5.1.2 Read and understand various literary works
- 5.1.3 Share personal responses of issues related to literary works and develop new ideas or solve problems
- 5.2.4 Share personal responses to literary works through performances

- Language
- Values
- Patriotism and Citizenship
- Creativity and Innovation

i-THINK tools

- Circle map
- Tree map
- Flow map

- 4.1.7 Identify and use tenses appropriately according to context:
(i) simple present tense
- 4.1.11 Identify and use question forms appropriately according to context:
(ii) yes/no questions/statements

/t:/, /t/

- 1.1.1 Listen to, discriminate and pronounce accurately:
(i) long and short vowels

Short Story

- 5.1.1 Listen to and respond orally to various literary works
- 5.1.2 Read and understand various literary works
- 5.2.2 Produce a new genre from the literary text read
- 5.2.3 Create and produce linear and/or graphic presentation in a fun manner

- Science and Technology
- Information and Communications Technology (ICT)

i-THINK tools

- Flow map
- Circle map
- Double bubble map
- Tree map

- 4.1.5 Identify and use verbs appropriately according to context:
(i) regular
(ii) irregular verbs
- 4.1.7 Identify and use tenses appropriately according to context:
(ii) simple past tense

/u:/, /ʊ/

- 1.1.1 Listen to, discriminate and pronounce accurately:
(i) long and short vowels

Graphic Novel

- 5.1.1 Listen to and respond orally to various literary works
- 5.1.2 Read and understand various literary works
- 5.2.4 Share personal responses to literary works through performances

- Language
- Values
- Environmental sustainability
- Global sustainability

i-THINK tools

- Flow map
- Circle map
- Multi-flow map

- 4.1.1 Identify and use nouns appropriately according to context:
(iii) countable nouns
(iv) uncountable nouns

/e/, /æ/, /ɜ:/

- 1.1.1 Listen to, discriminate and pronounce accurately:
(i) long and short vowels

Graphic Novel

- 5.1.2 Read and understand various literary works
- 5.1.3 Share personal responses of issues related to literary works and develop new ideas or solve problems
- 5.2.4 Share personal responses to literary works through performances

- Values
- Environmental Sustainability
- Financial Education
- Global Sustainability

i-THINK tools

- Tree map

CONTENT MAPPING

CHAPTER	Listening & Speaking	Reading	Writing
5 A Bundle of Joy Pages 51 – 62 <i>Theme: People & Culture</i>	1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas 1.4.1 Express feelings and give simple descriptions of personal experiences orally 1.4.2 Participate in simple conversations using speech acts: (iii) invitation (vii) refusal	2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.2.2 Locate and organise information by: (i) using graphic organisers 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.3 Apply pre-writing strategies: (iii) outlining 3.2.2 Write for creative and personal expressions: (ii) journals
Let's Review 62			
6 Ready, Set, Action! Pages 63 – 74 <i>Theme: Science & Technology</i>	1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas (ii) retrieve supporting details 1.3.2 Listen to and respond to spoken, audio and visual texts to: (i) compare and contrast 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.1.1 Read and develop vocabulary skills by understanding: (i) similes 2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.2.3 Analyse and infer information by: (i) using textual clues to predict outcomes or conclusions 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.1 Write simple sentences correctly 3.1.3 Apply pre-writing strategies: (i) brainstorming (mind maps, bubble maps, etc.) 3.1.5 Use a variety of sentence structures to elaborate, extend ideas in paragraphs / organisational structures (i) topic sentences (ii) thesis statement
Let's Review 74			
7 Once Bitten, Twice Shy Pages 75 – 86 <i>Theme: Health & Environment</i>	1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas (ii) retrieve supporting details 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.1.2 Understand meanings of words from print media by using: (i) dictionary 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.3 Apply pre-writing strategies: (i) brainstorming (mind maps, bubble maps, etc.) 3.2.1 Write for academic and functional purposes: (iii) letters
Let's Review 86			
8 The Savvy e-Shopper Pages 87 – 99 <i>Theme: Consumerism & Financial Awareness</i>	1.3.1 Listen to spoken, audio and visual texts to: (ii) retrieve supporting details 1.3.2 Listen to and respond to spoken, audio and visual texts to: (iii) paraphrase and summarise 1.4.2 Participate in simple conversations using speech acts: (vi) complaint	2.1.2 Understand meanings of words from print media by using: (i) dictionary 2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.2.3 Analyse and infer information by: (i) using textual clues to predict outcomes or conclusions 2.4.1 Read a variety of texts from various media to obtain information to solve simple problems	3.1.4 Select relevant information and elaborate/extend/explain ideas using appropriate cohesive devices 3.1.5 Use a variety of sentence structures to elaborate, extend ideas in paragraphs/ organisational structures: (ii) thesis statement 3.2.2 Write for creative and personal expressions: (i) e-diary
Let's Review 99			
Checkpoint 2 100			

Grammar**Sounds****LiA****Cross-Curricular Elements**

- 4.1.1 Identify and use nouns appropriately according to context:
- (v) singular nouns
 - (vi) plural nouns
 - (vii) Subject Verb Agreement (SVA)

/ɔ:/, /ɒ/

- 1.1.1 Listen to, discriminate and pronounce accurately:
- (i) long and short vowels

Short Story

- 5.1.1 Listen to and respond orally to various literary works
- 5.1.2 Read and understand various literary works
- 5.1.3 Share personal responses of issues related to literary works and develop new ideas or solve problems

- Language
- Values

i-THINK tools

- Bridge map
- Circle map
- Flow map

- 4.1.2 Identify and use pronouns appropriately according to context:
- (i) possessive
 - (ii) demonstrative
 - (iii) interrogative

/ju:/

- 1.1.1 Listen to, discriminate and pronounce accurately:
- (i) long vowel

Poem

- 5.1.2 Read and understand various literary works
- 5.2.4 Share personal responses to literary works through performances

- Science and Technology
- Creativity and Innovation
- Values

i-THINK tools

- Double bubble map

- 4.1.5 Identify and use verbs appropriately according to context:
- (iii) auxiliary verbs

/eɪ/, /aɪ/

- 1.1.1 Listen to, discriminate and pronounce accurately:
- (ii) diphthongs

Poem

- 5.1.2 Read and understand various literary works
- 5.2.4 Share personal responses to literary works through performances

- Language
- Environmental Sustainability
- Values

i-THINK tools

- Tree map

- 4.1.10 Identify and use conjunctions appropriately according to context:
- (i) and
 - (ii) but
 - (iv) or

- 4.1.6 Identify and use adverbs appropriately according to context:
- (i) manner
 - (ii) time
 - (iii) place

/ɔ:/, /ɒ/

- 1.1.1 Listen to, discriminate and pronounce accurately:
- (ii) diphthongs

Poem

- 5.1.2 Read and understand various literary works
- 5.1.3 Share personal responses of issues related to literary works and develop new ideas or solve problems
- 5.2.3 Create and produce linear and/or graphic presentation in a fun manner

- Information and Communications Technology (ICT)
- Creativity and Innovation
- Financial Education

i-THINK tools

- Tree map

CONTENT MAPPING

CHAPTER	Listening & Speaking	Reading	Writing
9 Stand by Me Pages 101 – 112 <i>Theme: People & Culture</i>	1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas (ii) retrieve supporting details 1.3.2 Listen to and respond to spoken, audio and visual texts to: (iv) identify and organise 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.1.2 Understand meanings of words from print media by using: (i) dictionary 2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.3 Apply pre-writing strategies: (i) brainstorming (mind maps, bubble maps, etc.) (iii) outlining 3.2.2 Write for creative and personal expressions: (ii) journals
Let's Review 112			
10 Gadgets and Gizmos Pages 113 – 124 <i>Theme: Science & Technology</i>	1.3.1 Listen to and respond to spoken, audio and visual texts to: (ii) retrieve supporting details 1.3.2 Listen to and respond to spoken, audio and visual texts to: (iv) identify and organise 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.1.2 Understand meanings of words from print media by using: (i) dictionary 2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.2.2 Locate and organise information by: (i) using graphic organisers 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.3 Apply pre-writing strategies: (iii) outlining 3.1.4 Select relevant information and elaborate / extend / explain ideas using appropriate cohesive devices 3.2.2 Write for creative and personal expressions: (i) e-diary
Let's Review 124			
11 Live Life to the Fullest Pages 125 – 136 <i>Theme: Health & Environment</i>	1.3.2 Listen to and respond to spoken, audio and visual texts to: (iv) identify and organise 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.1.2 Understand meanings of words from print media by using: (i) dictionary 2.3.2 Read various texts and select information for specific purposes	3.1.4 Select relevant information and elaborate / extend / explain ideas using appropriate cohesive devices 3.2.1 Write for academic and functional purposes: (i) email
Let's Review 136			
12 Prudent Lifestyles Pages 137 – 149 <i>Theme: Consumerism & Financial Awareness</i>	1.3.2 Listen to and respond to spoken, audio and visual texts to: (i) compare and contrast (iv) identify and organise (v) solve problems 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.1.2 Understand meanings of words from print media by using: (i) dictionary 2.2.1 Demonstrate understanding by: (i) identifying main ideas in given texts 2.2.2 Locate and organise information by: (ii) creating their own graphic organisers 2.4.1 Read a variety of texts from various media to obtain information to solve simple problems	3.1.3 Apply pre-writing strategies: (iii) outlining 3.2.2 Write for creative and personal expressions: (iii) posters and slogans
Let's Review 149			
Checkpoint 3 150			

Grammar**Sounds****LiA****Cross-Curricular Elements**

4.1.8 Identify and use prepositions appropriately according to context:
 (iii) directions
 (iv) positions
 (v) phrasal verbs

/aʊ/, /ɪə/

1.1.1 Listen to, discriminate and pronounce accurately:
 (ii) diphthongs

Short Story

5.1.2 Read and understand various literary works
 5.2.4 Share personal responses to literary works through performances

- Language
 - Values
 - Patriotism and Citizenship
- i-THINK**
- Flow map
 - Tree map

4.1.3 Identify and use adjectives appropriately according to context:
 (i) adjective of quality

4.2.1 Construct simple sentences correctly and meaningfully

/eə/, /ʊə/

1.1.1 Listen to, discriminate and pronounce accurately:
 (ii) diphthongs

Drama

5.1.2 Read and understand various literary works
 5.2.4 Share personal responses to literary works through performances

- Science and Technology
 - Creativity and Innovation
 - Information and Communications Technology (ICT)
- i-THINK tools**
- Circle map
 - Double bubble map
 - Tree map
 - Flow map
 - Brace map

4.1.8 Identify and use prepositions appropriately according to context:
 (i) place
 (ii) time

/ɪ/, /ə/, /ɪ/, /i:/

1.1.1 Listen to, discriminate and pronounce accurately:
 (ii) long and short vowels

Poem

5.1.2 Read and understand various literary works
 5.1.3 Share personal responses of issues related to literary works and develop new ideas or solve problems

- Values
 - Environmental Sustainability
- i-THINK tools**
- Circle map
 - Tree map

4.1.10 Identify and use conjunctions appropriately according to context:
 (iii) so
 (iv) or
 (v) because

4.1.11 Identify and use question forms appropriately according to context:
 (iii) choice question

/ʊ/, /u:/

1.1.1 Listen to, discriminate and pronounce accurately:
 (i) long and short vowels

Poem

5.1.2 Read and understand various literary works
 5.1.3 Share personal responses of issues related to literary works and develop new ideas or solve problems

- Language
 - Values
 - Financial Education
- i-THINK tools**
- Multi-flow map
 - Circle map

CONTENT MAPPING

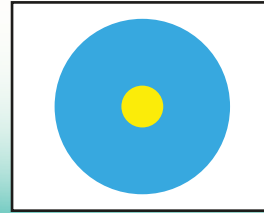
CHAPTER	Listening & Speaking	Reading	Writing
13 I am Malaysian Pages 151 – 162 <i>Theme:</i> People & Culture	1.2.1 Listen to and respond to directions, instructions and procedures 1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas (ii) retrieve supporting details 1.4.1 Express feelings and give simple descriptions of personal experiences orally 1.4.2 Participate in simple conversations using speech acts: (i) greeting (iii) invitation	2.2.1 Demonstrate understanding by: (i) identifying main ideas 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.3 Apply pre-writing strategies: (i) brainstorming (mind maps, bubble maps, etc.) (ii) note-taking 3.1.4 Select relevant information and elaborate / extend / explain ideas using appropriate cohesive devices 3.2.1 Write for academic and functional purposes: (ii) process and procedures
Let's Review 162			
14 Heals and Aids Pages 163 – 174 <i>Theme:</i> Science & Technology	1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas (ii) retrieve supporting details 1.4.1 Express feelings and give simple descriptions of personal experiences orally 1.4.2 Participate in simple conversations using speech acts: (iv) compliment	2.2.1 Demonstrate understanding by: (i) identifying main ideas 2.2.3 Analyse and infer information by: (i) using textual clues to predict outcomes or conclusions 2.3.2 Read various texts and select information for specific purposes	3.1.2 Organise and write ideas in a paragraph: (ii) captions for illustrations, posters and cartoons 3.1.3 Apply pre-writing strategies: (i) brainstorming (mind maps, bubble maps, etc.) 3.2.2 Write for creative and personal expressions: (ii) journals
Let's Review 174			
15 Keep Green, Keep Clean Pages 175 – 186 <i>Theme:</i> Health & Environment	1.3.2 Listen to and respond to audio and visual texts to: (ii) identify cause and effect (v) solve problems 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.1.2 Understand meaning of words from print media by using: (i) dictionary 2.2.1 Demonstrate understanding by: (i) identifying main ideas 2.2.3 Analyse and infer information by: (i) using textual clues to predict outcomes or conclusions (ii) finding meaning of unfamiliar words 2.3.1 Read various texts and retrieve information by: (i) skimming and scanning	3.1.3 Apply pre-writing strategies: (iii) outlining 3.1.4 Select relevant information and elaborate / extend / explain ideas using appropriate cohesive devices 3.2.1 Write for academic and functional purposes: (iii) letters
Let's Review 186			
16 Smart Plan, Better Future Pages 187 – 199 <i>Theme:</i> Consumerism & Financial Awareness	1.3.1 Listen to spoken, audio and visual texts to: (i) retrieve main ideas (ii) retrieve supporting details 1.3.2 Listen to and respond to spoken, audio and visual texts to: (ii) identify cause and effect 1.4.1 Express feelings and give simple descriptions of personal experiences orally	2.2.1 Demonstrate understanding by: (i) identifying main ideas 2.2.3 Analyse and infer information by: (i) using textual clues to predict outcomes or conclusions 2.3.1 Read various texts and select information by: (i) skimming and scanning 2.4.1 Read a variety of texts from various media to obtain information to solve simple problems	3.1.3 Apply pre-writing strategies: (iii) outlining 3.1.4 Select relevant information and elaborate / extend / explain ideas using appropriate cohesive devices 3.2.1 Write for academic and functional purposes: (iii) letters
Let's Review 199			
Checkpoint 4 200			

Grammar	Sounds	LiA	Cross-Curricular Elements
4.1.3 Identify and use adjectives appropriately according to context: (ii) possessive (iii) comparison of adjectives	Stress on notes 1.1.2 Speak with correct intonation, stress and sentence rhythm	Short Story 5.1.1 Listen to and respond orally to various literary works 5.1.2 Read and understand various literary works 5.1.3 Share personal responses of issues related to literary works and develop new ideas or solve problems 5.2.1 Identify meaning of words based on context	<ul style="list-style-type: none"> • Language • Values • Patriotism and Citizenship i-THiNK tools <ul style="list-style-type: none"> • Circle map • Flow map
4.1.7 Identify and use tenses appropriately according to context: (iii) future tense 4.1.12 Identify and use punctuation appropriately according to context: (i) capital letters (ii) comma/full stop (iii) question mark (iv) exclamation mark	Stress on statements 1.1.2 Speak with correct intonation, stress and sentence rhythm	Poem 5.1.2 Read and understand various literary works 5.2.2 Produce a new genre from the literary text read	<ul style="list-style-type: none"> • Language • Science and Technology • Creativity and Innovation i-THiNK tools <ul style="list-style-type: none"> • Flow map
4.1.9 Identify and use modals appropriately according to context: (i) can (ii) may (iii) might 4.1.11 Identify and use question forms appropriately according to context: (iii) choice question	Stress on sentences/words 1.1.2 Speak with correct intonation, stress and sentence rhythm	Short Story 5.1.2 Read and understand various literary works 5.1.3 Share personal responses of issues related to literary works and develop new ideas or solve problems 5.2.3 Create and produce linear and/or graphic presentation in a fun manner	<ul style="list-style-type: none"> • Language • Values • Environmental Sustainability i-THiNK tools <ul style="list-style-type: none"> • Circle map • Multi-flow map
4.1.11 Identify and use question forms appropriately according to context: (i) positive and negative questions/statements 4.3.1 Identify and use: (i) similes in context appropriately	Short and Long Vowels and Diphthongs 1.1.1 Listen to, discriminate and pronounce accurately: (i) long and short vowels (ii) diphthongs	Drama 5.1.2 Read and understand various literary works 5.2.2 Produce a new genre from the literary text read 5.2.3 Create and produce linear and/or graphic presentation in a fun manner 5.2.4 Share personal responses to literary works through performances	<ul style="list-style-type: none"> • Creativity and Innovation • Entrepreneurship • Financial Education i-THiNK tools <ul style="list-style-type: none"> • Circle map • Tree map

i-THiNK Tools

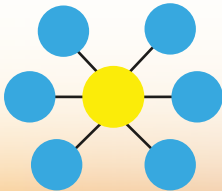
The circle map is used to define things or ideas. It is useful to brainstorm about a topic. Keywords about the topic being discussed are written in the inner circle. The outer circle is filled with information that one knows about the topic. The frame of the outer circle is used to state the source of reference or point of view from many sources.

CIRCLE MAP



DEFINING IN CONTEXT

BUBBLE MAP

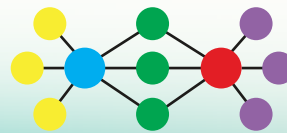


DESCRIBING USING ADJECTIVES

The bubble map is used to describe things using adjectives. The topic or thing being described is written in the centre. Qualities that describe the topic are filled in the outer circles.

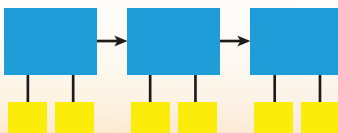
The double bubble map is used to compare and contrast things. The two things being compared are written in the centre circles. Similarities are placed between the centre circles. Differences are placed outside, next to each of the things compared.

DOUBLE BUBBLE MAP



COMPARING AND CONTRASTING

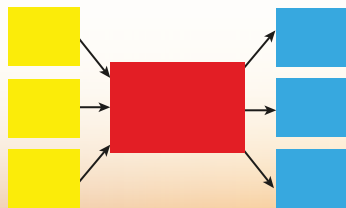
FLOW MAP



SEQUENCING AND ORDERING

The flow map is used to organise events in sequence or order. The main stages of the event are written in the big rectangles. The substages and details are listed in the small rectangles.

MULTI-FLOW MAP

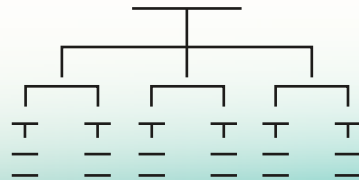


CAUSES AND EFFECTS

The multi-flow map is used to explain the causes and effects of an event. The causes are written in the rectangles on the left. The middle rectangle shows the event that occurred. The effects are filled in the rectangles on the right.

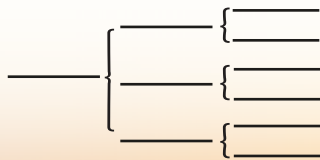
The tree map is used to classify and group things. The main idea or category name is written at the topmost line followed by supporting ideas and subcategories. The details of the subcategories are written below that. The examples or explanations are listed for each category.

TREE MAP



CLASSIFYING AND GROUPING

BRACE MAP

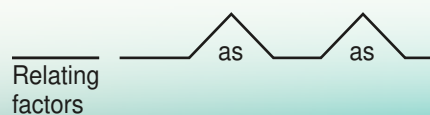


ANALYSING WHOLE OBJECTS AND PARTS

The brace map is used to analyse and break down whole objects into parts. The object is written on the left. The middle section is filled with the major parts of the object. The components of each major part are written on the right.

The bridge map is used to see analogies and show the relationship between pairs of things. The relating factor is written on the left side. The pairs of things that have this relationship are written on the top and bottom of the bridge's lines. The word 'as' which means *similar as* is written on the bridge map.

BRIDGE MAP



Relating factors

SEEING ANALOGIES

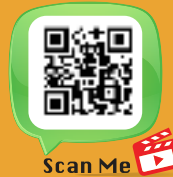
INTRODUCTION

The **English Form 1 Textbook** is written, based on the latest Standard-Based English Language Curriculum for Secondary Schools (SBELC), which is a continuation of the Standard-Based English Language Curriculum for Primary Schools. The contents are developed to integrate language teaching and learning to meet the challenges of the 21st century.



Download the free **QR Code Reader** application from Apps Store or Play Store. Scan the QR code to:

~ View a video



~ Listen to audio recordings

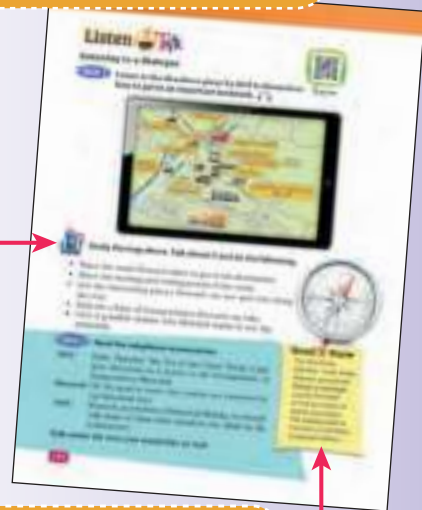


Lead In

It is a **brief introduction** in the form of pictures and questions to stimulate thought and discussion on the chapter.



Tasks that require students to cooperate and work in pairs or groups



My Vocabulary Journal

Students **build up vocabulary** by writing down the meaning of new words learned

Dictionary Skills

Students learn to use a **dictionary** to find out the meaning of unfamiliar words.

Good To Know

Interesting facts to enhance knowledge on related topics



Higher Order Thinking Skills (HOTS)

Questions incorporated for students to develop their critical and creative thinking skills.

Enjoy learning with these **Fun Features!**





ICT Links
Sources for *more information*

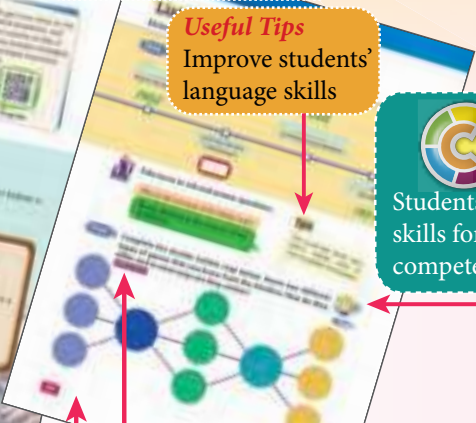


Integration of *i-THiNK maps* for better learning

My Choice Board
Students can *choose* and *perform a task* that interests them based on multiple intelligences.

Useful Tips
Improve students' language skills

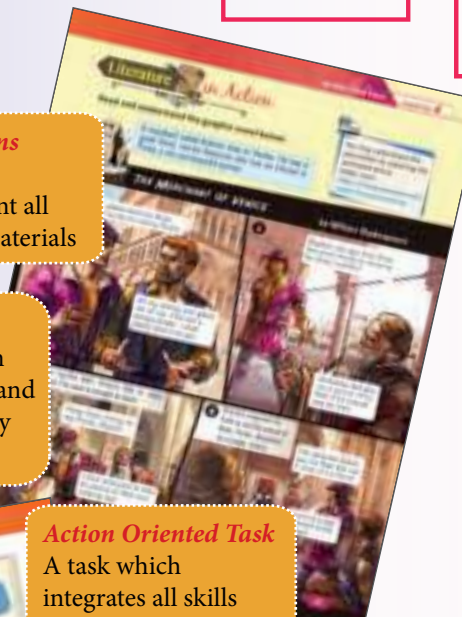
21st Century Skills
Students acquire skills for global competency



- Mix-Pair-Share
- Think-Pair-Share
- Gallery Walk
- Numbered Heads Together
- All Write Round Robin
- Jot Thoughts

Cooperative Learning is an extremely successful teaching strategy in which small teams of students work together towards achieving a learning goal.

Illustrations
Visuals to complement all learning materials



My Reflective Journal
Students can *reflect* on what they have learnt and *keep track* of what they have achieved.

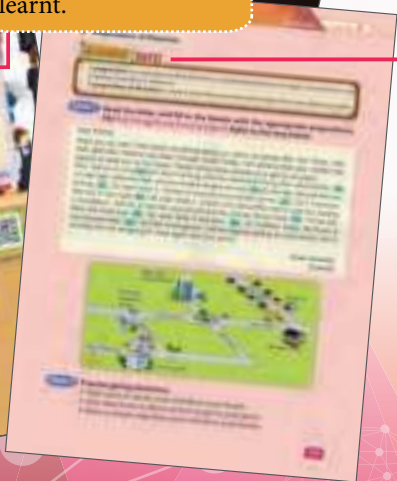
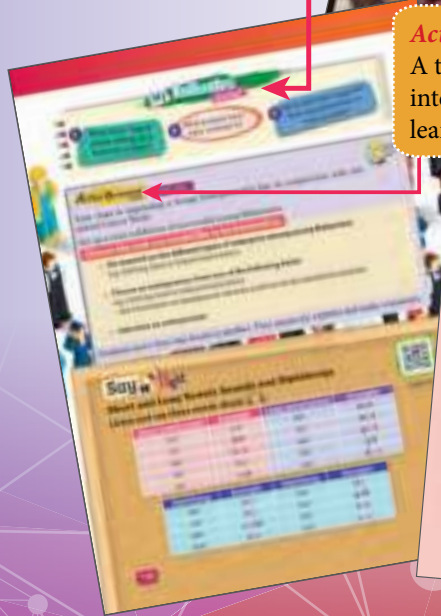
Action Oriented Task
A task which integrates all skills learnt.

Let's REVIEW

Exercises given at the end of each chapter to strengthen skills learned



Exercises given at the end of every four chapters to consolidate knowledge



Grammar Info
Highlights various *grammar rules*

CHAPTER

1

New Year, New You

In this chapter,
you will

listen

to a talk
programme on
New Year
resolutions

speak

about your New
Year resolutions

read

a brochure on New
Year celebrations

create

a poster on
an event

learn

about common
nouns, proper
nouns and articles

practise

/ʌ/ and /ɑː/

appreciate

a poem

Lead In

The first day of January is celebrated to mark the beginning of a new year. However, in Malaysia, Malays, Chinese, Indians and other ethnic groups celebrate their New Year according to their respective beliefs, customs and traditions.

- What does New Year mean to you?
- Do you celebrate any other day besides New Year according to your beliefs, customs and traditions?



Some cultures celebrate their New Year on a different day. Check out this link to find out more:
<http://www.sbs.com.au/news/article/2015/12/31/11-cultures-dont-celebrate-new-years-day-jan-1-0>



Scan Me

Listen Talk

Listening to a Morning Talk Programme

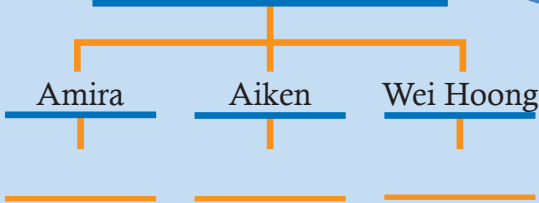
TASK 1 Listen to *Deena's Chat Time with Teen Students*. Complete the tree map below with the correct New Year resolutions made by each of the callers.



Scan Me



New Year Resolutions



TASK 2 Read the following resolutions. Practise saying them aloud.

- I'm going to improve my speaking skills.
- I'm thinking about starting on a new diet plan.
- I have decided to join the school football team.

Tips to make resolutions

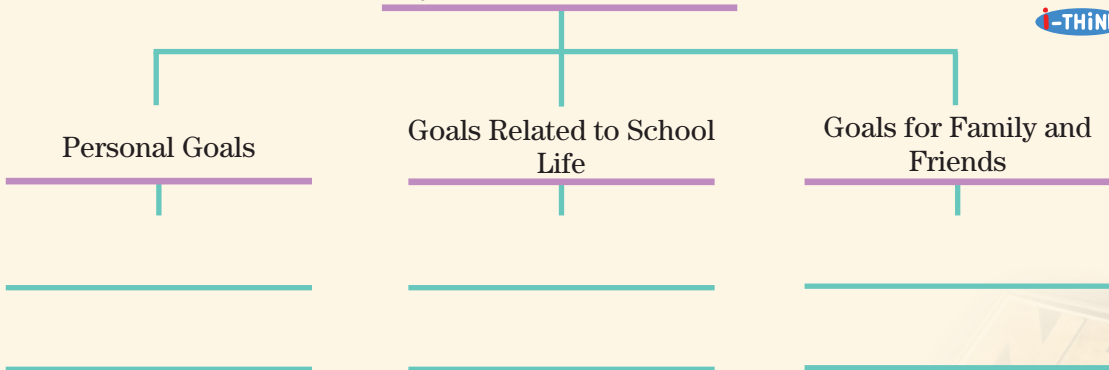
- I'm going to ...
- I'm thinking about ...
- I'm planning to ...
- I have decided to ...

TASK 3 Ask and answer the questions with your partner.



- What are your New Year resolutions?
- Write your resolutions in the tree map below.

My New Year Resolutions



Listening and Responding to Simple Instructions

TASK 1 Read the dialogue between Wei Hoong and his football coach, Mr Vinash.

Wei Hoong: Good morning, Mr Vinash.

Coach: Good morning, Wei Hoong. I see that you're ready for your football training.

Wei Hoong: Yes, sir. I want to accomplish my New Year resolution and become a school football player.

Coach: You are punctual, Wei Hoong. That is the first step to be a disciplined football player. Now, listen to my instructions on what you must do today. First, you must run five rounds around the field to warm up. Second, practise dribbling the ball with two friends for half an hour. You'll learn to pass the ball with speed and precision. Next, practise kicking the ball into the goal. Kick low and aim at the corners of the goal. You'll learn to score goals. Do this for half an hour.

Wei Hoong: Is that all, sir?

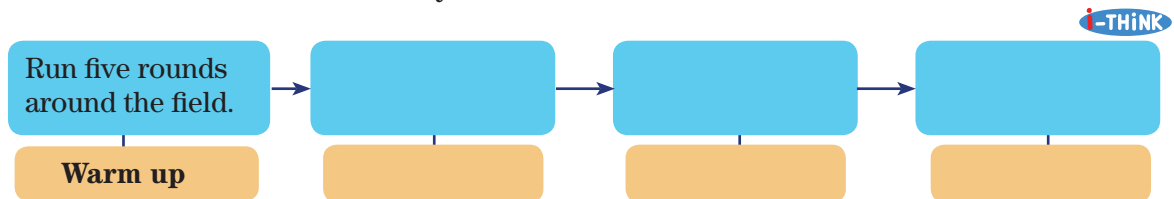
Coach: I have one more instruction. After school, watch the recorded football matches between Red Lion and Yellow Tiger. You'll learn how to pass the ball accurately.

Wei Hoong: I'll do that, sir. Thank you very much.

Coach: I hope you'll remember my instructions.



Write the instructions listed by the coach and state the benefit of each instruction.



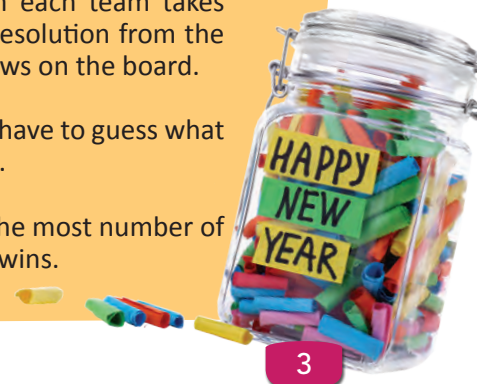
TASK 2 Practise giving instructions to your friend.

- Choose an important New Year resolution that you have made.
- Role-play a similar dialogue to give step-by-step instructions on how to accomplish your goals.



Guess My New Year Resolution

- Each student writes a New Year resolution on a slip of coloured paper.
- Place the resolutions in a glass jar.
- Divide the students into two teams.
- A member from each team takes turns to pick a resolution from the glass jar and draws on the board.
- The teammates have to guess what the resolution is.
- The team with the most number of correct guesses wins.



Read Understand

Read the brochure on how people of different cultures celebrate their New Year in Malaysia.

Let's Celebrate



I'm Adam.

I'm celebrating *Awal Muharram* today. *Awal* means 'beginning' and *Muharram* is the name of the first month in the Muslim Lunar calendar. The date coincides with the migration of Prophet Muhammad from Mecca to Medina in 622 AD.

As Muslims, we start the New Year with reflections about the past year and we make better resolutions and plans for the coming year. We recite verses from our Holy Quran. *Awal Muharram* is a quiet and spiritual celebration for Muslims.



I'm Vanessa.

My family celebrates New Year on the first of January. We place importance on family gatherings on New Year's Eve. Every year, my parents invite my uncle and aunt to do the countdown with us. We have a barbeque and play games. At the stroke of midnight, we wish "Happy New Year."

Then, we hold a special prayer for good health and good fortune for the coming year. This ends with making some resolutions to have a successful year.

I'm Santhiya.

We celebrate our Indian New Year on the first day of the first month according to the Hindu Lunar calendar. We spring-clean our house two weeks before the festival. My sister and I decorate the entrance of our house with colourful intricate designs called *kolam*.

On that day, we wear new clothes and conduct family prayers. We touch our parents' and elders' feet to get their blessings. The New Year is an opportunity for us to foster closer ties with families and friends.



My Vocabulary Journal

Start a Vocabulary Journal to enrich your vocabulary. Use the example to guide you.

Word
reunion

Meaning
meeting people after a long time

My sentence

My father attended a reunion dinner last month. He met his former classmates.



Hi, I'm Leong Wei Khang. We celebrate Chinese New Year which falls on the first day of the Chinese Lunar calendar. We clean the house and buy new clothes. These activities signify a new beginning for us. It is taboo to sweep the house on the first day of New Year because it is believed that we will sweep away our good luck. On the eve of New Year, all our family members gather for a grand reunion. I receive money in red packets from my parents and married relatives. We put up red-coloured decorations such as lanterns and couplets. To us, red symbolises good fortune. We watch the famous lion dance which is a symbol of strength and prosperity. For the next few days, we have open house to celebrate the New Year with our relatives and friends of different races.

Adapted from <http://www.123newyear.com/newyear-traditions/>

GLOSSARY

opportunity	chance to do a particular activity
intricate	complicated parts and small details that fit together
countdown	action of counting seconds backwards to zero
couplets	two lines of poetry of equal length
prosperity	state of being successful

How to Find a Dictionary Entry



One important aspect of learning how to use the dictionary is to look for the headword.

Read the dictionary entry for the headword, **reunion**, as used in the text. How many meanings does the word, **reunion**, have?



BrE means British English and NAmE means North American English

Headword

reunion *noun*

BrE / ri:'ju: niən/ ; NAmE /,ri:'ju: niən/

1. [**countable**] a social occasion or party attended by a group of people who have not seen each other for a long time
 - a family reunion • the school's annual reunion
 - a reunion of the class of '85
2. [**countable, uncountable**] reunion (with somebody) | reunion (between A and B) the act of people coming together after they have been apart for some time
 - an emotional reunion between mother and son
 - Christmas is a time of reunion.
3. [**uncountable**] the action of becoming a single group or organisation again
 - The reunion of the Church of England with the Church of Rome.

1. Words in the dictionary are arranged in alphabetical order. Look at the following word list.

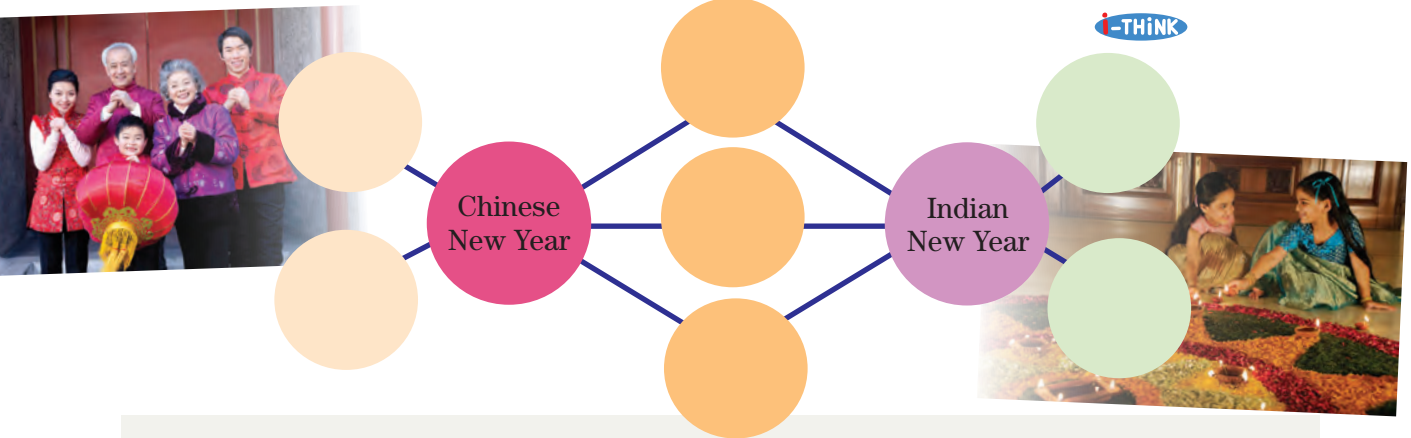
sweet	ukulele
sweeten	ulcer
sweetie	ultra
swell	umbrella

2. Rearrange the following words in the correct alphabetical order. Look up the meaning in the dictionary.

family	clothes
friends	cultures
famous	celebrate
festival	calendar

3. Answer the following questions.

- What is the meaning of *Awal Muharram*?
- Why does Vanessa's family invite her uncle and aunt for the New Year countdown?
- There are similarities and differences between Chinese New Year and Indian New Year celebrations. Complete the double bubble map below.



4. Give an appropriate word from the brochure to match the meaning.

Meaning	Word
a. movement of people from one place to another	
b. to clean a room or house thoroughly	
c. a custom that does not allow people to do a particular thing	

Moving Beyond the Text

Jot Thoughts



Do you think that traditional practices for these celebrations will still exist in 50 years' time? Discuss.

WORD STUDY (Similes)

Create similes from these words. Illustrate your similes in the circles creatively.

Write Right

Creating a Poster

A poster should be simple and eye-catching.
Study the poster and the notes below.

Poster advertising is an effective way to inform the public about events or to advertise products.

Layout of the poster is important. Place the most important information on the top.

Add pictures or graphic materials to make the poster interesting. Do not clutter.

Title of the event should be prominent and can be read easily.

State date, time, and venue of the event.

Add other necessary and useful information like the name of the organiser.

Choose suitable fonts and colours to make the poster attractive. Use a light-coloured background and dark letters or vice versa.



A GRAND NEW YEAR CELEBRATION

NEW YEAR

Extravaganza

A time to Reflect, Remember and Rejoice.

DATE: 15 January
TIME: 8:00 a.m. – 6:00 p.m.
VENUE: SMK Damai School Field

Please come in your traditional costumes! See how the people of Malaysia celebrate their different New Year.

Participate in these exciting events:

- Grand procession in traditional attire
- Traditional delicacies cooking competition
- Traditional music and dance performance
- Traditional food carnival

Organised by
Cultural Club, SMK Damai

A showcase of different cultures and traditions symbolising unity, hope and aspiration of the Malaysian people.

*Come and wish everyone a long life,
good health and prosperity*

TASK 1 Look at the examples of posters below. Match the headings to the posters.



NEW YEAR NIGHTINGALES

BAKE TOGETHER, STAY TOGETHER

COUNTDOWN AT LARA HOME

Can you think of other suitable headings?

TASK 2 Create posters for the different New Year celebrations. Use the tips given on how to make a poster.



TASK 3 The Interact Club in your school is organising a New Year celebration. Your class has been given the task to set up a gallery walk to show how different races celebrate New Year.



- In groups, do one of the tasks from the Choice Board for your gallery walk.



Performance

Learn to play some traditional musical instruments and create some New Year songs, jazz or rap. Be ready to present to the students.

Interview your friends on how they feel about different New Year celebrations in Malaysia. Present their feelings in a graphic organiser.



Report

My Choice Board

Technology

Surf the Internet for simple traditional New Year dishes or get recipes from your parents or grandparents. Write out the recipes and put up photographs of the dishes.

You are in charge of organising a photography competition on Traditional New Year costumes. Display photographs of the different traditional attire worn during New Year celebrations in Malaysia and abroad.



Visual

Grammar Use

A Common Nouns and Proper Nouns

Study the examples of common nouns and proper nouns.

Common Nouns

A word that refers to an object or a thing but is not the name of a particular person, place or thing

Examples: duck, house, singer

Proper Nouns

Name of a particular person, place or thing

Examples: Robin Hood, Jalan Enggang

Jalan Enggang

TASK 1

Study the list of words below and classify them as common nouns or proper nouns.



1. festival
2. ceremony
3. *Awal Muharram*
4. money
5. friends
6. gifts
7. games
8. Chinese New Year
9. fireworks
10. lion dance

Common Nouns

...
...
...

Proper Nouns

...
...
...

B Articles 'a', 'an' and 'the'

Indefinite articles

a festival
a lion
a ceremony

'a' comes before words that begin with a consonant sound

an eagle
an orchard
an architect

'an' comes before words that begin with a vowel sound

Definite article

the book I borrowed
the Taj Mahal

'the' is used to refer to specific or particular nouns

Grammar INFO

Use 'an' for words with initial vowel sound:

- an honest girl
- an heir

Use 'a' for words with initial consonant sound:

- a unicorn
- a European
- a handsome heir
- a girl

TASK 2 Complete the dialogue below with 'a', 'an' or 'the'.

Rina: Hi, Asmie and Zen Yee. Tomorrow is New Year. What are your plans? I'll pay ... visit to ... orphanage and give some clothes as donation.

Asmie: I'm going to take up ... unusual hobby. I want to play Chinese drums. I want to be ... professional drummer when I leave school.

Zen Yee: I'm going with ... friend to ... Indian restaurant to enjoy ... vegetarian meal. ... name of ... restaurant is Spice of Life.

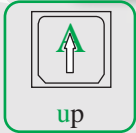
Rina: Hey, what ... coincidence. I'm going there too after my visit to ... orphanage. My uncle is ... chef there. Let's go together, Zen Yee. Asmie, you can come along too.

Asmie: That's ... great idea. We'll have ... most wonderful New Year celebration.

Short and Long Vowel Sounds

A Say these words aloud. 

/ʌ / Short vowel sound



cut	bun
cup	mud
hut	gruff

/ɑ:/ Long vowel sound



cart	barn
carp	smart
heart	graph

Scan Me 

B Put a tick (✓) at the sentences you hear. 



Scan Me

- I've got a little cut.
I've got a little cart.
- I bought a bun.
I bought a barn.
- He bought a cup.
He bought a carp.
- Look at that red hut.
Look at that red heart.



C Refer to the dictionary. Identify the words that have the phonetic symbols /ɑ:/ or /ʌ/



Examples:

castle <i>noun</i>	culture <i>noun</i>
BrE /'kɑ:sl/	BrE /kʌltʃə(r)/

D Write a dialogue with the /ɑ:/ and /ʌ/ sounds that you have learnt. Make sure you use the short and long vowel sounds correctly.

Example:

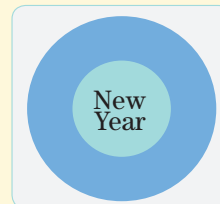
Arman: Could I have a cup of coffee and a bun from that cookie cart?

Arif: I'm sorry. The bun on that cookie cart is for that smart man with a gruff voice.

My Reflective Journal

Start a Reflective Journal to help you keep track of what you have learnt in this chapter. You can jot down your thoughts, achievements, doubts and feelings about your learning process.

1. What new information have I learnt about New Year celebration?



i-THINK

2. Should Malaysians have one common New Year celebration? Give your reasons.

Literature *in Action*

TASK 1 Read the excerpt of the poem below.

Ring Out, Wild Bells

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light:
The year is dying in the night—
Ring out, wild bells, and let him die.

Ring out the old, ring in the new—
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true.

Alfred, Lord Tennyson (1809 – 1892)

What was the weather condition like?

- A. calm weather
- B. stormy weather

What time of the day was this?

What was the season described in the poem? How do you know?

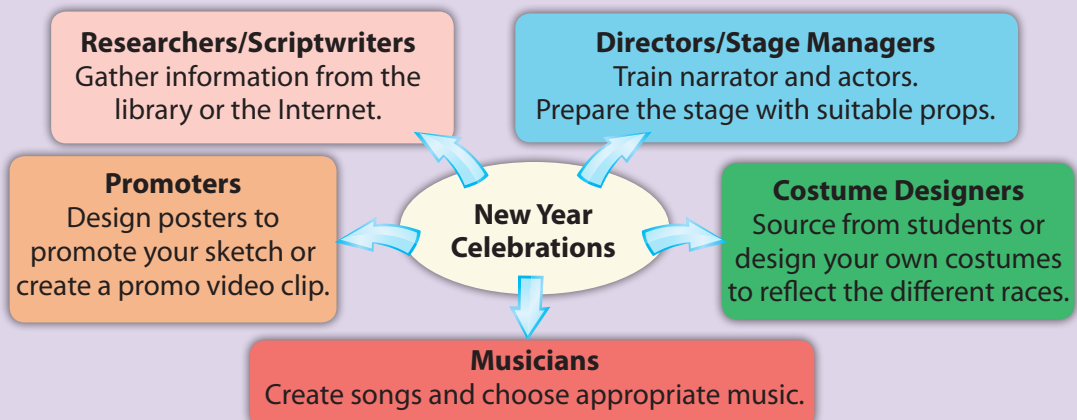
TASK 2 Dramatise the above poem.



1. Choose a word and act it out.
2. Allocate one line to each student.
3. Find suitable background music or create music of your own.
4. Find appropriate costumes.
5. Prepare the stage to perform the poem in a creative way.

Action Oriented Task

It is English Language week. Your class has been assigned to produce a short sketch based on the various New Year celebrations in Malaysia.



Let's REVIEW

A Read Ashraf's diary entry and answer the following questions.

Monday, January 1

Now that the month of January has arrived, I have made a list of resolutions that I want to accomplish this year. First of all, I plan to learn a new skill. Yesterday, I met my new neighbour, Gavin. He is a graphic designer and he rides a scooter to work. He asked about my hobby. Knowing that I like to draw, Gavin encouraged me to learn how to use an illustration software. He said I can express my creativity through the software. The National Institute of Art offers classes on weekends and I will go there on Thursday to register.

I also want to have a healthier lifestyle. I am eating more fruits and vegetables and cutting down on junk food. I exercise at the Fitness Gym twice a week and I have successfully qualified to be in my school table tennis team. Being able to represent my school fills me with a sense of pride.

State whether the following statements are **True** or **False**.

1. Ashraf has a new neighbour.
2. Gavin walks to work.
3. Ashraf wants to learn how to use illustration software.
4. Classes on illustration software take place on Saturdays and Sundays.
5. Ashraf is eating more junk food.
6. Ashraf is now a member of the school table tennis team.

B Complete the table below with common nouns and proper nouns from the text above.

Common Nouns	Proper Nouns

C Fill in the blanks with the correct articles **a**, **an** or **the**.

1. Malaysia is ... multiracial country that is rich in cultures and traditions.
2. On New Year's Eve, many of ... restaurants will remain open.
3. It is good to write your New Year resolutions in ... diary.
4. Pick ... interesting hobby to spend your free time beneficially.
5. During Chinese New Year, Collin gave ... Mandarin orange each to all his classmates.
6. Do ... act of kindness during New Year and make ... unfortunate person happy.
7. ... celebrations of traditional festivals in Malaysia attract many tourists.
8. Lanterns are made of opaque material so that ... light inside can be seen.
9. Eating at home is ... economical way to celebrate New Year.
10. Sometimes, there is ... increase in prices during festive seasons.

CHAPTER 2



In this chapter, you will

listen

to a conversation and identify invitations and requests

speak

politely to invite or make requests

compose

an email

read

an article about social networking security

learn

about the simple present tense and yes/no questions and statements

practise

/ɪ/ and /i:/

appreciate

a short story

It's a Small World

Lead In

- Look at the pictures. What do you see in the pictures?
- Do you prefer social networking or face-to-face communication?
- Compare and contrast both forms of communication. You can use a double bubble map to illustrate your ideas.

Listen Talk

Listening to a Telephone Conversation

Mirza's father is concerned about Mirza's addiction to online games. Listen to the telephone conversation between Mirza and his father. 



Scan Me

TASK 1 Identify the invitations and requests made in the telephone conversation. Fill in the boxes below.

Making invitations

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

Making an invitation

- I would like to invite you to ...
- I wonder if you would like to ...
- Do you want to ...?
- Would you like to ...?
- How about going ...?

Making requests

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

Making a request

- Would you mind if ...?
- Could you ...?
- Would you mind going ...?



Discuss:

- the benefits of accepting Mirza's father's invitations and requests
- the effects of teenagers spending too much time in front of the computer
- other beneficial activities teenagers can do during their leisure time



TASK 2 Role-play the video call between Ruben and Sai Wei. Pay attention to how requests and invitations are made.

Sai Wei, I wonder if you'd like to go to the PC Fair this afternoon? My dad and I are going to shop for a few gadgets.

I'd love to come, Ruben. Unfortunately, I don't have any transport. Would your dad mind picking me up from my house?

Not at all, Sai Wei. Could you be ready by two o'clock? I want to get that new Speedlink before it goes out of stock.

Speedlink? Would you mind telling me what it is?

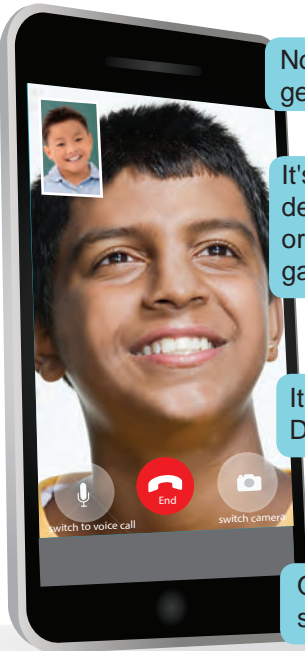
It's a new gadget in the market – a thumb-sized media streaming device. Speedlink can connect your television, smartphone, tablet or computer to the Internet. It allows you to stream movies, videos, games and music from online services.

Does that mean you can download your favourite games and play on your big TV screen? Wow! That will be great.

It'll be wonderful, Sai Wei. If I buy it today, I'll install it immediately. Do you want to play Battle of Titans with me?

I'd love to, Ruben. However, could you send me back home by seven o'clock? I need to complete my maths homework.

Okay, Sai Wei. I have to complete my essay, too. Two hours should be enough fun for us.



TASK 3 Act out dialogues to invite your friend to the following places:



Think-Pair-Share

- Digital Warehouse Sale
- Computer Fair
- Games Fair
- Blogs and Bloggers Workshop



TIPS

- ✓ When **making invitations**, state:
 - the purpose
 - place
 - time/day/date
- ✓ When **making requests**, ask in the form of polite questions.
 - 'Could' and 'would' are more polite than 'can' and 'will'.

TASK 4 Complete the posts on a social media by making appropriate invitations.

- a. Nisha is inviting Fitri to a Social Networking Workshop.

Nisha: Hi Fitri ...

- b. Swet Yen wants Sarah to accompany her to buy a new mobile phone.

Swet Yen: ...

- c. Rinajit is inviting Suhaili to an IT exhibition.

Rinajit: ...

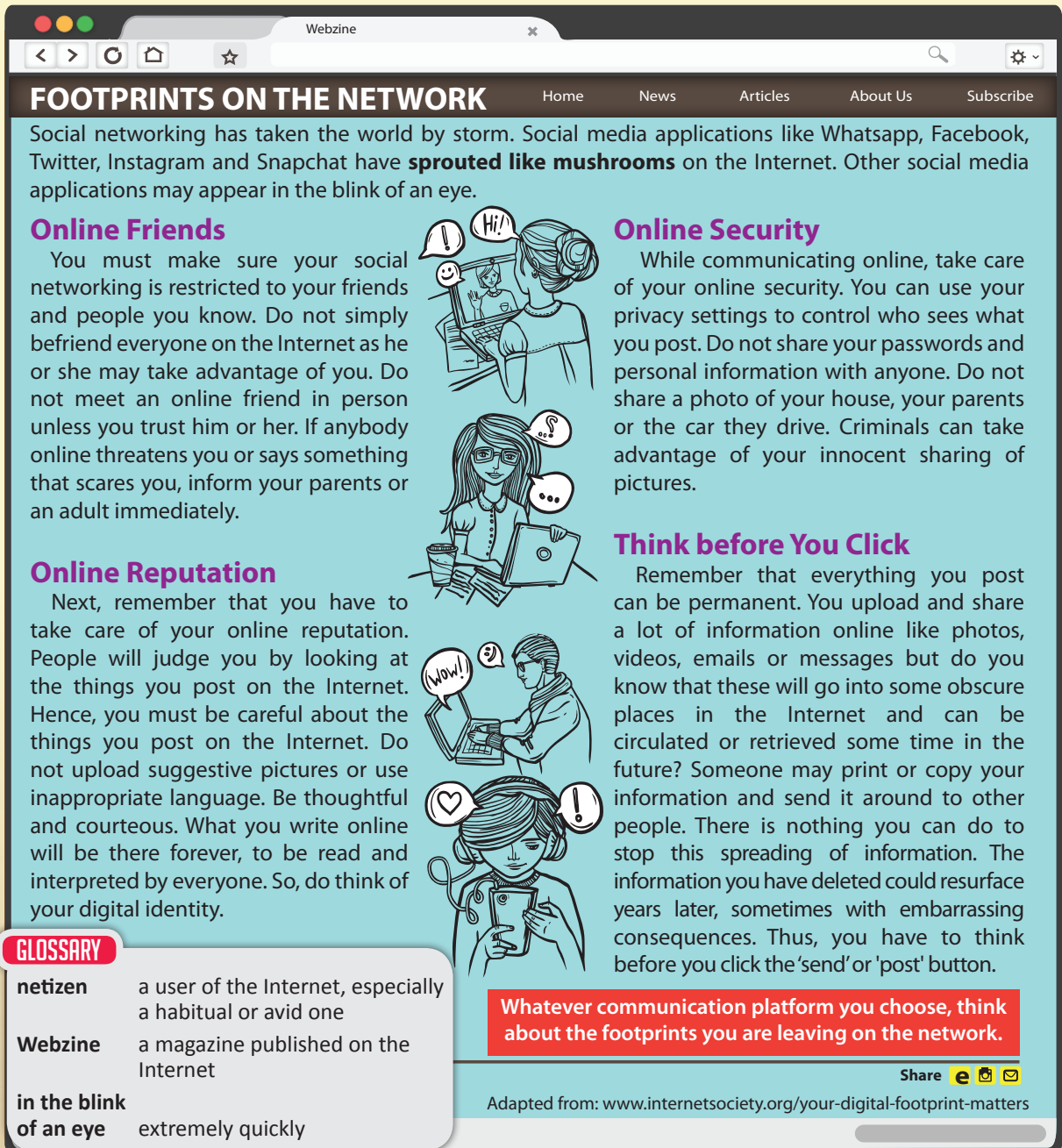
- d. Syamie wants Arif to accompany him to a Gadget Warehouse Sale.

Syamie: ...

Look at the following quote. List the Dos and Don'ts as a Netizen.

"Take responsibility for the decisions you make and the actions you take"
-Billy Cox-

Read the following article from a social media webzine.



FOOTPRINTS ON THE NETWORK Home News Articles About Us Subscribe

Social networking has taken the world by storm. Social media applications like Whatsapp, Facebook, Twitter, Instagram and Snapchat have **sprouted like mushrooms** on the Internet. Other social media applications may appear in the blink of an eye.

Online Friends

You must make sure your social networking is restricted to your friends and people you know. Do not simply befriend everyone on the Internet as he or she may take advantage of you. Do not meet an online friend in person unless you trust him or her. If anybody online threatens you or says something that scares you, inform your parents or an adult immediately.

Online Security

While communicating online, take care of your online security. You can use your privacy settings to control who sees what you post. Do not share your passwords and personal information with anyone. Do not share a photo of your house, your parents or the car they drive. Criminals can take advantage of your innocent sharing of pictures.


Online Reputation

Next, remember that you have to take care of your online reputation. People will judge you by looking at the things you post on the Internet. Hence, you must be careful about the things you post on the Internet. Do not upload suggestive pictures or use inappropriate language. Be thoughtful and courteous. What you write online will be there forever, to be read and interpreted by everyone. So, do think of your digital identity.

Think before You Click

Remember that everything you post can be permanent. You upload and share a lot of information online like photos, videos, emails or messages but do you know that these will go into some obscure places in the Internet and can be circulated or retrieved some time in the future? Someone may print or copy your information and send it around to other people. There is nothing you can do to stop this spreading of information. The information you have deleted could resurface years later, sometimes with embarrassing consequences. Thus, you have to think before you click the 'send' or 'post' button.

Whatever communication platform you choose, think about the footprints you are leaving on the network.

Share 

Adapted from: www.internetsociety.org/your-digital-footprint-matters

GLOSSARY

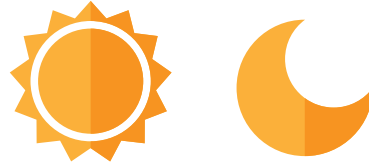
- netizen** a user of the Internet, especially a habitual or avid one
- Webzine** a magazine published on the Internet
- in the blink of an eye** extremely quickly

My Vocabulary Journal

Word
Permanent

Definition
Lasting or remain
unchanged indefinitely


Illustration



1. Match the words in Column A to their meanings in Column B.

Column A	Column B
a. reputation	passed from one person to another
b. obscure	the opinion that people have about what someone or something is like
c. circulated	unknown

2. Answer the following questions.

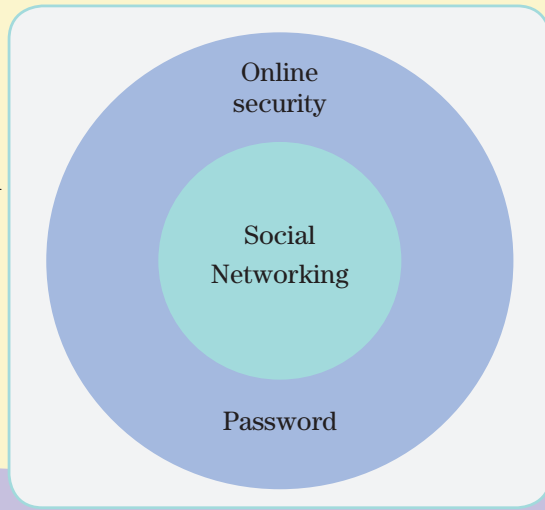
- How can people judge you on the Internet?
- What should you do to take care of your online reputation?
- Name three things you can do to take care of your online security.
- What are the types of information you can upload and share online?
- Why does the blogger say that information you have uploaded on the Internet cannot be removed?
- Why must you be selective in the information you share online?
- The blogger says that social media applications have **sprouted like mushrooms**. What does the phrase mean?
- How can criminals take advantage of your innocent sharing of pictures and information? 

WORD STUDY (Word Association)

Words like *online security* and *password* are related to social networking.

Pick out words and phrases from the article that are related to social networking.

All Write Round Robin



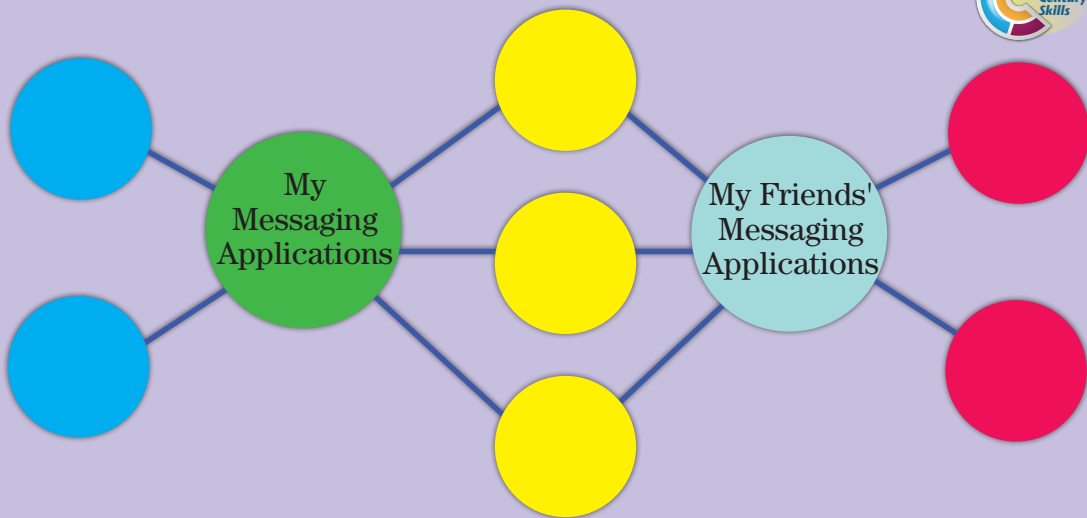
i-THINK

Moving Beyond the Text

Make a list of the messaging applications that you and your friends are using.

Think-Pair-Share

Messaging Applications Used by My Friends and I



- Compare the answers.
- Which are the favourite messaging applications?
- Research when these messaging applications were first introduced. Provide your source of information.
- Are there any new messaging applications?

Write Right

Writing an email

Nowadays, Internet slang is heavily used in text messages and emails. Read the following email sent to Lingau by her former classmate, Azmie.

From: AzmieY@mymail.com
To: Lingau@mymail.com
CC: Melisa@mymail.com.my
Subject: Invitation 4 a class reunion

Hi Lingau!

How r u doing in Sarawak? i hope u r well.
FYI, i really miss our school days. Guess what, we've decided to have a reunion! Come over 2 SMK Intan to join the Form 1A - class of 2015 reunion.

BTW, the GR8 news is i have contacted all our classmates and a few teachers. i found them on social media.

Please make it for the event. i'd like you 2 b there. Melisa, our former class treasurer, will collect the money. Please confirm your attendance ASAP.
G2G. CU soon!

Your friend,
Az

Good to Know

The @ sign in email addresses means 'at'. It separates the username from its host, as in m_aiman (username)@mail.org (host). The host name signifies the domain at which the user can be found.

TASK 1

- Identify the abbreviations and short forms used in the email.
- Rewrite the email without the short forms and abbreviations.



Browse the Internet for more abbreviations. Type 'Internet slang' in the search engine.

TASK 2

Write a reply to an email

Imagine you are Lingau. You are interested in attending the class reunion. However, a lot of information is missing in Azmie's email. Write a reply to him asking for more information about the event.

Common abbreviations in email:

- LOL – Laugh Out Loud/
Lots Of Love
- FYI – For Your
Information
- ASAP – As Soon As
Possible
- G2G – Got to Go

email Etiquette

- Use proper spelling and grammar.
- Use a meaningful subject line.
- Answer/reply immediately.
- Do not reply to 'All'.
- Read the email before you send it.
- Do not use capitals – THIS IS SHOUTING.
- Do not attach unnecessary files.



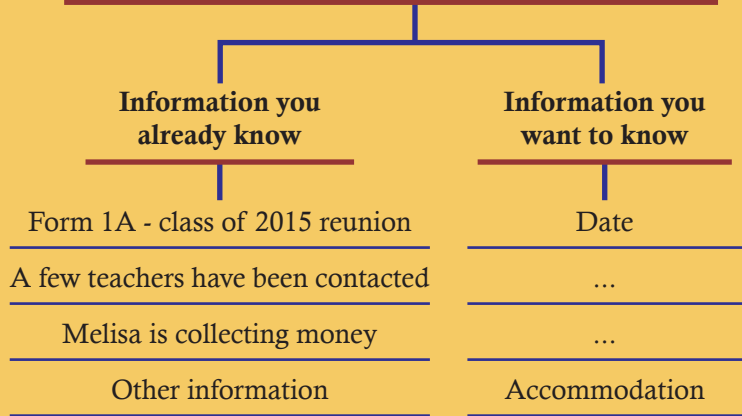
Pre-writing

Use the tree map to help you organise your information.

Write a reply to Azmie’s email to gather more information about the reunion. When writing your email:

- look at the sample email that has been given
- use the tips to write the email
- be courteous when requesting for information

SMK Intan Form 1A- Class of 2015 Reunion



Examples: **Could you please tell me** when the reunion will be held?
May I know what time the event will start?

Grammar Use

A The Simple Present Tense

Study the table on how the Simple Present Tense is used.

The Simple Present Tense is used for	Examples
daily routines	<ul style="list-style-type: none"> • Johan starts work at 6 o'clock every morning. • They start work at 6 o'clock every morning.
timetables, programmes	<ul style="list-style-type: none"> • The counselling session begins at 9 a.m. daily.
universal truths	<ul style="list-style-type: none"> • The Earth revolves around the sun.

TASK 1 Complete the sentences below with the Simple Present Tense.

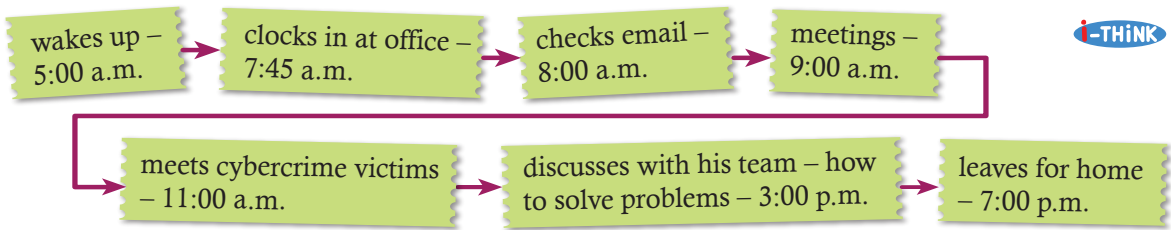
1. Dr Amiruddin Wahab ... (work) at Cybercrime Security Malaysia.
2. Jane ... (attend) counselling sessions concerning her online addiction every day.
3. As many as 30 Malaysians ... (fall) victim to cybercrime daily.
4. Light ... (travel) faster than sound.

Grammar INFO

- When the subject is singular, the verb takes an 's'.
- When the subject is plural, the verb does not take an 's'.
- *I* and *you* are the exceptions to the rule.

TASK 2 Study the flow chart of Dr Amiruddin Wahab's daily schedule. Use Simple Present Tense to write a paragraph of his routine.

Begin your paragraph with: *Dr Amiruddin wakes up at 5 a.m. daily. He ...*



i-THINK

B Yes/No Statements and Questions

Yes/No statements and questions require answers in the form of Yes or No.

The tense of the answer must follow the tense used in the statement or question.

Statements	Questions	Positive / Negative Responses
It is good to meet online friends.	Is it good to meet online friends?	Yes, it is. No, it isn't.
We can upload videos on our blogs.	Can we upload videos on our blogs?	Yes, we can. No, we can't.
Hairil creates online games.	Does Hairil create online games?	Yes, he does. No, he doesn't.
They work as cybercrime fighters.	Do they work as cybercrime fighters?	Yes, they do. No, they don't.

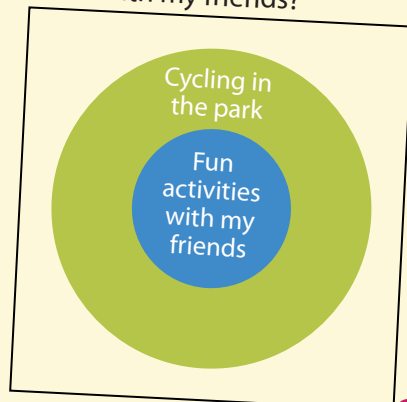
TASK 3 Convert these statements to questions. Then, give the correct positive and negative responses.

- It is good to have family chat groups.
- Aril wants to be a movie animator.
- There are many social networking sites.
- Veron and his friends give online counselling.
- Lily receives many online orders for her cupcakes.
- It is important to create new passwords regularly.

My Reflective

Journal

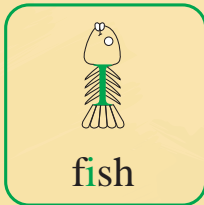
- Is Internet addiction good or bad?
- Besides connecting via social media, what other activities can I do with my friends?



i-THINK

Short and Long Vowel Sounds

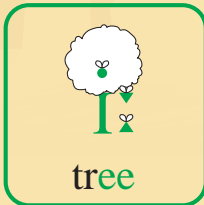
A Say these words aloud. 



fish

/ɪ/ short
vowel sound

bin	mill
din	sit
hit	wick




tree

/i:/long
vowel sound

bean	ease
free	meal
seal	weak



Scan Me

B Listen and circle the word that has a different sound from the other words. 



Scan Me

1. sick tin win lean
2. sip sin seam lip
3. teak dean scene pin
4. wick week weak tease

C Search for words that have the phonetic symbols /ɪ/ or /i:/ in the dictionary. Learn how to pronounce the words correctly.

Examples:

pixie *noun*

BrE /pɪksi / ; NAmE /pɪksi 

pizza *noun*

BrE /pɪtsə/ ; NAmE /pɪtsə 

D Read these sentences as fast as you can.

- The dean made a din in the bin.
- Six big beaks seek big beans.

Action Oriented Task

Your class has created a few online quizzes. You have set up stations at the Computer Laboratory to test whether the quizzes are workable.

- Invite friends to try the quizzes. Carousel Feedback



Literature in Action

Read the modernised version of *The Shepherd Boy*.

A teenager was hired to guard or keep watch over a telecommunications shop in a shopping mall. Customers would come to the shop to purchase the latest smartphone models, phone accessories and prepaid cards. In case of a robbery, the shop owner had told the boy to shout “Robber!” and the neighbouring shopkeepers would come to his aid.

One afternoon, the boy felt bored. He had been keeping watch over the shop the whole day, and there had not been any customers for the past five hours. So he decided to play a trick on his neighbours.

“Help me, a robber is here!” he shouted. Immediately, the shopkeepers rushed over. When they found that there was no robber, the boy burst out laughing. The shopkeepers returned to their shops, feeling annoyed.

A few days passed and the boy felt bored again. This time, he ran out of the shop with a look of panic on his face. “A robber is in my shop!” yelled the boy. When the shopkeepers arrived, the boy laughed and made fun of them. They were furious and scolded the boy.

The very next day, two robbers came to the shop and threatened the boy with a *parang*. The boy ran out of the shop, screaming at the top of his voice, “Please help me, I’ve been robbed!” However, no one came to his aid. By the time the security guards of the mall came, it was too late. The robbers had already escaped with the most expensive smartphone models and a large box of prepaid cards.

TASK 1

Have you read *The Shepherd Boy* by Aesop? What is your opinion about the story? Compare the original version with the modern version. Elaborate. 🍌

TASK 2

Find phrases or words in the story that reflect the following feelings:

fear	humour	anger

TASK 3

Convert the story into a short play. Write the script and act it out. 🍌



To view the original version of *The Shepherd Boy*, you can log on to:

<http://www.first-school.ws/theme/fables/shepherd-boy-wolf.htm>



Scan Me

Let's **REVIEW**

A Fill in the blanks with the correct Simple Present tense.

1. She ... (hike) up the mountains every weekend.
2. Aliana ... (cook) dinner at 6 p.m. every day.
3. Najla ... (answer) all her emails every day.
4. Kevin ... (buy) a new laptop for all his staff.
5. The children ... (make) video calls to their brother in Canada.

C Write polite forms of request.

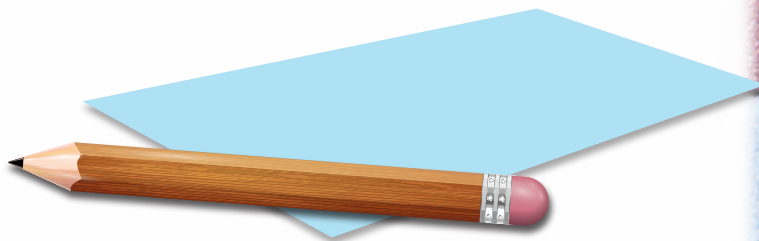
1. Can you let me ...?
2. Could you possibly ...?
3. Would you ...?
4. Would you mind ...?
5. Could I ...?

D Underline all the words with the /i:/ sound.

1. bin, win, tin, lean
2. seek, sick, big, seat
3. week, weak, win, will
4. bean, bin, hit, heat
5. ill, mill, meal, seal

B Change the following sentences into Yes/No questions.

1. Jeevan stops playing his computer games at 5 p.m.
2. Wendy practises politeness in all her emails.
3. A cyber bully is caught by the authorities.
4. Many websites are corrupted by viruses.
5. Linda's parents book their air tickets online.



E Write polite forms of invitation.

1. I would like to invite you ...
2. Do you want to ...
3. Would you like to ...
4. I wonder if you would like to ...
5. We would be delighted to ...

Good to Know

Social Media refers to computer-mediated tools that allow people to create, share and exchange information.

Social Networking refers to the engagement process through a platform of websites and applications to communicate and connect with others.

CHAPTER

3

Nature's Warning!

Lead In

Floods are common occurrences and have caused a lot of problems to the people involved. It has also affected the environment.

- Have you experienced floods? Share your experiences.
- Why do you think floods happen?

*In this chapter,
you will*

listen

to a report of a survey on causes of floods and a talk on flash flood evacuation

speak

about simple procedures

read

a leaflet about haze

write

a letter of complaint

learn

about regular and irregular verbs and simple past tense

practise

/u/ and /u:/

appreciate


a graphic novel

Good to Know

A human can be knocked down and washed away by just 15 cm of fast-moving water. Less than 0.6 metre of fast-moving water can wash away a car and even a big truck.

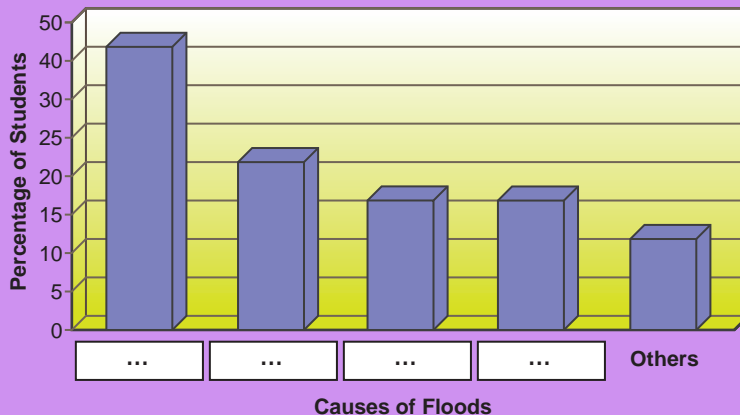
Listen Talk


Listening to a Report and Identifying Cause and Effect

TASK 1 A survey was carried out in a school for the students to identify the causes of floods. Listen to a student relaying the results of the survey. Complete the bar graph with the correct causes of floods. 



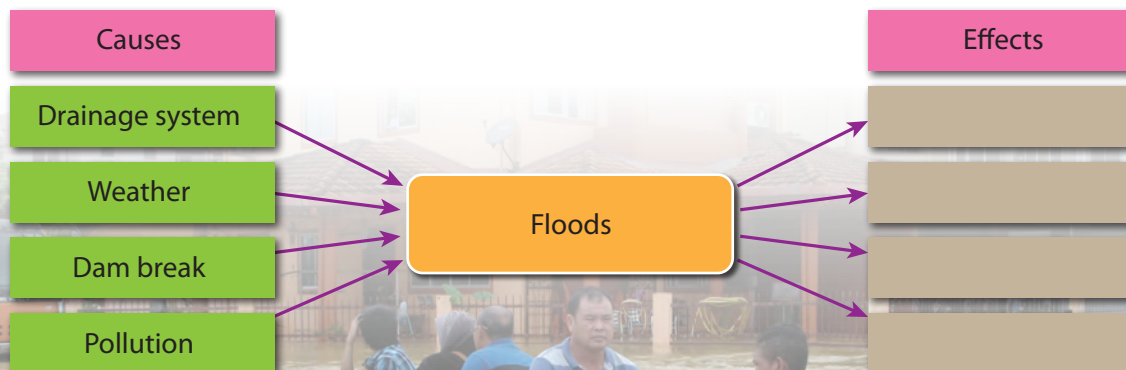
Scan Me



TASK 2 Which factor is cited as the major cause of floods? Do you agree with the findings? What do you think the word, **others**, represent? 

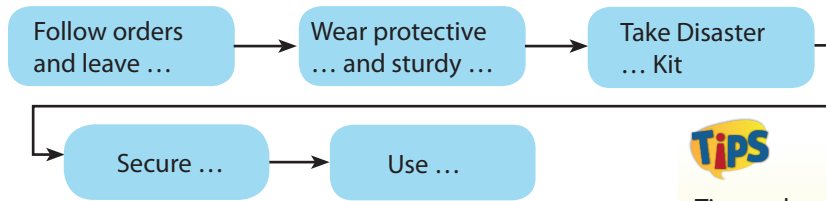


TASK 3 Listen to the results of the survey again and fill in the multi-flow map below. 



Listening to a Talk and Responding to Simple Procedures

TASK 4 Listen to a talk on the procedures for a flash flood evacuation. Complete the flow map with the correct steps during a flash flood evacuation. 




TIPS

- Tips to describe process and procedures:
1. Use imperative verbs like *follow*, *wear*, *take*.
 2. Use linking words like *First*, *Second*, *The next step*, *After that*, *Finally*.

TASK 5 Look at the picture.



If you have to evacuate your home during a flood, what should you and your family do before you leave? 

TASK 6 Suggest ways to help flood victims.



Good to Know
 Raindrops can be the size of a housefly and fall at more than 30 km/h.

Read and Understand

Forest fires and emission of smoke from vehicles and factories contribute to global warming. They worsen air pollution and many nations suffer from the ill effects of haze. Read the following leaflet on haze.

STAY HEALTHY, BREATHE EASY

What particles are found in haze?



Air Pollution Index (API)

On hazy days, monitor the Air Pollution Index (API) before carrying out outdoor activities. When the air quality is hazardous, stop outdoor activities.

Numerical Value	Levels of Health Concern	Meaning
0 to 50	Good	Air quality is considered satisfactory, and air pollution poses little or no risk.
51 to 100	Moderate	Air quality is acceptable. There may be a moderate health concern for a very small number of people who are unusually sensitive to air pollution.
101 to 150	Unhealthy for Sensitive Groups	Members of sensitive groups may experience health problems. The general public is not likely to be affected.
151 to 200	Unhealthy	Everyone may begin to experience health problems. Members of sensitive groups may experience more serious health problems.
201-300	Very Unhealthy	Health alert: everyone may experience more serious health problems.
300+	Hazardous	Health warnings of emergency conditions. The entire population is more likely to be affected.

(Adapted from <https://airnow.gov/index.cfm?action=aqibasics.aqi>)

Public views:

Mariam, Housewife

For days, the haze remained. Innocent victims suffered from throat itchiness, coughing, eye irritation and watery eyes, runny nose and itchy skin. Children and the elderly were the most affected.

Dr Vicky, JB Health Clinic

When the API reaches an unhealthy level, stay indoors, wear masks and drink plenty of water. See a doctor if the symptoms persist.

Wong Jia En, Student

Action must be taken against those who cause climate change. When irresponsible people pollute our air, they must be punished.



You can get information about the air quality index. To get the current quality of the air around the globe, go to: <http://waqi.info>



Scan Me

GLOSSARY

moderate average in intensity
irritation inflammation or discomfort

My Vocabulary Journal

Word: appear

What it means:

Sentence:

Synonym:

Picture:

1. Fill in the table with an appropriate word from the text.

Meaning	Word
a. continued to exist	
b. minute or tiny portion/piece of matter	
c. dangerous	
d. experienced something unpleasant	



2. State whether the following statements are **True** or **False**.

- a. Dust, soot, smoke and dirt are the only substances contained in haze.
- b. The lower the API, the better the quality of the air.
- c. Old people find it easier to cope with haze.
- d. Healthy people can be outdoors when the API is at a hazardous level.

3. Match the main idea of each of the speakers.

- | | |
|----------------|--|
| a. Mariam | Stay indoors when the quality of the air is unhealthy. |
| b. Dr Vicky | People who cause air pollution must be punished. |
| c. Wong Jia En | Air pollution causes many skin and respiratory problems. |

4. Answer the following questions.

- a. Why do you think Mariam described the victims as 'innocent'? 
- b. Mariam said that children and old people are the most affected by the haze. State a reason. 

Moving Beyond the Text

Discuss how you and your friends can contribute towards reducing haze. Present your ideas to the class.

Think-Pair-Share

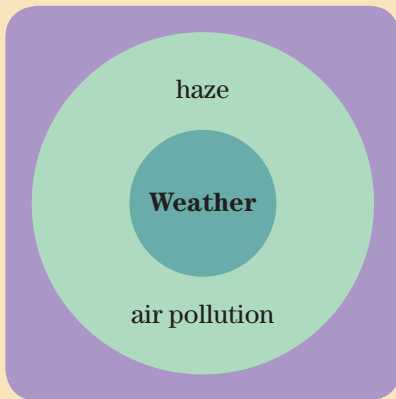


Good to Know

The molecular structure of greenhouse gases makes it possible to trap heat in the atmosphere and then re-emit it towards the surface which further warms the Earth.

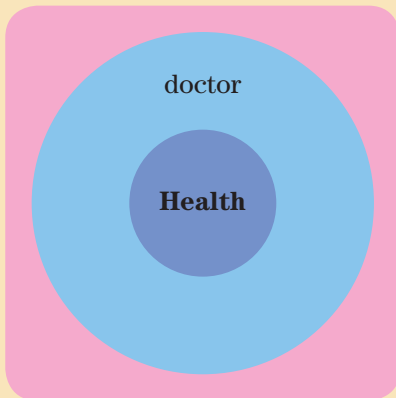
WORD STUDY (Word Association)

1. Find words in the leaflet that are associated with **weather**.



i-THINK

2. Find words in the leaflet that are associated with **health**.



i-THINK



Check out more facts about haze that you might want to know.

Eight Scientific Facts about Haze

<http://www.asianscientist.com/2015/10/features/scientific-facts-haze/>



Scan Me

Write Right

Writing a Letter of Complaint

If you are dissatisfied about something and want some actions to be taken, you can write a letter of complaint to the authorities.

Pre-writing

Study the following letter of complaint and the guidelines to write a formal letter.



Syafiq Rizal,
45, Jalan Permai 9,
Taman Permai,
47190 Puchong,
Selangor.

Sender's name and address

The Director,
Maju Municipal Council,
56, Jalan Maju,
47190 Shah Alam,
Selangor.

Insert a line

Recipient's designation
and address

25 APRIL 20XX

Date

Dear Sir,

Formal salutation

Complaints about Clogged Drains

Subject reference

I am writing on behalf of the residents of Taman Permai, Puchong. We wish to complain about the poor drainage system in our residential area due to inefficient rubbish disposal.

2. For the past three months, rubbish has not been collected regularly. The waste disposal truck comes only once a week. The uncollected garbage has attracted not only flies and mosquitoes but also stray dogs. These stray animals also scatter the rubbish and make the roads dirty and smelly. Furthermore, plastic bags of rubbish eventually end up in drains and block the water from flowing rapidly.

State your complaints.

- Rubbish has not been collected
- Blocked drains

3. These blocked drains have caused flash floods in our housing area. When there is heavy rain, water overflows from the clogged drains onto roads and enters houses. The residents are very frustrated and unhappy with the situation as their daily routines have been affected.

4. We would appreciate it if the Municipal Council collects rubbish according to schedule. This will definitely stop flash floods from occurring in our housing area.

Give suggestions

Conclude the letter

Thank you.

Thank you note

Yours faithfully,

Complimentary close

Syafiq

Signature

(SYAFIQA RIZAL)

Name in capital letters

TASK 1 You are a member of the Environment Club in your school. The Club has conducted a survey on some anti-eco-friendly activities which are contributing to global warming. These are the results of the survey:

1. Students waste paper – write on one side only – no recycling project
2. Gardeners – burn rubbish – air pollution
3. Canteen vendors – use Styrofoam cups and plates – bad for the environment
4. Trees in school – cut down – contribute to global warming

Use the guidelines to write a letter of complaint to the Principal of your school.

TASK 2 Earth Day falls on 22 April every year. Your school has decided to celebrate it. Your class has been given the task to carry out some activities to spread awareness on global warming. Choose one of the tasks below.



Useful expressions:

To complain

- I would like to make a complaint about ...
- I want to complain about ...
- We would like to bring your attention to the problem of ...
- We would like to highlight the problem of ...

To conclude

- I hope the relevant authorities would ...
- The Municipal Council ought to take immediate action to ...
- We would appreciate if the Municipal Council would ...

My Choice Board

<p>Publish</p> <p>Do research on how the use of electricity can increase global warming. Write an article and pin it up on your school gallery walk or share it in your blog.</p>	<p>Hands-On</p> <p>Contact the nearest nursery or MARDI (Malaysian Agricultural and Development Institute). Ask them to donate some plants and tree samplings. Green your school compound.</p>
<p>Report</p> <p>Do a survey in your school to check on wastage of electricity and water. Speak in the school assembly on how these can contribute to global warming.</p>	<p>Performance</p> <p>Write a skit on the effects of global warming to create awareness among the students. Dramatise it.</p>

Grammar Use

Simple Past Tense - Regular and Irregular Verbs

Simple Past Tense

- | | |
|--|--|
| <ul style="list-style-type: none"> • To indicate an action that is completed in the past at a specific time mentioned | <ul style="list-style-type: none"> • She spoke about her online games at a conference yesterday. |
| <ul style="list-style-type: none"> • To indicate an action that is completed in the past with the time implied | <ul style="list-style-type: none"> • The pictures about the recent earthquake posted on the social media stunned the viewers. |
| <ul style="list-style-type: none"> • To indicate past habits | <ul style="list-style-type: none"> • His parents always checked his blog to make sure he did not post anything sensitive. |

TASK 1 Read the following poem and change the underlined verbs to Simple Past Tense.

Man Never Learns

The trees stand green and tall,
The wind blows and branches sway,
The leaves grow and flowers fall,
Birds chirp while animals play.

But trees turn black and shrink,
Ashes fly when branches burn,
Man lights without a blink,
A bitter lesson is what they learn.

Man and beasts in fright they flee,
Birds and bees fall from grey skies,
Clean air God makes for free,
But Man burns trees and never cries.

Rani Parasuraman

Grammar INFO

Verbs can be **regular** or **irregular**.

A Regular verbs form their past tense and past participle by adding '-ed':

Base Form	Past Tense	Past Participle
walk	walked	walked
laugh	laughed	laughed

B Irregular verbs form their past tense and past participle differently.

Base Form	Past Tense	Past Participle
cut	cut	cut
beat	beat	beaten
bend	bent	bent
forget	forgot	forgotten

TASK 2 Fill in the blanks with the correct verbs in Simple Past Tense.

When my family **.1.** (move) to Rawang, we **.2.** (know) very little about the cement factory that existed there. We were more excited about the fact that we could actually afford the land, enjoy the fresh air and be far away from busy Kuala Lumpur. My father **.3.** (think) that we could use the pond at the back of our house to start a fish farm.

However, shortly after moving to Rawang, my then two-year-old brother, Danial, **.4.** (become) sick. He **.5.** (suffer) from pneumonia, unexplained coughing and shortness of breath. A doctor **.6.** (check) Danial's medical file and **.7.** (say) that it could be because we lived in Rawang. I **.8.** (wonder) about his statement and **.9.** (begin) my research.

I **.10.** (discover) that the number of children who used inhalers was growing. Our fish **.11.** (die). Layers of whitish substances **.12.** (cover) the water. When Danial was five, we **.13.** (rush) him to the hospital and the doctors **.14.** (put) him under close observation six times in two months. Doctors confirmed that fine particles from the cement factory had formed deposits in Danial's lungs.


(Adapted from http://www.e-mjm.org/2000/v55n1/Cement_dust.pdf)

Say Right

Short and Long Vowel Sounds



Scan Me

- A Listen to the words and repeat them. Pay attention to the differences in the sounds in each pair of words.** 

/ʊ/ Short Vowel Sound	/u:/ Long Vowel Sound
<p>could pull soot foot full took brook</p>	<p>cooed pool suit food fool tool brood</p>

- B Listen carefully to the word and underline it.** 

1. wood – would
2. hood – hoot
3. stewed – stood
4. shoot – shook
5. look – loop



Scan Me

- C Practise saying these sentences aloud. Make sure you pronounce the highlighted words correctly.**

1. Please **pull** him up out of the **blue brook**.
2. **Books** come from **wood** and not **food**.
3. There is **soot** from the fire in the **stew**.
4. The doves **cooed** in the haze-free **woods**.

My Reflective

Journal

1. This is what I am going to do to reduce my carbon footprints
 - a. ...
 - b. ...
 - c. ...
 - d. ...
2. I am going to prepare a Family Disaster Kit. I will have these things in my kit:
 - a. ...
 - b. ...
 - c. ...
 - d. ...

Action Oriented Task

Your class has been asked to draw up a plan to celebrate World Environment Day in your school. The theme is **Reduce Your Carbon Footprints**. Discuss what you are going to do on that day.

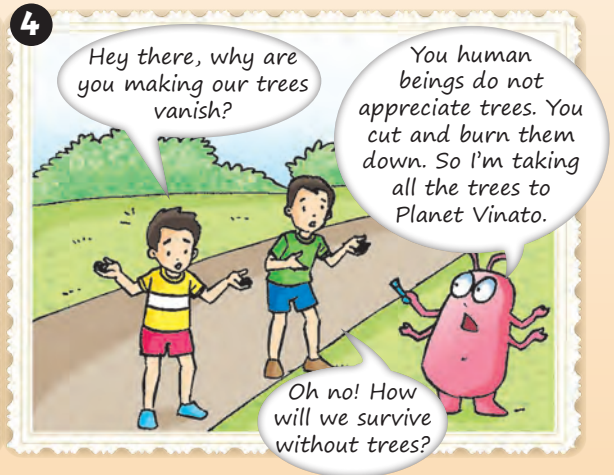
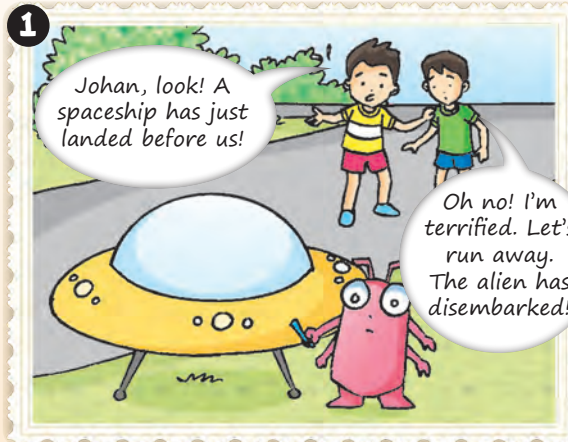
Suggestions:

1. Form a working committee.
2. Allocate tasks.
3. Set up booths like gifts corner, demo on making recycled paper.
4. Carry out projects like a Tree Planting Programme, carpooling.
5. Give speeches – about global warming, climate change.
6. Organise singing competitions – songs related to the environment.
7. Perform sketches on saving our planet.
8. Create a Gallery Walk based on issues about global warming.
9. Organise Treasure Hunt. The clues are related to the environment.
10. Create a pledge wall – 'I pledge to reduce my carbon footprints'.

Literature *in Action*

Look at the pictures and understand the story.

Kevin and his friend Johan were returning home. Suddenly, a spaceship landed on the road.



TASK 1 Act out the events in the pictures.

TASK 2 Give short answers to these questions.

1. Why is Johan terrified?
2. What does Johan want to do?
3. How will you describe Johan?
4. What does Kevin want to do?
5. How will you describe Kevin?
6. What is the alien doing?
7. How will you describe the alien?

TASK 3

- a. If you were the alien, what would you remove from the Earth?

Jot Thoughts



- b. How do you think the story will end? Act out the ending in class.



Let's **REVIEW**

GAME

Instructions for the game 'Justify and Detoxify'

1. You need a dice and some counters.
2. Throw the dice and move your counter.
3. To stay in the box, explain how the activity is good for the air.
4. If it pollutes the air, move back to your old position.



Good to Know

An everyday example of the greenhouse effect

When sunlight enters a car, it is partially converted into heat. The car windows do not allow the heat inside the car to pass through as easily as light, so some of this heat accumulates. More heat remains; thus increasing the temperature inside the car.

START

Justify and Detoxify

<p>1</p>  <p>You opted for solar panels</p>	<p>6</p>  <p>You bought a new bicycle</p>	<p>7</p>  <p>You placed this in front of the community hall</p>	<p>12</p> <p>END</p>  <p>You drew this poster</p>
<p>2</p>  <p>You bought this car</p>	<p>5</p>  <p>You gave a speech about this topic</p>	<p>8</p>  <p>This is your factory</p>	<p>11</p>  <p>You cleared land to plant trees for the paper and pulp industry</p>
<p>3</p>  <p>You want to get rid of the dried leaves</p>	<p>4</p>  <p>You want to clear the jungle to build houses</p>	<p>9</p>  <p>You did this on Earth Day</p>	<p>10</p>  <p>You take this every time you go shopping</p>

CHAPTER 4

*In this chapter,
you will*

listen

to a dialogue on how to be smart consumers

speak

about strategies on how to be a smart consumer and do a role-play

read

an article on smart consumerism

write

captions for posters on the dangers of impulse buying

learn

about countable and uncountable nouns

practise

/ɜː/, /e/ and /æ/

appreciate

a graphic novel

Be Wise, Think Twice

Lead  In

Advertising informs consumers what they can choose to buy.

- Do you ask yourself specific questions before buying something?
- What would smart consumers do to get value for their money?



Listen and Talk

Listening to a Dialogue

TASK 1 Listen and complete the dialogue below.



Salesperson: Hello, how can I ... you?

Customer: My hair is always ... even though I wash it ... Can you ... a suitable shampoo for me?

Salesperson: We have an ... for this brand. It is good for people with ... hair.

Customer: How much is it after ...?

Salesperson: This usually costs RM25 but it is only RM20 today.

Customer: That's quite ... I think I will take a bottle.

Role-play with your friend. You may substitute the item you wish to enquire about.



Scan Me

TASK 2 Role-play the dialogue between May and her mother.



Mother: May, let's buy some coffee for your dad.

May: Look, two packets for the price of one. What a good bargain!

Mother: May, did you check the expiry date?

May: Oh no! The packet of coffee expires in two weeks.

Mother: You should also read the label to see the contents before you buy. I think we should buy this brand of coffee instead because it is sugar-free.

May: Sorry mum, I forgot to read the label. Dad does not take sugar in his drinks.

Mother: I think we should get a bottle of jam, a can of tuna and a loaf of bread too.

May: How about buying a carton of chocolate-flavoured milk?

Mother: Perhaps we should buy it another time. It seems to be pricey this time. We should be smart consumers and try to stretch our Ringgit.



TIPS

Note that we do not use **a** or **an** for uncountable nouns.

- List the things that May and her mother want to buy.
- What are the expressions of quantity used for uncountable nouns?



TASK 3 Look at the shopping list. In which sections of the supermarket can you find these products?

Shopping List

- | | |
|---------------|-----------------------|
| 1. milk | 9. cereal |
| 2. cheese | 10. green tea |
| 3. butter | 11. rice |
| 4. pistachios | 12. apple juice |
| 5. walnuts | 13. yoghurt |
| 6. coffee | 14. melon seeds |
| 7. spaghetti | 15. carbonated drinks |
| 8. crackers | 16. rolled oats |

Beverages and Refreshments

Dairy Products

Pasta and Grains

Nuts and Snacks

Use the prompts below to ask and answer questions.

May: Mum, can you please tell me where I can find a packet of chips?

Mother: You can find chips in the *Nuts and Snacks* section.

TASK 4 Five friends are coming to your house to do a school project. You would like to prepare food for them. You have RM40. List what you want to buy. Give reasons for your choice. You may use the notes below to help you. Think-Pair-Share



● I think I would like to prepare ...

● I shall need to buy ...

● Buying ... may be too expensive, so I may get ... instead.

● Maybe I should get ... because ...

● I shall also buy some ...



Read Understand

Read the text below.

We are constantly surrounded by advertisements from billboards to television commercials.

Everywhere we turn, we are bound to see advertisements. Do advertisements give us accurate information of the true worth of the product advertised? Are the products advertised as good as they claim to be? How often have you gone back feeling cheated after a shopping trip? The fact is many of us do and many of us are likely to get cheated again!

So what can we do to protect ourselves from being cheated? To begin with, never give in to sales gimmicks. If you are told that the price is only good 'right now', walk away! Salespeople do not want you to think about the product. They know for a fact that if you stop to think about the product, there is a good chance that you will reconsider buying it.

Apart from that, practise self-control and avoid making decisions that you may regret later. Before you

go shopping, prepare a shopping list of the things that you need to buy. Set a spending limit so that you do not buy things that you may regret later. In this way, you will spend within your budget.

Always do a research on the product before buying it. Compare prices and know the value of the product that you buy. Do your homework so that it is worth buying it.

Being a smart consumer is not just about getting a good deal. It also means spending within your limits, knowing your rights as a consumer and being an informed consumer. False advertisements can appear anywhere. Take responsibility for your spending habits. Be a wise and smart consumer.

Sourced from <http://www.fcnb.ca/smart-buying-tips.html>



GLOSSARY

commercials advertisements that are broadcast on television or radio
constantly continually
budget expenditure for a period of time

My Vocabulary Journal

Meaning:

Antonym:

Word:

Synonym:

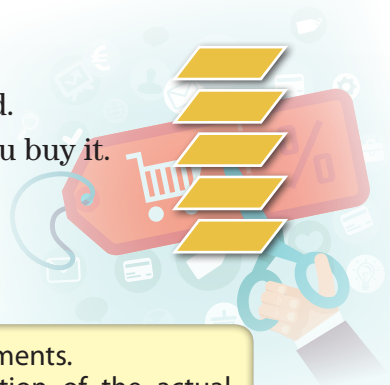
Sentence:

1. Fill in the table with an appropriate expression from the text.

Meaning	Expression
a. extremely likely to happen	
b. a good bargain	

2. State whether these statements are **True** (T) or **False** (F).

- a. You only see advertisements on television.
- b. You should buy what you want instead of what you need.
- c. You should take time to think about a product before you buy it.
- d. Buy what you need in your favourite shop.
- e. Find out more about the product before you buy it.



3. Circle the main idea in each paragraph.

Paragraph 1

- A We are constantly surrounded by advertisements.
- B Advertisements give us accurate information of the actual value of the product.
- C We are always cheated when we buy things.

Paragraph 2

- A Do not allow sales gimmicks to fool you.
- B Do not think about the product.
- C Stay away from salespeople.

Paragraph 3

- A You should practise self-control.
- B You should prepare a shopping list.
- C Do not regret when you buy something.

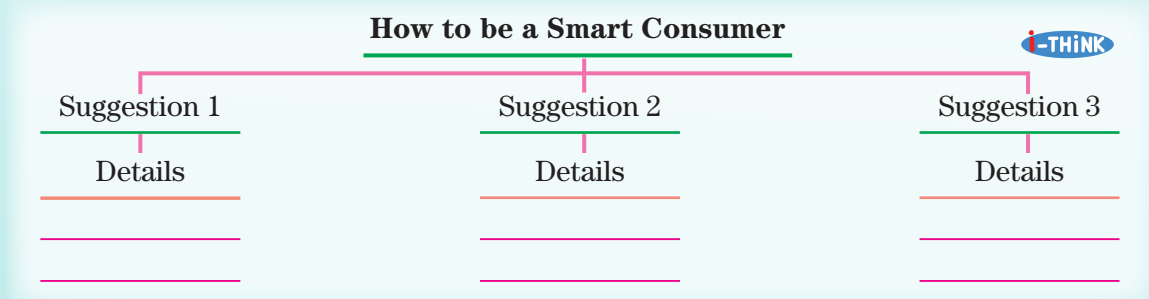
Paragraph 4

- A Research on the product before you buy it.
- B Do your homework.
- C Do not part with your money.

Paragraph 5

- A Spend within your limits.
- B Know your rights and be an informed consumer.
- C Take responsibility for your spending habits.

4. List three ways on how to be a smart consumer.



Moving Beyond the Text

Why do you think many consumers are fooled by advertisements? 🌸



WORD STUDY (Phrasal Verbs)

A phrasal verb is a phrase that consists of a verb and a preposition which has a different meaning from the original word.

To begin with, never **give in** to sales gimmicks.

Study the phrasal verb entry in the dictionary and give the meaning of the phrasal verb '**give in**' as used in the sentence above.



give in phrasal verb **AGREE**

+ Extra Example

1. to finally agree to what someone wants, after refusing for a period of time
He nagged me so much for a new bike that eventually I gave in.
The government cannot be seen to give in to terrorists' demands.

give in phrasal verb **ADMIT DEFEAT**

+ Extra Example

2. to accept that you have been defeated and agree to stop competing or fighting
You'll never guess the answer - do you give in?
She wouldn't give in until she received a full apology.

Match the phrasal verbs to their meanings. Use a dictionary to help you. Then, write a sentence for each phrasal verb.

1. give away

• distribute

2. give back

• stop doing something bad

3. give out

• to stop doing something permanently

4. give up

• to give something for free

5. give over

• to return something you have borrowed

Write Right

A caption is a title or a brief explanation that accompanies a pictorial illustration. It can appear in the form of a brief description or a sentence.

Study the captions below. Brainstorm for other captions for the illustrations given.



TIPS

Impulse

A sudden strong wish to do something without stopping to think of the consequences

TASK 1

It is the Consumer Awareness Week in your school.

Write captions to teach your friends on how to refrain from impulse buying. Present it in the form of posters. An effective poster needs captions written in clear and concise language.

- Cut out pictures from newspapers or magazines. You can also draw your own pictures or source illustrations, pictures and cartoons from the Internet.
- Write effective captions to accompany your illustrations. They can be short sentences or descriptions.

Example: Impulse buying is a waste of money.

- Design your poster in a creative way.
- Choose an attractive layout.
- Use arrows, diagrams or pictures.
- Put up your posters on the class bulletin board.
- Declare the most creative poster with the most effective caption the winner.

TASK 2

Design an advertisement for your product.

- Think of a product.
- Give it a brand name.
- Promote your product to the class.

My Choice Board

Logical Mathematical

Research and Development Manager

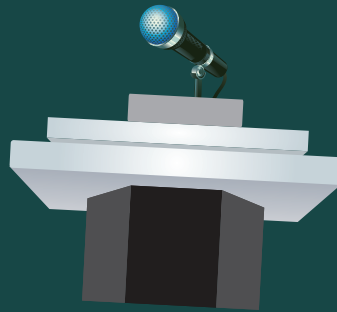
Do research online or gather information from books on the product that you will be marketing to your friends.



Verbal Linguistic

Product Promoter

Talk about your product and say why it is better than other brands.



Publicity Manager

Put up the advertisement on your class notice board. Promote the features of your product.



Designer

Design an advertisement page that will attract your friends to buy the product.



Kinesthetic

Spatial

Grammar Use

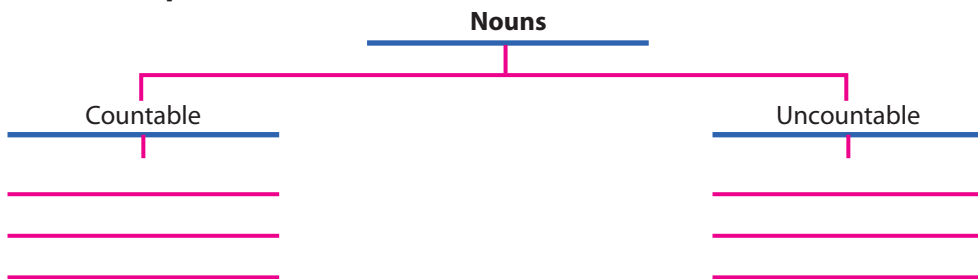
Countable and Uncountable Nouns

TASK 1 Read the dialogue below.

- Wife:** Hello dear, can you buy some apples? I need to make an apple pie.
- Husband:** Certainly, dear.
- Wife:** Don't forget to buy ten oranges too. The children love them.
- Husband:** That shouldn't be a problem.
- Wife:** Wait, please get me a pineapple, an avocado and five pears too.
- Husband:** Sure.
- Wife:** Oh, yes, we also need some cheese, a carton of eggs, a packet of flour, a packet of salt and a bottle of cooking oil as well.
- Husband:** Hello... hello... I can't hear you. The reception is quite bad over here.



TASK 2 Based on the dialogue, list the countable and uncountable nouns in the tree map.



i-THINK

TASK 3 Complete the sentences with 'a', 'an' or 'some'.

- Would you like ... coffee?
- Would you like ... sandwich?
- Would you like ... water?
- Would you like ... egg for your breakfast?
- Would you like ... glass of orange juice?
- Would you like ... jar of jam?

Grammar INFO

- Countable nouns** are objects we can count. It can be singular or plural.
 • one bun • two buns
- Uncountable nouns** are objects we cannot count.
 • sugar • water • oil

Say it Right

Short and Long Vowel Sounds

A Listen and say the words.

/e/



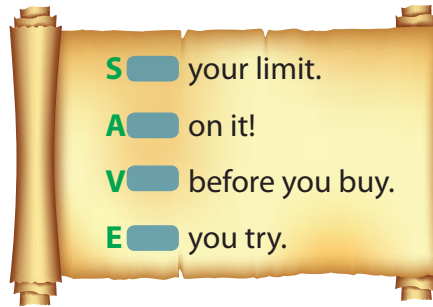
Scan Me

pen	bent
bet	neck
set	debt
end	well

B Listen and complete the words in the acrostic poem below. The words contain the /e/, /æ/, or /ɜ:/ sounds.



Scan Me



C Have fun creating your own acrostic poem.

- Decide on your topic.
- Write your word down vertically.
- Find words that have the sounds you have learnt in Exercise A.
- Complete your poem.

/æ/



act	rag
map	flag
plan	lamb
rank	latch

/ɜ:/



her	sir
term	girl
perk	fur
urge	word

GAME Tic - Tac - Toe

- 1 Each player writes out any nine words learnt in Exercise A with the sounds /e/, /æ/ and /ɜ:/ onto a grid of nine squares.
- 2 The teacher will call out a word.
- 3 The player is required to draw an X or O over the word called out if the word appears on the grid.
- 4 The player who gets three Xs or Os in a row or in any direction wins the game.
- 5 Repeat the game by preparing a different list of words from the list in Exercise A.

den	rank	ten
perch	bend	girl
heard	urge	ten

Literature *in Action*

Read and understand the graphic novel below.



A merchant called Antonio lives in Venice. He has a good friend, named Bassanio who has an interest in Portia, a rich and beautiful woman.



You may understand the play better by watching the animated movie trailer here:

<https://www.youtube.com/watch?v=ww1cYz3FOjc>

THE MERCHANT OF VENICE

by William Shakespeare

1

Antonio, please lend me three thousand ducats to marry Portia.

All my money and goods are at sea. Find me a money lender. I shall gladly lend it to you.

2

Shylock, can you lend three thousand ducats to Antonio for three months?

Certainly...but give me a pound of his flesh if he cannot pay by then.

3

Three months later, Antonio fails to repay Shylock. The case is brought to court.

Please have mercy on my friend, Shylock.

I have promised to take his pound of flesh and nothing less!

4

Shylock prepares his knife to cut the pound of flesh. Portia, disguised as a lawyer, enters.

The contract allows you his flesh but not a drop of his blood!

Take your flesh, Shylock. The law allows it and the court must give it to you.

Learned judge! Learned judge at last!

TASK 1

1. If you were Antonio, would you invest all your money in a trade? Explain your answer.
2. Why do you think Bassanio did not borrow money directly from Shylock? 🧠
3. What have you learnt from the story? 🧠
4. What do you think happened to Shylock in the end? 🧠



TASK 2 Refer to the guidelines below to perform the play.



Scriptwriter

Do a research on the play and prepare the script.

My Choice Board

Director

Lead the members of your group to produce a quality play.



Prepare the stage for the play. Be imaginative and creative by using scrap materials that are available.

Prop designer

Do a research on the kind of clothes worn during the Elizabethan era. Then, design suitable clothes by modifying the clothes you have.

Costume designer



My Reflective Journal

1 What new information have I learnt about being a smart consumer?

3 Have I ever experienced being cheated into buying something that is not worth the money spent?

2 What action would I take before I decide to buy something?

4 What lessons have I learnt from this experience?

Action Oriented Task



Which phone will you buy?

Which of these would you do before you make your decision?

Determine your needs

Fix your budget

Check the features

Read online review

Research on the phone

Talk to the shop owner

Interview a person who has used the phone

Plan your expenses

Compare prices

Borrow money from your siblings

Buy what looks good to you

Model 1

- Shocking Deals
- Not to be missed
- RM669
- Best-selling handpone

Now selling at **RM299**

(3 reviews)

Model 2

- Free smart cover and screen protector
- RM899
- One year warranty

Now at **RM359**

(68 reviews)

Model 3

- RM1099
- Be the smart owner
- Two SIM card slots
- Buy now and pay later

Monthly instalments **RM109**

(27 reviews)

Let's REVIEW

A Match the questions in column A to the answers in column B. Then, practise reading aloud with your friend.

Column A

1. Where can I get jackets for men?
2. What do you think of this shirt?
3. Whom can I speak to about making a complaint?
4. Is this shirt too big for me?
5. Can I try this on, please?
6. How much is this?

Column B

- a. Let me get you a smaller one.
- b. The men's department is on the second floor.
- c. This item is on offer today and it is half price!
- d. Sure, the changing room is right at the corner.
- e. It suits you very well.
- f. You can speak to our customer service.

B Put a tick (✓) beside the countable nouns.

- | | | | |
|--|------------------------------------|------------------------------------|-------------------------------------|
| 1. watermelon <input type="checkbox"/> | 4. bread <input type="checkbox"/> | 7. potato <input type="checkbox"/> | 10. leaf <input type="checkbox"/> |
| 2. lemonade <input type="checkbox"/> | 5. butter <input type="checkbox"/> | 8. jam <input type="checkbox"/> | 11. juice <input type="checkbox"/> |
| 3. milk <input type="checkbox"/> | 6. sugar <input type="checkbox"/> | 9. burger <input type="checkbox"/> | 12. carrot <input type="checkbox"/> |

CHECKPOINT 1

CHAPTERS 1 - 4

A Fill in the blanks with **a**, **an** or **some**. Then write **C** for countable or **U** for uncountable nouns.

- | | | | |
|--------------------|-----------------------|------------------|-----------------------|
| 1. ... apple | <input type="radio"/> | 6. ... grapes | <input type="radio"/> |
| 2. ... apricot | <input type="radio"/> | 7. ... sugar | <input type="radio"/> |
| 3. ... milk | <input type="radio"/> | 8. ... bun | <input type="radio"/> |
| 4. ... cornflakes | <input type="radio"/> | 9. ... coffee | <input type="radio"/> |
| 5. ... guava juice | <input type="radio"/> | 10. ... cherries | <input type="radio"/> |

B Complete the table with the verbs and their past tense forms.



- Do Not Litter
- Animals Bite
- Do Not Feed the Animals
- Stay in the Vehicle
- Walk on the Path
- Drive Slowly



Present Tense

- litter
- ...
- ...
- ...
- ...
- ...

Past Tense

- littered
- ...
- ...
- ...
- ...
- ...

C Complete the email below with articles '**a**', '**an**' or '**the**' where necessary.

Compose

James Boon jamesboon123@gmail.com
to Hamim Haziq

Inbox(23)
Starred
Sent
Trash
Draft

Hi Hamim,
I am so excited about **1.** ...camping trip on Sunday. I hope you are too. I would like to remind you about **2.** ... things that you need to bring along. Remember to bring **3.** ... insect repellent, **4.** ... jacket, **5.** ... long sleeve T-shirt and tracksuit to keep you warm at night. I hope you have packed **6.** ... water bottle, **7.** ... compass and **8.** ... pair of waterproof trousers too. You will need **9.** ... rucksack for your things. If you do not have one, you can use mine as I have **10.** ... extra one at home. Drop me a line if you need anything.
See you on Sunday.
James Boon

D Read the headlines and list the nouns.

DAILY NEWS

BUS DRIVER SAVES OLD GRANNY

MILLIONAIRE LOSES LAWSUIT

50 **BABIES CATCH CROOKS**

TODAY NEWS

SQUASH PLAYERS PUT MALAYSIA ON THE WORLD MAP

FRIENDLY MATCH TURNS ROWDY

Life NEWS Eating Pastries for Inspiration

Nutrients to Keep You Looking Young

Lifestyles NEWS

Oatmeal for Health

Not the Time to Waste Food

CHAPTER 5



A Bundle of Joy

Lead In

Look at the pictures and talk about how different cultures celebrate the birth of newborns.

- Have you attended the celebration of a newborn before?
- How was your birth celebrated?

In this chapter,
you will

listen

to an audio text

speak

about how to accept
and decline invitations

read

an article on the
naming ceremony of
the Ibans

write

a journal entry

learn

about singular and
plural nouns and
subject-verb agreement

practise

/ɔ:/ and /ɒ/

appreciate

a short story

Listen and Talk

TASK 1 Role-play the telephone conversation.

Wani: Hello, is this Min Hui?

Min Hui's brother: I'm sorry. Min Hui is not at home.
Who is on the line? Can I take a message?


Wani: I'm Wani. This weekend is my brother's *cukur jambul* ceremony at my paternal grandfather's house. Min Hui mentioned that she would like to know more about the ceremony.

Min Hui's brother: What time is the ceremony?

Wani: It's at 11 a.m.

Min Hui's brother: I shall convey your message.

Wani: Thank you. Please tell her to give me a call.



Questions with words such as 'who', 'what', 'where', 'when', 'why' or 'how' often have a rising intonation.

TASK 2 Imagine you are Min Hui's brother. Convey Wani's message to Min Hui.

When you convey a message:

- state the caller.
- pass the details of the message accurately.

TASK 3 Prepare a telephone conversation between Min Hui and Wani.

Min Hui: Hello Wani. I heard ...

Wani: Yes, Min Hui. Can you ... ?

Min Hui: Thank you very much, Wani. I ...

Wani: That's great! The celebration ...



TASK 4 Write a telephone conversation between Wani and Min Hui. Decline the invitation.



Use the expressions below to help you.

It is so kind of you to invite me but I'm afraid I can't make it.

To decline

How kind of you! I would love to come but I'm afraid I can't.

I'm so sorry but I shall have to turn down your invitation.

Thank you so much but I really can't make it.



Scan Me

Listening to a Text

TASK 5 Listen to Min Hui's experience of attending a *Cukur Jambul* ceremony. Complete the entry correctly. 🎧



The *cukur jambul*... is so unique. Wani's grandparents were very ... and the scale of the celebration in a way reflected that. Although Wani told me only close family members and neighbours would be ... the ceremony, there were close to eighty people at her grandparents' home.



Prayers were recited and the baby's hair was ... by their elders and religious leaders. Later, ... Malay food was served. I am glad to have attended the ceremony. I am ... to Wani for inviting me. Understanding one another's culture is ... in a multiracial country like Malaysia.

Read and Understand

Read the text below.

Iban Child's Naming Ceremony

The child naming ceremony of the Ibans is usually done when the child is old enough to be given a bath in the river. This is no ordinary bath as it is a ceremony and ritual that calls upon the gods to bring good fortune and health to the child in later life.

The Ibans exercise extreme care in the selection of a name. A name that is well chosen is an assurance of longevity, happiness and good fortune in life. After the parents have chosen several names, small lumps of rice are placed on a piece of plank. The number of lumps represent the number of names chosen. A special fowl is then allowed to peck at the rice lumps. Whichever name represented by the rice lump that is pecked will be the name of the child.


After the traditional naming of the child is the ceremonial bath at a river. The child's father will request family and friends who stay at the longhouse to attend the ceremony. The following morning, all the longhouse dwellers would go down to the river in a procession led by an elder. The elder is immediately followed by a man who carries a fowl. They are then followed by two of the most productive and fortunate women in the longhouse. The first lady bears the offerings while the second, carries the child.

Others in the procession beat percussion instruments throughout the event to drown any noise made by birds and to cast away bad omens.

GLOSSARY

- ritual** actions performed as part of a religious ceremony
- omen** a sign of what is going to happen in the future

My Vocabulary Journal

<p>What does it mean?</p>		<p>Find a word that is:</p> <p>Similar:</p> <p>Opposite:</p>
<p>Use it in a sentence.</p>		<p>Draw a picture of it.</p>

1. Fill in the table with an appropriate expression from the text.

Meaning	Expression
a. do something carefully	
b. long life	



To find out more on the Iban's naming ceremony, check out the video below:

www.youtube.com/watch?v=XjpDefrMHgc

Upon arrival at the river, the village elder recites a prayer and uses his *nyabor* sword to make 'cuts' in the water before the child is slipped into the river for the ceremonial bath.

Thus, begins a new life blessed with good health and longevity.

Adapted from:

Iban Cultural Heritage

by Gregory Nyanggau Mawar

<https://gnmawar.wordpress.com/>

[adat-iban/the-early-iban-way-of-life/](https://gnmawar.wordpress.com/adat-iban/the-early-iban-way-of-life/)



2. Tick (✓) the correct statements.

- The Ibans are extremely concerned that a child's name must be carefully selected.
- The naming ceremony is to bring good health and prosperity to the child.
- The parents lead the child to the river for the ceremonial bath.
- The noises made by the birds during the ceremonial bath is a good sign.
- The elder makes 'cuts' in the water before the child is given a ceremonial bath.

3. Match the main idea to the correct paragraph.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

The casting away of bad omens

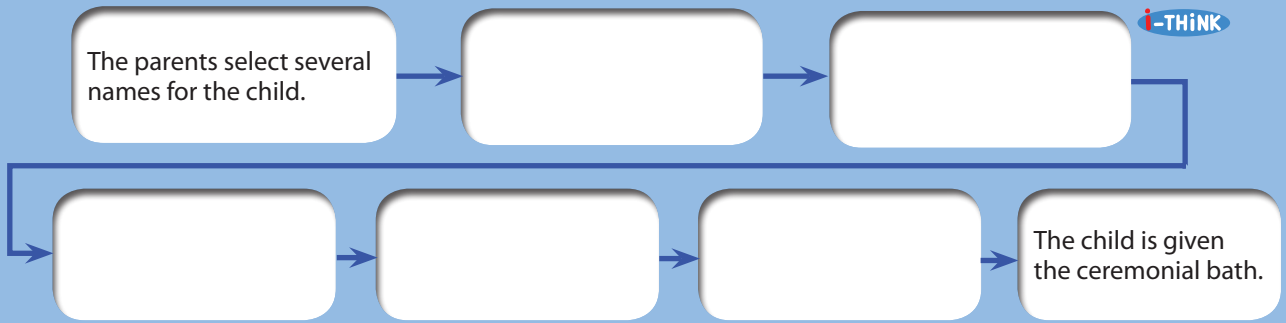
The conclusion

The ceremonial bath in the river

Introduction to the child naming ceremony

The process of selecting names

4. Complete the flow chart with the steps in the child naming ceremony.



Moving Beyond the Text

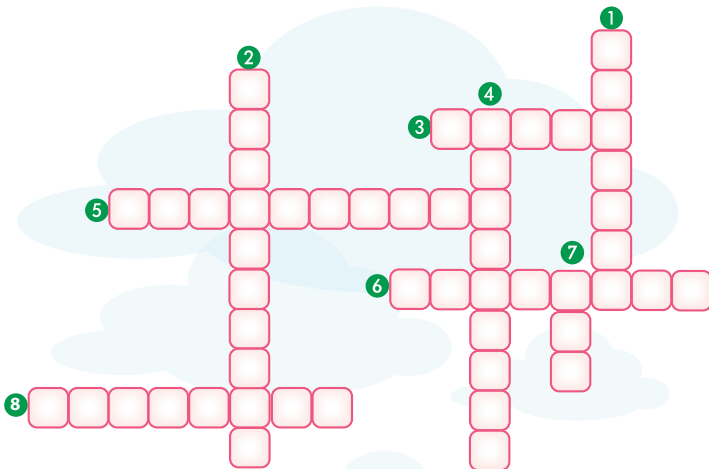
Do an online or a library research on how other cultures celebrate the birth of a baby. Present your information on a chart and share the information with the class.



WORD STUDY (Word Puzzle)

A Complete the puzzle below with words from the text.

B Complete the sentences below with words from the puzzle.



1. Siew Hong made a ... in her business.
2. Aidil will be attending the wedding ... carried out in the groom's house.
3. Many cultural ceremonies are carried out to ensure ... and good health.
4. Surian ... the visitors to the grand hall.
5. Many of the village ... have moved to town to work.
6. The groom will lead a ... to the bride's house on the day of the wedding.
7. The sound of ... can be heard clearly outside the hall.
8. There was sadness in the village when the village ... passed away.

Clues	
Across	Down
3. person of experience	1. luck
5. musical instrument	2. a line of people walking together
6. people who live in a particular place	4. long life
8. religious occasion	7. past tense of lead

Write Right

Writing a Journal

A journal is a written record of the happenings in your life.

Read the journal entry below about the naming ceremony of the Ibans.

I attended a very special ceremony last week called the Naming Ceremony of the Ibans. It was very unique because it was the first time I have seen such a ceremony.

I was very happy to be there. The village elder made sure that everything went on smoothly. The parents and her elder sibling were smiling happily.

We should learn more about each other's cultures. There will be peace on earth!

Time of the event

Information of the event or happening

Your response to the event

Your observation

Your feelings and thoughts about the event that you have witnessed

TASK 1 Write a journal entry on a ceremony you have attended.

Blogger

Do an online research on how to create and manage your own blog. Post your journal entries in your blog. Share your journal entries with your friends.



or

Publisher

Publish your journal. Get your friends to proofread the first draft of your journal for errors. Then, get your teacher to check your journal. Write out the corrected version and put it up on your class bulletin board.



Suggested Outline

Information of the event or happening

Time of the event

Your response to the event

Your observation

Your feelings and thoughts about the event that you have witnessed

Good to Know

The Chinese celebrates **Full Moon Celebration** when the baby is one month old. The design on the *Ang Ku*, a type of Chinese pastry given during the celebration tells the recipient whether the baby is a boy or a girl.

Grammar Use

A Singular and Plural Nouns

TASK 1 Read the comic strips and list the singular and plural nouns.

I need to prepare some red eggs for the celebration.



I will cook chicken curry and add in these potatoes.

Dear, the baby is ready. Shall we begin the ceremony?



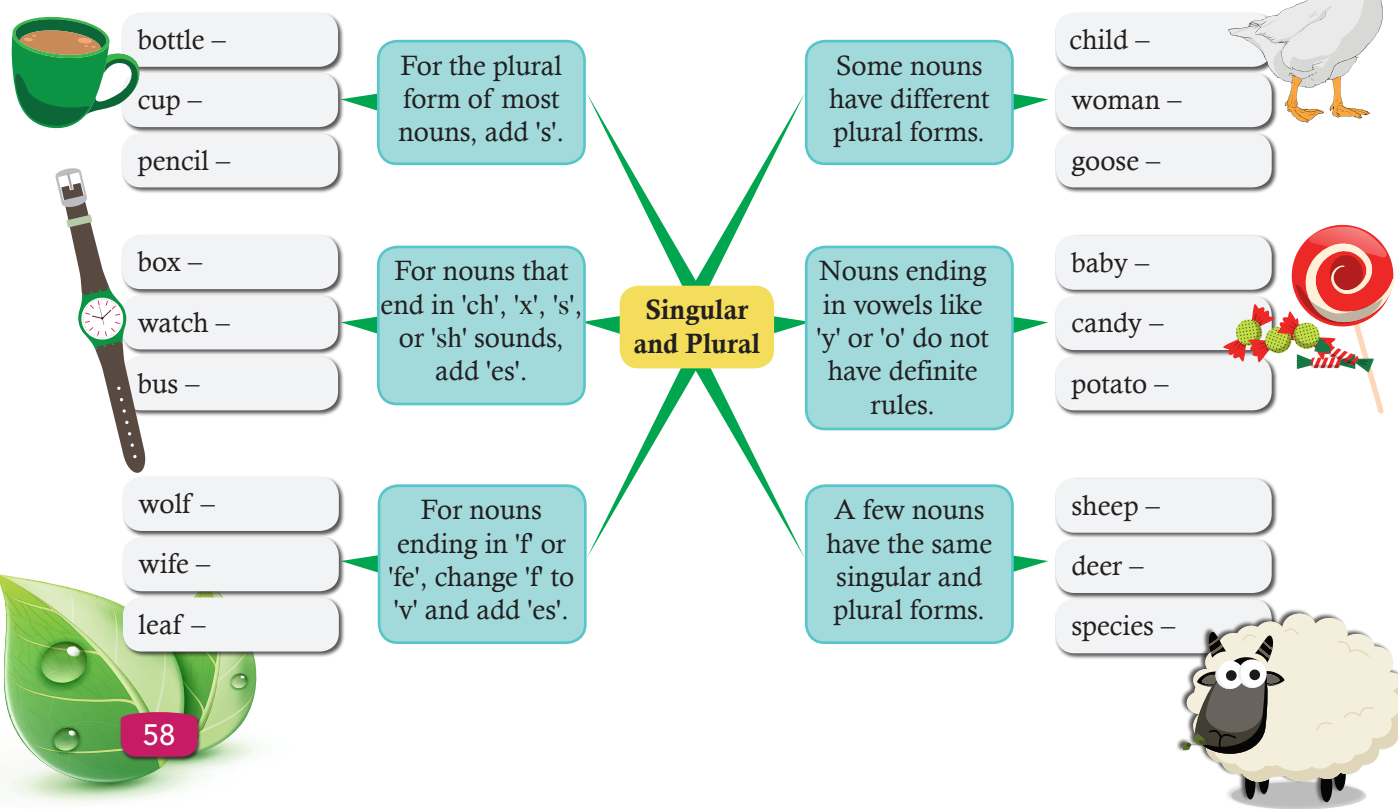
Yes, the barber and the priest have arrived. Most of our relatives have arrived too.

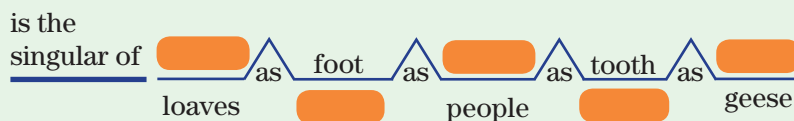
Please get a crib ready for the baby.



We will need a pair of scissors for the hair cutting ceremony.

TASK 2 Complete the diagram below with the plural forms of the nouns given. Give other examples of your own.



TASK 3 Complete the bridge map below.**Grammar INFO**

Some nouns only appear in the plural form.

- clothes
- scissors
- jeans
- tongs

TASK 4 Complete the sentences below with the plural forms of the nouns.

- The principal led the ... (child) and their ... (parent) into her office.
- Marie borrowed some ... (book) and ... (dictionary) from the library.
- We should appreciate having a multiracial society with different ... (culture).
- Ester Langi bought a lot of ... (present) for her siblings when she returned from her holidays.
- Malaysia is a country with rich and varied cultural ... (tradition).

B Subject-Verb Agreement

In a sentence, singular subjects take singular verbs and plural subjects take plural verbs.

Plural subject Plural verb

Different cultures **have** different ways of naming a baby. In some parts of Africa, the father **reads** a list of names while the mother **holds** the baby.

Singular subject

Singular verb

Singular subject

Singular verb

TASK 5 Underline the correct answers.

People in Jamaica (has/have) a very interesting way of celebrating the birth of their newborns. Soon after the mother (give/gives) birth to a baby, the umbilical cord (is/are) buried in a special place. A tree (is/are) then planted at the spot. The tree (is/are) usually given by the grandparents, godparents, friends or relatives. The tree planting ceremony (symbolise/symbolises) the beginning of a new life. The child (is/are) later taught to take on the responsibility of caring for the tree. This custom (emphasise/emphasises) the attachment to the place we come from.

TASK 6 Complete the messages below with the words given.

are have wants is has

Manga ... you to return her call. She ... some science notes in your desk.

Your tuition teacher called to say that you ... an extra class today at 2 p.m.

The washing machine ... out of order. The clothes ... unwashed. Please take them to the laundry

Say Right

Short and Long Vowel Sounds

short vowel



long vowel



Scan Me

A Listen and repeat.

nought	cause	rot	odd
ought	bought	taught	court
sought	caught	born	cot
	log	sort	

B Sort the words based on the /ɔ:/ or /ɒ/ vowel sound.

pot hot roar
or sock rock oar
not sore mop score
bored spot boar



C Read these sentences as fast as you can.

Walk the talk. Stop the rock.

Sean saw a store. Sort the ore.

Paul fought at the fort.



Scan Me

D Tick (✓) the words that you hear.

- | | | | |
|-----------|--------------------------|--------|--------------------------|
| 1. cot | <input type="checkbox"/> | caught | <input type="checkbox"/> |
| 2. not | <input type="checkbox"/> | nought | <input type="checkbox"/> |
| 3. port | <input type="checkbox"/> | pot | <input type="checkbox"/> |
| 4. caught | <input type="checkbox"/> | cot | <input type="checkbox"/> |
| 5. bot | <input type="checkbox"/> | bought | <input type="checkbox"/> |

Literature in Action

Read the story below adapted from *The Good Earth* by Pearl S. Buck.

“It is now,” O Lan said. “I will go into the house. Do not come into the room until I call. Only bring me a newly peeled reed and slit it, that I may cut the child’s life from mine.”

Wang Lung stood listening at the door to those heavy animal pants. A smell of hot blood came through the crack, a sickening smell that frightened him.

“Is it a man?” he cried.

“Is it a man?” he cried again.

“Tell me at least this – is it a man?”

And the voice, as faint as an echo answered, “A man!”

“It is a man child!” he called triumphantly.

She called to him to come in and he went in.

TASK 1

The story about Wang Lung is set in a traditional Chinese community in China. The novel talks about the taboos and the cultural practices of the Chinese community. Complete the circle map with practices regarding the birth of a child based on the passage above.



Neatly covered upon the bed, wrapped in a pair of his old trousers, as the custom was, lay his son.

The next day after the child was born, he went to the market and bought fifty eggs and a red paper to boil in the water with them to make them red. He also bought some red sugar.

The dealer slipped a strip of red paper, smiling as he did so.

“It is for the mother of a newborn child, perhaps.”

“A firstborn son,” said Wang Lung proudly.

“Ah, good fortune,” answered the man.

True enough for Wang Lung, the harvest that year was like never before.

Adapted from
The Good Earth by Pearl S. Buck

TASK 2

Discuss the quotation below.

‘No culture can live, if it attempts to be exclusive.’
(Mahatma Gandhi)

Do you believe it is important to preserve your culture and tradition?

Numbered Heads Together



Action Oriented Task



A Cultural Project Gallery Walk

Do a research on the cultural practices in Malaysia. You may:

- interview your grandparents or your parents
- look up materials in the library or on the Internet
- find photographs or draw pictures
- organise your materials and put them up in posters for display or PowerPoint presentations

Move from one display to another. Complete the table below.

Station	Name of Celebration	Cultural Group	Interesting Information

My Reflective Journal

Name of cultural practice

People who celebrate

The purpose of the celebration

How it is celebrated

Describe what you find interesting.

How does understanding different cultural practices make you a better Malaysian?

Add or draw pictures of the celebration.



Let's REVIEW

A Complete the conversations below with the correct expressions.

Sam: Hi Rita, are you free this evening? I will be playing badminton with some of our friends. Why don't you join us?

Rita: (*Decline*) ... I have to accompany my mother to get groceries today. Maybe another time. Thanks anyway. Please enjoy yourselves.



Rohen: Alya, I'm organising a party for our classmates tonight since it's Jamal's last day in this school. Would you be able to make it tonight? It would be great if you can come.

Alya: (*Accept*) Thank you so much for the invitation. What are you preparing for the party? Maybe I can help.

B You are organising a party. Brainstorm the things you need to prepare by completing the tree map below with suitable nouns. The nouns can be in the plural or singular form.

THINK



C Complete the passage below with the words given.

prepared

managed

cried

was

had

It was simply fantastic. The celebration (1) one of a kind. I have never seen anything like this before. It was the Mundan ceremony. I am glad Tillak (2) invited me over to see how the celebration was like. His mother (3) a paste of turmeric and sandalwood. This was used to apply on the baby's head after it was shaved. It was really quite amazing. The barber actually (4) to shave the baby's hair although the baby (5) throughout the ceremony.

CHAPTER 6



*In this chapter,
you will*

listen

to the history of games and a game review

speak

about a game

read

tweets on what people think of movie ratings

write

a response in a blog

learn

about demonstrative, interrogative and possessive pronouns

practise

/ju:/

appreciate

a poem

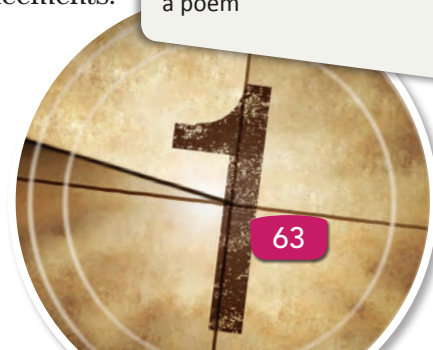
Ready, Set, Action!

Lead In

How we play nowadays has changed tremendously. The way we play together and by ourselves is different due to technological advancements.

Have you played with these toys or gadgets before?

- How much time do you spend playing every day?
- Is playing an important part of life?
- Talk about your favourite pastime.



Listen and Talk

Listening to the Text



Scan Me

TASK 1 Listen and complete the timeline.

_____ by
Morris Michtom

1902

1958

_____ by William Higinbotham

LEGO by Ole Kirk
Christiansen



_____ by Ruth
Handler

1959



Take turns to ask and answer questions.

Who is the inventor of the Teddy bear?

Morris Michtom is the inventor of the
Teddy bear.



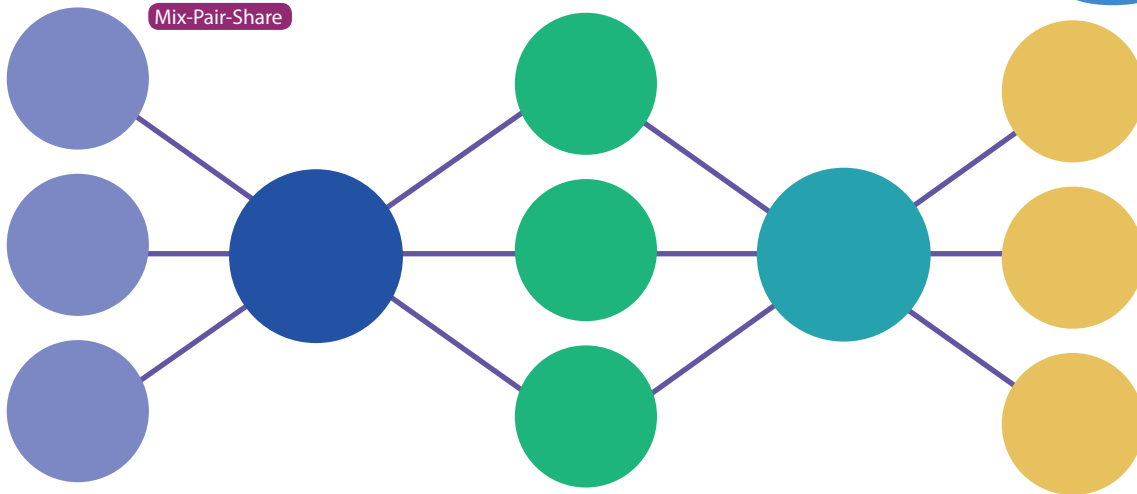
Use words like 'what', 'why',
'when', 'where', 'who' or
'how' to gather information.

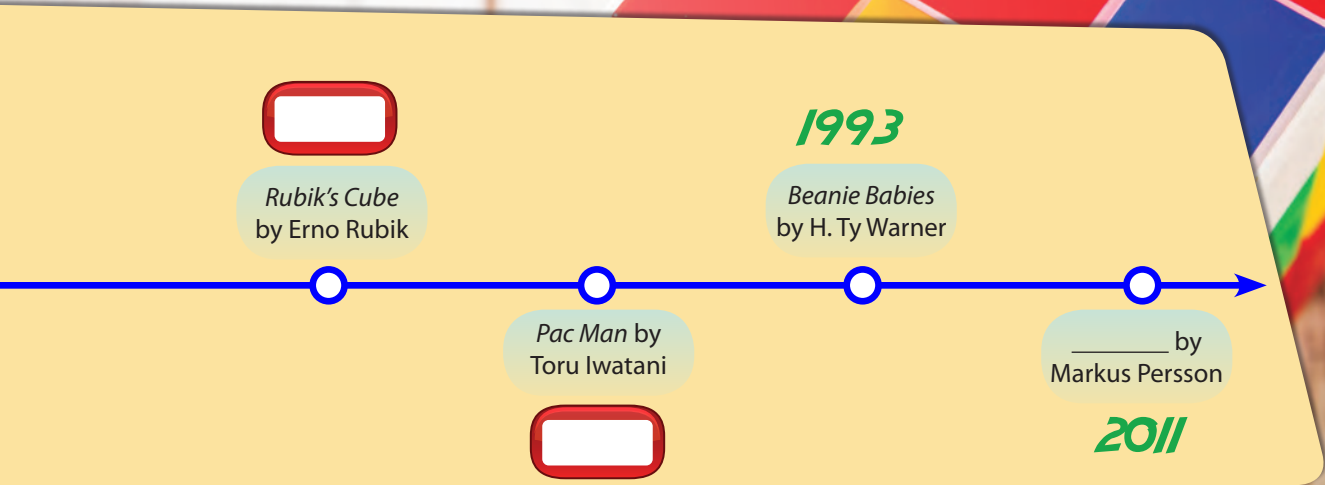
TASK 2 Complete the double bubble map below. Name two different types of games that you know from the timeline. How do they differ and in what ways are they similar?

Mix-Pair-Share



i-THINK





Listening to a Review

TASK 3 Listen to a review on a computer game. Jot down the details in the following table.



	Name of game	
	Setting	Aperture _____
	Main challenge	
	Tool given to player	
	Skill tested	

Good to Know

A professional YouTuber makes a career out of creating YouTube content. A YouTuber has a great impact on the video game industry. Check out one example: <https://www.youtube.com/watch?v=Yt3VB-7juiY>



TASK 4 Talk about a computer game that you have played with your friends. Use the information in Task 3 as a guide.



You may use the adjectives below to describe your game:

boring	tiresome
engaging	exciting
interesting	challenging

[Home](#)[Connect](#)[Discover](#)[Film Rating](#)

Tweets in Movie Ratings [@movieratings123](#)



Azharul, 16

Movie ratings? What a nuisance! Leave the upbringing of children to their parents. Parents have the responsibility of making sure that their children are watching movies that are suitable for their age. Parents are aware of what is harmful for their children so they should monitor what their children watch. They are the ones who should make sure that a movie is suitable for their children. We do not need movie ratings at all.



Madam Lee, 40

I certainly agree that we should have the movie ratings stated clearly. I am as busy as a bee and have no time to check on the movies my child is watching. This is one way in which I can make sure that my child is not watching movies that have unsuitable content and language. A child is as innocent as a lamb. So, we need movie ratings to sieve out what is unsuitable. Children are so easily influenced by what they watch so movie ratings are definitely necessary.



Martha Ginun, 35

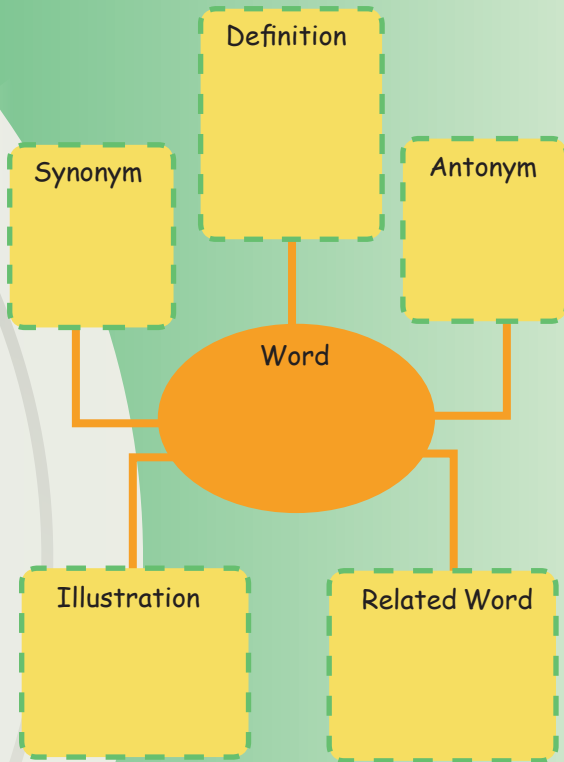
We do not need any movie ratings. This is much ado about nothing. Movie ratings only make children more interested to watch what they should not be watching. In fact, they are more curious to know what is in the movie because they are not allowed to watch them. They do not even need to go to the cinema to watch a PG-rated movie. They can easily watch them on CDs which are not rated at all. Movie ratings do not stop children from watching such movies.

GLOSSARY

PG-rated
nuisance

Parental guidance suggested something that causes trouble


My Vocabulary Journal



1. Tick (✓) the statements which are true.

- a. Azharul thinks that it is the parents who should decide which type of movies is suitable for the young.
- b. Madam Lee is against movie ratings.
- c. Martha Ginun feels that movie ratings are the only ways to prevent children from being exposed to unsuitable materials.

2. Answer the questions.

- a. "They can easily watch **it** on CDs that are not rated at all." What does the word **it** mean?
- b. Which expression in the passage means 'a big fuss over a small matter'?
- c. Which expression in the passage means 'to remove or to separate'?
- d. Azharul feels that movie ratings should not take over the responsibility of the parents in monitoring what their children watch. Do you agree? Give your reasons. 

3. Match the argument with the speaker.

Azharul

Children need movie ratings to ensure that they watch movies suitable for their age.

Madam Lee

Movie ratings make the children more curious to watch what they should not be watching.

Martha Ginun

The parents should be the ones responsible for monitoring the kinds of movies their children watch.

Moving Beyond the Text

Do an online research on the different kinds of movie ratings and find out what kind of movies are categorised under each type of rating. Compare the information you have gathered with your friend. 