



ENGLISH FOR COMMUNICATION

Special Education FORM

2

Good idea!

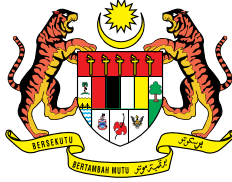
Hello!

Wow!

Welcome!

Bye bye





RUKUN NEGARA

Bahawasanya Negara Kita Malaysia
mendukung cita-cita hendak;

Mencapai perpaduan yang lebih erat dalam
kalangan seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

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

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

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

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

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

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

**THE STANDARD-BASED ENGLISH FOR COMMUNICATION
CURRICULUM (SBECC)**

ENGLISH FOR COMMUNICATION

Special Education

FORM

2

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KEMENTERIAN
PENDIDIKAN
MALAYSIA

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INTRODUCTION

The English For Communication Special Education Form 2 textbook is designed to fulfil the needs of English Language requirements of Form 2 Special Education pupils in accordance with the requirement of the Standard-Based Curriculum for Malaysian Special Education Secondary School (KSSMPK) and the Standard-Based English for Communication Curriculum (SBECC).

The main objective of the textbook is to equip pupils who have the learning disabilities with the necessary English Language skills and knowledge to access information and interact confidently and effectively in various contexts of their lives.

This textbook consists of three main themes which are 'People and Culture', 'Science and Technology', and 'Health and Environment'. For each theme, there are three units emphasizing four language skills (listening and speaking, reading, and writing).

In accordance with the Educational Emphases stated in the Standard-Based English Curriculum (SBEC), the exercises in the textbook encourage the use of multiple intelligences.

In line with current developments in education, higher order thinking skills (HOTS) are given due importance.

To add to the general knowledge of the pupils, facts, and IT tips are provided along with the content. These elements are important in preparing the pupils to acquire more knowledge of the world that revolves around them.

To promote mastery learning, the exercises are contextualized and purposeful, thus making the learning process interesting and meaningful. With learning content encompassing subjects across the curriculum, knowledge acquisition is stimulated. The exercises provided encourage the use of information and communication technology.

Moral values are inculcated so that pupils benefit from a wholesome secondary school education.

21ST CENTURY SKILLS

In today's world, information and knowledge are increasing at such an astronomical rate that no one can learn everything about every subject, what may appear true today could be proven to be false tomorrow, and the jobs that pupils will get after they graduate may not yet exist. For this reason, pupils need to be taught how to process, parse, and use information, and they need adaptable skills they can apply in all areas of life.

Schools need to adapt and develop new ways of teaching and learning that reflect a changing world. Given the widespread availability of information today, teacher should use in-school time to teach students how to find, interpret, and use information, rather than using most or all of the time to present information.

The aim of the 21st century skills is to produce pupils with the following profile which are:

- Resilient
- Communicative
- Thinker
- Team Spirit
- Inquisitive
- Righteous
- Informative
- Loving/Considerate
- Patriotic

Note: These aims are subject to the ability of the Pupils with Special Education Needs (PSEN)

Source: Curriculum Development Division, Ministry of Education Malaysia. (2016).



Content Map

Unit	LS	Listening & Speaking	LS	Reading
Unit 1 Colours of Malaysia Page 4-17	I.1.1	Listen to/see and pronounce/sign words.	2.1.1(i)	Read and identify main ideas in linear texts: (i) simple articles
	I.1.2(i) I.1.2(ii)	Speak with correct intonation, stress and sentence rhythm: (i) phrases (ii) compound sentences	2.1.2(i)	Read and identify information in non-linear texts: (i) tables
	I.2.1(ii)	Listen to/see and respond to topics related to: (i) things		
Unit 2 Lovable People Page 18-33	I.1.1	Listen to/see and pronounce/sign words.	2.1.1(i)	Read and identify main ideas in linear texts: (i) simple articles
	I.1.2(i) I.1.2(ii)	Speak with correct intonation, stress and sentence rhythm: (i) phrases (ii) compound sentences	2.1.2(i)	Read and identify information in non-linear texts: (i) tables
	I.2.1(i) I.2.1(ii)	Listen to/see and respond to topics related to: (i) things (ii) people	2.2.1(i)	Read and demonstrate understanding of fiction materials: (i) short stories
	I.3.1(i) I.3.1(ii)	Listen to and respond orally to given stimulus by using appropriate words, phrases and simple sentences on variety of social topics to: (i) identify main ideas (ii) give reasons	2.2.2(ii)	Read and demonstrate understanding of non-fiction materials: (ii) simple autobiography
Unit 3 Let's Take a Break! Page 34-49	I.1.1	Listen to/see and pronounce/sign words.	2.1.1(i)	Read and identify main ideas in linear texts: (i) simple articles
	I.1.2(i) I.1.2(ii)	Speak with correct intonation, stress and sentence rhythm: (i) phrases (ii) compound sentences	2.1.2(i)	Read and identify information in non-linear texts: (i) tables
	I.2.1(i)	Speak with correct intonation, stress and sentence rhythm: (i) phrases (ii) compound sentences	2.2.1(i)	Read and demonstrate understanding of fiction materials: (i) short stories
	I.3.1(i) I.3.1(ii)	Listen to and respond orally to given stimulus by using appropriate words, phrases and simple sentences on a variety of social topics to: (i) identify main ideas (ii) give reasons		

THEME I : PEOPLE AND CULTURE

LS	Writing	Language Focus
3.1.1(i) 3.1.1(ii)	Copy and write in neat legible print with correct spelling and punctuation: (i) full stop (ii) comma	Singular and Plural Nouns: <ul style="list-style-type: none"> • timetable • performances • dances Punctuation: <ul style="list-style-type: none"> • question mark (?) Wh-questions: <ul style="list-style-type: none"> • when • where • who
3.1.2(i) 3.1.2(ii)	Transfer information from non-linear to linear texts: (ii) poster	
3.2.1	Write phrases and sentences with guidance.	
3.1.1(i) 3.1.1(ii) 3.1.1(iii)	Copy and write in neat legible print with correct spelling and punctuation: (i) full stop (ii) comma (iii) exclamation mark	Wh-questions: <ul style="list-style-type: none"> • who • what • why Conjunctions: <ul style="list-style-type: none"> • and • because Punctuations: <ul style="list-style-type: none"> • question mark (?) • exclamation mark (!) • inverted commas (" ")
3.1.2(i)	Transfer information from non-linear to linear texts: (i) poster	
3.2.1	Write phrases and sentences with guidance.	
3.2.2	Write an informal letter to a friend.	
3.1.2(i)	Transfer information from non-linear to linear texts: (i) poster	
3.2.1	Write phrases and sentences with guidance.	Exclamation Words: <ul style="list-style-type: none"> • wow! • hooray! Adjectives: <ul style="list-style-type: none"> • big • white • beautiful Punctuations: <ul style="list-style-type: none"> • question mark (?) • exclamation mark (!)
3.2.2	Write an informal letter to a friend.	
3.3.1(i) 3.3.1(ii)	Writing language expressions using: (i) question mark (ii) exclamation mark	
3.3.2	Writing simple dialogues by completing speech bubbles.	



Content Map

Unit	LS	Listening & Speaking	LS	Reading
Unit 4 Hello, Are You There? Page 51-71	1.1.1	Listen to/see and pronounce/sign words.	2.1.1(i)	Read and identify main ideas in linear texts: (i) simple articles
	1.1.2(i) 1.1.2(ii)	Speak with correct intonation, stress and sentence rhythm: (i) phrases (ii) compound sentences	2.1.2(i)	Read and identify information in non-linear texts: (i) tables
	1.2.1(i)	Listen to/see and respond to topics related to: (i) things		
	1.3.1(i) 1.3.1(ii)	Listen to and respond orally to given stimulus by using appropriate words, phrases and simple sentences on a variety of social topics to: (i) identify main ideas (ii) give reasons		
Unit 5 Take Me There! Page 72-91	1.1.1	Listen to/see and pronounce/sign words.	2.1.1(i)	Read and identify main ideas in linear texts: (i) simple articles
	1.1.2(i) 1.1.2(ii)	Speak with correct intonation, stress and sentence rhythm: (i) phrases (ii) compound sentences	2.1.2(i)	Read and identify information in non-linear texts: (i) tables
	1.2.1(i)	Listen to/see and respond to topics related to: (i) things	2.2.2(ii)	Read and demonstrate understanding of non-fiction materials: (i) simple autobiography
	1.3.1(i)	Listen to and respond orally to given stimulus by using appropriate words, phrases and simple sentences on a variety of social topics to: (i) identify main ideas		
Unit 6 A Whole New World Page 92-109	1.1.2(i) 1.1.2(ii)	Speak with correct intonation, stress and sentence rhythm: (i) phrases (ii) compound sentences	2.1.1(i)	Read and identify main ideas in linear texts: (i) simple articles
	1.2.1(i) 1.2.1(ii)	Listen to/see and respond to topics related to: (i) things (ii) people	2.1.2(i)	Read and identify information in non-linear texts: (i) tables
	1.3.1(i) 1.3.1(ii)	Listen to and respond orally to given stimulus by using appropriate words, phrases and simple sentences on a variety of social topics to: (i) identify main ideas (ii) give reasons		

THEME 2: SCIENCE AND TECHNOLOGY

LS	Writing	Language Focus
3.1.1(i) 3.1.1(ii)	Copy and write in neat legible print with correct spelling and punctuation: (i) full stop (ii) comma	Adjectives: <ul style="list-style-type: none"> • thin • small • light • large Phrases-Giving Directions: <ul style="list-style-type: none"> • turn left • turn right • go straight Asking For and Giving Opinions: <ul style="list-style-type: none"> • 'What do you think...?' • 'In my opinion...' • 'I think ...'
3.2.1	Write phrases and sentences with guidance.	
3.1.1(i)	Copy and write in neat legible print with correct spelling and punctuation: (i) full stop	Articles: <ul style="list-style-type: none"> • a • an Preposition: <ul style="list-style-type: none"> • by Modal Verbs: <ul style="list-style-type: none"> • must • should
3.1.2(ii)	Transfer information from non-linear to linear texts: (ii) advertisement	
3.2.1	Write phrases and sentences with guidance.	
3.3.2	Writing simple dialogues by completing speech bubbles.	
3.1.1(i) 3.1.1(ii)	Copy and write in neat legible print with correct spelling and punctuation: (i) full stop (ii) comma	Action Verbs: <ul style="list-style-type: none"> • prepare • take • upload • share • search Sequence Connectors: <ul style="list-style-type: none"> • first • second • then • next • after that • lastly Punctuations: <ul style="list-style-type: none"> • full stop (.) • comma (,)
3.1.2	Transfer information from non-linear to linear texts: (i) poster	
3.2.1	Write phrases and sentences with guidance.	
3.3.2	Writing simple dialogues by completing speech bubbles.	

Content Map

Unit	LS	Listening & Speaking	LS	Reading
Unit 7 Healthy Me, Happy Me Page 112-121	I.1.1	Listen to/see and pronounce/sign words	2.1.2(i)	Read and identify information in non-linear texts: (i) tables
	I.2.1(i) I.2.1(ii)	Listen to/see and respond to topics related to: (i) things (ii) people		
Unit 8 All About Pollution Page 122-141	I.1.1	Listen to/see and pronounce/sign words	2.1.2(i)	Read and identify information in non-linear texts: (i) tables
	I.1.2 (i) I.1.2 (ii)	Speak with correct intonation, stress and sentence rhythm: (i) phrases (ii) compound sentences	2.2.1(i)	Read and demonstrate understanding of fiction materials: (i) short stories
	I.2.1(i) I.2.1(ii)	Listen to/see and respond to topics related to: (i) things (ii) people	2.2.2	Read and demonstrate understanding of non-fiction materials: (ii) simple autobiography
	I.3.1(ii)	Listen to and respond orally to given stimulus by using appropriate words, phrases and simple sentences on a variety of social topics to: (ii) give reasons		
Unit 9 Our World, Our Environment Page 142-159	I.1.1	Listen to/see and pronounce/sign words.	2.1.1(i)	Read and identify main ideas in linear texts: (i) simple articles
	I.1.2(i)	Speak with correct intonation, stress and sentence rhythm: (i) phrases	2.1.2(i)	Read and identify information in non-linear texts: (i) tables
	I.2.1(i)	Listen to/see and respond to topics related to: (i) things	2.2.1(i)	Read and demonstrate understanding of fiction materials: (i) short stories
	I.3.1(i) I.3.1(ii)	Listen to and respond orally to given stimulus by using appropriate words, phrases and simple sentences on a variety of social topics to: (i) identify main ideas (ii) give reasons	2.2.2(ii)	Read and demonstrate understanding of non-fiction materials: (ii) simple autobiography



THEME 3: HEALTH AND ENVIRONMENT

LS	Writing	Language Focus
3.1.2(i)	Transfer information from non-linear to linear texts: (i) poster	Punctuation: <ul style="list-style-type: none"> question mark (?)
3.2.1	Write phrases and sentences with guidance.	
3.1.1(i)	Copy and write in neat legible print with correct spelling and punctuation: (i) full stop	Personal pronouns: <ul style="list-style-type: none"> he she we they it Punctuation: <ul style="list-style-type: none"> inverted commas ('...')
3.1.2(i)	Transfer information from non-linear to linear texts: (i) poster (ii) advertisement	
3.2.1	Write phrases and sentences with guidance.	
3.1.1(i) 3.1.1(ii) 3.1.1(iii)	Copy and write in neat legible print with correct spelling and punctuation: (i) full stop (ii) comma (iii) exclamation mark	Punctuations: <ul style="list-style-type: none"> full stop (.) comma (,) question mark (?) exclamation mark (!)
3.1.2(i) 3.1.2(ii)	Transfer information from non-linear to linear texts: (i) poster (ii) advertisement	
3.2.1	Write phrases and sentences with guidance.	
3.3.2	Writing simple dialogues by completing speech bubbles.	



Listening and Speaking

Develops and enhances the pupils' ability to listen attentively and respond appropriately and confidently, both formally, and informally.



Reading

Develops the pupils' reading strategies using different text types with the aim of making them effective readers.



Writing

Develops the pupils' skills in transferring ideas and thoughts into written forms, using appropriate language, style, and punctuations.



Triggers the pupils' cognitive process.

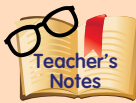


Refers to the learning standards.

Scan Here



Links the teachers and pupils to various informational materials from the Internet.



Teacher's Notes

Guides teachers in instructing the pupils and aids the learning session in class.



GLOSSARY

Helps the pupils to understand difficult words by providing definitions.



Word bank

Aids the pupils in acquiring new vocabulary.



Activity

Provides hands-on tasks while learning a specific topic.

Exercise



Tests the pupils' understanding on the topic that they are learning.



Use it Right

Teaches the pupils the correct use of language.



IT Tips

Suggests any useful online tips that are related to the topic.



Fact

Lays out the authentic information of an event or situation.



Moral Value

Encourages the pupils to have decent values that will provide them with benefits in their daily lives.



Photocopiable

Alerts the teachers about pages that are photocopiable as handouts.

Thinking Maps



Provides a variety of text presentation to enhance the pupils' understanding of a topic that they are learning.



Topical Quiz

Tests the pupils' knowledge on every unit as a whole.

Let's Play!



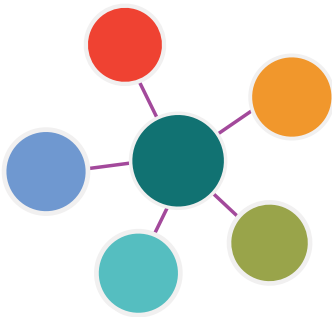
Encourages the pupils to have fun while summarizing what they have learned for each unit.



Thinking Maps

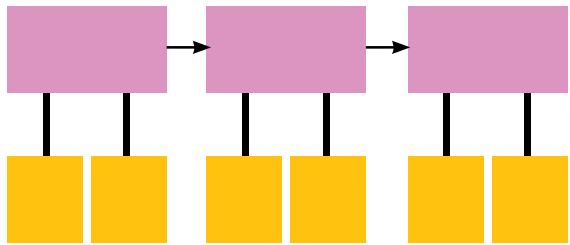
1. The Bubble Map

The bubble map is used to describe the main ideas and the examples. The topic being described is written in the centre. The descriptions of the topic are filled in the outer circles.



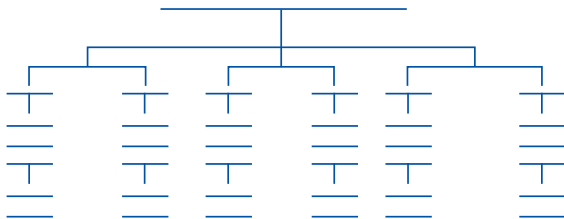
3. The Flow Map

The flow map is used to organise events in sequence or order. Each of the boxes shows the sequence of the events from the beginning to the end.



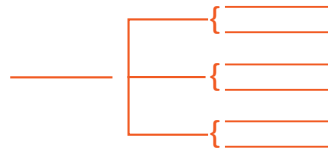
2. The Tree Map

The tree map is used to classify the descriptions of a topic in an organized manner. It encompasses the main topic as the title at the top part and the main ideas as well as the reasons and examples at the below parts.



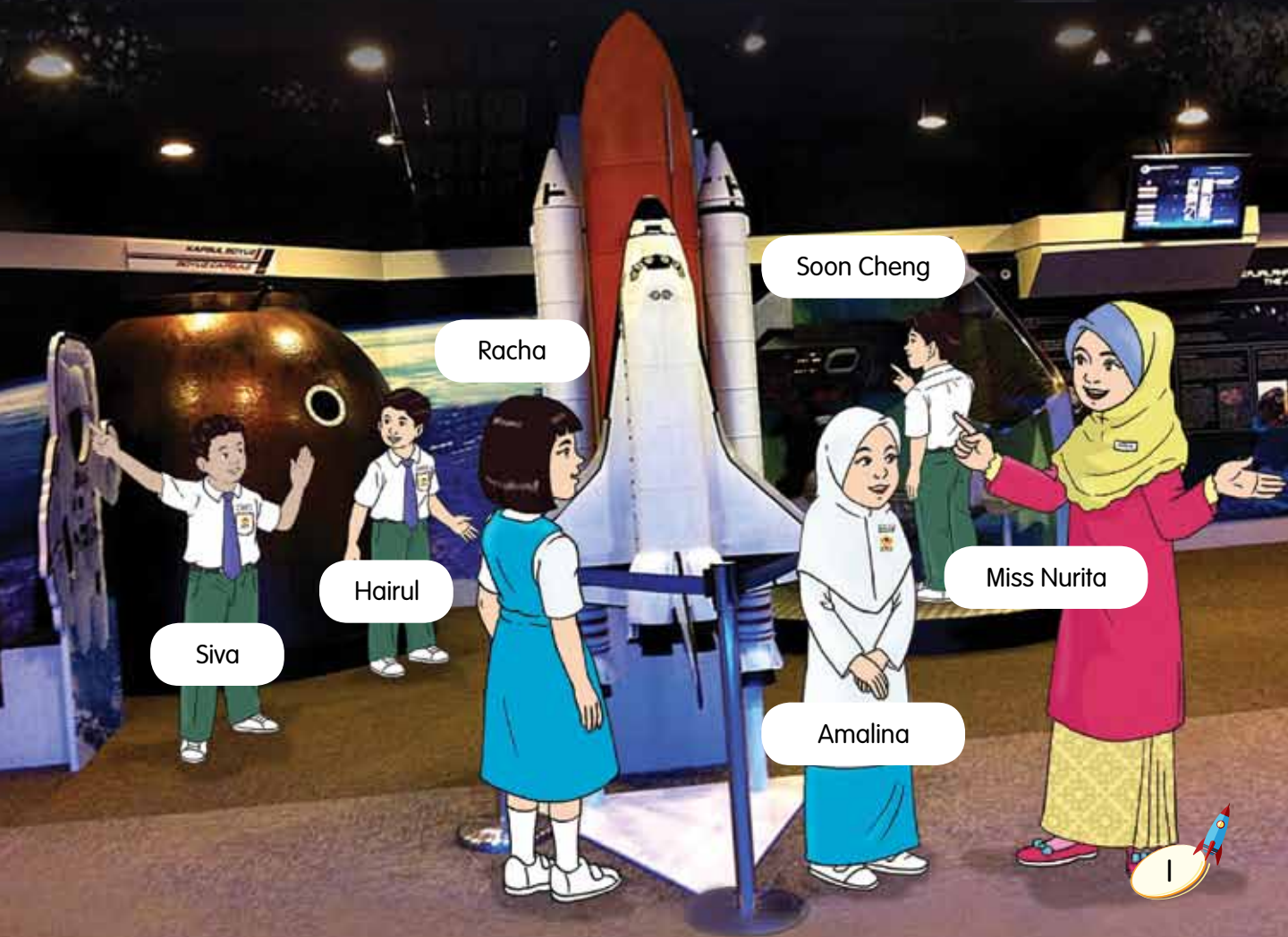
4. The Brace Map

The brace map is used to analyse and break down one whole subject into many parts. The main object is on the left. The major parts of the object are in the middle. The components of the major part are on the right of the map.





INTRODUCTION OF THE CHARACTERS



Siva

Hairul

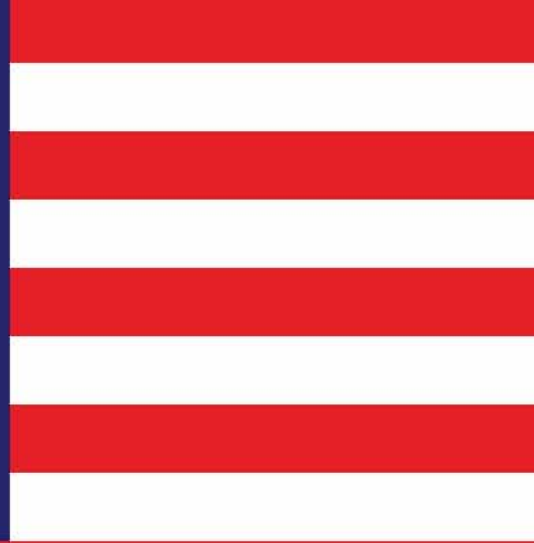
Racha

Soon Cheng

Miss Nurita

Amalina





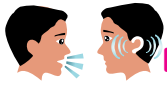
THEME 1:

PEOPLE AND CULTURE

In this theme, you will:

- Study about the traditional attires and the multicultural dances of Malaysians.
- Learn to write informal letter.
- Understand more on Friendship Day and Women's Day.
- Learn to write language expressions using exclamation mark (!), and question mark (?) in dialogues.
- Study the use of wh-questions, 'when', and 'where'.
- Discover the famous location spots in Malaysia.
- Acquire new vocabularies.



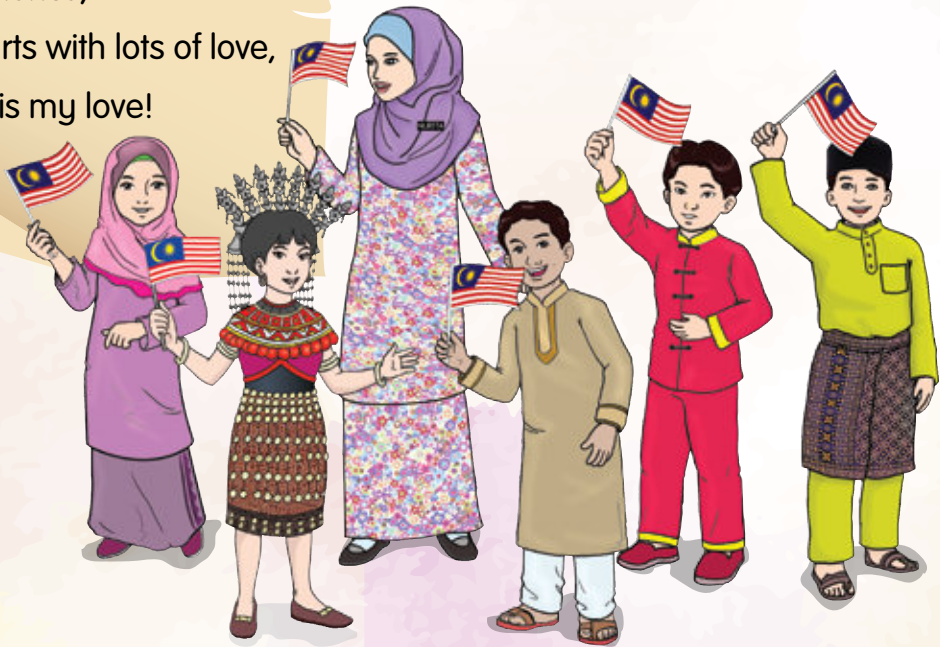


Listening and Speaking

A. Listen to the poem.

My Nation, My Love

What will each day bring for us?
New life,
New friends,
New experience,
Fill our hearts with lots of love,
My nation is my love!



Exercise



B. Read the poem.

C. When is our National Day?



GLOSSARY

- nation: country



Moral Value

Live together, respect each other.

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My Nation, My Love



Surf <http://arasmega.com/qr-link/my-nation-my-love/> to listen to the audio of 'My Nation, My Love poem'.
(Retrieved on 7th August 2017)

- Teacher plays the audio in the QR code.
- Teacher guides the pupils to listen to the poem and pronounce the words correctly.

1.1.1
1.1.2(i)
1.3.1(i)



Listening and Speaking

Traditional Attires

A. Role play the dialogue in a group.

Miss Nurita: Wow! Everyone looks so nice.

Racha: Thank you teacher. This is the Iban traditional attire.

Hairul: What is the name of the attire?

Racha: It is called *Ngepan*. As for an Iban man, he wears *Baju Burung*.

Hairul: I see. As for me, my traditional attire is *Baju Melayu* while the women wear *Baju Kurung*.

Soon Cheng: What is your traditional attire, Siva?

Siva: As an Indian, I usually wear Dhoti. Meanwhile, an Indian woman usually wears Sari.

Racha: What about you, Soon Cheng?

Soon Cheng: Commonly, Chinese men wear Samfu and the women wear Cheongsam.

Miss Nurita: It is so interesting to get to know about various traditional attires like these.



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Traditional Attire

Surf <http://arasmega.com/qr-link/traditional-attires/> to listen to the audio of 'Traditional Attire' (Retrieved on 7th August 2017)

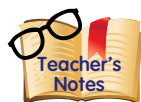
Exercise



B. Talk about your traditional attire to your friend. Use the phrases below to help you.

Hi friends, my name is _____.

I wear _____.



- Teacher plays the audio in the QR code.
- Teacher guides the pupils to role play the dialogue in a group.
- Teacher instructs the pupils to talk about their traditional attires.

1.1.1
1.1.2(ii)
1.2.1(i)

5



GLOSSARY

- greeting: the words used at the beginning of a letter

A Letter to Amalina

A. Study the informal letter below.

Your address

No. 212, Jalan Desa Damai 4,
Taman Desa Damai,
43000 Kajang,
Selangor Darul Ehsan.

Date

27th March 20__

Greeting

Dear Amalina,

How are you doing? I am writing this letter to tell you about the cultural show that I went to last weekend. I have learned about the traditional attires of Malaysians.

Do you know that usually, a Malay woman wears **Baju Kurung**? Meanwhile, a Malay man wears **Baju Melayu**. Commonly, a Chinese woman wears **Cheongsam**. Then, the traditional attire of an Indian woman is **Sari** and the traditional attire of an Indian man is **Dhoti**. Lastly, an Iban woman wears **Ngepan** as her traditional attire while an Iban man wears **Baju Burung**. As a Chinese boy, my traditional attire is **Samfu**.

All in all, I had so much fun learning about new things. I hope you have fun reading my letter too.

Till next time.

Signing off

Your friend,

Signature

Soon Cheng



IT Tips

Surf the Internet to look for more Malaysian traditional attires.



- Teacher teaches the pupils the format of an informal letter.
- Teacher guides the pupils to read the informal letter.

2.1.1(i)

Exercise



Photocopiable

B. Based on the informal letter on page 6, copy and rewrite the missing paragraph.

No. 212, Jalan Desa Damai 4,
Taman Desa Damai,
43000 Kajang,
Selangor Darul Ehsan.

27th March 20__

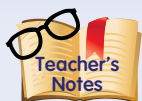
Dear Amalina,

How are you doing? I am writing this letter to tell you about the cultural show that I went to last weekend. I have learned about the traditional attires of Malaysians.

All in all, I had so much fun learning about new things. I hope you have fun reading my letter too.

Till next time.

Your friend,
Soon Cheng



- Teacher instructs the pupils to refer to the informal letter on page 6 and rewrite the missing paragraph.

3.1.1(i)
3.1.1(ii)





Listening and Speaking



GLOSSARY

- programme: a planned series of future events or performances



Moral Value

Respect all cultures and traditions.

Malaysian Cultural Show

A. Listen to the dialogue below.



MALAYSIAN CULTURAL SHOW

TENTATIVE PROGRAMME

8:00 a.m.	Grand opening
8:30 a.m.	Opening speech
9:00 a.m.	<i>Zapin</i> dance
9:30 a.m.	Lion dance
10:00 a.m.	Break
10:30 a.m.	Bharatanatyam dance
11:00 a.m.	<i>Ngajat</i> dance
11:30 a.m.	<i>Sumazau</i> dance
12:00 p.m.	Speech by the organiser
12:30 p.m.	Closing ceremony




Hairul: Hey, take a look at the tentative programme.

Racha: There will be many types of traditional dances today.

Hairul: I am eager to watch all the dances!

Racha: Me too.

Scan Here



Dance Show

Surf <http://arasmega.com/qr-link/dance-show/> to listen to the audio of 'Dance Show'. (Retrieved on 7th August 2017)



- Teacher plays the audio in the QR code.
- Teacher guides the pupils to read the dialogue.

Exercise



Photocopiable

B. Answer the questions below.

1. What time is the Grand Opening?

The Grand Opening is at _____.

2. Name **three (3)** dances that they will watch at the show.

a. _____ dance.

b. _____ dance.

c. _____ dance.



Use it Right

Singular Noun and Plural Noun

Singular Noun

A singular noun names one person, place, thing, or idea.

Example: **Dance**

Plural Noun

A plural noun names more than one person, place, thing, or idea.

Most singular nouns need an 's' at the end to become plural.

Example: **Dances**

C. Fill in the missing letters to complete the words.

1. p__og__amm__

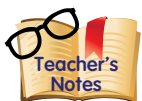
2. d__nc__s

3. t__n__at__ve

4. tr__d__tio__a__

5. p__rfo__man__e

6. c__ltu__al



- Teacher instructs the pupils to answer the comprehension questions.
- Teacher instructs the pupils to fill the missing letters.

3.1.1(i)
3.1.2(i)



- popular: famous
- perform: to take part in a play in front of an audience

A. Read the descriptions below.

Zapin dance



- Popular Malay dance
- Usually performed during Malay traditional events

The Traditional Dances

Lion dance



- Popular Chinese dance
- Usually performed during Chinese New Year

Sumazau dance



- Popular *Kadazandusun* dance
- Usually performed during the Harvest Festival

Bharatanatyam dance



- Popular Indian dance
- Usually performed during Indian cultural events

Ngajat dance



- Popular *Iban* dance
- Usually performed during the *Gawai* festival



dance
harvest

B. What other traditional dances do you know?



Writing



Photocopiable

Complete the passage about the traditional dances in Malaysia.

Malaysia is rich in traditions and cultures. It has a lot of traditional dances that are really fun to watch.

Zapin dance is a popular Malay dance. It is usually performed during

Example:

Malay traditional events _____.

_____ is a popular Indian dance. It is usually performed during _____.

Sumazau dance is a popular _____ dance.

It is usually performed during _____.

_____ is a popular _____. It is usually performed during Chinese New Year.

_____ is _____.



- Teacher instructs the pupils to fill in the blanks with the correct answers.





GLOSSARY

- appreciate: to feel grateful
- instruments: something that is used for playing music

Let's Learn about *Kompang*!

Read the advertisement below.

THEME 1
People and Culture

Musical Expert Company proudly presents the first ever, *kompang* class!
Let's learn to appreciate the beauty of one of Malaysia's most popular traditional musical instruments.

Details of the registration:
 Date: 31st March 20__
 Venue: Seroja Hall
 Time: 7:00 p.m. – 9:00 p.m.
 Fee: RM10.00

Open to 20 pupils only!
 What are you waiting for?
 Do sign up before it is too late!

See you there!




Use it Right

Prepositions

- At: Tells place and time
- On: Signals day and date

A. Fill in the blanks with the correct information.

1. The registration is on the _____.

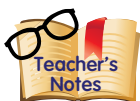
RM10.00

2. The *kompang* class registration is at _____.

31st of March

3. The fee for the registration is _____.

Seroja Hall



- Teacher guides the pupils to read the advertisement.
- Teacher instructs the pupils to fill in the blanks with the correct information.

2.1.2 (i)
3.1.2(ii)

B. Based on the advertisement, complete the speech bubbles.



Hi, guys! Would you like to register for the *kompang* class?

The registration is on _____.

Yes. When is the date?

Where should we register?

We should register at _____.

How much is the fee?

The fee is _____.

 **Fact**

Kompang is mostly played during Malay cultural ceremonies.



- Teacher guides the pupils to refer to the advertisement and fill in the speech bubbles.



Activity

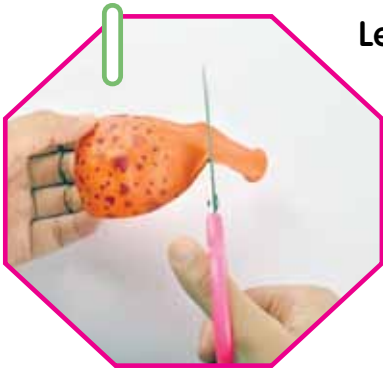
Can *Kompang*

Things you need:



THEME 1
People and Culture

Let's Do It!



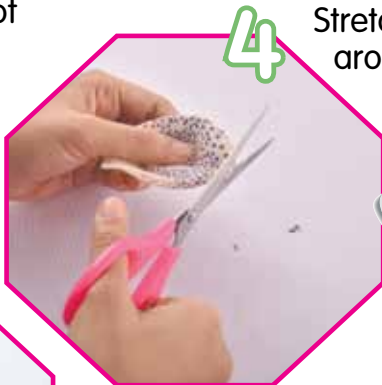
Cut the nozzle of the balloon.



Stretch the balloon around the can.



Cut the nozzle of the second balloon.



Make small holes on the second balloon.

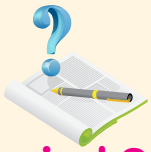


Stretch the balloon as a second layer for durability.



Can *Kompang* is ready to make music!

- Teacher guides the pupils to read the instructions and follow the instructions to make a can *kompang*.
- Teacher advises the pupils to be careful when using a sharp object such as a pair of scissors.



Topical Quiz

Photocopiable



A. Complete the table below with the correct answers.

Bharatanatyam dance	<i>Baju Melayu</i>	Dhoti	<i>Zapin</i> dance	Samfu
Cheongsam	Sumazau dance	Lion dance	Sari	<i>Ngajat</i> dance
	<i>Baju Burung</i>	<i>Baju Kurung</i>	<i>Ngepan</i>	

THEME 1
People and Culture

Colours of Malaysia	
1 Traditional attire for men	a. _____ b. _____ c. _____ d. _____
2 Traditional attire for women	a. _____ b. _____ c. _____ d. _____
3 Traditional dances	a. _____ b. _____ c. _____ d. _____ e. _____



- Teacher guides the pupils to complete the table with the correct answers.

Let's Play!



Follow the instructions stated and then, complete the task given.

You need:

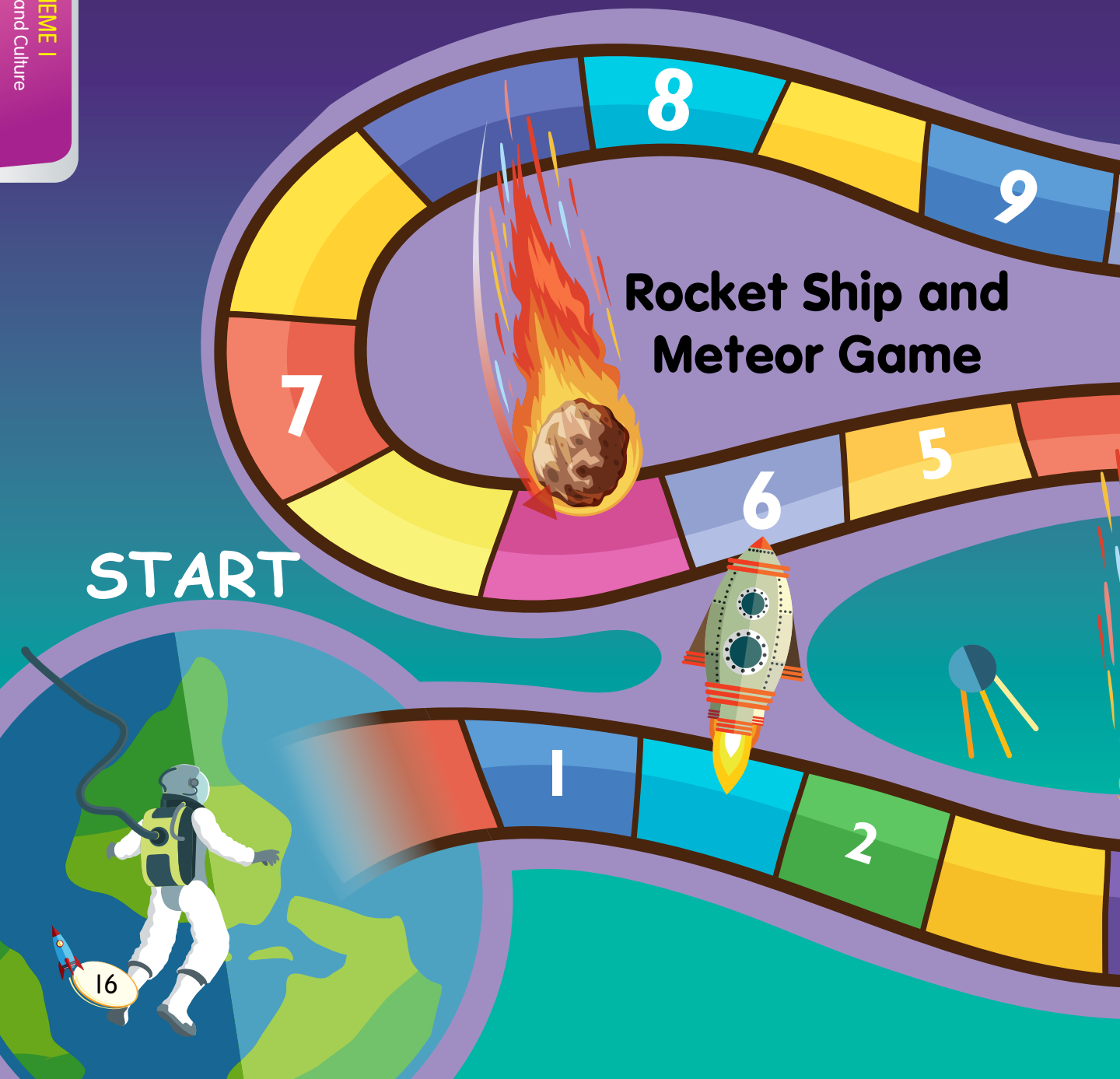
- A box that consists of numbered cards 1 to 10.

Instructions:

1. Play in groups of four.
2. Draw a number from the box.
3. Complete the tasks according to the numbers.
4. The group that completes the most tasks win.

START

Rocket Ship and Meteor Game



FINISH

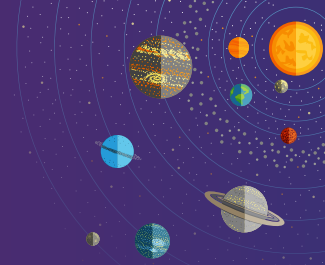
10

Tasks:

1. Pronounce **traditional**.
2. Name one traditional musical instrument.
3. Name your traditional attire.
4. Pronounce **cultural**.
5. Name your favourite traditional food.
6. Pronounce **attire**.
7. Name your traditional dance.
8. Pronounce **celebrate**.
9. Pronounce **experience**.
10. Recite 'My Nation, My Love' poem.

4

3



Listening and Speaking

Lovable Friends

A. Listen to the song and sing along.

I have many lovable friends,
Lovable friends, lovable friends,
I have many lovable friends,
I love everyone.

I have many lovable friends,
Lovable friends lovable friends,
I have many lovable friends,
I love everyone.



GLOSSARY

- gather: brought together in a group
- laughter: sound of laughing



Moral Value

Be kind and caring.

Exercise



B. Why is it important to have friends?



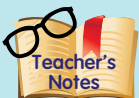
Scan Here



Lovable Friends



Surf <http://arasmega.com/qr-link/lovable-friends/> to listen to the audio of 'Lovable friends Song'.
(Retrieved on 7th August 2017)



- Teacher plays the audio in QR code.
- Teacher guides the pupils to listen to the song and sing along.
- Teacher instructs the pupil to speak on the topic.



Reading

Froggy and His Friends

A. Read the story below.



1 Froggy had four little friends. They were playing the 'Jumping Game' in the garden.



2 Suddenly, Froggy heard a scream from afar. Two of his friends fell into a deep pit!



3 The two friends were very afraid and nervous. Froggy and his other friends kept encouraging them to jump as high as they could.



4 The two friends continued to jump as hard as they could.



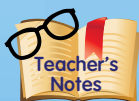
5 They jumped higher and higher. Finally, they got out.



6 They thanked Froggy and their friends for the encouragement.

Lesson of the story

Encouraging words to friends who are in trouble can help them to overcome their problem. So, keep encouraging!



• Teacher guides the pupils to read the short story.



Writing



Photocopiable

A. Use a dictionary to find and write the meaning of the words below.

1. deep

Two horizontal lines for writing the meaning of 'deep'.

2. pit

Two horizontal lines for writing the meaning of 'pit'.

3. scream

Two horizontal lines for writing the meaning of 'scream'.

4. nervous

Two horizontal lines for writing the meaning of 'nervous'.

5. encouragement

Two horizontal lines for writing the meaning of 'encouragement'.

B. Rewrite the lesson of the story.

Three horizontal lines for rewriting the lesson of the story.

- Teacher guides the pupils to find the meaning of the words in the dictionary.
- Teacher instructs the pupils to write the meaning of the words.
- Teacher guides the pupils to rewrite the lesson of the story with correct spelling and punctuation.



Listening and Speaking

World Friendship Day

A. Listen to the dialogue and role play it in groups.

Amalina: Racha, do you know when is Friendship Day?

Racha: It falls on the 30th of July every year.

Siva: **Why** is Friendship Day celebrated?

Racha: People who respect friendship celebrate this day to share feelings of unity and fellowship.

Amalina: That means, we can also celebrate Friendship Day!

Soon Cheng: Yes. **Where** are we going to celebrate?

Miss Nurita: You can celebrate in your classroom.

Hairul: **How** are we going to celebrate Friendship Day?

Siva: We can prepare gifts for each other.

Hairul: **What** type of gifts?

Siva: We can prepare greeting cards, key chains, photo frames, and bracelets.

Amalina: That's great!

Scan Here



Friendship Day

Surf <http://arasmega.com/qr-link/friendship-day/> to listen to the audio of 'Friendship Day' (Retrieved on 7th August 2017)

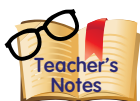


Use it Right

Wh-questions

Who	Asks about people	Where	Asks about places
What	Asks about people, things, and animals	When	Asks about time
Why	Asks about reason	How	Asks about manner or way

B. How are you going to celebrate friendship day?



- Teacher guides the pupils to listen and role play the dialogue in the groups.
- Teacher guides the pupils to identify the wh-questions in the dialogue.

1.1.1
1.1.2(ii)
1.2.1(iii)

21





GLOSSARY

- memories: something remembered from the past
- sorrow: very sad

Special Day for Friends



Moral Value

Appreciate your friends.

A. Read the article below.

Friendship Day is a special day for friends. On this day, you can share your feelings for your friends in many different ways such as through wishes, text messages, or phone calls. You could tell your friends how much you care for them. Friendship Day is also a good day to recollect sweet memories and to spend time together.

True friends are the people whom you can share your happiness and sorrow with. True friends will always support you in difficult times. You will never feel alone when your true friends are with you.



Exercise

Photocopiable

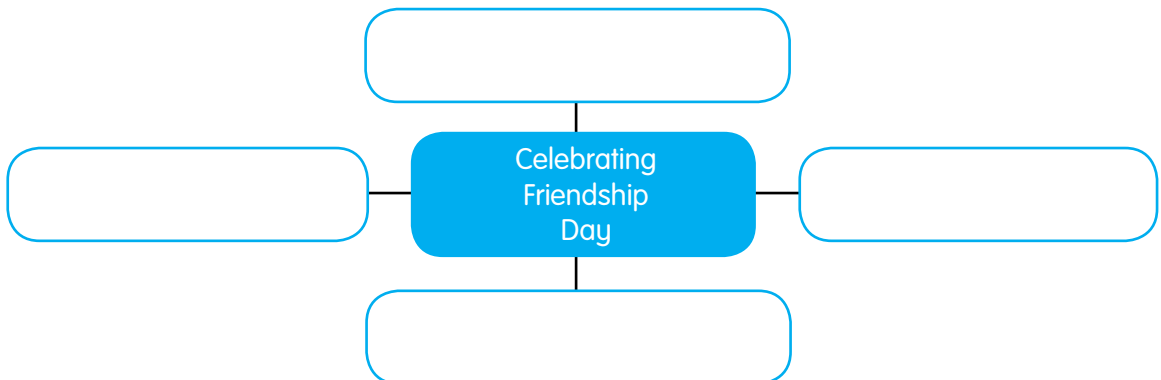
B. Complete the mind map below.

Sending text messages

Preparing greeting cards

Make wishes via phone calls

Exchange gift



- Teacher guides the pupils to read the article.
- Teacher instructs the pupils to fill in the mind map with the options given.



Writing



Photocopiable

A. Read the poster and write the information in the table below.

International Women's Day Celebration

Date: March 8th, 20__

Time: 10:00 a.m. – 2:00 p.m.

Venue: 2nd Floor, Alamanda Hall

Fee: Free and open to the public

An evening of celebration for women around the world.

Join us to watch performances by university students and community groups. Other activities such as henna designing, poster making, and face painting are also available.

Everyone is welcome!



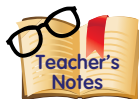
THEME 1
People and Culture

Event	
Date	
Time	
Venue	
Fee	
Activities	



Fact

International Women's Day is celebrated on 8th March every year.



- Teacher guides the pupils to read the poster.
- Teacher guides the pupils to fill in the table with the information from the poster.

2.1.2
3.1.2(i)





Photocopiable



Moral Value

Love your family.

B. Based on the poster, fill in the blanks in the informal letter below.

Dear Hairul,

My family and I are planning to join the International Women's Day celebration at _____ (where). It will be on 8th March from 10:00 a.m. until _____ (when) and _____ (who) will perform at the hall. We could participate in many interesting activities such as _____, _____, and _____ (what).

Since it is free and open to the public, you, and your family can also join us.

See you there!

Your friend,

Amalina

THEME 1
People and Culture



Women's Day: Role Model

A. Read the autobiography below.

My name is Siti Noor Radiah Ismail. I am a Malaysian athlete who has participated in the 2016 Summer Paralympics in Rio de Janeiro, Brazil.

I won the bronze medal in the women's long jump category. It was a great opportunity for me to make our country proud.



THEME 1
People and Culture



B. Rewrite the autobiography of Siti Noor Radiah Ismail.



- Teacher guides the pupils to read the autobiography.
- Teacher instructs the pupils to rewrite the autobiography.

1.1.2(ii)
3.2.1





Reading



GLOSSARY

- bitter: angry or unhappy
- amazing: very surprising



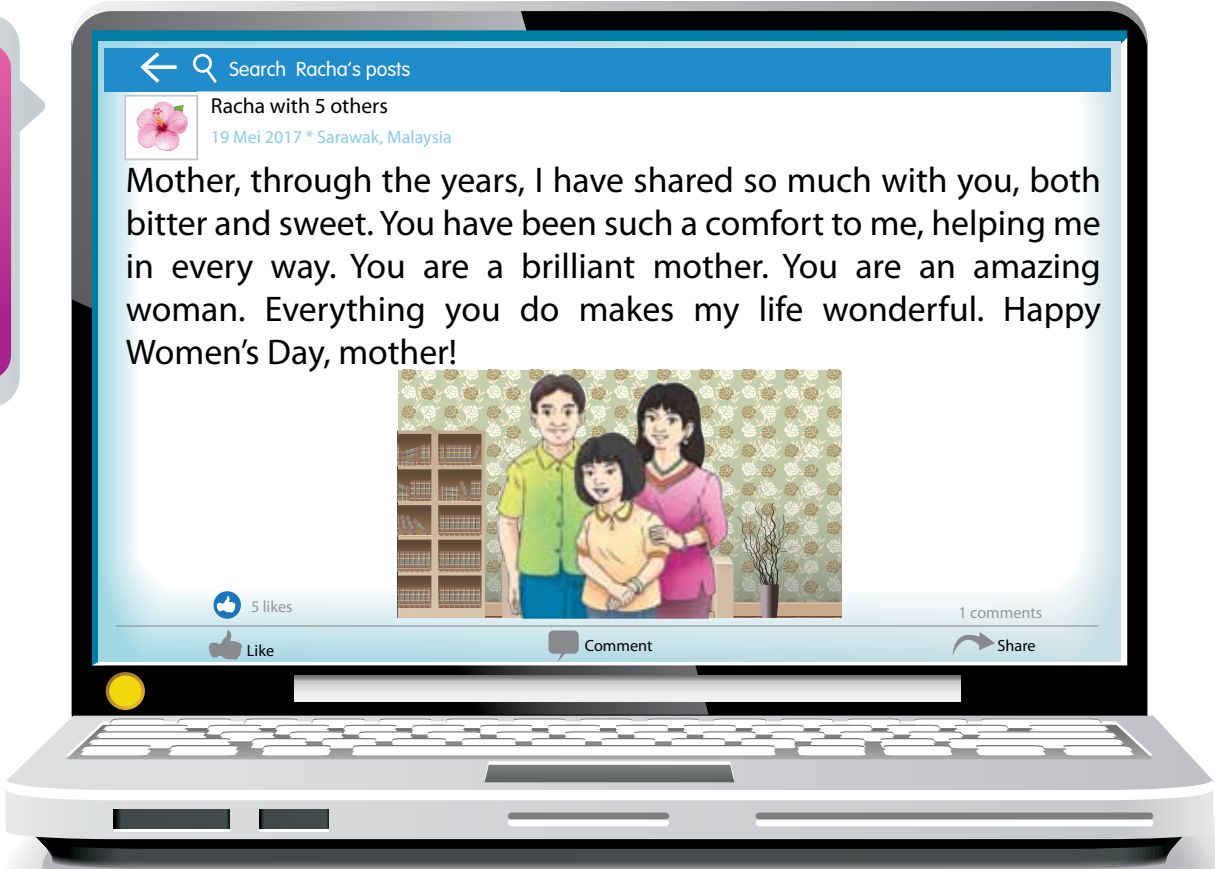
Moral Value

Love your parents.

Happy Women's Day, Mother!

A. Read the text below.

THEME 1
People and Culture



Writing



Photocopiable

Rewrite the text using correct spelling and punctuation.



- Teacher guides the pupils to read the text.
- Teacher instructs the pupils to rewrite the text using the correct spelling and punctuation.



Listening and Speaking



Moral Value

Live in harmony.

Cultural Festivals in Malaysia

A. Pronounce the words and phrases correctly.

Festivals in Malaysia

Ever joyful

So excited

To celebrate

In harmony with

Various races

Altogether with full of

Love and cheer.



THEME 1
People and Culture

B. Name one cultural festival in Malaysia.



- Teacher pronounces the words to class.
- Teacher elicits verbal responses from pupils.
- Teacher guides the pupils to say aloud the phrases.

1.1.1
1.1.2(i)
1.2.1(iii)

27





Reading



Moral Value

Celebrate the cultural festivals together peacefully.

Let's Wish Each Other!

A. Read the tables below.

Festival	<i>Hari Raya Aidilfitri</i>	Chinese New Year
Wish	<ul style="list-style-type: none"> '<i>Selamat Hari Raya</i>' '<i>Eid Mubarak</i>' 	<ul style="list-style-type: none"> '<i>Gong Xi Fa Cai</i>' 'Happy Chinese New Year'
Activity	<ul style="list-style-type: none"> Pray at the mosque Visit friends and relatives 	<ul style="list-style-type: none"> Reunion dinner with family members Decorate house with red items such as lanterns and ornaments
Food	<ul style="list-style-type: none"> <i>Ketupat, Lemang, and Rendang</i> 	<ul style="list-style-type: none"> Mandarin oranges, <i>Nian Gao</i>, and cakes

Festival	Deepavali	Christmas	<i>Gawai</i> Festival
Wish	<ul style="list-style-type: none"> '<i>Deepavali Valthukal</i>' 'Happy Deepavali' 	'Merry Christmas'	'Happy <i>Gawai</i> '
Activity	<ul style="list-style-type: none"> Pray at the temple Light up lamps inside and outside of the house 	<ul style="list-style-type: none"> Decorate the Christmas tree Exchange presents 	<ul style="list-style-type: none"> Gather with friends and family for thanksgiving meals Participate in traditional competitions
Food	<ul style="list-style-type: none"> <i>Thosai, Muruku, and sweets</i> 	<ul style="list-style-type: none"> Cakes, gingerbread cookies, and pudding 	<ul style="list-style-type: none"> <i>Penganan Cuan and Manuk Pansuh</i>



Use it Right

('...') Inverted commas are used to mark the direct speech or specific terms.

Scan Here



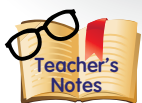
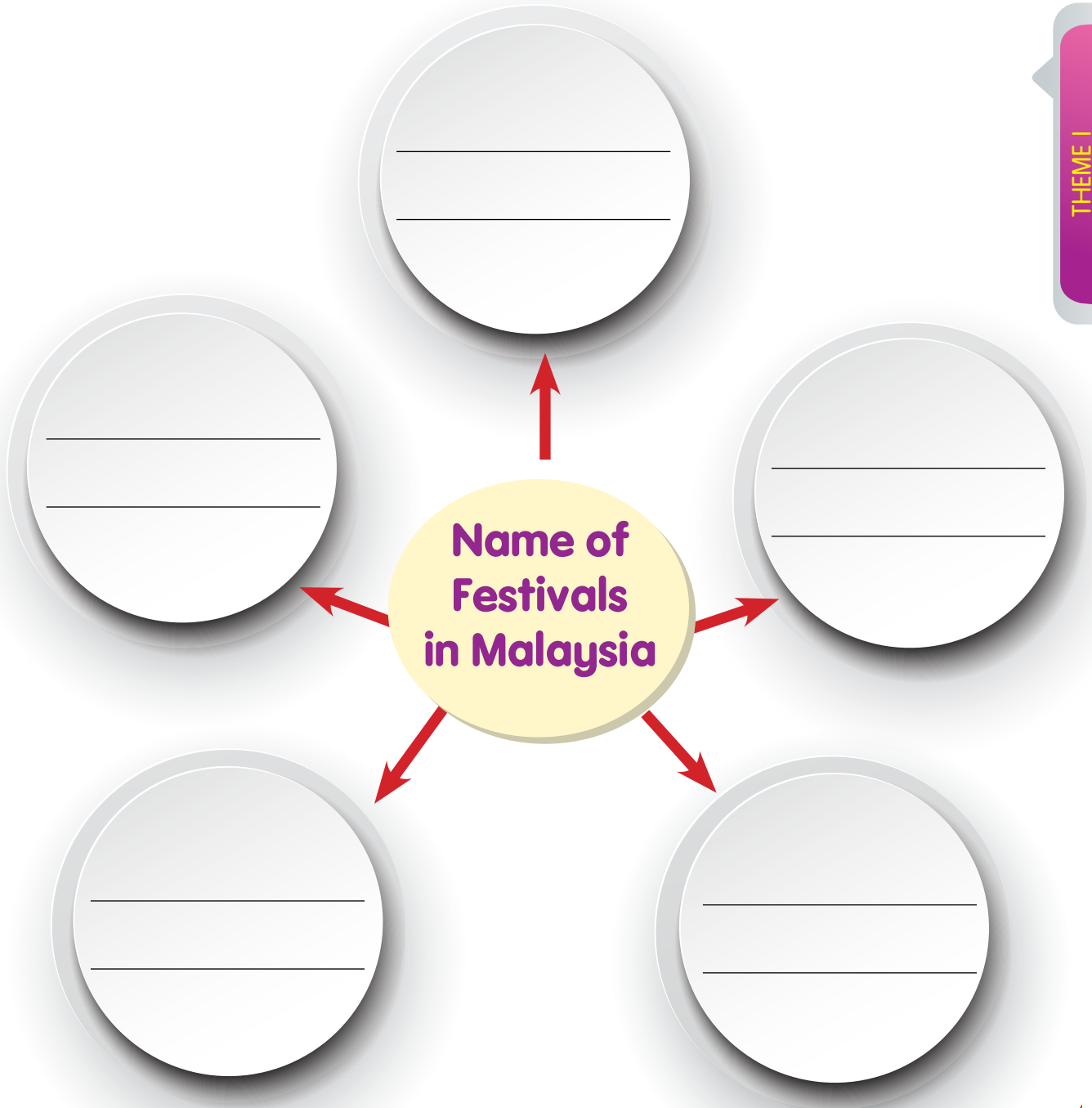
Let's Wish Each Other

Surf <http://arasmega.com/qr-link/lets-wish-each-other/> to listen to the audio of 'Let's Wish Each Other' (Retrieved on 7th August 2017)





A. Fill in the bubble map below with the name of cultural festivals in Malaysia.



- Teacher instructs the pupils to fill in the bubble map with the name of festivals in Malaysia.





Photocopiable

B. Rearrange the words to form correct sentences.

Example:

is *Gawai* a festival. harvest

Gawai is a harvest festival.

1. on exchange We presents Christmas.

2. love eat I and *muruku thosai* to

3. family I and My respects pay elders. to the

4. decorate house red with My items. sister the



Use it Right

Conjunctions

- We can join two sentences using 'and' or 'because'.
- We use 'because' to give a reason.
- We use 'and' to show two things.

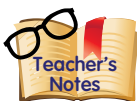
C. Join the sentences using 'and' or 'because'.

1. Hairul likes to eat *ketupat, lemang*, _____ *rendang* on *Hari Raya Aidilfitri*.

2. Most Christians exchange presents _____ they appreciate each other.

3. My family _____ I will have reunion dinner on Chinese New Year's Eve.

4. We light up lamps inside _____ outside of the house.



- Teacher guides the pupils to rearrange the words to form correct sentences.
- Teacher guides the pupils to fill in the blanks with the correct answers.



Activity

Red Packet Flower



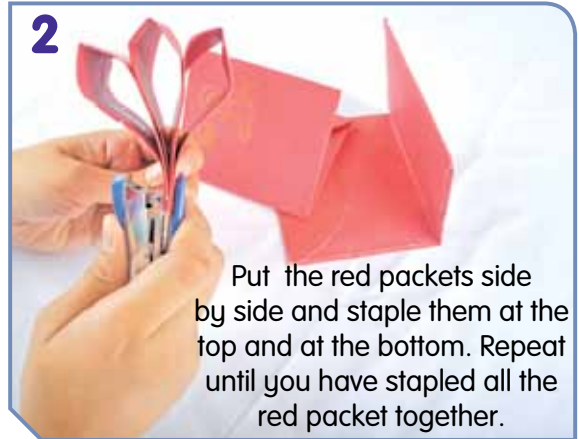
Things you need:



Let's do it!



Fold all the red packets in halves.



Put the red packets side by side and staple them at the top and at the bottom. Repeat until you have stapled all the red packet together.



Make a hole on top of a packet and tie a ribbon.



Red packet flower is ready.



• Teacher guides the pupils to create red packet flower.



Topical Quiz



Photocopiable

A. Fill in the blanks with the words given.

friends

care

memories

special

wishes

Friendship Day is a _____ day for friends. On this day, you can share your feelings for your _____ in many different ways such as through _____, text messages, or phone calls. You could tell your friends how much you _____ for them. Friendship Day is also a good day to recollect sweet _____ to spend time together.

B. Match the sentences with the correct wh-questions.

Example:

1. _____ is Amalina's birthday?

How

2. _____ are you doing at the moment?

What

3. _____ does Soon Cheng live?

When

4. _____ are you late to school today?

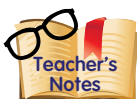
Why

5. _____ will perform in cultural show today?

Who

6. _____ will you go back home?

Where



- Teacher instructs the pupils to fill in the blanks with the correct answers and match the sentences with the correct wh-questions.

Let's Play!



Bingo

Instructions:

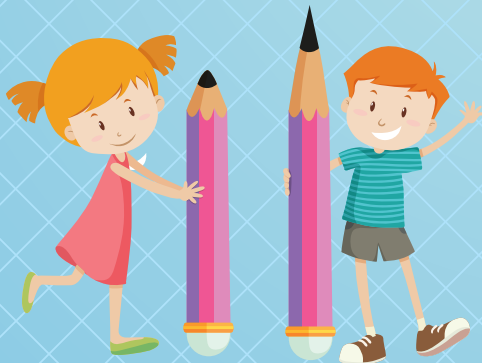
1. Play in pairs.
2. Find the wh-questions and circle them in the puzzle below.
3. If a pair finds **five (5)** wh-questions, they should call out BINGO!
4. The first pair to call out BINGO is the winner!



THEME 1
People and Culture

Example:

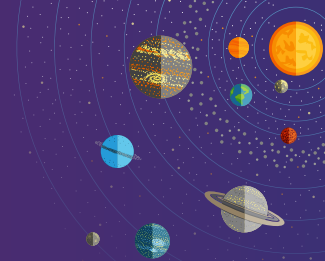
W	H	Y	W	W	B
H	O	A	H	H	I
E	W	J	O	E	N
N	B	K	L	R	G
W	H	A	T	E	O



UNIT 3



LET'S TAKE A BREAK!



Listening and Speaking

Ready for a Vacation

If you want to come with me
clap your hands

If you want to come with me
clap your hands

If you want to come with me
If you want to come with me
If you want to come with me
clap your hands



vacation
clap



Scan
Here



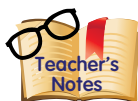
Ready for a Vacation

Surf <http://arasmega.com/qr-link/ready-for-a-vacation/> to listen to the 'ready for a vacation' song's tune. (Retrieved on 7th August 2017)

Exercise



- Listen to the song and sing along.
- Tell the class where you would like to go for a vacation and why.



- Teacher guides the pupils to sing 'Ready for a Vacation'.
- Teacher elicits oral responses from the pupils about where they would like to go for a vacation and why.



Reading

Malaysia: A Land of Attractions



Moral Value

Appreciate the beauty of our country.

A. Read the information below.



Dear students, here are some places to visit on your school holiday. You can plan the trip with your parents.

State	Place to visit	Adjectives
Federal Territory of Kuala Lumpur	Kuala Lumpur Tower	tall
Melaka	A' Famosa	historical
Negeri Sembilan	Port Dickson	sandy
Pahang	Pulau Tioman	beautiful
Perak	Kellie's Castle	interesting

Exercise



Photocopiable



Use it Right

- Adjective: Often used to describe, identify, or further define a noun or a pronoun.

B. Complete the dialogue below with appropriate adjectives.

beautiful	sandy	historical	tall	interesting
-----------	-------	------------	------	-------------

Amalina: I would like to go to Melaka.

Soon cheng: You can visit A'Famosa in Melaka.

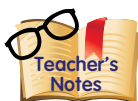
Siva: It is a _____ building.

Racha: I would like to visit the _____ Port Dickson beach.

Hairul: I prefer to go to Kellie's Castle. It is an old and _____ castle on a hill.

Soon Cheng: I wish to visit a really _____ tower in Malaysia called the Kuala Lumpur Tower.

Siva: I would love to visit Pulau Tioman. I heard it is very _____.



- Teacher guides the pupils to read the table.
- Teacher instructs the pupils to fill in the blanks with the correct answers.



Reading



GLOSSARY

- vacation: holiday
- excited: happy

A Trip to Pulau Tioman

A. Read and role play the dialogues.

Encik Lanang: Racha, when does your school holiday start?

Racha: It starts next Friday, father.

Encik Lanang: That's good. I have a plan for this holiday.

Puan Mizah: What's that?

Encik Lanang: We will go on a trip.

Racha: Hooray!

Puan Mizah: Where are we going?

Encik Lanang: We are going to Pulau Tioman.

Racha: Wow! I am very excited! Miss Nurita also suggested that we visit Pulau Tioman during the school holiday.

Exercise



Photocopiable

B. Draw 😊 at the correct answers.

1. Racha's school holiday starts on Friday Sunday .

2. They will go on a nap trip .

3. They will go to Pulau Tioman Pulau Perhentian .



Use it Right

- Exclamation mark, '!': Used after an exclamation or interjection to indicate strong feelings or high volume.
- Question mark, '?': Used at the end of a question.

- Teacher guides the pupils to read the dialogue.
- Teacher guides the pupils to do a role play.
- Teacher instructs the pupils to identify the correct answers.



Writing



Photocopiable

Fill in the blanks with the correct punctuation.

Encik Lanang: Racha, when does your school holiday start

Racha: It starts next Friday, father.

Encik Lanang: That's good. I have a plan for this holiday.

Puan Mizah: What's that

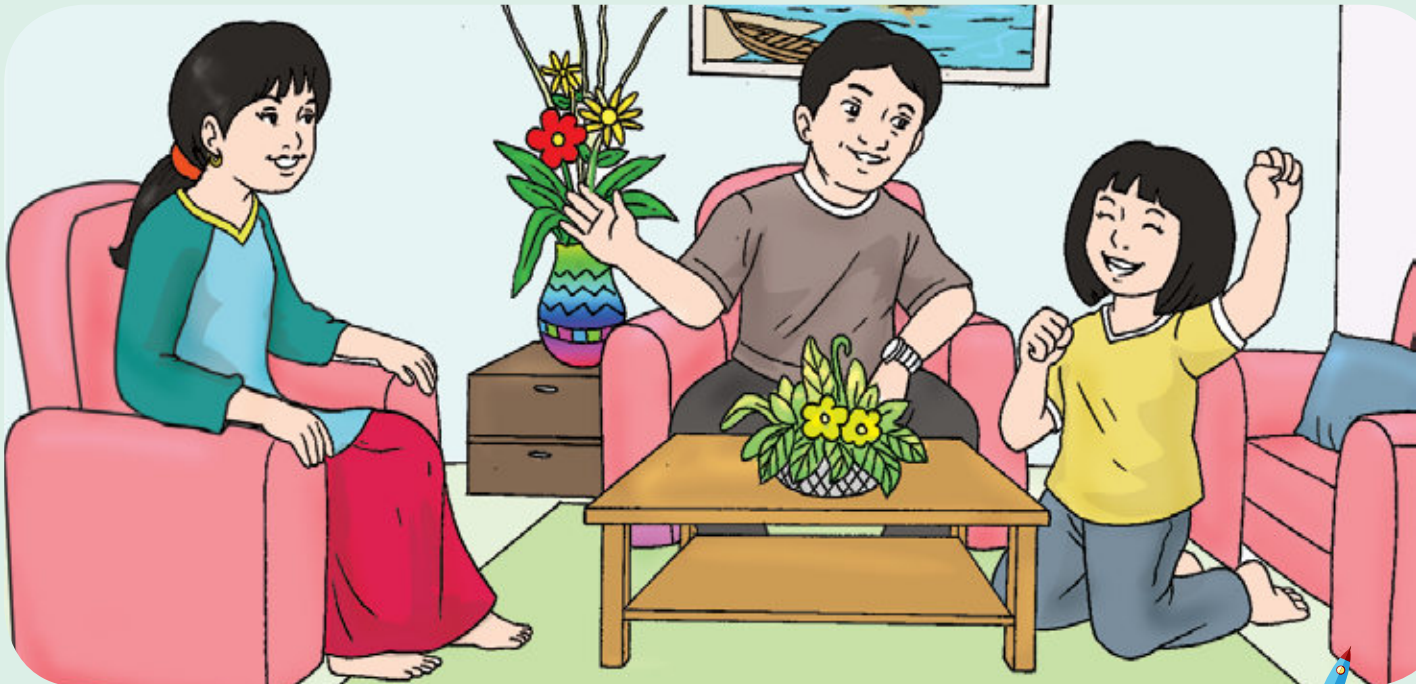
Encik Lanang: We will go on a trip.

Racha: Hooray

Puan Mizah: Where are we going

Encik Lanang: We are going to Pulau Tioman.

Racha: Wow I am very excited Miss Nurita also suggested that we visit Pulau Tioman during the school holiday.



- Teacher instructs the pupils to fill in the blanks with the correct punctuation.

3.3.1 (i)
3.3.1 (ii)







Reading

On Our Way to Pulau Tioman

A. Read the text below.

During the school holidays, Racha and her family went to Pulau Tioman. They travelled to Mersing Ferry Terminal to get to Pulau Tioman. On the way to the terminal, Racha noted down what she saw during the journey.

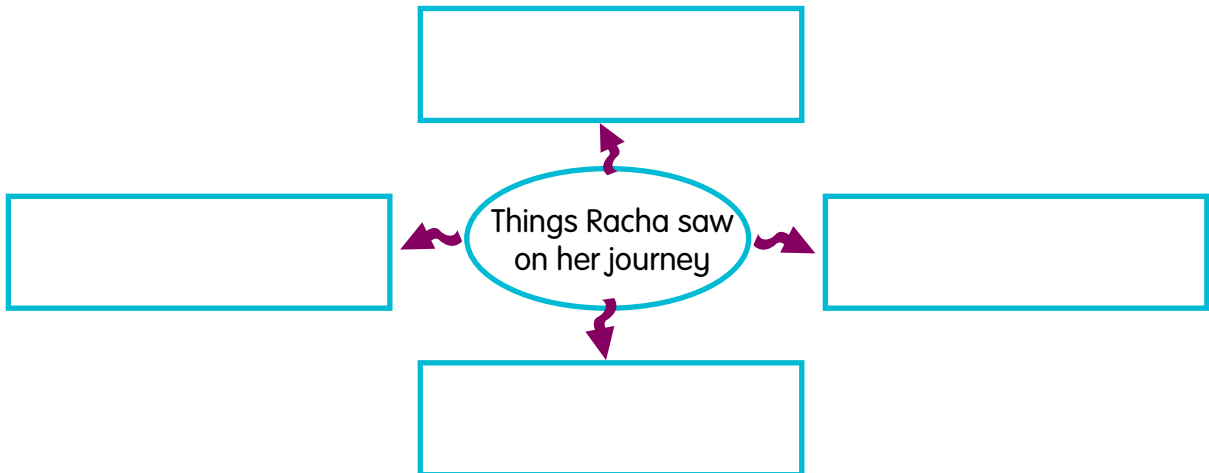
	
Toll plaza	Petrol station
	
Rest and recreation (R&R)	Signboard

Exercise



Photocopiable

B. Write the name of the things Racha saw during her journey.



C. Tell the class about the safety precautions that we should follow when travelling in a car.

- Teacher guides the pupils to read the words correctly.
- Teacher instructs the pupils to write the name of things in the mind map.
- Teacher elicits oral responses from the pupils.



GLOSSARY

- schedule: timetable
- purchase: buy

Buying a Ferry Ticket

A. Read the short story below.

At noon, Racha and her family reached Mersing Ferry Terminal. They quickly went to the ticket counter. Encik Lanang and Racha took the schedule of the ferry from the staff there. Meanwhile, Puan Mizah waited for them at the lobby of the terminal.

After a short discussion, they decided to buy the tickets for the ferry that would arrive at 5:30 p.m. They bought three tickets for themselves. The tickets cost RM70.00 each.

Before leaving, the staff told Encik Lanang and Racha that they could also purchase the ferry tickets online.

 <p>No. A 0235625</p> <p>Mesra Ferries</p> <p>Departure Point: Mersing Destination: Pulau Tioman Date: 2nd February 20__ __ Time: 5:30 p.m.</p>	 <p>No. A 0235625</p> <p>Mesra Ferries</p> <p>Departure Point: Mersing Destination: Pulau Tioman Date: 2nd February 20__ __ Time: 5:30 p.m.</p>
<p>Adult: RM70.00 - One way</p>	<p>Adult: RM70.00 - One way</p>
<p>Seat no: A19</p> <p>Terms & Conditions:</p> <ol style="list-style-type: none"> 1. Ticket is non-refundable. 2. Ticket is valid on the date of departure only. 3. All schedules are subject to change without prior notice, water tide and weather condition. 	<p>Seat no: A19</p> <p>Terms & Conditions:</p> <ol style="list-style-type: none"> 1. Ticket is non-refundable. 2. Ticket is valid on the date of departure only. 3. All schedules are subject to change without prior notice, water tide and weather condition.



Fact

Besides taking a ferry to Pulau Tioman, we can take the speed boat.



- Teacher guides the pupils to read the short story.



Exercise



Photocopiable

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

THEME 1
People and Culture

1

Question: Who went to Pulau Tioman?

Answer: _____

2

Question: Where did they buy the tickets?

Answer: _____

3

Question: How did they get to Pulau Tioman?

Answer: _____

4

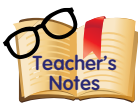
Question: What time did the ferry arrive?

Answer: _____

5

Question: How much did each of the ticket cost?

Answer: _____



• Teacher instructs the pupils to write their answers based on the story.



Writing



Photocopiable



GLOSSARY

- handrail: a rail fixed to posts or a wall for people to hold on to for support.

Safety Rules in the Ferry



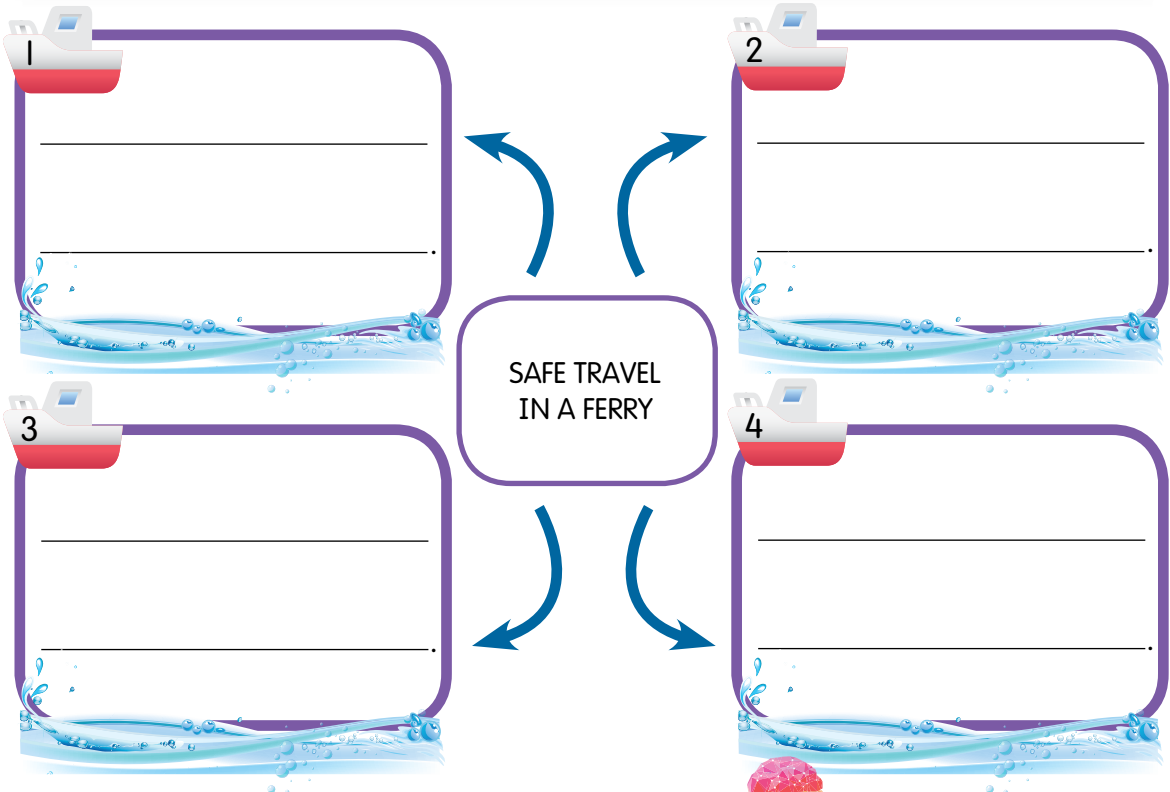
Moral Value

Obey the rules.

- A. Read the poster below and write the information in the mind map below.



THEME 1
People and Culture



- B. What are the other safety tips that you know?



- Teacher guides the pupils to read the poster.
- Teacher instructs the pupils to transfer information from the poster to mind map.

3.1.2(i)





Pulau Tioman: Pahang's Beautiful Island

A. Read the text below

Pulau Tioman is one of the most beautiful holiday spots in Malaysia. It is located in Pahang. It has eight main villages around the island. They are surrounded by a lot of coral reefs underwater. The ferry is the main mode of transport to the island from Mersing and Rompin.

Furthermore, Pulau Tioman is an excellent spot for enjoyable activities such as scuba-diving, deep-sea fishing, snorkelling, boating, waterskiing, windsurfing, and enjoying the beauty of undersea gardens by travelling around the island on a boat.



Pahang's Beautiful Island

Surf <http://arasmega.com/qr-link/pahangs-beautiful-island/> to read about Pulau
(Retrieved on 7th August 2017)



- Teacher guides the pupils to read the text.
- Teacher guides the pupils to spell and pronounce the words correctly.
- Teacher elicits oral responses from the pupils.

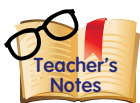
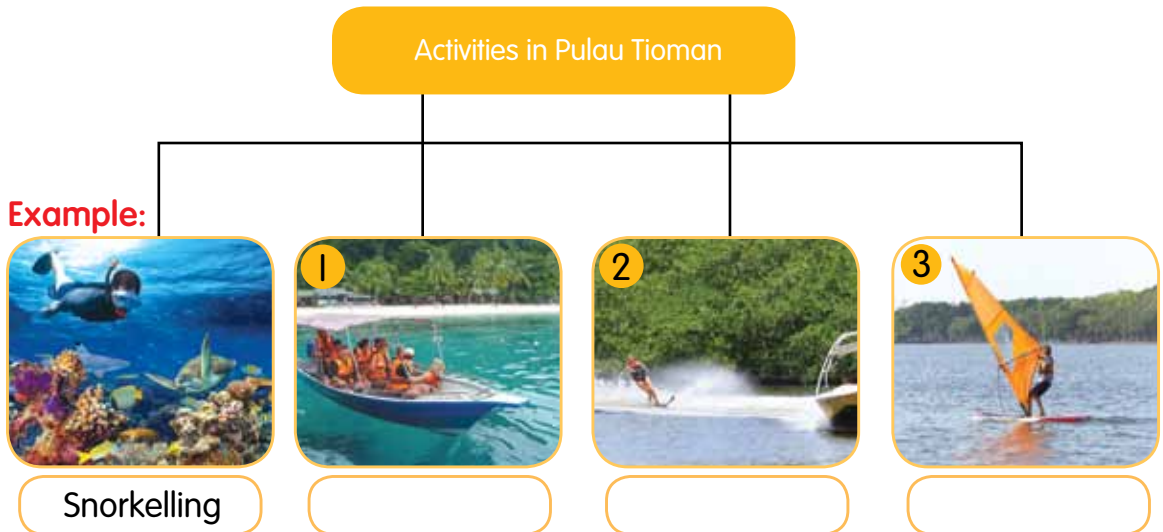


B. Rewrite the passage.

Pulau Tioman is an excellent spot for fun-filled activities. These activities are scuba-diving, deep-sea fishing, snorkelling, boating, waterskiing, windsurfing, and enjoying the beauty of undersea gardens by travelling around the island on a boat.

Four horizontal lines for rewriting the passage.

C. Based on the text, fill in the blanks.



- Teacher instructs the pupils to pronounce the words correctly.
- Teacher instructs the pupils to rewrite the passage.
- Teacher instructs the pupils to fill in the tree map based on the information in the text.





Listening and Speaking



IT Tips

Surf the Internet to look for the photos of the things you could see at the beach.

A Well Spent Vacation in Pulau Tioman

A. Match the pictures with the words given and pronounce the words.

Example:

beautiful island

big ferry

sandy beach



What other adjectives that you know?



Exercise



Photocopiable

B. Write simple sentences based on the phrases below.

Example:

1. big ferry

It is a big ferry.

2. sandy beach

3. beautiful island

- Teacher guides the pupils to spell and pronounce the words correctly.
- Teacher guides the pupils to match the pictures to the correct words.
- Teacher instructs the pupils to write simple sentences based on the phrases given.



A Letter about Pulau Tioman

A. Read the informal letter below.



GLOSSARY

- journey: an act of travelling from one place to another.
- ideal: perfect

No. 123, Jalan Semarak 2,
Taman Semarak,
80300 Johor Bahru,
Johor.

12th May 20__ __

Dear Amalina,

I would like to tell you about my Pulau Tioman trip last week. It was a wonderful time in my life.

I went to Pulau Tioman with my parents. We took a ferry from the Mersing Ferry Terminal. That was my first experience travelling on a ferry. It was a great experience. I walked around the ferry carefully by holding onto the handrails around me.

Pulau Tioman is an excellent spot for a vacation. We enjoyed many exciting activities such as scuba-diving, boating, snorkelling, and waterskiing. I am so happy to share my experience with you.

Till next time.

Your best friend,

Racha



- Teacher guides the pupils to read the informal letter.





Rewrite the informal letter.

THEME 1
People and Culture

No. 123, Jalan Semarak 2,
Taman Semarak,
80300 Johor Bahru,
Johor.
12th May 20__ __

Dear Amalina,

I would like to tell you about my Pulau Tioman trip last week. It was a wonderful time in my life.

Till next time.

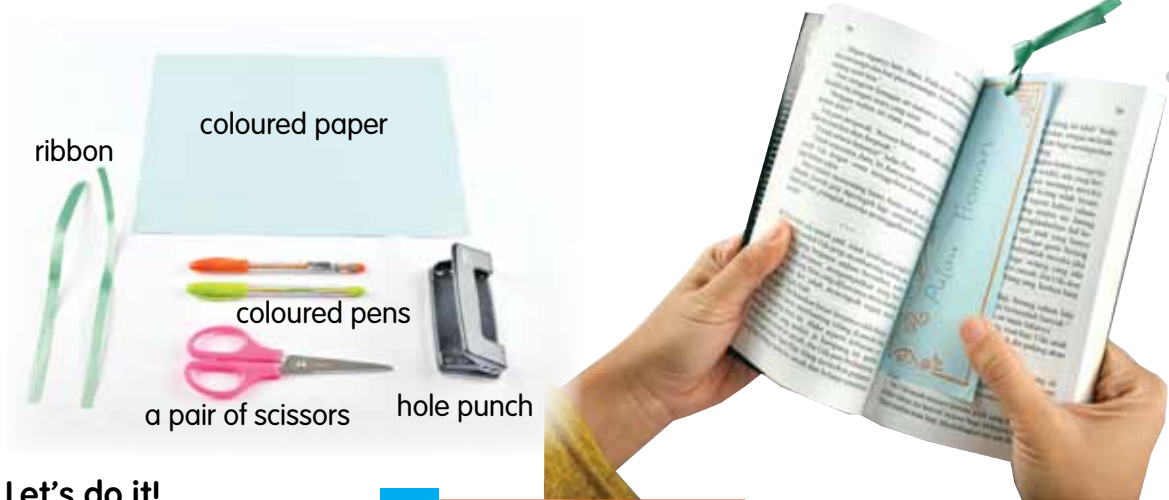
Your best friend,
Racha



Activity

Pulau Tioman Bookmark

Things you need:



THEME 1
People and Culture

Let's do it!

1



Cut out the frame.

2



Write 'Pulau Tioman' on the paper.

3



Draw patterns around the words.

4



Make a hole at the end of the paper.

5

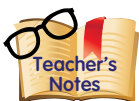


Thread a piece of ribbon through the hole and tie it.

6



Use it as a bookmark.



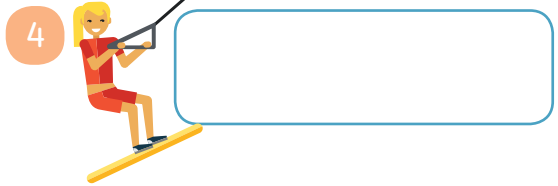
- Teacher instructs the pupils to create and design a bookmark.
- Teacher advises the pupils to be careful when using a sharp object such as a pair of scissors.





Topical Quiz Photocopiable

A. Name the activities in Pulau Tioman.



B. Use the table below to create sentences.

Encik Lanang	enjoys	boating
Puan Mizah		snorkelling
Racha		scuba-diving

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



Use it Right

- Most plural nouns is written with an 's' at the end of the nouns.

Let's Play!

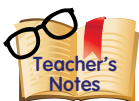
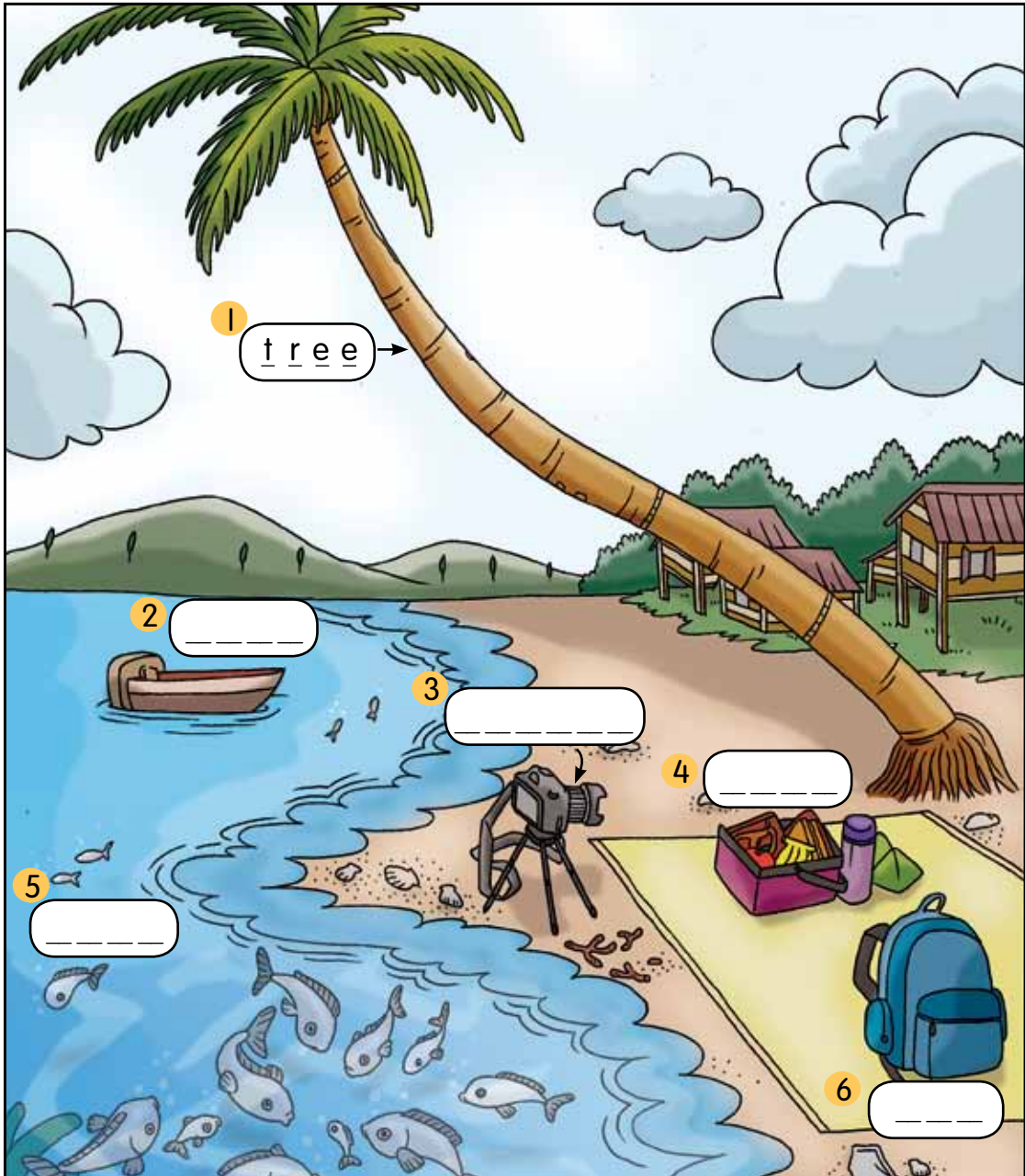


Photocopiable

Label It!

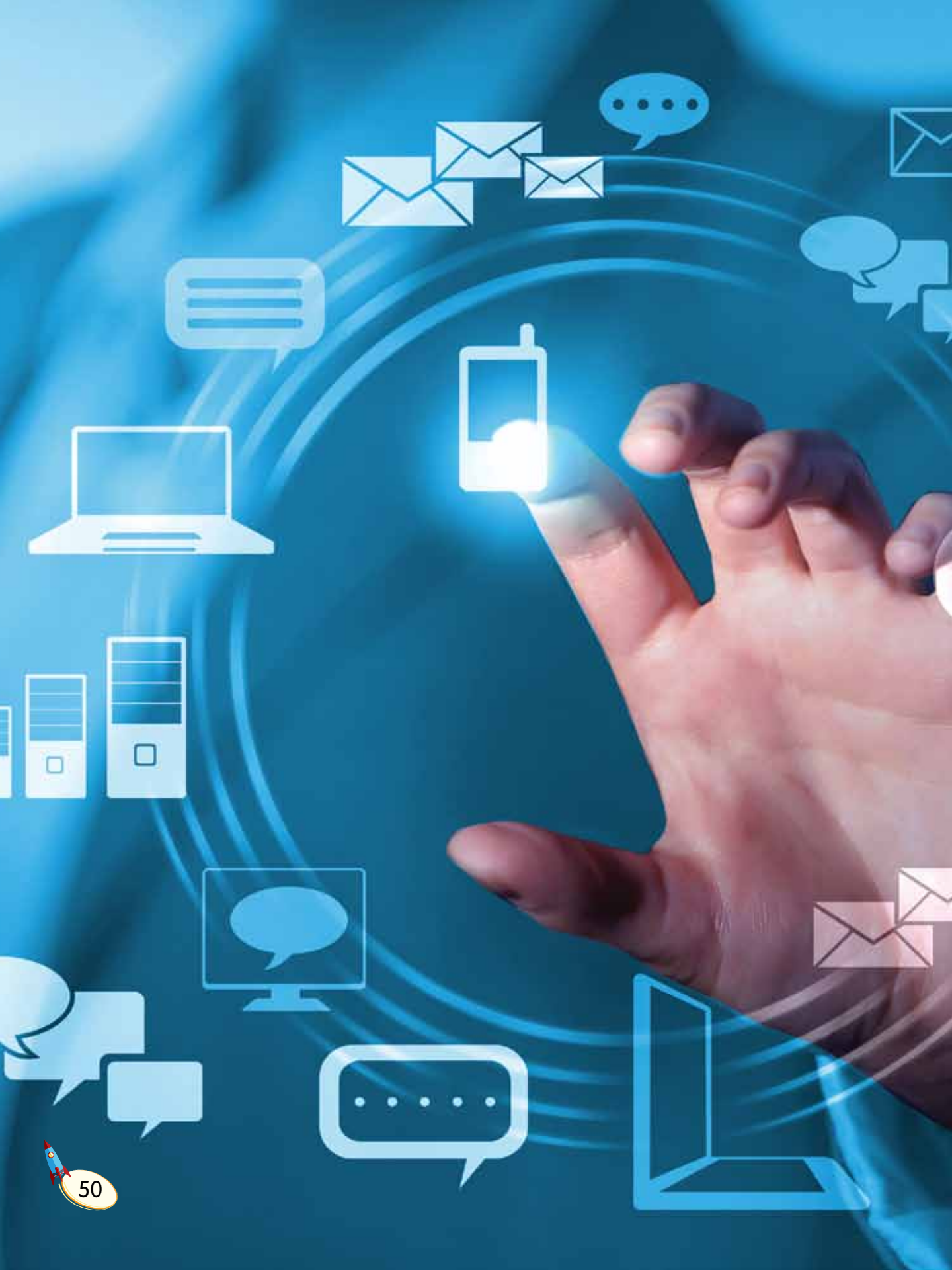
Label the pictures with the words given.

food	bag	camera	fish	boat	tree
------	-----	--------	------	------	------



- Teacher instructs the pupils to label the pictures with the correct words.





THEME 2:

SCIENCE AND TECHNOLOGY

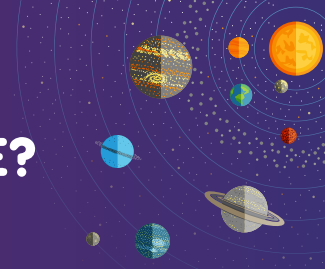
In this theme, you will:

- Learn about modern day communication technology and their functions.
- Learn to describe physical characteristics, give directions, ask, and give opinions appropriately.
- Explore different modes of transport and their safety gears.
- Learn basic road signs.
- Learn to use article 'a' and 'an', preposition 'by' and 'in' and modal verbs 'must', and 'should'.
- Share knowledge about the world of internet.
- Learn to use action verbs, sequence connectors appropriately, use of full stop (.), and comma (,).
- Learn the dangers of cyberbullying.

UNIT 4



HELLO, ARE YOU THERE?



Listening and Speaking

Gadgets Around Us

Communication is exchanging information and news. Modern communication gadgets have been very popular lately. Here are a few gadgets that are used as means of communication.



GLOSSARY

- vital: very important or necessary

Exercise



A. Pronounce the words correctly.



Scan Here



Gadgets

Surf <http://arasmega.com/qr-link/t2-u4-gadgets/> to listen to the audio on how to pronounce a few modern communication gadgets.
(Retrieved on 7th August 2017)

B. Listen and point to the correct pictures.

- Teacher guides the pupils to spell and pronounce the words.
- Teacher says the names of gadgets and pupils point to the correct pictures.

1.1.1

1.1.2(i)





Reading

A. Read the information in the table below.

Device	Description
smartphone	<ul style="list-style-type: none"> • thin • small • small touchscreen
laptop	<ul style="list-style-type: none"> • heavy • portable • big screen
tablet	<ul style="list-style-type: none"> • light • larger than a smartphone • big touchscreen

GLOSSARY

- portable: light and able to be carried or moved easily
- touchscreen: a screen on device which allows the user to interact with it by touching it.



thin
small
heavy
big
light



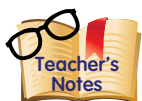
IT Tips

Surf the Internet to look for other modern devices that are used for communication.



Use it Right

Did you notice the words in bold? They are adjectives. Adjectives usually used to describe size, shape amount and emotion. For example, **thin**, **small**, **big**, **heavy**, and **light**.

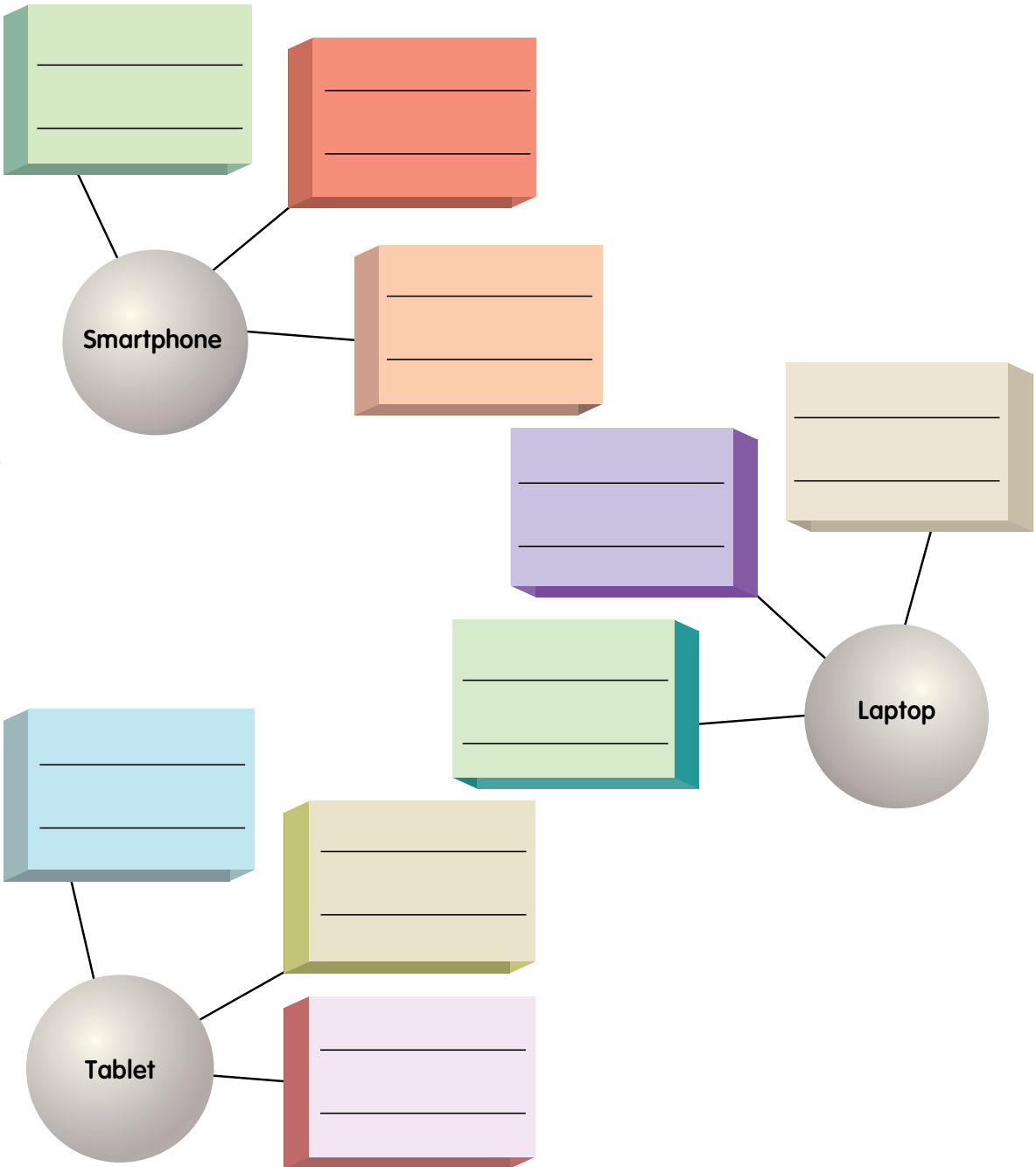


- Teacher guides the pupils to read the table.

2.1.2(i)



B. Based on the table on page 53, complete the mind map with suitable descriptions.



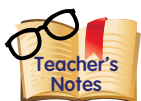


A. Label the pictures.

- GPS
- laptop
- tablet
- drone
- digital camera
- walkie-talkie
- smartphone
- smartwatch

The image shows a wooden display cabinet with three shelves. Each shelf contains a different gadget, and below each gadget is a blank white label box for identification.

- Top shelf: A smartphone on the left and a laptop on the right.
- Middle shelf: A GPS device on the left, a red smartwatch in the center, and a tablet on the right.
- Bottom shelf: A walkie-talkie on the left, a purple and yellow drone in the center, and a digital camera on the right.



• Teacher instructs the pupils to write the names of the gadgets.

3.2.1





Photocopiable

B. Look at the pictures. Then, fill in the blanks.

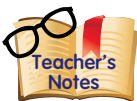


This is a **smartphone**.
It is **thin** and **small**.
It has a **small touchscreen**.



This is a _____.
It is _____ and _____.
It has a _____.





- Teacher guides the pupils to fill in the blanks with the descriptions of the gadget and write the sentences.



Listening and Speaking

My New Tablet

- A. Listen to the audio provided. In pairs, choose one character and take turns to read the dialogue below.



- Siva:** Hello, may I speak to Soon Cheng?
Soon Cheng: Yes, speaking.
Siva: Hi, Soon Cheng. This is Siva. What are you doing?
Soon Cheng: Hi, Siva. I am surfing the Internet using my new tablet.
Siva: Oh, really? That sounds great!
Soon Cheng: Yes, it is. It is so **light** and **thin** with a **large** touchscreen. It helps in my studies a lot.
Siva: It is, indeed. We can use it to search for information. Soon Cheng, I need to go now. Do not forget to bring our group's poster on technology tomorrow, alright? Bye.
Soon Cheng: Alright, Siva. Bye!



Exercise



Photocopiable

B. Based on the dialogue above:

- List **three (3)** characteristics of a tablet.
 - _____.
 - _____.
 - _____.
- Based on the conversation between Soon Cheng and Siva, what can we do with a tablet?
 _____.



Use it Right

Question mark (?)
Used at the end of a question.

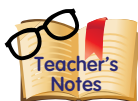
Exclamation mark (!)
Used after an exclamation or interjection to indicate strong feelings or high volume.

Scan Here



My New Tablet

Surf <http://arasmega.com/qr-link/my-new-tablet/> to listen to the audio of 'My new tablet'.
(Retrieved on 7th August 2017)



- Teacher plays the audio in the QR code.
- Teacher guides the pupils to do a role play.

1.1.2(ii)
1.2.1(i)
1.3.1(i)



- sight: a thing that you see or can see
- function: the purpose that something is made for.

A. Read the text below.

Gadgets, Gadgets Everywhere!

Gadgets are everywhere in sight. From a smartwatch that is worn on the wrist to a drone that flies across the sky, gadgets are used everywhere. Every gadget functions differently. A smartphone is used for texting, calling, taking pictures, and playing games. A tablet and a smartwatch have the same functions as a smartphone too. A walkie-talkie on the other hand, is used for communicating with people nearby using radio signal. Lastly, a drone and a digital camera are used for taking pictures and videos. Even though the gadgets have different functions, all of them are created to make our life easier.



IT Tips

Surf the Internet and find out who invented your favourite gadget.



What would happen if gadgets do not exist?

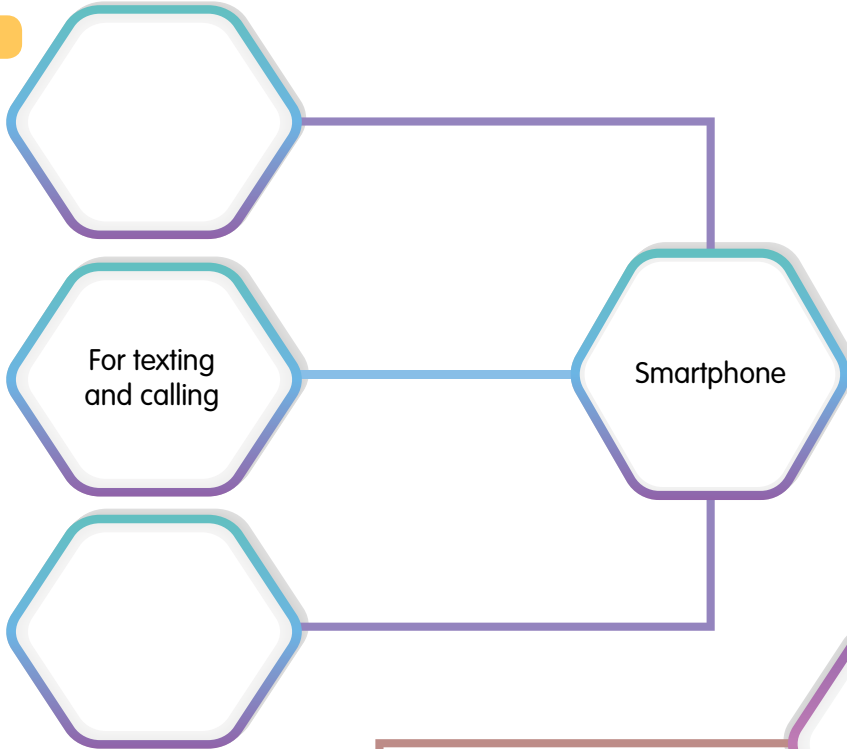
Exercise



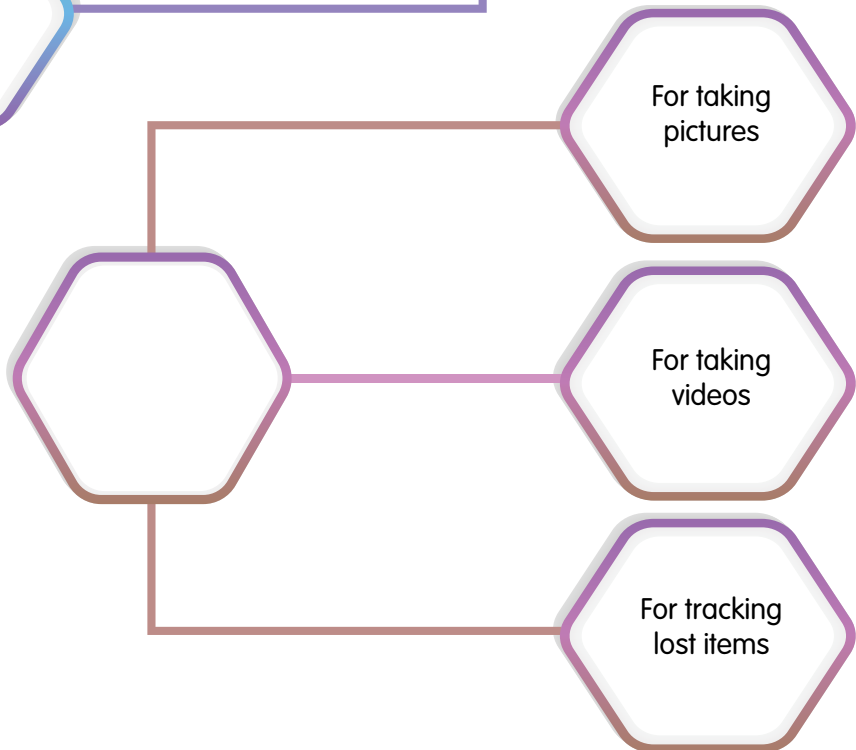
Photocopiable

B. Using the information that you can gather from page 58, complete the mind maps below.

1



2



THEME 2
Science and Technology



- Teacher guides the pupils to fill in the blanks.

3.1.1
3.2.1



A. Complete the answers given by Siva. Then, rewrite his answers in the box below.

What is your favourite gadget?

My favourite gadget is _____.

Describe your favourite gadget.

It is _____,
and _____.

What are the functions of your favourite gadget?

It is used for _____ and
_____.



My Favourite Gadget

My favourite gadget is _____

_____.

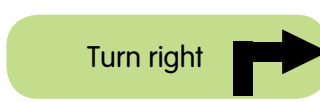
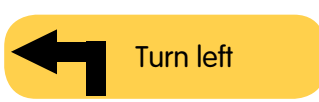
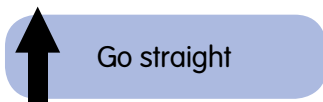


Listening and Speaking

Global Positioning System (GPS)

The Global Positioning System or better known as GPS is a modern navigation system that is widely used nowadays. It provides the directions with voice navigation. Let's learn how to give directions!

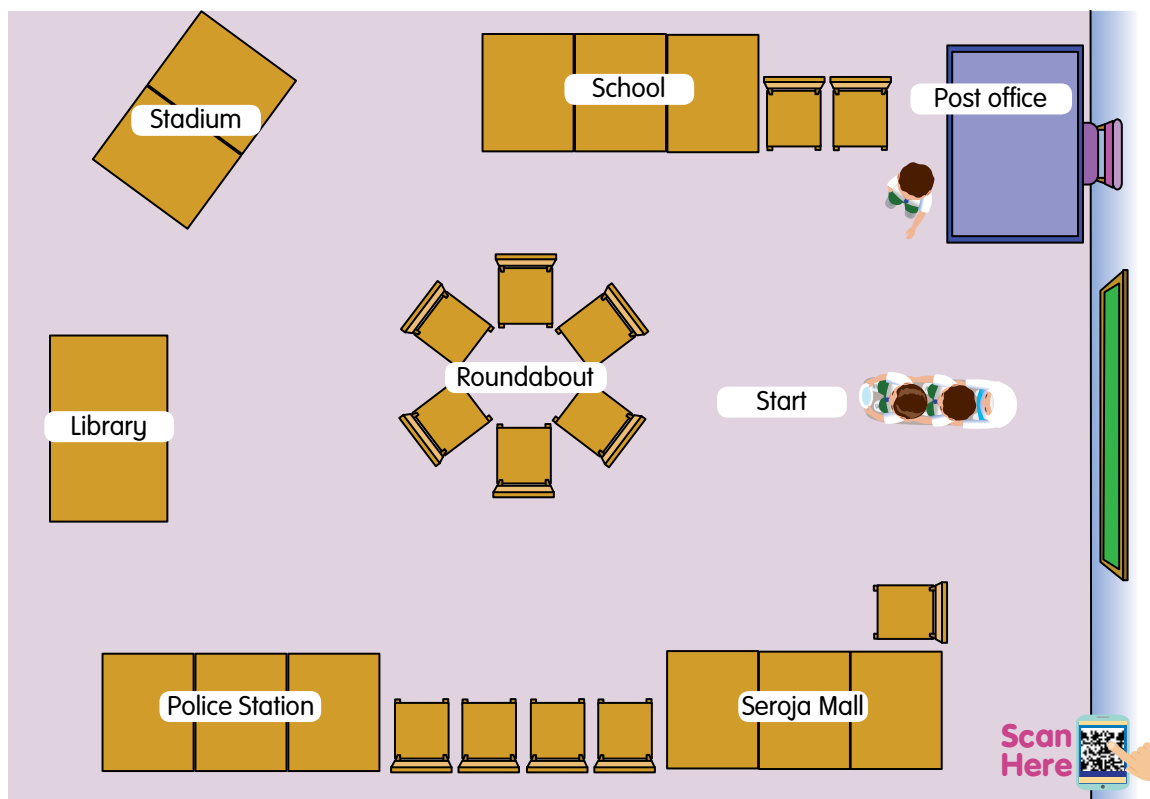
A. Listen to the audio and say the phrases out loud.



B. Let's play 'The GPS says ...' in class!

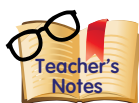
Teacher guides the pupils to arrange the tables in class as shown in the picture below. In groups of three, a pupil will pick a destination card and give directions to the group members. The other members need to follow the directions given and state the location.

You may start giving each direction with: 'The GPS says ...'



GPS

Surf <http://arasmega.com/qr-link/gps/>
to listen to the audio on how to give directions.
(Retrieved on 7th August 2017)



- Teacher plays the audio in the QR code.
- Teacher guides the pupils to say the phrases.
- Teacher assists the pupils during the activity.



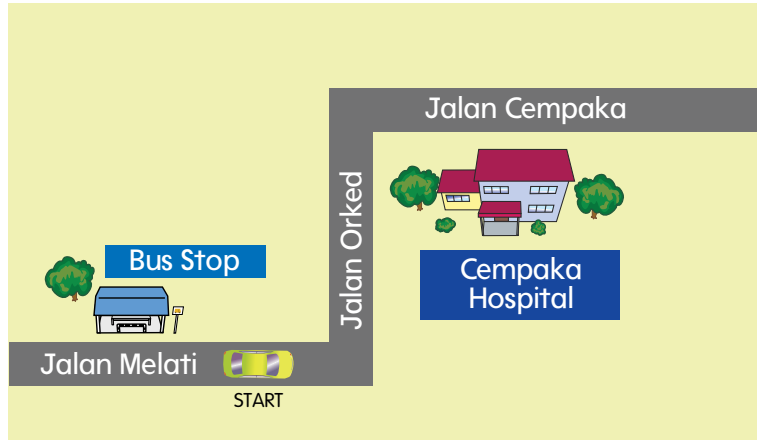


C. State the destination for each set of directions.

1

Destination 1

- You are on Jalan Melati.
- Turn left into Jalan Orked.
- Go along Jalan Orked.
- Turn right into Jalan Cempaka.
- Your destination is on your right.



Destination:

2

Destination 2

- You are on Jalan Dahlia.
- Enter the roundabout.
- Take the first exit.
- Your destination is on your left.



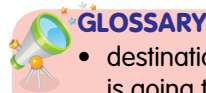
Destination:



Writing



Photocopiable



GLOSSARY

- destination: the place that someone is going to.

Going to The Gadget Store

- A. Siva wants to go to the nearby gadget store located in Seroja Mall. Help Siva get to Seroja Mall. Based on the map given, complete the directions below.

Jalan Melor
first exit Turn right
roundabout

You are on Jalan Teratai. Walk along Jalan Teratai. Turn left into (1) _____. Walk along Jalan Melor. (2) _____ into Jalan Melati. Walk along Jalan Melati. Enter the (3) _____. Take the (4) _____. Your destination is on the right.

Jalan Seroja

Jalan Mawar

Jalan Melor

Jalan Teratai

Seroja Mall

Fire Station

Hospital

School

Lake

Stadium

Football field

Coffee Shop

Hotel

Post Office

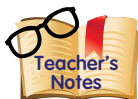
Library

Melor Mall

Siva is here

THEME 2
Science and Technology

- B. Colour the road that Siva will use to get to Seroja Mall.



- Teacher guides the pupils to do the activity.

3.2.1





Listening and Speaking



GLOSSARY

- affordable: reasonably-priced item

Decisions, decisions

Racha has RM1200.00 in her savings. She wants to buy a gadget that can help in her studies and stay connected to her family and friends. Her friends are helping her by suggesting a few gadgets to her.

A. Role play.

I think you should buy a smartphone because it can help in your studies and let you stay connected with your family and friends too. It is also affordable.



What do you think I should buy?



In my opinion, you should buy a tablet. It can help in your studies while you are connected with your family and friends. However, it is out of your budget.

THEME 2
Science and Technology

B. Practise asking for and giving suggestions. You may use the speech bubble below as a reference.

laptop

smartwatch



Moral Value

Spend wisely.

What do you think I should buy, Soon Cheng?



I think you should buy a laptop.



- Teacher guides the pupils to do the role play.
- Teacher guides the pupils to practise asking for and giving suggestions.



Reading

A Gadget Expo

A. Racha wants to do a survey on gadgets. She found an advertisement on an IT Expo that will be held soon. Read the advertisement below.



GLOSSARY

- latest: the most recent or the newest
- update: to make something more modern.

You are invited to the
Gadget EXPO

Get Your Latest Gadgets Here
Up to 50% - 70% off!

Open from
24th April to 26th April
from 10:00 a.m. to 5:00 p.m.

See you at
Persada Johor International Convention Centre

Hurry up and update your lifestyles!

For more details, please contact
Mr. Mark 06-8880909

The name of the event
What is the event?

Date
When will the event take place?

Time
When will the event start and end?

Venue
Where will the event take place?

Contact/ Person in Charge
Who to contact for more details about the event?

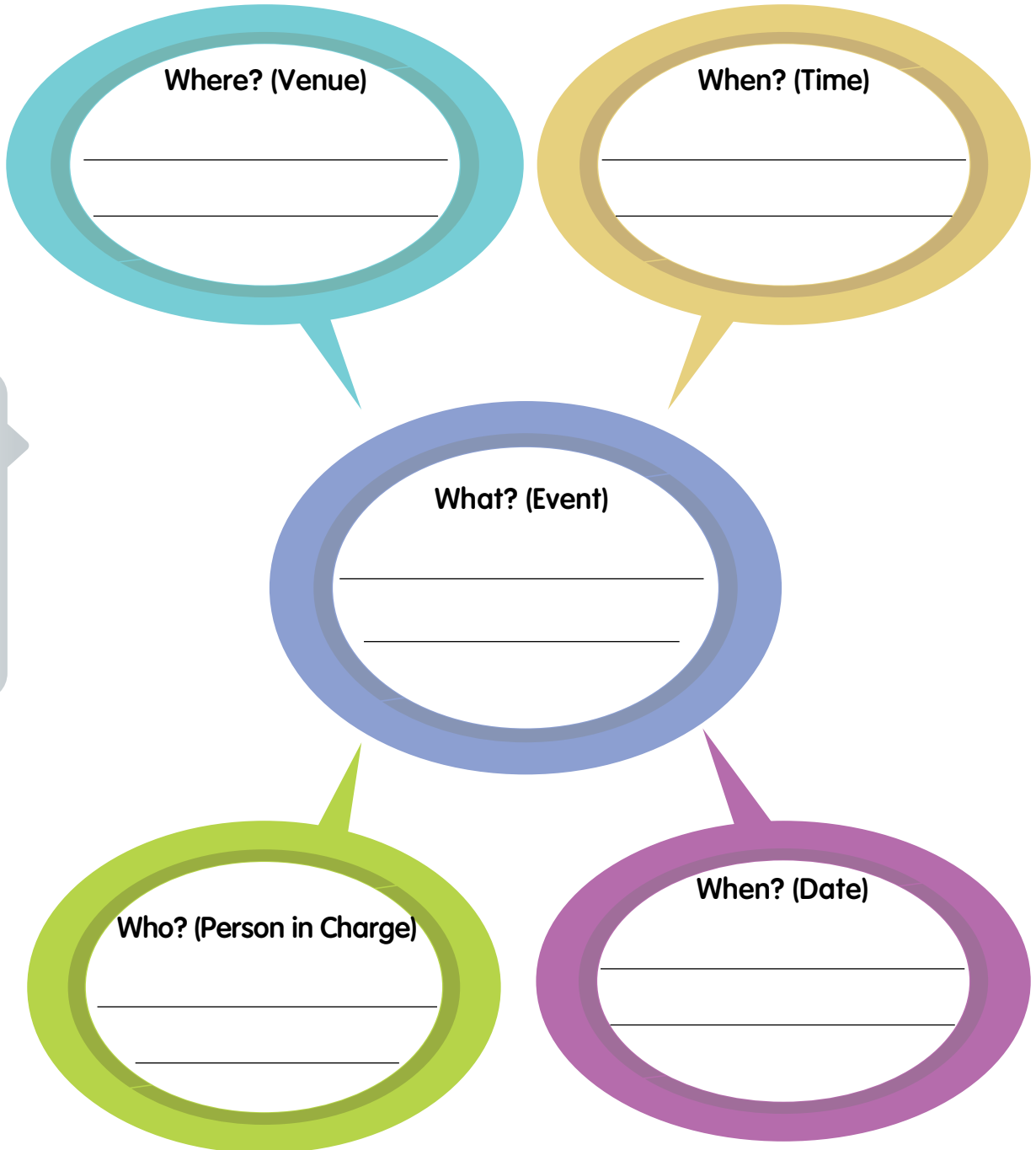


- Teacher guides the pupils to read the advertisement.





B. Based on the advertisement on page 65, complete the mind map below with details of the Gadget Expo.



THEME 2
Science and Technology

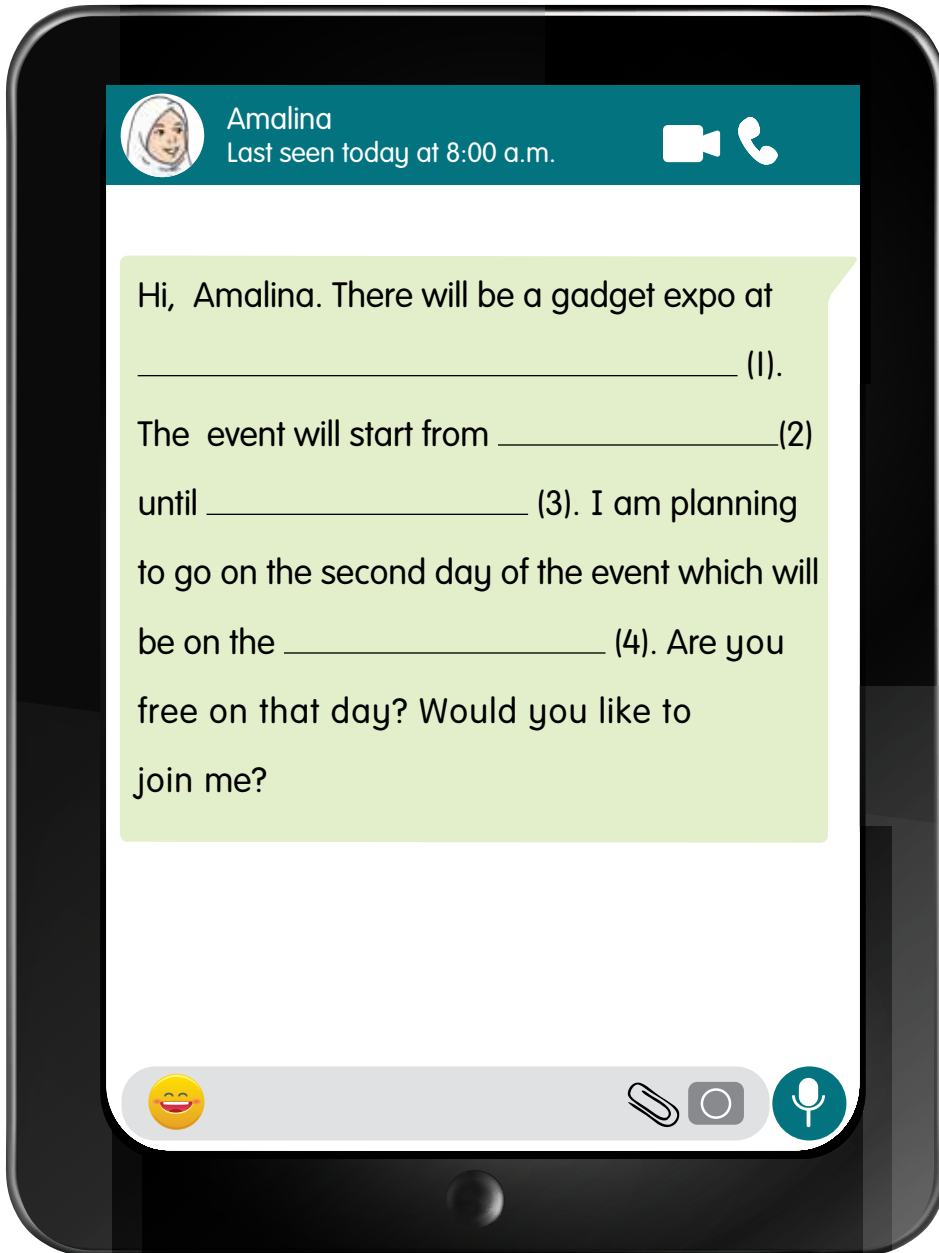


Writing

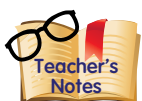


Photocopiable

- A. Racha is interested in attending the expo and she is planning to invite Amalina to go with her. She writes a message to Amalina. Help Racha to write the message by filling in the blanks.



THEME 2
Science and Technology



- Teacher guides the pupils to fill in the blanks.

3.2.1

67





Activity

String Telephones

A. Create your own string telephones.

Things you need:



Let's do it!

THEME 2
Science and Technology

1	Use the nail to punch a hole at the bottom of the paper cup.	
2	Thread the string through the hole and tie a knot at the end.	
3	Repeat the steps above with the other paper cup.	
4	Now, you have your own string telephones!	

- Teacher assists pupils in making the string telephones.
- Teacher provides simple message for the 'Pass The Message' activity. In pairs, the pupils take turn to read the message and pass it through the string telephone.
- Teacher advises the pupils to be careful when using a sharp object such as a nail.



A. Fill in the blanks with the correct answers.

smartwatch

tablet

calling

taking pictures

texting

taking videos

playing games

1. A _____ is worn on the wrist.
2. A drone is used for _____ and _____.
3. A smartphone is mainly used for _____, _____ and _____.
4. A _____ has the same functions as a smartphone.

B. Read the statements below. Write 'TRUE' or 'FALSE'.

1



This is a laptop.

Answer: _____.

2



This is a digital camera.

Answer: _____.

3



This is a smartwatch.

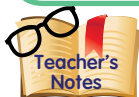
Answer: _____.

4



This is a walkie-talkie.

Answer: _____.



• Teacher instructs the pupils to write the correct answers.



Let's Play!








Wheel Of

Follow the instructions and complete the tasks to win.

You need:

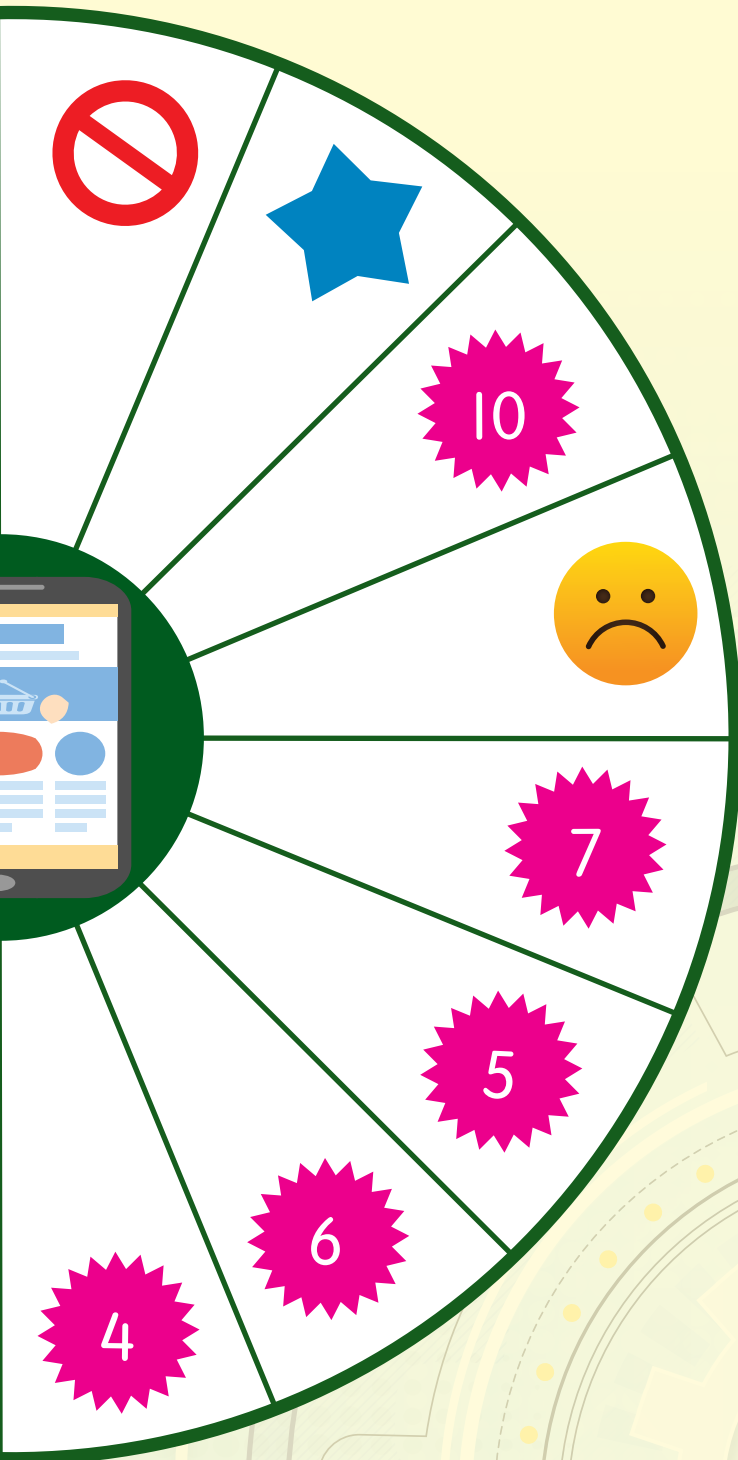
1. A pencil
2. An eraser (as a token)

Instructions

1. In pairs, place your pencil in an upright position in the middle of the wheel.
2. Let go of the pencil and look where it lands.
3. If it lands on , answer the question or complete the task. If you succeed, you will gain 1 point and lose a turn if you fail.
4. If it lands on , you have another turn.
5. If it lands on , you lose a turn.
6. If it lands on , you lose two points.
7. If you land on , you gain two extra points.
8. Whoever gets a total of 10 points first will be the winner!



Technology



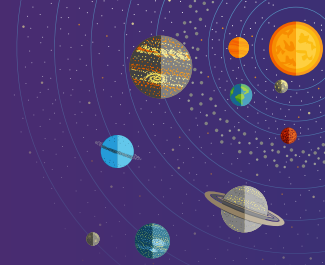
Tasks:

1. Name **three (3)** gadgets.
2. Name **one (1)** gadget you can use to take photos and videos.
3. Name the gadget that is worn on the wrist.
4. Say '**Please take the first exit. Then, in 100 metres, turn left**'.
5. Raise your left hand and shout 'Left hand!'
6. State the function of a drone.
7. Name **one (1)** gadget that has the same functions as a tablet.
8. State the function of a GPS.
9. A minute for a phone call will cost you RM0.10. Calculate the cost for a 5-minute phone call. 🧠
10. State **three (3)** functions of a smartphone.

UNIT 5



TAKE ME THERE!



Listening and Speaking

What is Transportation?

Travelling from one place to another would not be easy without modern transportation. Let's learn more about the transportation to make our journey a lot better.

Exercise



A. Listen to the audio carefully. Identify and pronounce the words accordingly.



Scan Here 

Transportation

Surf <http://arasmega.com/qr-link/transportation/> to listen to the audio on how to pronounce a few names of transport.
(Retrieved on 7th August 2017)



- Teacher plays the audio in the QR code.
- Teacher guides the pupils to pronounce the names of the transportation.



Reading



GLOSSARY

- mode: type or way

A. Read about the modes of transportation below.

Land transportation



This is **a** car.



This is **a** motorcycle.



This is **a** bus.

Water transportation



This is **a** boat.



This is **a** ferry.



This is **a** ship.

Air transportation



This is **a** helicopter.



This is **an** aeroplane.



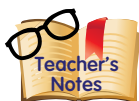
This is **a** hot air balloon.



Use it Right

Did you notice the words in bold? They are called indefinite articles.

- 'a' is usually used when the singular noun that comes after begins with a consonant: **a** boy, **a** dog, and **a** pen
- 'an' is usually used when the singular noun that comes after begins with a vowel: **an** apple, **an** egg, and **an** ant.



- Teacher guides the pupils to read the modes of transportation.
- Teacher introduces the pupils to indefinite articles.

2.1.2

73



B. Circle the correct indefinite article and rewrite the sentences.

Modes of Transportation

1.	2.	3.
Land	Air	Water
a. Example: (a / an) car This is _____	a. (a / an) aeroplane This is _____	a. (a / an) boat This is _____
b. (a / an) bus This _____	b. (a / an) hot air balloon This _____	b. (a / an) ship This _____
c. (a / an) motorcycle _____	c. (a / an) helicopter _____	c. (a / an) ferry _____

Draw a picture of a mode of transportation that people will use to travel in the future.





Writing



Photocopiable

A. Use the table below to create sentences.

I can travel	on land	<ul style="list-style-type: none"> • by car. • by motorcycle. • by bus.
	on water	<ul style="list-style-type: none"> • by boat. • by ferry. • by ship.
	in the air	<ul style="list-style-type: none"> • by aeroplane. • by helicopter. • by hot air balloon.



Use it Right

Did you notice the words in bold? They are called preposition.

'by' is used to indicate the means of transportation: **by** car, **by** bus and **by** train.

B. Write 5 (five) sentences from the table.

Example: I can travel on land by car.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.



- Teacher guides the pupils to use the table.
- Teacher guides the pupils to rewrite the sentences in the box provided.

3.1.1
3.2.1



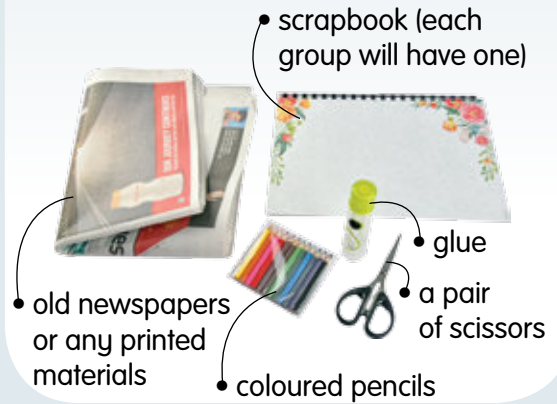


Activity

Our Transportation Scrapbook

In groups, collect pictures of different modes of transportation from any printed materials and paste them in your group scrapbook.

Things you need:



1 Divide your scrapbook into three parts. Label it to Land Transportation, Water Transportation, and Air Transportation.



2 Look for pictures of transportation in the newspapers or any printed materials.



3 Cut the pictures using a pair of scissors.



4 Paste the pictures in the scrapbook based on its modes of transportation.

- Teacher divides pupils into groups.
- Teacher asks pupils to prepare the material needed.
- Teacher assists pupils in completing their transportation scrapbook.
- Teacher advises the pupils to be careful when using a sharp object such as a pair of scissors.



Listening and Speaking

A. Say Aloud.

There are,
two cars,
three motorcycles,
and
a lorry on the road.



How many?



There are,
an aeroplane,
a helicopter,
and
a hot air balloon in the sky.

There are,
two boats,
a ship,
and
three ferries across the sea.

Exercise



Photocopiable

B. Listen to the audio. Then, answer the following questions.

1. How many cars are there on the road?

There are _____ on the road.

2. How many boats are there across the sea?

3. What can you see in the sky?

I can see _____, _____, and _____ in the sky.

4. What can you see across the sea?

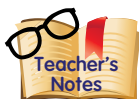
Scan Here



How Many?



Surf <http://arasmega.com/qr-link/how-many/>
to listen to the audio of "How Many?" chant.
(Retrieved on 7th August 2017)



- Teacher plays the audio in the QR code.
- Teacher guides the pupils to chant along to the text.
- Teacher guides the pupils to answer the questions based on the audio in QR code.

1.1.2(ii)
1.2.1(i)

77



Reading

Amphibious Vehicle

A. Read the text below.

An amphibious vehicle is a type of transportation that can move on both land and water. It includes amphibious bicycles, cars, buses, trucks, and military vehicles. Nowadays, amphibious vehicles are used as tourist transportation. They give the tourists a chance to experience visiting the city on both land and sea. Unlike now, they were used for transportation of goods and military troops long ago.



Source: Berg, P. (2012). *Swimming with cars: 9 amphibious vehicles*. Retrieved on 12th March 2017, from <https://www.google.com/amp/www.popularmechanics.com/cars/gmp916/swimming-with-cars-9-amphibious-vehicles/>



GLOSSARY

- amphibious: suited for both land and water
- goods: things that are produced for sale.
- tourist: a person who visits a place for pleasure.

THEME 2
Science and Technology



Use it Right

A headline is the heading at the top of an article or page in a newspaper. It tells what the article is mainly about and main idea is usually found in the first sentence.

Exercise



Photocopiable

B. You have read the text above. The headline is not given. Suggest a suitable headline.

- Teacher guides the pupils to read the text.
- Teacher guides the pupils to suggest a suitable headline.



A. Read the advertisement below.



GLOSSARY

- depart: to leave for a journey
- refreshment: small amount of food and drinks that are provided for attendees.

**Is it a bus?
Is it a boat?
IT IS BOTH OF THEM IN ONE!**

Limited number of seats!

Departs Everyday
5:30 p.m. to 7:00 p.m.

**Come and join us
on a day full of fun!**

We will provide:

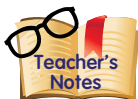
- 1 ½ hours journey which includes road tour and river cruise
- 360 degrees panoramic view of Melaka City
- Light refreshments (cakes and orange juice)
- Live commentary of iconic landmarks

THEME 2
Science and Technology



B. Based on the advertisement above, write 'TRUE' or 'FALSE' for the statements given.

No.	Center	TRUE/FALSE
1.	Passengers will be served apple juice on board.	
2.	Seats are limited.	
3.	It is a one hour journey.	
4.	The tour starts at 7:30 p.m.	



- Teacher guides the pupils to read the advertisement.
- Teacher guides the pupils to write 'TRUE' or 'FALSE' for each statement.





Listening and Speaking



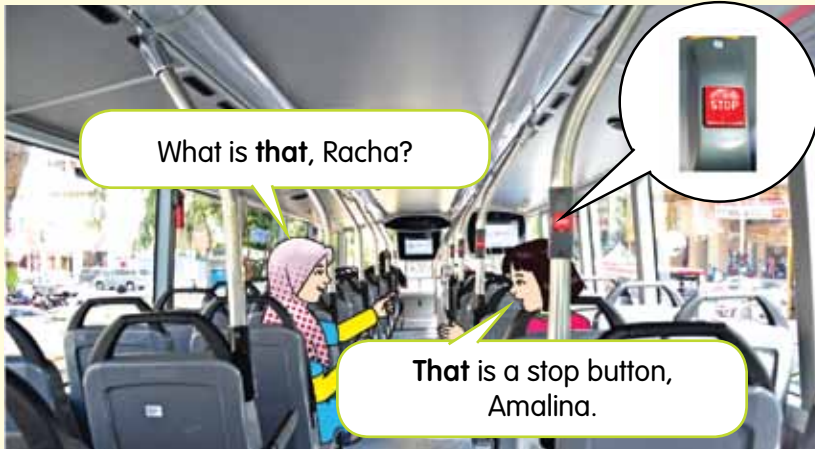
Moral Value

Offer your seat to someone in need.

Public Transportation

Public transportation is transportation provided for the public. It includes buses, trains, ferries, and airplanes.

A. Listen to the conversation between Racha and Amalina on the bus.



Use it Right

We use **that** (singular) and **those** (plural) to talk about things at some distance away from us. For examples:

- **That** is a stop button.
- **Those** are strap hangers.

Exercise



B. Role play the dialogue above using different facilities in a public bus.



Fare box



Strap hangers



Seats

C. What do the symbols below mean? Discuss it with your friends.



- Teacher guides the pupils to role play the dialogue by using different facilities in a public bus.



Reading



GLOSSARY

- pleasant: nice, enjoyable, or friendly
- stability: the state of being steady and not changing

Rafflesia the Kind Public Bus

A. Read the autobiography below.

My name is Rafflesia. I am a public bus. I am a type of land transportation. In order to provide comfort for the public, I am equipped with a few facilities to make their journey a pleasant one.

I have comfortable seats to offer to my passengers. However, some of my passengers would not get any seats during peak hours. Hence, I am equipped with strap hangers to provide stability for passengers who are standing. I have a stop button that helps my passengers to tell the driver that they want me to stop at their desired destinations. I enjoy being of service to them. I hope my passengers will be as happy as I am.



peak hours

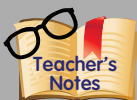


IT Tips

Surf the web to find out more about the facilities of a public bus.



THEME 2
Science and Technology



- Teacher guides the pupils to read the autobiography.

2.2.2 (ii)

Exercise



Photocopiable

B. Based on autobiography text from page 81, match the facility to its function.



To allow the passengers to sit comfortably in the bus.



To provide stability for passengers who are standing.



To alert the driver to pull over at the nearest stop.



Writing



Photocopiable

Read the boarding pass and fill in the table with the correct answers.

Passenger's name

Departure date

Departure time

Economy class
PAS MASUK/ BOARDING PASS
MH is Malaysian Hospitality

NAME OF PASSENGER Siva Kumar	FLIGHT NO 3125	CLASS L	DATE 20 DEC	TIME 10:35 a.m.		NAME OF PASSENGER Siva Kumar
FROM Kuala Lumpur	GATE A02	BOARDING TIME 10:05 a.m.	SEAT 9F	FROM Kuala Lumpur		
TO Perth				TO Perth		
				FLIGHT NO CLASS DATE TIME 3125 L 20 DEC 10:35 a.m.		
						GATE BOARDING TIME SEAT A02 10:05 a.m. 9F

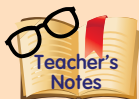
Malaysia airline.com

Destination

Passenger's seat number

Passenger's name	
Departure date	
Departure time	
Destination	
Passenger's seat number	

THEME 2
Science and Technology



- Teacher guides the pupils to read the boarding pass.
- Teacher guides the pupils to complete the table.

3.2.1

83





Listening and Speaking

Safety Gears

Road safety can help prevent accidents and help us stay safe on the road! Let's learn more on road safety!

A. Safety gears are designed to protect users from injury. Spell and say the name of the safety gears below.



Seatbelt



Helmet



Life jacket



injury

B. Listen to the audio.



Siva, if we are on a motorcycle, what **should** we wear to stay safe?

Siva, if we are in a car, what **should** we wear to stay safe?

Siva, if we are on a boat, what **should** we wear to stay safe?

If we are on a motorcycle, we **must** wear a helmet.

If we are in a car, we **must** wear a safety belt.

If we are on a boat, we **must** wear a life jacket.



Use it Right

Did you notice the words in bold? They are modal verbs of obligation.

- 'must' is used to express a necessity
- 'should' is used to express a recommendation

Safety Gears

Surf <http://arasmega.com/qr-link/safety-gears/> to listen to the audio of 'What Should We Wear?'. (Retrieved on 7th August 2017)



Scan Here



- Teacher guides the pupils to spell and say the name of the safety gears.
- Teacher plays the audio in QR code.

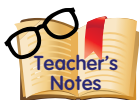


C. Based on the dialogue, match the safety gears to the correct transportation.



THEME 2
Science and Technology

D. Tell the class why do you think we should wear the safety gears above.



• Teacher guides the pupils to do the matching activity.



Road Signs

A. Read the road signs below.

No.	Road Sign	Meaning
1.		Stop your vehicle.
2.		Do not park here.
3.		Slow down the vehicle. School area.
4.		Do not make a U-turn.
5.		Do not turn left.
6.		Slow down the vehicle. Slippery road ahead.



IT Tips

Surf in the Internet for other road signs.





B. Circle the correct answer.

1.



a.	Do not turn left.
b.	Stop your vehicle.
c.	Do not park here.

2.



a.	Do not turn left.
b.	Do not make a U-turn.
c.	Slow down the vehicle. Slippery road ahead.

3.

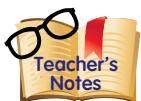


a.	Do not turn left.
b.	Do not make a U-turn.
c.	Slow down the vehicle. School area.

4.



a.	Stop your vehicle.
b.	Do not park car here.
c.	Slow down the vehicle. School area.

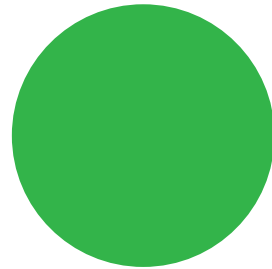
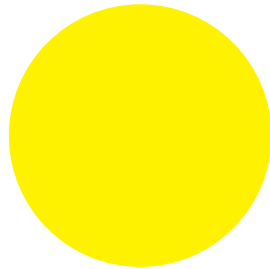
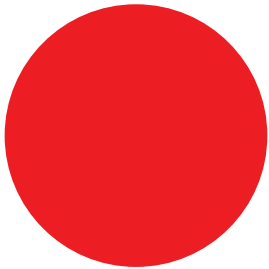


- Teacher assists pupils in answering the multiple choice questions.





A Traffic light is one important element in a road safety. Let's learn what each colour in a traffic light represents!



Red
means STOP

Yellow
means READY TO STOP

Green
means GO

B. Colour the traffic light below according to the colours and fill in the boxes the meaning of each colour.



Fact

The first traffic light was invented by John Peake Knight in 1868.

- Teacher introduces pupils to traffic light.
- Teacher guides the pupils to fill in the blanks provided with the correct meaning of each colour in a traffic light.



Photocopiable

C. Road accidents are increasing. Complete the poster to increase awareness on road safety. You may choose one of the phrases given to write in your poster.

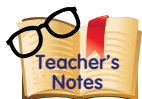
Seatbelts save lives

Speed kills, safety first

Look before you cross



THEME 2
Science and Technology



• Teacher assists pupils in poster making.

3.2.1

89





Topical Quiz Photocopiable

A. Complete the speech bubbles below.

What are the three modes of transportation, Soon Cheng?

Can you give me two examples of public transportation?

What should we wear to stay safe if we are on a motorcycle?

What does the red light in a traffic light represent?

There are _____ transportation, _____ transportation, and _____ transportation, Miss Nurita.

Two examples of public transportation are _____ and _____.

We should wear a _____ if we are on a motorcycle.

Red light means _____.



THEME 2
Science and Technology

Let's Play!



Transportation Go!

Name the pictures correctly to win the game.

You need:

- A box that consists of numbered cards 1 to 9.

Instructions:

1. Play in pairs.
2. Draw a number from the box.
3. Name the picture according to the numbers.
2. The pair that names the most pictures win.

Finish!



9



8



3

Back to Go!

6

Move forward 2 spaces

7



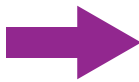
4



1



2



Go!



UNIT 6

A WHOLE NEW WORLD




Listening and Speaking

The Internet Makes it Possible


Internet is a global network that connects billions of its users through their modern communication gadgets. It enables the users to do various activities such as sending instant messages to their friends and shop online. Let's learn more on what we can do online.

A. Say aloud the things you can do online.

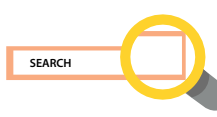
Things you can do online




send email



share photos



search for information



upload video

Exercise

B. In pairs, ask your partner if he/she has done any of the activities below. Put (✓) for 'Yes' if your partner has done it and put (X) for 'No' if your partner has never done it.

No.	Questions	Yes	No
1.	Have you uploaded videos online?		
2.	Have you sent emails before?		
3.	Have you searched for information on the internet before?		

Why is the internet important for you?

1.2.1(i)
1.3.1(ii)

- Teacher elicits oral responses from pupils on things that they can do online.
- Teacher assists pupils during the interview session.





GLOSSARY

- prepare: to get ready or to make something ready.
- upload: to store a document online

A. Read Racha's checklist on things she needs to do below.

Things to do today:

- **Prepare** ingredients for vanilla cupcakes.
- **Take** pictures of making vanilla cupcakes.
- **Share** vanilla cupcakes with friends.
- **Upload** the pictures on the social media account.



Use it Right

Did you notice the words in bold? They are verbs. A verb is a word that shows an action.

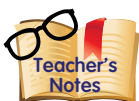


Exercise



Name two social network services that you know.

B. Based on the checklist above, tick (✓) pictures that show Racha's activities on that day.



- Teacher guides the pupils to read the checklist.



A. Look at each picture carefully. Fill in the box with correct sentence.

Racha is decorating the cupcakes.

Racha is preparing the ingredients for vanilla cupcakes.

Amalina is taking Racha's picture using her smartphone.

Racha is sharing her vanilla cupcakes with friends.











Listening and Speaking

Email Account

A. Read aloud the dialogues.

Siva, do you have an email account?

Yes, it is. In fact, it has more advantages than disadvantages.

Having an email account will keep you in touch with your friends and you can send documents to your friends easily too.

Yes, sure. I will be glad to help you.



useful
create

No. I don't. Is it useful?

Oh, really? It must be very useful then. What are the advantages?

Wow! It sounds interesting. Can you help to create an email account for me?

Thank you, Amalina.



GLOSSARY

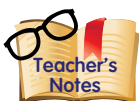
advantages: positive qualities

disadvantages: negative aspects

Exercise



B. Role play the dialogues.



- Teacher guides the pupils to read the dialogues.
- Teacher guides the pupils to do a role play activity based on the dialogues.





Reading



GLOSSARY

- sign up: to register or to take part

Sending an Email

A. Read the text below.

Email is a popular service on the Internet. Like most social network services, the email is free. It allows users to send documents to other users.

Here are the steps to send an email. **First**, login to your email account. **Second**, click the 'Compose' button at the top left. **Then**, add a recipient or the email address in the 'To' field. **Next**, add a subject. **After that**, write your message. **Lastly**, click the 'Send' button.



IT Tips

Surf the Internet and send an email to your friend.



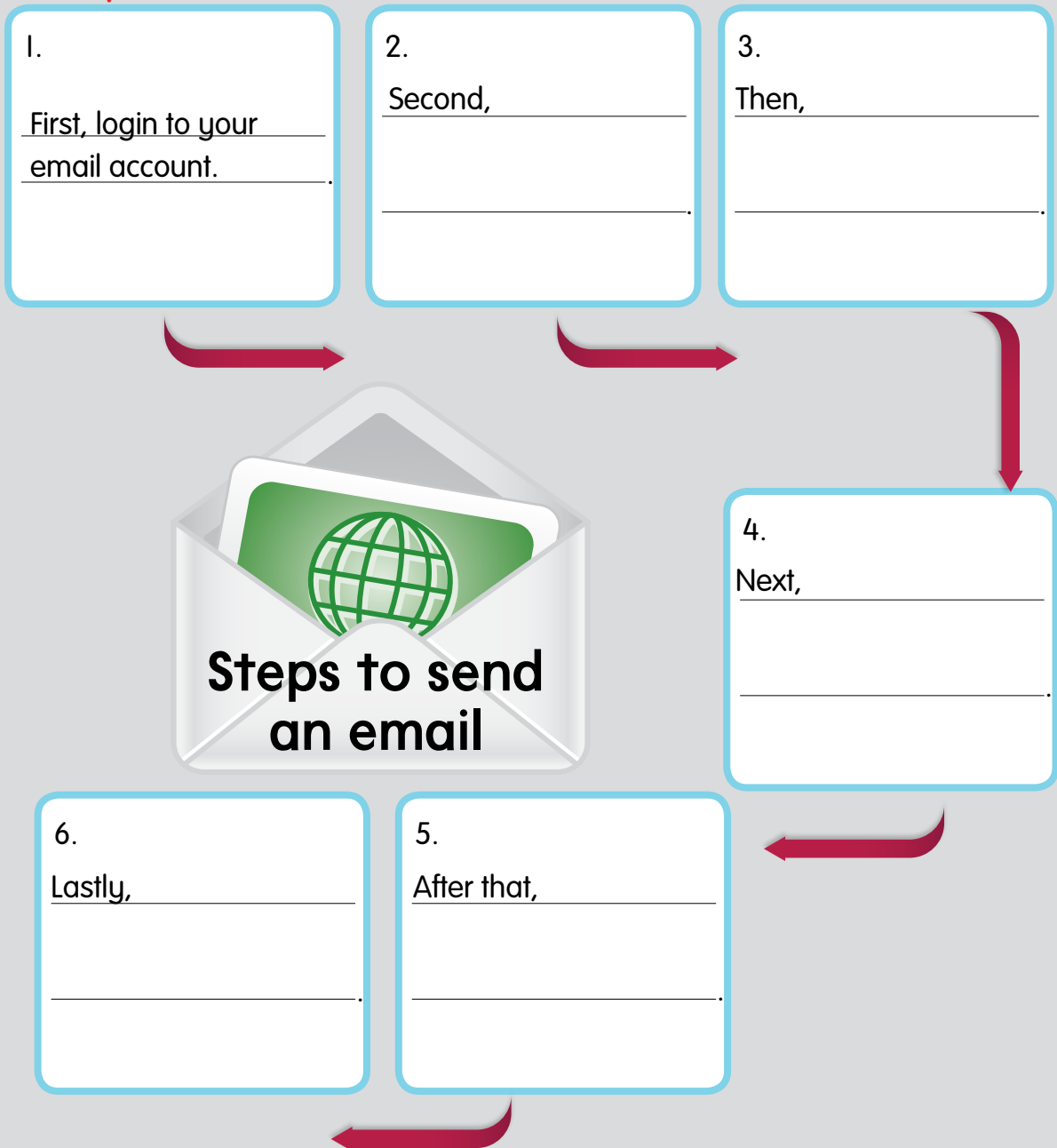
Use it Right

Did you notice the words in bold? They are called sequence connectors. They are used to link sentences which follow a sequence of events.

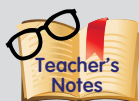


B. From the text on page 96, fill in the flow map below with steps to send an email.

Example:



THEME 2
Science and Technology



• Teacher guides the pupils to fill in the flow map with steps to send an email.

2.1.1(i)
3.2.1



A. Read the poster below.

MyLovableSchool.com

Let's join and be the members of the official school website,
MyLovableSchool.com to get the latest notices and news!

How to be a member?

1. Go to www.MyLovableSchool.com
2. Click on the 'New Member' icon.
3. Fill in your personal details such as your name, date of birth, address, gender, class, and password in the 'New Member' form.
4. Reconfirm your password and you are now an official member of MyLovableSchool.com's site.

THEME 2
Science and Technology

B. From the poster above, fill in the speech bubbles below.

Do you know how to be a member of our official school website MyLovableSchool.com, Siva?

That's easy. Thank you, Siva.



Yes, Hairul. First,

_____.

Then, _____
_____.

Next, _____
_____.

Lastly, _____

_____.

You are welcome, Hairul.



C. Fill in the New Member's form below with your details.


Sign Up


HOME ABOUT US EMAIL CONTACT US

☆ 🏠 ✉

Advertisement

New Member





Name:

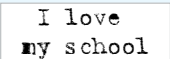
Date of Birth: / /

Gender:

Class:

Password:

Confirm password:



Please type the sentence shown in the image.

I'm not a robot

THEME 2
Science and Technology

- Teacher guides the pupils to fill in the new member's form with their details.



- exposed: not protected
- improve: to make something better

Advantages and Disadvantages of Social Networks

A. Talk about the poster below.

Social Networks

Are you aware of the good and bad things about the social networks that you are using?

Advantages

1

Pupils can make many new friends from all around the world.

2

Pupils can share educational information.

3

Pupils can keep themselves updated with the latest news to improve their general knowledge.

Disadvantages

1

Pupils may be exposed to cyberbullying.

2

Pupils may waste too much time.

3

Pupils may feel tired all the time and lose interest in studies.



educational
general knowledge

- Teacher initiates conversation with pupils about the poster.
- Teacher guides the pupils to talk about the poster in pairs.



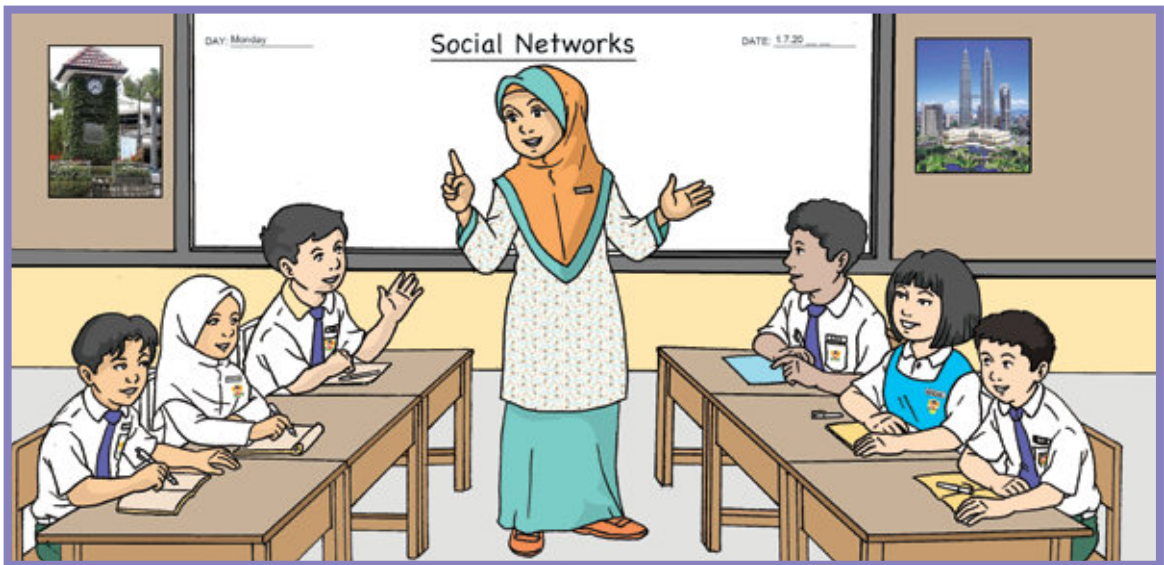
B. Role play a group discussion session. Use the information that you can get from the previous poster.

The topic is 'Are Social Networks Beneficial for Pupils?'

Let's discuss!:

1. Take turns to say your opinion.
2. You may use the points below to voice out your opinion:

'I believe social networking sites are good/not good for students. This is because ...'



a Pupils can make many new friends from all around the world.

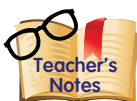
b Pupils can share educational information.

c Pupils can update themselves with the latest news to improve their general knowledge.

f Pupils may be exposed to cyberbullying.

e Pupils may waste too much time.

d Pupils may lose interest in studies.



- Teacher assigns roles to pupils.
- Teacher assists the group discussion.



Reading

Cyberbullying

A. Read descriptions on cyberbullying below.

Cyberbullying is a type of bullying that takes place online such as through instant messages. Let's learn more about it!

A **cyberbully** is someone who bullies others online. Writing negative comments, threatening, and spreading negative news are some of the examples of cyberbullying.



A **victim of cyberbullying** is a person who is bullied by another person online.



Cyberbullying affects the victim emotionally and mentally.



Decline in grades



Signs of depression

You can prevent cyberbullying by:

- Talking to family members, friends, and teachers.
- Saving the messages or emails.
- Reporting bully cases to the authority.



GLOSSARY

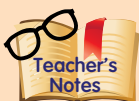
- victim: someone who has been attacked.
- depression: a condition where someone is extremely sad or down.



B. Based on the poster from page 102, fill in the bubble map below with details about cyberbullying.



What should you do to stay away from cyberbullying?



- Teacher guides the pupils to fill in the bubble map with the required details.





Photocopiable



GLOSSARY

- threat: to warn someone that they will be hurt or punished.

A Cyberbully Victim

A. Look at series of pictures below. Then, read the story in Box A below.



Box A

One day, Racha was eating alone at the canteen. Suddenly, she cried while eating and Amalina came to her. Amalina asked Racha why she was crying. Racha told Amalina that somebody had threatened her online. Amalina brought Racha to meet the school counsellor. Then, the counsellor advised Racha on how to deal with the situation.

B. Insert the correct punctuations below.

Box B

One day Racha was eating alone at the canteen Suddenly she cried while eating and Amalina came to her Amalina asked Racha why she was crying Racha told Amalina that somebody had threatened her online Amalina brought Racha to meet the school counsellor Then the counsellor advised Racha on how to deal with the situation

- Teacher guides the pupils to read the story.
- Teacher guides the pupils to insert the correct punctuations.



Use it Right

Punctuation marks are used to clarify the meaning of a sentence.

- A fullstop (.) is used at the end of a sentence or statement.

Example: I want to eat fried chicken.

- A comma (,) is used to separate different ideas within a sentence.

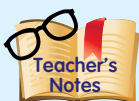
Example: I want to eat fried chicken, fried noodles, and strawberry cake.



Photocopiable

C. Rewrite the story with the correct punctuations.

A large rectangular box with a black border, containing ten horizontal lines for writing.



- Teacher explains to the pupils about punctuations.
- Teacher instructs the pupils to rewrite the story with the correct punctuations.



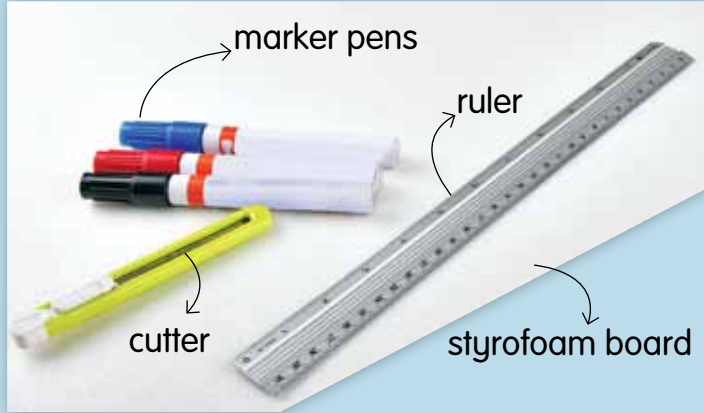


Activity

My Star Photo Booth



Things you need:



Let's do it!



1 Draw lines on the styrofoam board.



2 Cut it out.



3 Write 'My Star' on top of the frame.



4 Decorate it.

- Teacher assists the pupils in making a frame for My Star photo booth.
- Teacher advises the pupils to be careful when using a sharp object such as a cutter.



Topical Quiz Photocopiable

A. List out the advantages and disadvantages of using social networks.

Advantages	Disadvantages
<p>Example:</p> <p>a. Pupils can make many new friends from all around the world.</p> <p>b.</p> <p>c.</p>	<p>a. Pupils may be exposed to cyberbullying.</p> <p>b.</p> <p>c.</p>

B. Using the information from the table above, complete and role play the dialogue with a partner.

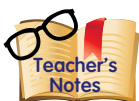
Siva: Hi Racha, what do you think about social networking site?

Racha: Hi Siva, I think that social networking site has its own
_____ (advantages / disadvantages).

Siva: What is the _____ (advantage / disadvantage) of a social networking site?

Racha: One of the _____ (advantages / disadvantages) is _____.

Siva: Oh, I see. Thank you Racha for the information!



- Teacher guides pupils to complete the topical quiz.
- Teacher instructs the pupils to role play the dialogue based on the information the table.



The Web Master

Follow the instructions stated and then, complete the task given.

You need:

- A box that consists numbered cards 1 to 10.

Instructions:

1. Play in groups of four.
2. Draw a number from the box.
3. Complete the tasks according to the numbers.
4. The group that completes the most tasks win.

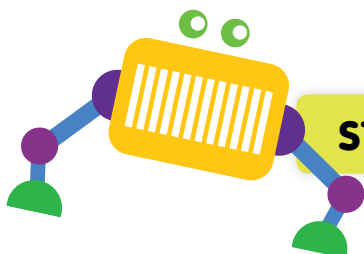
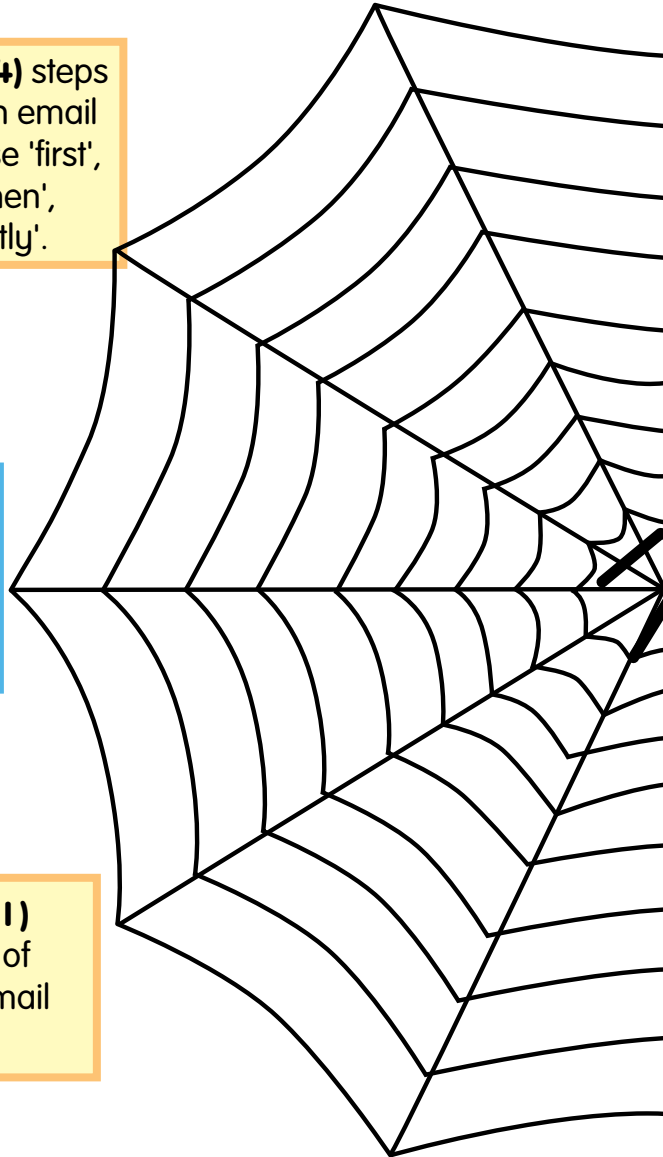
5 Give **two (2)** personal details that you need to fill in to sign up for MyLovableSchool.com.

4 State **four (4)** steps to create an email account. Use 'first', 'next', 'then', and 'lastly'.

3 List **five (5)** verbs that you know.

2 State **one (1)** advantage of having an email account.

1 Give **two (2)** things that you can do online.



START!

6

Give **two (2)** advantages of social networks to pupils.

7

Give **two (2)** disadvantages of social networks to pupils.

8

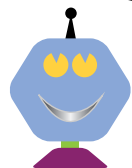
What is cyberbullying?

9

Give **one (1)** effect of cyberbullying.

10

Give **one (1)** way to prevent cyberbullying.



FINISH!





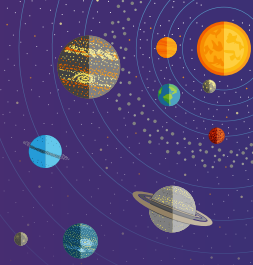
THEME 3:

HEALTH AND ENVIRONMENT

In this theme, you will:

- Learn how to keep yourself clean and neat.
- Know more about the healthy food around you.
- Study about pollution and its solutions.
- Learn to use personal pronoun 'he', 'she', 'they', and 'we', and present continuous tense.
- Acquire new vocabularies.
- Discover the proper ways to keep the earth clean and the benefits of using the paper bag.
- Learn to use correct punctuation full stop (.), exclamation mark (!), and question mark (?).
- Study about Reduce, Reuse, and Recycle (The 3R's).





Listening and Speaking



GLOSSARY

- hygiene: cleanliness
- appearance: the way someone or something looks to other people.

Healthy Me, Happy Me

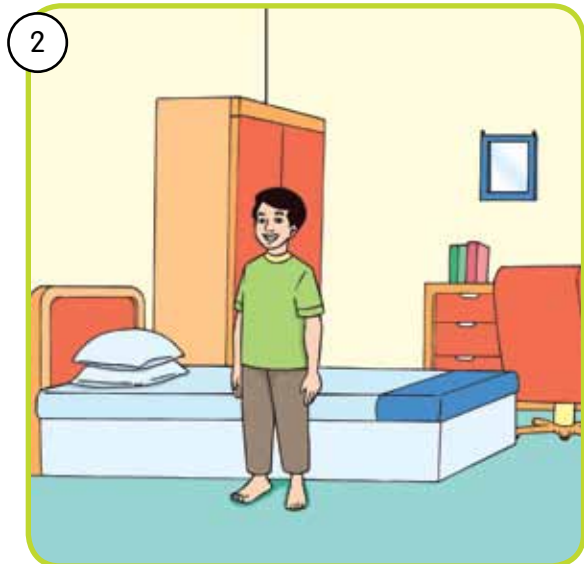
Personal hygiene is very important. It involves practices that keep your body clean. It can keep you healthy and it makes you look neat. Let's learn more on how to take care of your personal hygiene!



Exercise

A. Look at the pictures below. Spot the differences and say them out.

Example: The bed in Picture 1 is messy **while** the bed in Picture 2 is neat.



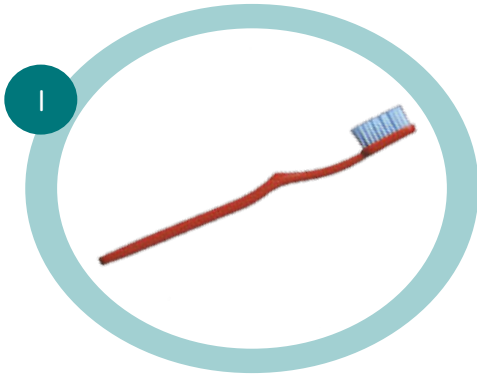
Use it Right

Did you notice the word in **bold**? It is a word to signal contrast. We often use it to point out the difference between two subjects.

- Teacher elicits verbal responses from pupils about the pictures.
- Teacher instructs the pupils to spot the differences and say them out.

1.1.2(ii)
1.2.1(i)
1.2.1(ii)

B. Here are six personal hygiene tools that we use daily. Let's say them together.



toothbrush



toothpaste



nail clipper



comb



hand soap



towel



- Teacher guides the pupils to pronounce the personal hygiene tools.





Reading

A. Read the poster on how to keep your body clean below.

Let's Keep Your Body Clean!

Follow these five easy ways to keep you clean:



Take a bath **everyday**.



Brush your teeth with a toothbrush and toothpaste **regularly**.



Cut your nails with a nail clipper **every week**.



Comb your hair with a hair comb **daily**.



Wash your hands with hand soap **frequently**.



Use it Right

Did you notice the words in bold? They are the adverbs of frequency. It tells how often something occurs.



B. Match the personal hygiene tools or products to the part of the body you use it with.

Example:

toothbrush

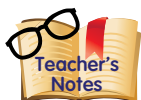
shampoo

soap

toothpaste

nail clipper

comb



- Teacher instructs pupils to do the matching activity.





A. Fill in the blanks with the correct answers.

1. We brush our teeth with a _____.



hand soap



toothbrush



towel

2. We comb our hair with a _____.



shampoo



toothpaste



comb

3. We cut our nails with a _____.



soap



shower gel



nail clipper



Reading















healthy

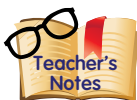
Healthy Food

A. Read the table below.

These food helps us grow and be healthy.

Vegetables	Fruits	Drinks
 Carrot	 apple	 milk
 broccoli	 banana	 hot chocolate
 cabbage	 grapes	 juice
 okra	 watermelon	 plain water

B. Tell your friends which food you like and dislike.



- Teacher instructs the pupils to read the table.
- Teacher elicits verbal responses from the pupils about the pictures.

2.1.2(i)

117



Photocopiable



GLOSSARY

- energised: ability to be very active



Moral Value

Stay healthy.

Favourite Fruits

A. Fill in the blanks with the correct words.

Miss Nurita: Hi students, what is your favourite fruit?

Siva: My favourite fruit is _____



Hairu: Mine is _____



Amalina: I like to eat _____



Racha: I like _____



Soon Cheng: My favourite fruit is _____, teacher.



Miss Nurita: That's good. Most fruits contain a lot of vitamins such as vitamin C and vitamin B2. So, they can keep you healthy.



Activity

Cheesy Veggie Sandwich

Ingredients:

- bread
- mayonnaise
- cucumber
- tomato
- sauce
- cheese

Let's do it!



1
Slice the cucumber and tomato.



2
Spread mayonnaise on the bread.



3
Lay slices of cucumber and tomato on the bread.



4
Spread some chilli sauce.



5
Put a slice of cheese.



6
Lay another slice of bread on top.



7

- Teacher guides the pupils to follow the instructions to make a sandwich.
- Teacher advises the pupils to be careful when using a sharp object such as a knife.





Topical Quiz Photocopiable

A. Match the words with the pictures.

toothbrush •

nail clipper •

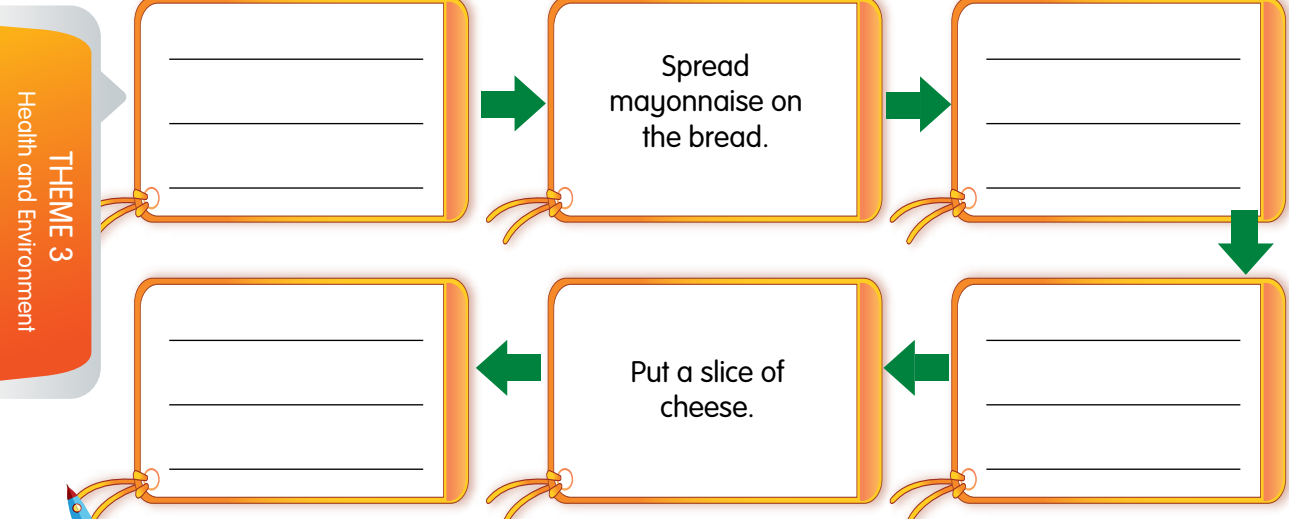
toothpaste •

shampoo •

hand soap •



B. Write the steps to make a sandwich in the flow map below.



THEME 3
Health and Environment

Let's Play!



You need:
A box that consists of
numbered cards
1 to 25.

My Lunch Box

Fill up your lunch box by writing the names of the food.

Instructions:

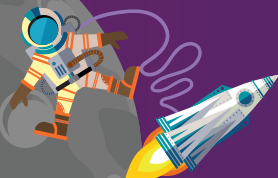
1. Play in pairs.
2. Draw a number from the box.
3. Name the picture according to the numbers.
4. Write the name of the food in your lunch box.
5. The pair who gathers the highest number of food in the lunch box are the winners.

MY LUNCH BOX

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

21. Sorry! No food.	22. 	23. Sorry! No food.	24. 	25. FINISH 
20. Sorry! No food.	19. 	18. 	17. Sorry! No food.	16. 
11. 	12. Sorry! No food.	13. 	14. Sorry! No food.	15. 
10. 	9. 	8. Sorry! No food.	7. 	6. 
1. START 	2. 	3. 	4. Sorry! No food.	5. 





Listening and Speaking

Pollution

A. Look at the pictures and discuss what you see. Choose the picture that shows a clean environment and give reasons. 🍌

Picture A



Picture B



- Teacher elicits the pupils' responses on picture B and gets pupils to practise using the phrase 'I can see ...'

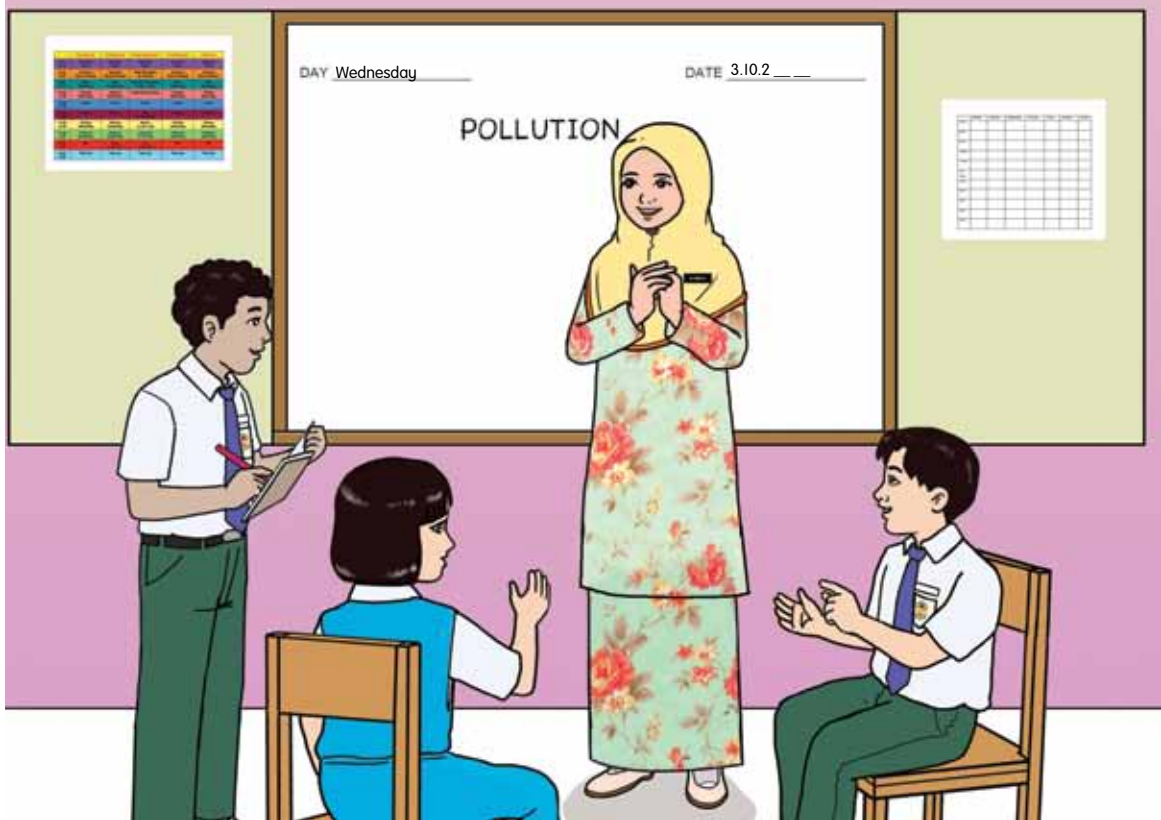
Exercise



GLOSSARY

- dangerous: likely to cause injury or damage

B. Listen to the conversation below. Then, do a role play.



Siva: Miss Nurita, what is pollution?

Miss Nurita: Pollution is anything that is introduced into an environment which causes harm.

Racha: What are the types of pollution, Miss Nurita?

Miss Nurita: There are three main types of pollution which are **water pollution**, **air pollution**, and **land pollution**.

Scan Here



Pollution



Surf <http://arasmega.com/qr-link/pollution/> to listen to the audio of 'Pollution'. (Retrieved on 7th August 2017)



- Teacher plays the audio in the QR code.
- Teacher instructs the pupils to role play the dialogue.

1.1.2(ii)
1.3.1(i)

123



TYPES OF POLLUTION

A. Look at the pictures and identify the problems in each situation.



THEME 3
Health and Environment

- Teacher introduces the pupils to the types of pollution.
- Teacher discuss the pictures with the pupils.

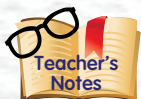


Writing



Photocopiable

Write the types of the pollution.



- Teacher guides the pupils to write the types of pollution.





Reading



GLOSSARY

- polluted: contaminated
- pollutant: a substance that pollutes air, water, and land.
- waste: things that are thrown away.

Pollutants of Pollutions

A. Read the autobiography below.

Hello, my name is Earth. I have been feeling unwell because of pollution. There are three types of pollution that have made me sick lately. They are air pollution, water pollution, and land pollution.

Air pollution happens when the air around me gets polluted by smoke from factories and vehicles.

Next, water pollution happens when the sources of water are polluted by fertilizers and detergents.

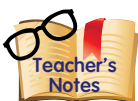
Lastly, land pollution happens when the land is filled with waste such as garbage and industrial waste.

So, can you please take care of me? You might not be able to stop the pollution but you can prevent it. Only then, other living things can also be taken care of.



IT Tips

Surf the Internet to search for other pollutants for each type of pollution.



- Teacher guides the pupils to read the autobiography.



B. Look for the definition of the words. Then, match the words to the correct pictures.

1. smoke

Definition:



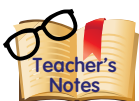
2. detergent

Definition:



3. fertilizer

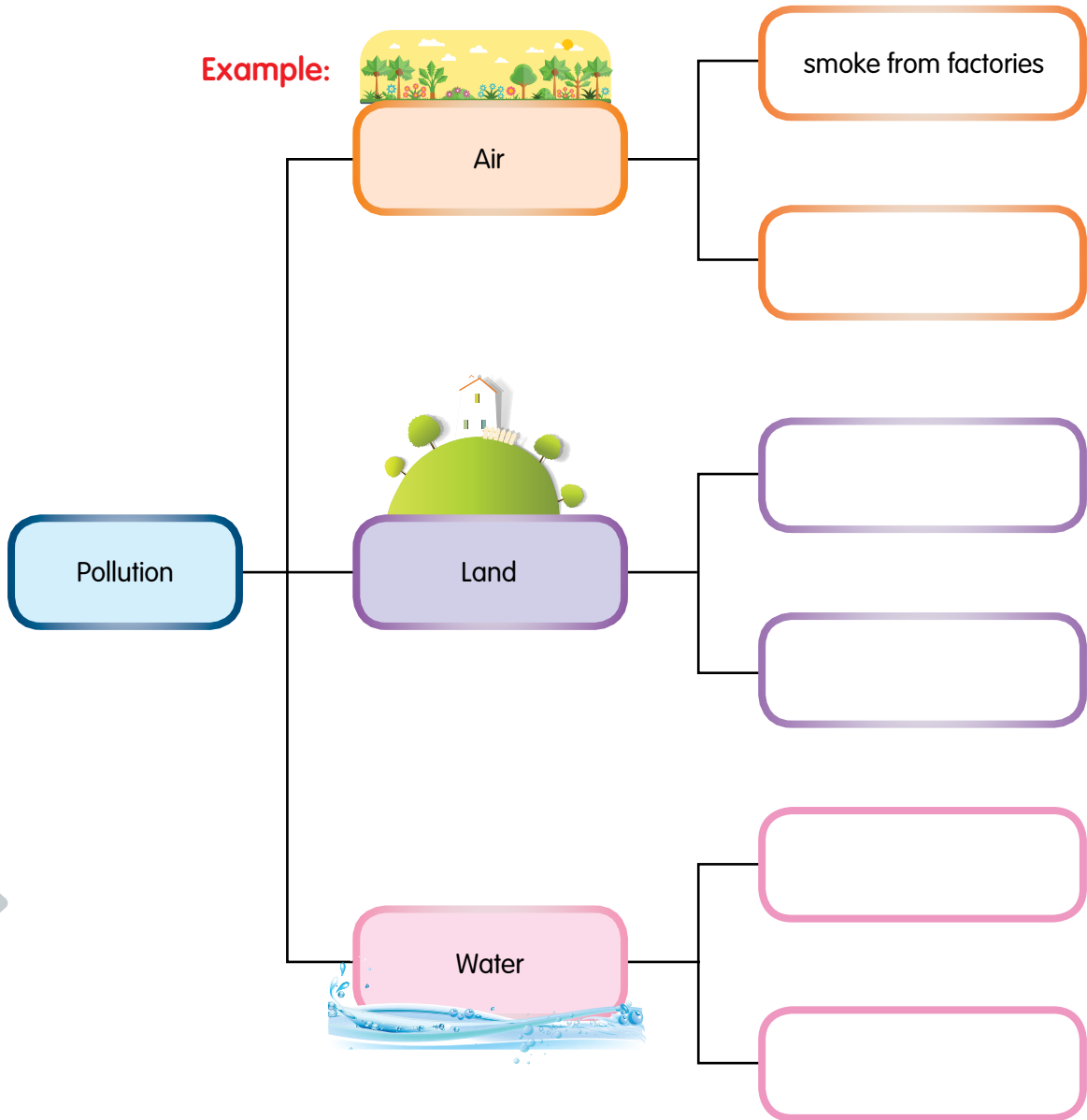
Definition:



- Teacher guides the pupils to look for the definition of the words and match them to the pictures.



Based on the autobiography on page 126, complete the mind map below with the pollutants for each type of pollution.



Tell the class about other types of pollution that you know.



Listening and Speaking

A. Read the chant below.

Help! Help!

Help! Help!

The pretty girl is coughing. **She** is coughing.
Do you know why? Oh, do you know why?
She is coughing because of the air pollution.

Help! Help!

The yellow fishes are dying. **They** are dying.
Do you know why? Oh, do you know why?
They are dying because of the water pollution.

Help! Help!

The clear skin is reddening. **It** is reddening.
Do you know why? Oh, do you know why?
It is reddening because of the land pollution.



vomit
coughing

Scan
Here



Help! Help!

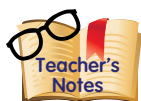
Surf <http://arasmega.com/qr-link/help-help/> to listen to the audio of a chant.
(Retrieved on 7th August 2017)



Use it Right

Did you notice the words in bold? They are personal pronouns. They are used to represent the number of people, person and gender in a sentence.

- 'He' is used to indicate a male subject.
- 'She' is used to indicate a female subject.
- 'They' is used to indicate two or more subjects.
- 'We' is usually used when one of the subjects speaking as a group.
- 'It' is usually used to indicate an animal or non-living subject.



- Teacher guides the pupils to read the chant.
- Teacher introduces the pupils on personal pronouns implicitly.

1.1.2(ii)

129





Reading



Photocopiable



GLOSSARY

- aquatic: water-based
- diarrhoea: a medical condition that makes you empty your bowels very often.

Effects of Pollution

A. Read the effects of pollution in the table below.

Type of pollution	Effects
air pollution	<ul style="list-style-type: none"> • cough • asthma
water pollution	<ul style="list-style-type: none"> • diarrhoea • death of aquatic animals
land pollution	<ul style="list-style-type: none"> • food poisoning • skin problems



B. Based on the table above, match the pollution to its effect.

1 Air pollution •

2 Water pollution •

3 Land pollution •





Photocopiable



Look at each picture carefully. Rewrite the sentences by replacing the name with suitable personal pronouns.

1



Amalina is boiling the water.
She is boiling the water.

2



Siva is throwing the garbage into the garbage bin.

3

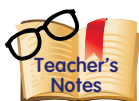


Racha and **Soon Cheng** are collecting the empty cans.

4



The **rat** is looking for food at the rubbish bin.



• Teacher guides the pupils to rewrite the sentences with the suitable personal pronouns.

3.1.1(i)
3.2.1





Listening and Speaking



Moral Value

Always live a healthy life.

Listen to the poem below and read out loud with your classmates.

Oh, why?

The air around us is contaminated,
It used to be clean and clear,
Now it is cloudy!
Oh, why? What can we do?




The water around us is contaminated,
It used to be clean and clear,
Now it is chalky!
Oh, why? What can we do?



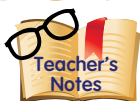
The world is contaminated,
It used to be clean and clear,
Now it is polluted!
Oh, why? What can we do?



Scan Here 

Oh, Why? 

Surf <http://arasmega.com/qr-link/oh-why/> to listen to the audio of 'Oh Why'.
(Retrieved on 7th August 2017)



- Teacher plays the audio in the QR code.
- Teacher guides the pupils to recite the poem.



- biodegradable: can be absorbed back into the earth naturally

LET'S PREVENT POLLUTION

A. There are many ways to prevent pollution. Let's say them together!

1. Use environmentally-safe detergents



2. Do not litter



3. Use biodegradable products



4. Use reusable bags



5. Avoid open burning



6. Take public transportation

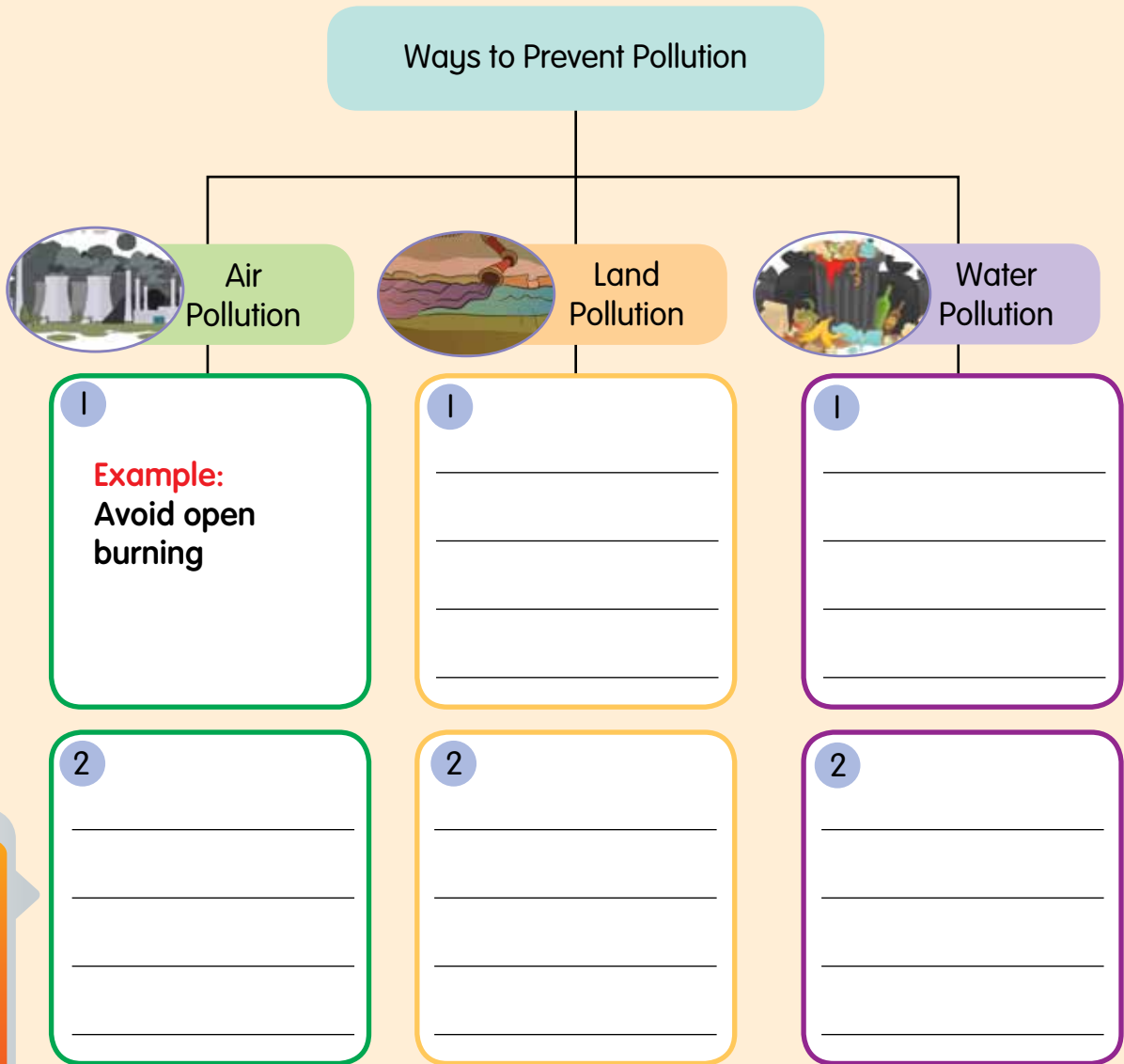


• Teacher guides the pupils to say the ways to prevent pollution.





B. Fill in the tree map below with ways to prevent pollution for each type of the pollution.



Fact

The Malaysian Plastics Manufacturers Association estimates that an average Malaysian uses 300 plastic bags per-year.

Source: The Star Malaysia, 2017. Malaysian Plastics Manufacturers Association Chandran, S (2017, February 10). *A green way of life*. Retrieved 10th April 2017, from <https://www.pressreader.com/malaysia/the-star2/20170210/281479276159546>

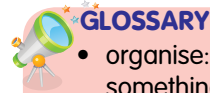
- Teacher guides the pupils to fill in the tree map with ways to prevent pollution.





Reading

A. Read the short story below.



GLOSSARY

- organise: to arrange for something to take place.
- disposable: made to be thrown away after being used.

Let's Keep our Beach Clean!

Last week, Siva and his friends joined the 'Let's Keep our Beach Clean!' programme. It was organised by the Science Club at their school.

Once they arrived at the beach, there was a briefing on the tasks and areas that needed to be cleaned. Before they started their work, they were given plastic bags and hand gloves. Siva and his friends were assigned to clean along the beach.

Siva and his friends found plastic bottles, disposable diapers, empty cans, plastic bags, styrofoam containers, fishing nets, and dead batteries along the beach. They collected all the garbage and put it inside the garbage bag. After they had finished the tasks, they had their breakfast at the beach. They left the beach around 10:30 a.m.

Siva had fun at the programme. He would always remember what Miss Nurita said during the programme, "Littering at the beach could harm the sea creatures". Siva loves animals. He would never want to hurt them.

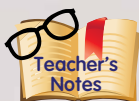


Use it Right

- Inverted commas ('...'): used to signal a speech or dialogue.



organised
disposable



- Teacher guides the pupils to read the short story.

2.2.1(i)

Exercise



Photocopiable

B. Tick (✓) the objects that Siva and his friends found at the beach.

1 Example:



2



3



4



5



6



7



8



9





A. Read the pledge on preventing pollution made by Amalina.



The Earth Pledge

I, Amalina, pledge to the Earth, to protect it from any pollution.

I will not litter.

I will use public transportation whenever possible.

I will use reusable bags.

And I will use biodegradable products only.

Scan Here



The Earth Pledge



Surf <http://arasmega.com/qr-link/the-earth-pledge/> to listen to the audio of earth pledge.

(Retrieved on 7th August 2017)



- Teacher guides the pupils to read the pledge.
- Teacher gets pupils to practise using the phrase 'I will ...'





Exercise



Photocopiable



B. Write down what you would do to prevent pollution.

The Earth Pledge

My name is _____.

I will _____

_____.

I will not _____

_____.

THEME 3
Health and Environment



Activity



IT Tips

Surf the Internet to search for other crafts that you can create using plastic bottles.

Bottle for My Pencils!

Things you need:



Let's do it!



1 Draw two lines on the first bottle.



2 Using a pair of scissors, cut the first bottle into three parts.



3 Draw a line on the middle of the second bottle.



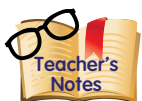
4 Cut the second bottle into halves.



5 Glue the zipper around the inner side of the bottles.



6 Wait for three minutes and your pencils bottle is ready to be used!

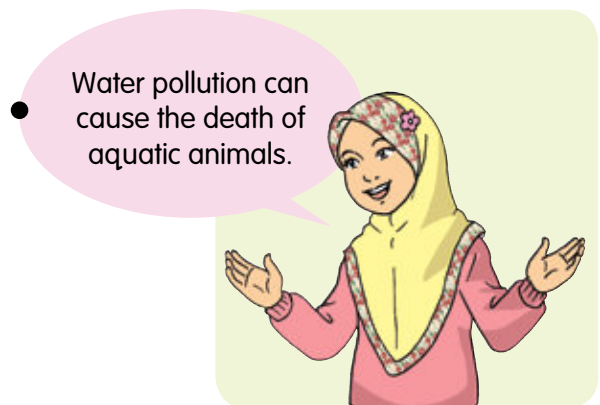
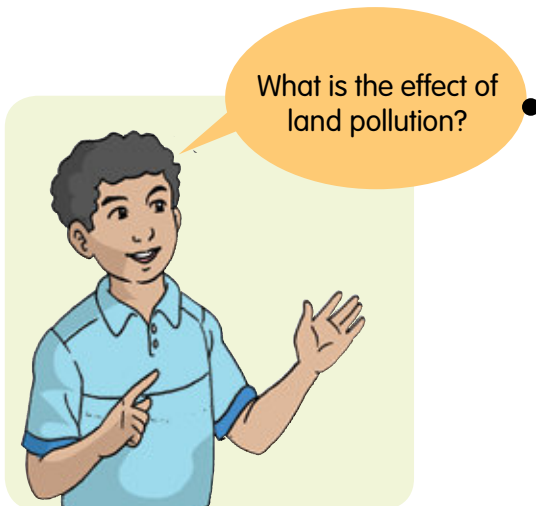
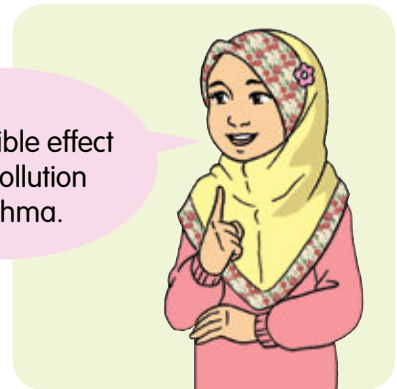
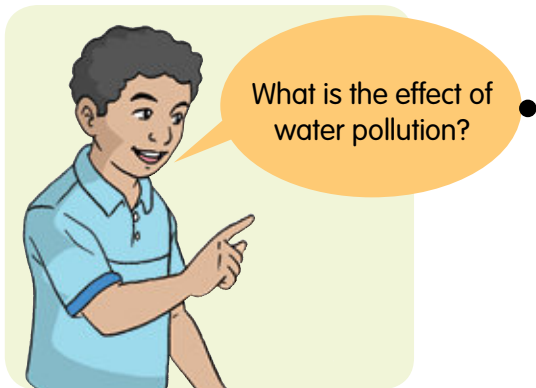
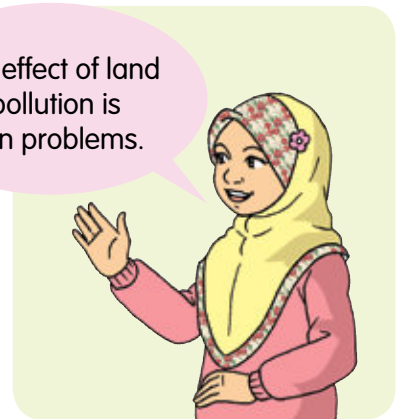
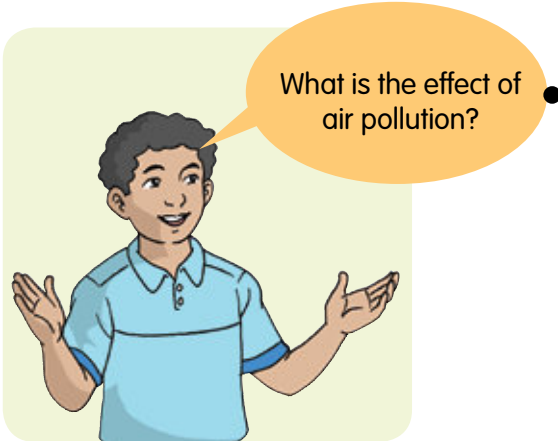


- Teacher guides the pupils in creating their own pencil case from two bottles.
- Teacher advises the pupils to be careful when using sharp objects such as a pair of scissors and a cutter.





A. Match the questions to the answers below.





Word Search

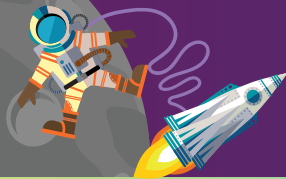
Find and colour the words listed in the word search below.

1. pollution
2. pollutant
3. earth
4. land
5. air
6. water
7. clean
8. disposable

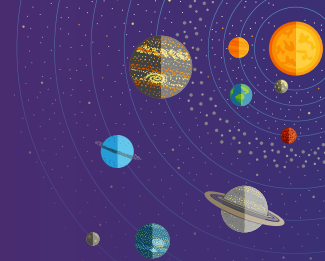
Example:

q	e	a	r	t	h	w	c	f	g
l	e	c	b	a	n	r	s	p	w
a	b	r	y	p	a	d	r	o	a
n	a	s	f	f	i	w	k	l	t
d	i	s	p	o	s	a	b	l	e
p	r	o	e	i	o	t	z	u	p
l	a	p	e	e	v	e	w	t	a
c	l	e	a	n	t	r	o	i	t
k	f	a	i	k	w	e	i	o	u
b	p	o	l	l	u	t	a	n	t

UNIT 9



OUR WORLD, OUR ENVIRONMENT



Listening and Speaking

Saving the Earth Promise

Listen to the song and sing along.

The earth is my home
I promise to keep it
Healthy and beautiful

I will love the land
The air, land, water
And all living creatures

I will be a defender of my planet
United with friends

I will save the earth
United with friends

I promise to keep it
United with friends

I will love the land
United with friends

I will be a defender of my planet
United with friends



GLOSSARY

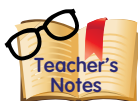
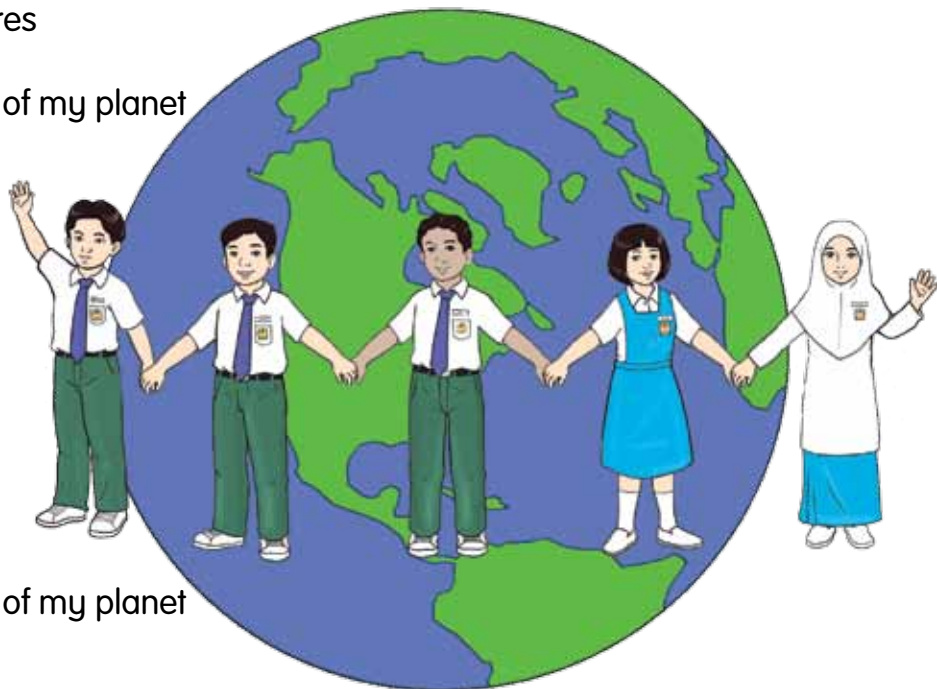
- creatures: a living thing that can move around.
- defender: a person who defends someone or something.

Scan Here



Saving The Earth Promise

Surf <http://arasmega.com/qr-link/saving-the-earth-promise/> to watch the 'Saving The Earth Promise Song'.
(Retrieved on 7th August 2017)



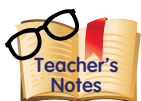
- Teacher guides the pupils to listen and sing the 'Saving Earth Promise' song.



Say 'No' to Plastic Bags

A. Read the information in the table below.

Reasons to Use Paper Bags	Reasons not to Use Plastic Bags
Biodegradable	Litter the landscape
Recyclable	Difficult to recycle
Less toxic	Toxic



• Teacher guides the pupils to read the table.

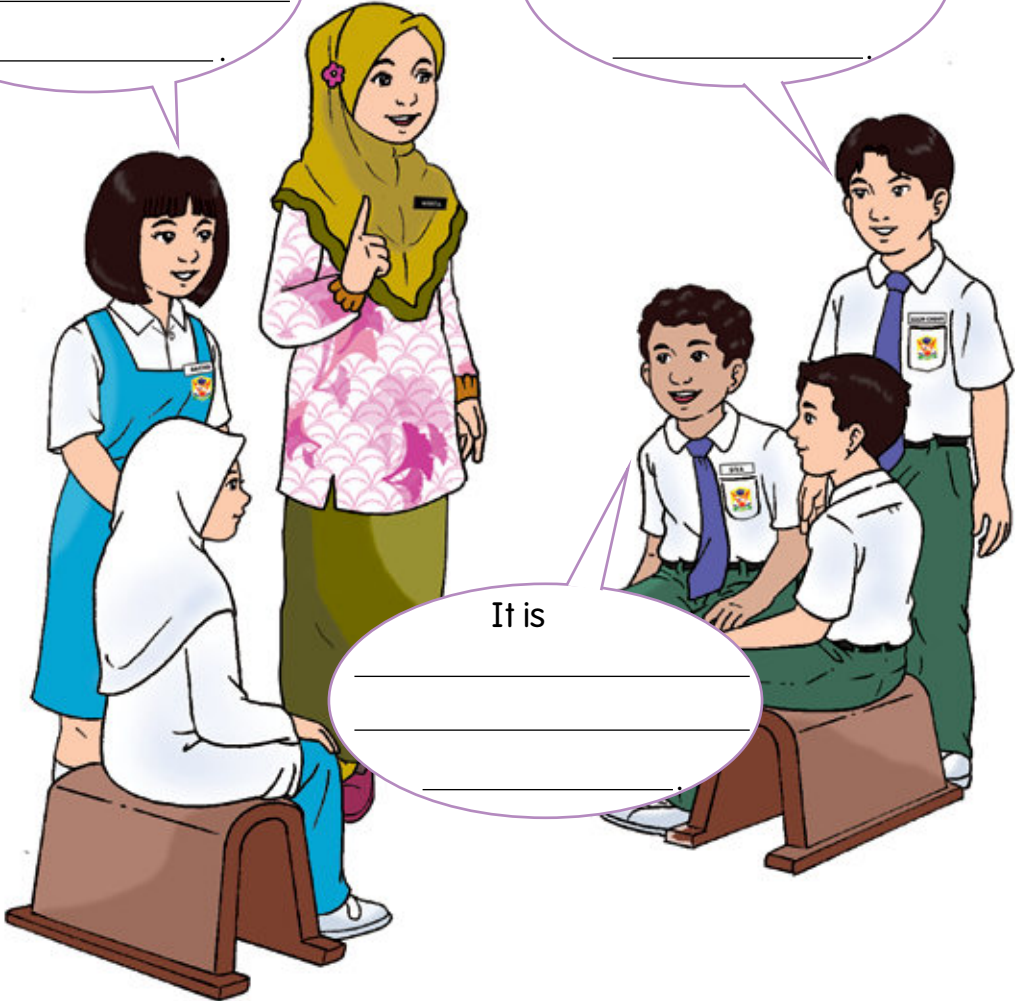


B. Write three (3) reasons to use paper bags in the speech bubbles.

Hi students! We know that using paper bag is a better way to protect our environment. Can you tell me why we should use paper bags?

It is

It is



It is



Writing



Photocopiable

A. Read the advertisement below.

SMK Seri Melur is organising
Let's Celebrate 'World Environment Day' Event.

Let's celebrate World Environment Day!

Date: 5th June 20____

Time: 9:00 a.m. – 12:00 p.m.

Venue: School hall

Organised by: Environment Club

Activities on World Environment Day:

- *Essay writing*
- *Art competition*
- *Exhibition*
- *Quotes and slogan writing*

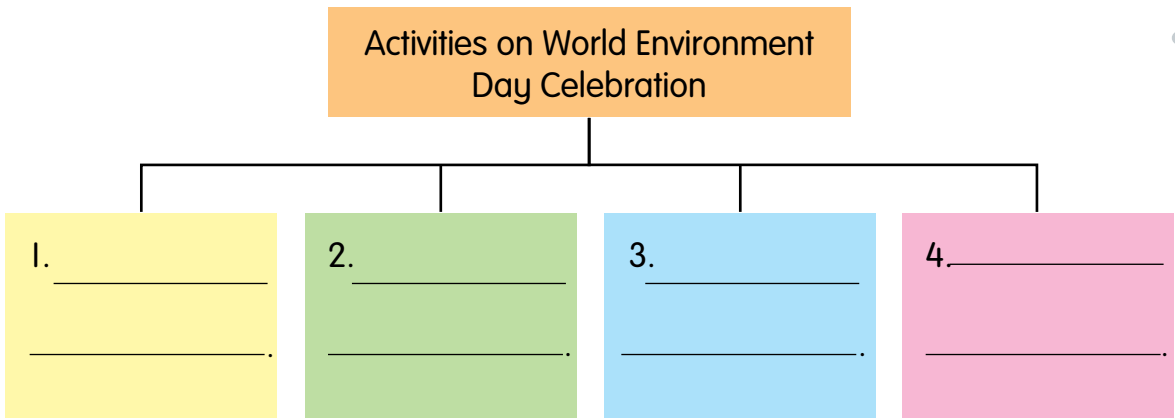


Exercise

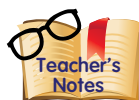


environment

B. Based on the poster above, complete the chart.



THEME 3
Health and Environment



• Teacher guides the pupils to fill in the chart using the information from the poster.

2.1.2(i)
3.2.1
3.1.2(i)





Listening and Speaking



GLOSSARY

- temperature: the degree of internal heat
- protect: to keep someone/something safe from harm or injury.

A. Watch the video.



Moral Value

Love mother nature.

Scan Here



Environment Safeguarding

Surf <http://arasmega.com/qr-link/environment-safeguarding/> to watch a video on 'Environment Safeguarding'.

(Retrieved on 7th August 2017)



Exercise

B. Spell and pronounce the words below correctly.

air

water

land

trees

plants

animals

birds

people

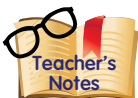
neighbour

friend

C. Share your opinion about what you think will happen if we do not care about the earth at all.



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- Teacher instructs the pupils to listen to the video and pronounce the words correctly.
- Teacher elicits verbal responses from the pupils.

1.1.2

1.3.1(i)

1.3.1(ii)



Reading

Pappy, the Paper Bag

A. Read the dialogues below.

Hello Mr. Manager, my name is Pappy. I want to suggest that people should stop using plastic bags in shopping malls.

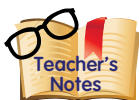
What? No way! How would people carry their shopping items then?

Very simple. My plan is to replace plastic bags with paper ones like me.

That's not a bad idea, but why?

Well, because it is environment-friendly and can be recycled.

Oh, I see! That's good! Let's do it!



- Teacher gets pupils to read the dialogues.



B. Write the correct punctuation in the blanks below.

Hello Mr. Manager__
my name is
Pappy__ I want
to suggest that
people should stop
using plastic bags in
shopping malls __

What__ No
way__ How
would people
carry their
shopping items
then __

Very simple__ My
plan is to replace
plastic bags with
paper ones like
me __

That__s not a
bad idea__ but
why__

Well__ because it is
environment-friendly
and can be
recycled __

Oh__ I see__ Let's
do it __



Reading

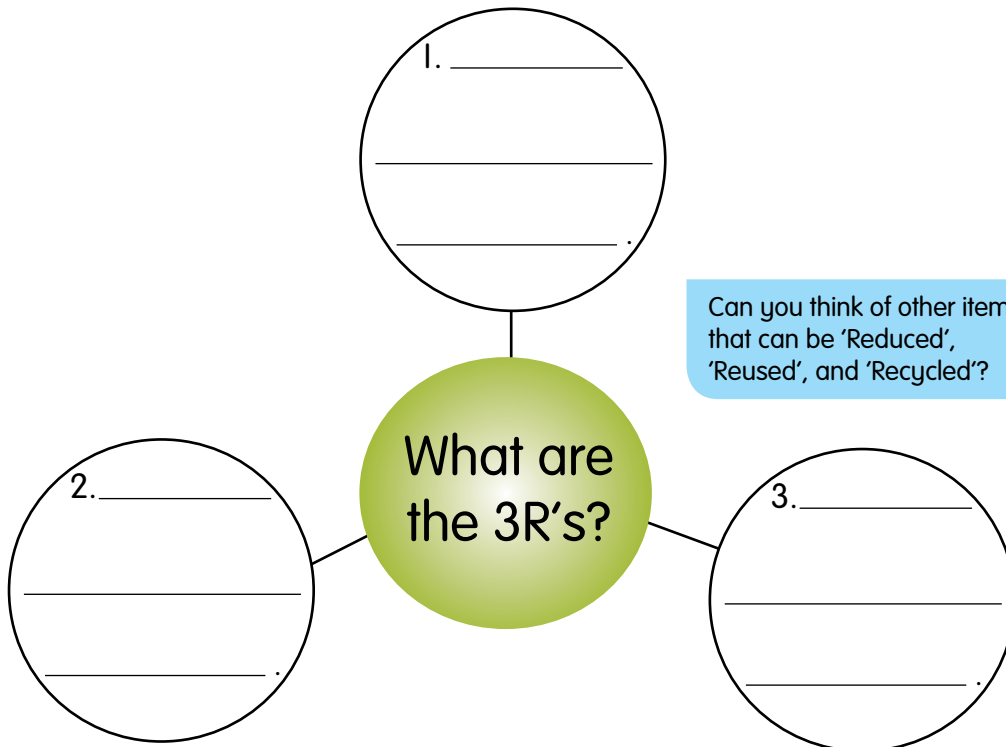


Photocopiable

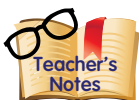
A. Look at the picture below and identify items that can be 'Reduced', 'Reused', and 'Recycled'



B. Fill in the bubble map below.



Can you think of other items that can be 'Reduced', 'Reused', and 'Recycled'?



- Teacher elicits verbal responses from the pupils.
- Teacher instructs the pupils to fill in the mind map.



Reading



Photocopiable

What are the 3R's?

A. Read the descriptions below.



Reduce

To buy less and use less.



Reuse

Instead of throwing an item away, reuse it for other purposes.



Recycle

Process waste materials to produce new items.



Exercise

B. Match the pictures with the correct descriptions.



•

Instead of throwing an item away, reuse it for other purposes.



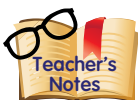
•

Process waste materials to produce new items.



•

To buy less and use less.



- Teacher guides the pupils to read the descriptions.
- Teacher instructs the pupils to match the pictures with the correct descriptions.



Writing

Reduce Reuse Recycle (The 3R's)

A. Read the poster below.

LET'S START OUR OWN 3R'S PROJECT!



3R's (Reduce, Reuse, and Recycle)

Starting from now on, let's:

- Avoid wasting energy and water!
How? By **Reducing**
- Use things more than once!
How? By **Reusing**
- Separate waste materials!
Why? **For Recycling**

Exercise



Photocopiable

B. Complete the speech bubbles below.

Racha, look at this poster.

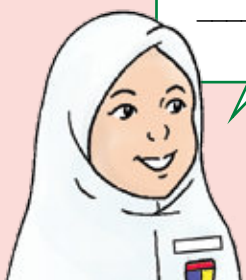

We can avoid wasting _____ and _____ by reducing.

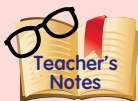
We should also _____ for recycling.

Yes. It's about reduce, reuse, and recycle.

We can use items _____ by reusing.

Let's not waste anymore time. Let's start our own 3R's project.



- Teacher guides the pupils to read the poster.
- Teacher instructs the pupils to transfer information from the poster to complete the speech bubbles.

3.3.2

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Photocopiable

C. Guess the riddles below.

reduce

reuse

recycle

1

Buy less,
 Use less,
 Wasting could cause a mess,
 So, let's _____ the mess!



2

No pain no gain,
 We would never want to be vain,
 Use the old one again and again,
 So let's _____ the same things
 without complaints.



3

Plastic bottle or cards ready to sort,
 This is the important part,
 They still should be apart,
 So, let's _____ to be smart!



- Teacher guides the pupils to read the riddles.
- Teacher instructs the pupils to fill in the blanks with the correct answers.



Recycle Bins

A. What do you know about recycle bins?



B. Based on the instructions by the teacher, name the items below and decide which recycle bin they should be put in and explain why.



- Teacher tells the class about the different recycle bins and the list of garbage.
- Teacher advises the pupils to be careful when handling sharp objects such as broken glasses and cans.
- Teacher elicits verbal responses from the pupils.





Reading



Photocopiable



GLOSSARY

- conserve: to prevent something from being destroyed.
- emission: gas that is sent out
- landfill: an area of land where waste materials are disposed.

Recycle

A. Read the text below.

Recycle means converting wastes into reusable materials. We can conserve trees by recycling the paper products. So, we can minimise the number of trees being cut down in a year. Recycling glass could reduce the emission of carbon dioxide that is produced when the factory is making the glasses. So, the quality of the air around us can be better. Recycling aluminium save more energy than producing new aluminium. Recycling plastic could save the environment from landfills.



B. Based on the text above, put (✓) for the true statement and put (X) for the false statement.

1.	We can conserve trees by recycling the paper products.	
2.	Recycling glass could reduce the emission of oxygen.	
3.	Recycling aluminium could save energy.	
4.	Recycling plastic could save the environment.	



- Teacher guides the pupils to read the text.
- Teacher instructs the pupils to put (✓) for true statement and put (X) for false statement.



Writing



Photocopiable

Fill in the blanks with the correct punctuations.

Recycle means converting wastes into reusable materials We can conserve
by recycling the paper products So we can minimise the number of
trees being cut down in a year Recycling glass could reduce the emission
of carbon dioxide that is produced when the factory is making the glasses
So the quality of the air around us can be better Recycling aluminium
save more energy than producing new aluminium Recycling plastic could
save the environment from landfills



- Teacher guides the pupils to write the correct punctuations.





DIY stands for 'Do It Yourself'

DIY Paper Bag

Things you need:



- used paper
- glue
- hole punch
- two pieces of ribbon

Let's do it!



1 Fold 2cm on all four sides of the used paper.



2 Glue all the foldings.



3 Fold the used paper into half.



4 Glue the right side and the bottom of the used paper.



5 Punch two holes on both of the top sides.



6 Tie the ribbons on both sides.



The paper bag is ready to be used!



DIY Paper Bag

Surf https://www.youtube.com/watch?v=4iW6Ief_8o0 to watch a video on the making of a paper bag. (Retrieved on 14th February 2017)



- Teacher plays the video in the QR code.
- Teacher guides the pupils to make a DIY paper bag.



Topical Quiz Photocopiable

Match the recycle bins with the correct descriptions.



It could be used to recycle glass. You can put broken jars and vase inside it.



It could be used to recycle aluminium, steel, and plastic. You can put cans and pans inside it.



It could be used to recycle paper. You can put books and paper towels inside it.



- Teacher guides the pupils to match recycle bins with the correct descriptions.

Let's Play!



Recycle Treasures

Instructions:

1. Play in pairs.
2. Identify the recyclable items.
3. Group them accordingly on page 159.
4. The first person to complete the table correctly is the winner.

plastic bottle

tissue paper

window

mirror

plastic cup

magazine

paper box

drinking glass

glass bottle

soft drink can

book

sardine can

newspaper

aluminium foil

jam jar

metal pan

plastic container

Name items that cannot be thrown into recycle bins.



Photocopiable

Name the recyclable items.

Paper	Glass	Plastic and Aluminium
1. paper box _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____



THEME 3
Health and Environment

Pictionary I : Food for Festivals in Malaysia



Ketupat



Rendang



Manuk Pansuh



Gingerbread cookies



Nian Gou

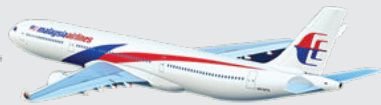


Muruku

Pictionary 2: Transportation Around Us



train



aeroplane



hot air balloon



boat



bus



motorcycle



car

Pictionary 3: Things in The Bathroom



shower



hair dryer



towel



soap



hair comb



sponge



toothpaste



mouthwash



toothbrush



toilet



mirror



shampoo



sink

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

Skim Pinjaman Buku Teks

Sekolah _____

Tahun	Tingkatan	Nama Penerima	Tarikh Terima

Nombor Perolehan: _____

Tarikh Penerimaan: _____

BUKU INI TIDAK BOLEH DIJUAL



SCIENCE
AND
TECHNOLOGY



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