

STANDARD-BASED ENGLISH FOR COMMUNICATION  
CURRICULUM (SBECC)

# ENGLISH FOR COMMUNICATION

FORM  
**3**

SPECIAL EDUCATION

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UTUSAN PUBLICATIONS & DISTRIBUTORS SDN BHD

2019



# KEMENTERIAN PENDIDIKAN MALAYSIA

Serial No.: 0117

KPM2018 ISBN 978-967-61-2794-5

First Printing 2018

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Published for Ministry of Education Malaysia by:

Utusan Publications & Distributors Sdn.Bhd.  
No 1&3 Jalan 3/91A,  
Taman Shamelin Perkasa,  
56100 Kuala Lumpur.  
Tel: 03-92856577  
Fax: 03-92846554

Designed and typeset by: KSSR 13/15

Printed by:  
YBA PRINT SDN.BHD.  
No.28. Jalan 12/152,  
Taman Perindustrian OUG,  
Batu 6 1/2, Jalan Puchong,  
58200 Kuala Lumpur.

## Acknowledgements

The publisher and authors would like to express the utmost gratitude to the following organisations and individuals for their assistance and cooperation in the preparation of this textbook:

- Officers of the Textbook Division and the Curriculum Development Division, Ministry of Education Malaysia.
- The panel of readers and the panel of evaluators for Utusan Publications & Distributors Sdn. Bhd.

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# INTRODUCTION

*The English for Communication (Special Education) Form 3* textbook is designed to fulfill the needs of English Language requirements for Form 3 pupils with Special Educational Needs (SEN) in accordance to 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 learning disabilities with the necessary English Language skills and knowledge to access information and interact confidently and effectively in various contexts of their lives.

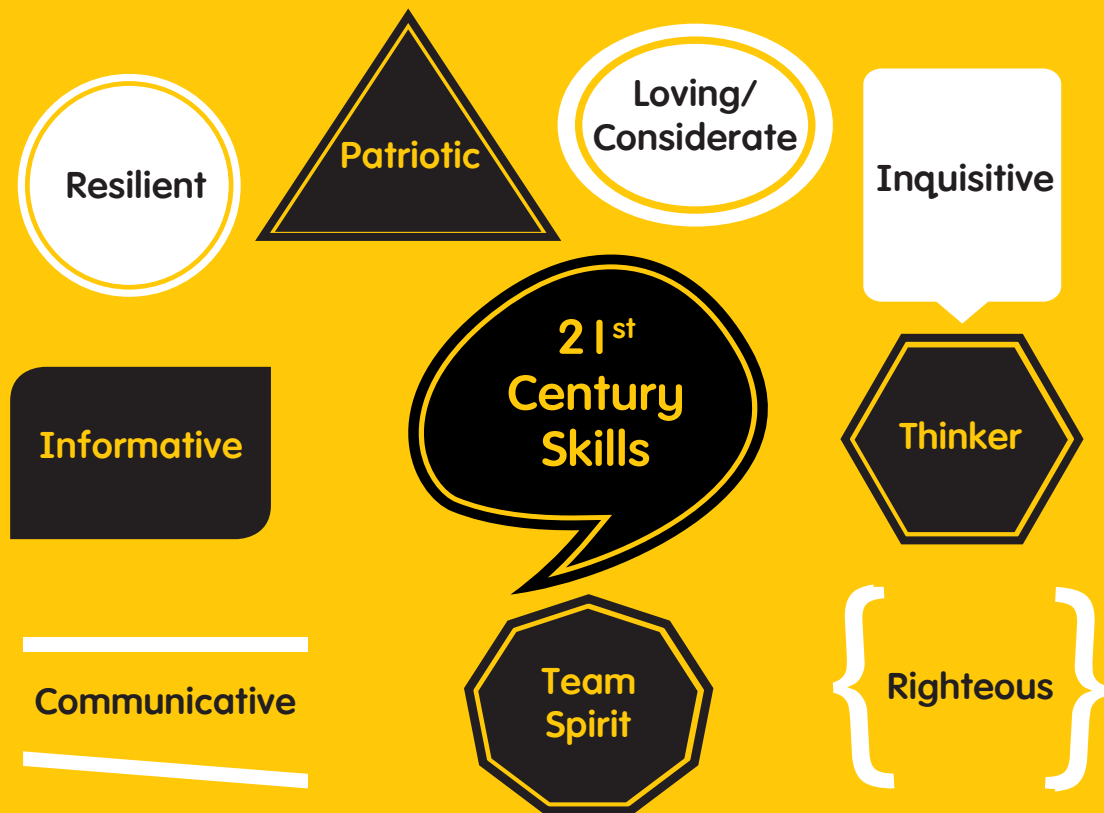
This textbook consists of three main themes which are 'People and Culture', 'Science and Technology' and 'Health and Environment'. Each unit consists of three different levels of assessment; 'Let's Learn' (easy), 'Let's Try' (medium) and 'Let's Explore' (difficult). In accordance to the SBECC, the exercises in the textbook encourage the use of multiple intelligences.

Moral values are also integrated so that pupils can benefit from a wholesome secondary school education.

# 21<sup>st</sup> CENTURY SKILLS

In today's world, knowledge and information are expanding at such a fast pace that no one can learn everything about every subject. Facts that may appear true today could be proven to be false tomorrow. In fact, the jobs that pupils will pursue after graduation might not yet exist. For this reason, pupils need to be taught on how to process, parse and use information. They need adaptable skills that they can apply in all areas of life.

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



Note: The aims are subjected to the ability of the pupils with Special Education Needs (SEN)  
Source: Curriculum Development Division, Ministry of Education Malaysia. (2016)

# CONTENT MAP

Unit	LS	Listening and Speaking	LS	
Unit 1 Making a Living	1.1.1	Listen to, express feelings and emotions in any situations	2.1	
	1.2.1 (ii)	Listen to, ask and respond to variety of stimulus/situations: (ii) asking for information	2.2.1(ii) 2.2.1(iii)	
	1.3.1 (iii)	Listen to and respond appropriately to visual and audio media (television/radio shows): (iii) entertainment news	1.3.1(iii)	
Unit 2 We are Malaysians!	1.1.1 (i) 1.1.1 (ii) 1.1.1 (iii)	Listen to, express feelings and emotions in any situations: (i) make polite requests using simple sentences (ii) thank someone or express appreciation using simple sentences (iii) express apology using simple sentences	2.1.1 (iv)	
	1.2.1(ii)	Listen to, ask and respond to variety of stimulus/situations: (ii) asking for information	2.2.1 2.2.1 (i) 2.2.1 (ii)	
Unit 3 Places We Live	1.1.1 (i) 1.1.1 (ii) 1.1.1 (iii)	Listen to, express feelings and emotions in any situations: (i) make polite requests using simple sentences (ii) thank someone or express appreciation using simple sentences (iii) express apology using simple sentences	2.1.1 2.1.1 (iii) 2.1.1 (iv)	
	1.2.1 (ii)	Listen to, ask and respond to variety of stimulus/situations: (ii) asking for information	2.2 2.2.1(ii) 2.2.1(iii)	

# THEME 1: PEOPLE AND CULTURE

Reading Skills	LS	Writing Skills	Language Focus
Read informative texts to widen experiences in daily lives	3.1.1 (i)	Extract information from any spoken and written texts given and transfer the information by: (i) writing notes	<ul style="list-style-type: none"> <li>⊕ Preposition of Time:               <ul style="list-style-type: none"> <li>• at</li> <li>• on</li> </ul> </li> <li>⊕ Adjectives:               <ul style="list-style-type: none"> <li>• good communications skill</li> <li>• responsible</li> <li>• patient</li> <li>• brave</li> <li>• creative</li> <li>• loving</li> <li>• observant</li> </ul> </li> </ul>
Read and identify main ideas from any texts given: (ii) menus (iii) short stories	3.1.2 (ii) 3.1.2 (iv)	Transfer information from texts to complete: (ii) message (iv) table (v) schedule	
	3.2.1 (iii)	Write short notes and descriptions on variety of social topics: (iii) people	
Read and demonstrate understanding by transferring information contained in: (iv) instructions	3.1	Apply appropriate writing skills	<ul style="list-style-type: none"> <li>⊕ Adjectives:               <ul style="list-style-type: none"> <li>• courageous</li> <li>• hardworking</li> <li>• strong</li> <li>• honest</li> <li>• brave</li> <li>• patriotic</li> </ul> </li> <li>⊕ Exclamation:               <ul style="list-style-type: none"> <li>• Wow!</li> <li>• That's great!</li> <li>• Wonderful!</li> <li>• Awesome!</li> <li>• That's the spirit!</li> </ul> </li> <li>⊕ Obligation and ability:               <ul style="list-style-type: none"> <li>• must</li> <li>• should</li> <li>• could</li> </ul> </li> </ul>
Read and identify main ideas from any texts given: (i) newspaper reports (ii) magazine articles	3.1.2 (i) 3.1.2 (iv)	Transfer information from texts to complete: (i) poster (iv) table	<ul style="list-style-type: none"> <li>⊕ Exclamation:               <ul style="list-style-type: none"> <li>• Wow!</li> <li>• That's great!</li> <li>• Wonderful!</li> <li>• Awesome!</li> <li>• That's the spirit!</li> </ul> </li> <li>⊕ Obligation and ability:               <ul style="list-style-type: none"> <li>• must</li> <li>• should</li> <li>• could</li> </ul> </li> </ul>
	3.2 3.2.1 (ii) 3.2.1 (iii)	Write short notes and descriptions on a variety of social topics: (ii) places (iii) people	
	3.3.1 (ii) 3.3.1 (iii) 3.3.1 (iv)	Write creative expression: (ii) poetry (iii) visual story (iv) short dialogue	
Read and demonstrate understanding by transferring information contained in: (iii) signs (iv) instructions	3.1.1(i)	Extract information from any spoken and written texts given and transfer the information by: (i) writing notes	<ul style="list-style-type: none"> <li>⊕ Simple past tense:               <ul style="list-style-type: none"> <li>• stayed</li> <li>• came</li> </ul> </li> <li>⊕ Verb to be:               <ul style="list-style-type: none"> <li>• is</li> <li>• am</li> <li>• are</li> <li>• was</li> <li>• were</li> </ul> </li> <li>⊕ Wh-question:               <ul style="list-style-type: none"> <li>• whom</li> <li>• which</li> <li>• how</li> <li>• what</li> </ul> </li> <li>⊕ Contractions:               <ul style="list-style-type: none"> <li>• I'm</li> <li>• I've</li> <li>• I don't</li> <li>• I'll</li> <li>• That's</li> </ul> </li> </ul>
Read and identify main ideas from any texts given: (ii) magazine articles (iii) short stories	3.1.2 3.1.2(ii)	Transfer information from texts to complete: (iii) flyer	
	3.2.1(i) 3.2.1(iii)	Write short notes and descriptions on variety of social topics: (i) objects (iii) people	

# CONTENT MAP

Unit	LS	Listening and Speaking	LS	
<b>Unit 4</b> Connecting People	1.1.1 (ii)	Listen to, express feelings and emotions in any situations: (ii) thank someone or express appreciation using simple sentences	2.1 2.1.1 (iv)	
			2.2.1 (i) 2.2.1 (ii) 2.2.1 (iii)	
<b>Unit 5</b> Go Future	1.1.1 1.1.1 (ii)	Listen to, express feelings and emotions in any situations: (ii) thank someone or express appreciation using simple sentences	2.1.1 2.1.1 (iv)	
<b>Unit 6</b> Living Invention	1.2.1	Listen to, ask and respond to variety of stimulus/situations	2.1.1(iv)	
			2.2.1 (ii) 2.2.1 (iii)	



## THEME 2: SCIENCE AND TECHNOLOGY

Reading Skills	LS	Writing Skills	Language Focus
Read and demonstrate understanding by transferring information contained in: (iv) instructions	3.1.1 (ii)	Extract information from any spoken and written texts given and transfer the information by: (ii) writing short messages	<ul style="list-style-type: none"> <li>⊕ Simple past tense:                             <ul style="list-style-type: none"> <li>• walked</li> <li>• brought</li> <li>• watched</li> <li>• arrived</li> <li>• finished</li> <li>• lived</li> <li>• played</li> </ul> </li> <li>⊕ Proper nouns:                             <ul style="list-style-type: none"> <li>• December</li> <li>• May</li> </ul> </li> </ul>
Read and identify main ideas from any texts given: (i) newspaper reports (ii) magazine articles (iii) short stories	3.1.2 (i) 3.1.2 (ii) 3.1.2 (iii)	Transfer information from texts to complete: (i) poster (ii) message (iii) flyer	
	3.3.1 (iv)	Write creative expression: (iv) short dialogue	
Read and demonstrate understanding by transferring information contained in: (iv) instructions	3.1.2 (iii)	Transfer information from texts to complete: (iii) flyer	<ul style="list-style-type: none"> <li>⊕ Adjectives:                             <ul style="list-style-type: none"> <li>• lonely</li> <li>• honest</li> <li>• Malay</li> <li>• Russian</li> <li>• shiny</li> <li>• sharp</li> <li>• young</li> <li>• old</li> <li>• tall</li> <li>• long</li> <li>• red</li> <li>• blue</li> </ul> </li> </ul>
Read and identify main ideas from any texts given: (iii) short stories	3.2.1 (i)	Write short notes and descriptions on variety of social topics: (i) objects	
	3.3.1	Write creative expression	
Read and demonstrate understanding by transferring information contained in: (iv) instructions	3.1.1 (ii)	Extract information from any spoken and written texts given and transfer the information by: (ii) writing short messages	
Read and identify main ideas from any texts given: (ii) magazine articles (iii) short stories	3.1.2 (ii) 3.1.2 (iv)	Transfer information from texts to complete: (ii) message (iv) table	
	3.2.1 (i)	Write short notes and descriptions on variety of social topics: (i) objects	

# CONTENT MAP

Unit	LS	Listening and Speaking	LS
<b>Unit 7</b> Stay Healthy Live Happily	1.2.1 (i) 1.2.1 (ii)	Listen to, ask and respond to variety of stimulus/situations: (i) buying items or services (ii) asking for information	2.1.1 (iii) 2.1.1 (iv)
	1.3.1 (ii)	Listen to and respond appropriately to visual and audio media (television/radio shows): (ii) sports news	2.2.1 (ii)
<b>Unit 8</b> Be Smart, Eat Smart	1.1.1 1.1.1 (i) 1.1.1 (ii) 1.1.1 (iii)	Listen to, express feelings and emotions in any situations: (i) make polite requests using simple sentences (ii) thank someone or express appreciation using simple sentences (iii) express apology using simple sentences	2.1.1 (ii)
			2.2.1 (iii)
<b>Unit 9</b> Save the Animals	1.1.1	Listen to, express feelings and emotions in any situations	2.2.1 2.2.1 (i) 2.2.1 (ii)
	1.2.1 1.2.1 (ii)	Listen to, ask and respond to variety of stimulus/situations: (ii) asking for information	
	1.3.1	Listen to and respond appropriately to visual and audio media (television/radio shows)	

## THEME 3: HEALTH AND ENVIRONMENT

Reading Skills	LS	Writing Skills	Language Focus
Read and demonstrate understanding by transferring information contained in: (iii) signs (iv) instructions	3.1.1 (i)	Extract information from any spoken and written texts given and transfer the information by: (i) writing notes	<ul style="list-style-type: none"> <li>⊖ Preposition:               <ul style="list-style-type: none"> <li>• in</li> </ul> </li> </ul>
Read and identify main ideas from any texts given: (ii) magazine articles	3.1.2 (iv)	Transfer information from texts to complete: (iv) table	
	3.2.1 (i) 3.2.1 (iii)	Write short notes and descriptions on variety of social topics: (i) objects (iii) people	
	3.3.1 (iv)	Write creative expression: (iv) short dialogue	
Read and demonstrate understanding by transferring information contained in: (ii) menus	3.1.1 (i) 3.1.1 (ii)	Extract information from any spoken and written texts given and transfer the information by: (i) writing notes (ii) writing short messages	<ul style="list-style-type: none"> <li>⊖ Quantifier:               <ul style="list-style-type: none"> <li>• a glass of</li> <li>• a bowl of</li> <li>• much</li> <li>• a slice of</li> </ul> </li> <li>⊖ Punctuation:               <ul style="list-style-type: none"> <li>• full stop</li> <li>• comma</li> <li>• question mark</li> </ul> </li> <li>⊖ Associated with politeness:               <ul style="list-style-type: none"> <li>• please</li> <li>• thank you</li> </ul> </li> </ul>
Read and identify main ideas from any texts given: (iii) short stories	3.1.2 (iv) 3.1.2 (v)	Transfer information from texts to complete: (iv) table (v) schedule	
	3.2.1 (iii)	Write short notes and descriptions on variety of social topics: (iii) people	
Read and identify main ideas from any texts given: (i) newspaper reports (ii) magazine articles	3.1.2 (ii) 3.1.2 (iv)	Transfer information from texts to complete: (ii) message (iv) table	<ul style="list-style-type: none"> <li>⊖ Wh-question:               <ul style="list-style-type: none"> <li>• who</li> <li>• where</li> <li>• why</li> <li>• what</li> <li>• when</li> <li>• how</li> </ul> </li> </ul>
	3.2.1	Write short notes and descriptions on variety of social topics	

# INVENTORY OF ICONS



## Let's Listen and Speak

Develops pupils' abilities to listen and respond to different stimuli.



## Let's Read

Develops pupils' reading abilities in a fun and engaging manner to promote critical thinking at various levels.



## Let's Play

Encourages pupils to have fun while learning.



## Pair Work

Indicates pair work and practices.

## TEACHER'S NOTE

## Teacher's Note

Guides teacher in conducting lessons.



## Let's Do

Encourages pupils to carry out hands-on activities.



## Scan Me

Provides a QR Code and a link for pupils to gain extra information on the topic.



## Fun Fact

Provides authentic information about the topic.



## Before Reading

Prepares pupils for reading activities.



## HOTS

Stimulate pupils higher order thinking skills.



## Learning Standard

Refers to the learning standards.



## Gearing Up

Encourages pupils to have fun before they begin a new unit.



## Moral Value

Instills pupils with good values to be applied in their daily lives.



## IT Time

Surfs the Internet for information.



## Let's Revise

Enhances pupils' understanding of a topic that they are learning.



## Activity and Assessment

Tests pupil's understanding and knowledge at the end of each theme/unit.



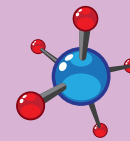
## Photocopiable

Alerts teachers about photocopiable pages.



## Know Grammar

Teaches pupils the correct use of language.



## i-Think Map

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



## Group Work

Indicates group activities and practices.

## GLOSSARY

Helps pupils to understand unfamiliar words by providing their definitions.



## Topical Quiz

Tests pupils' knowledge on every unit as a whole.

# I-THINK MAPS

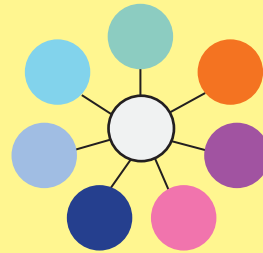
Thinking Maps consist of eight diagrams that are intended to correspond with eight different fundamental thinking processes. They provide a common visual language to information structure, often employed when students take notes.

Thinking Maps are visual tools for learning, and include eight visual patterns each linked to a specific cognitive process. Teachers may apply Thinking Maps in all content areas and all grade levels.

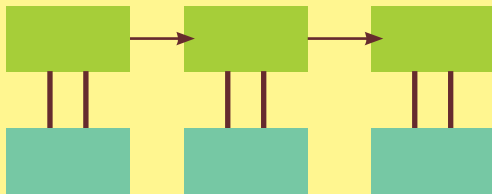
1. **Circle Map** is used for defining in context.



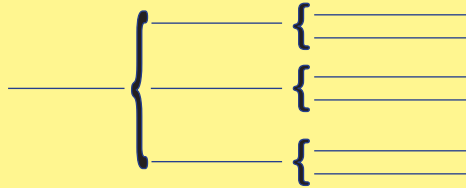
2. **Bubble Map** is used for describing qualities.



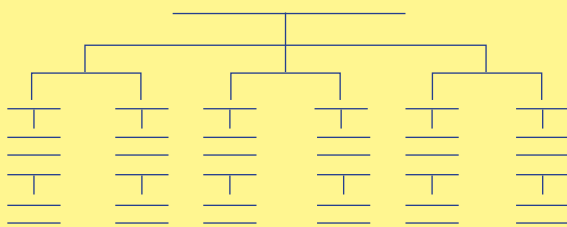
3. **Flow Map** is used for sequencing.



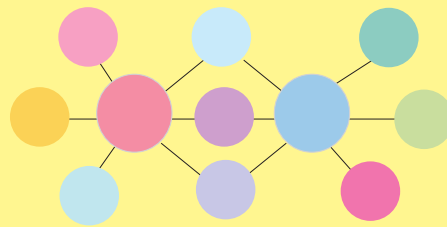
4. **Brace Map** is used for identifying part-whole relationship.



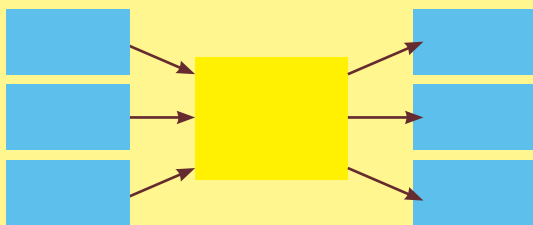
5. **Tree Map** is used for classifying.



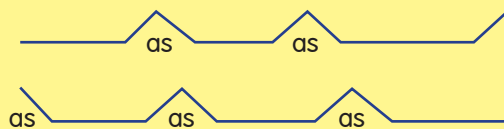
6. **Double Bubble Map** is used for comparing and contrasting.



7. **Multi-Flow Map** is used for analysing causes and effects.



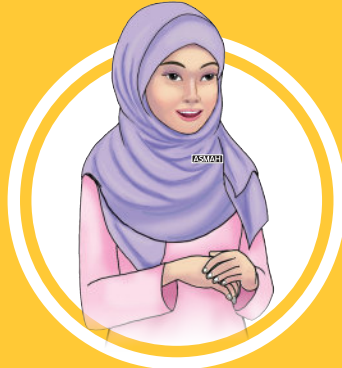
8. **Bridge Map** is used for illustrating analogies.



# Friends You Will Meet



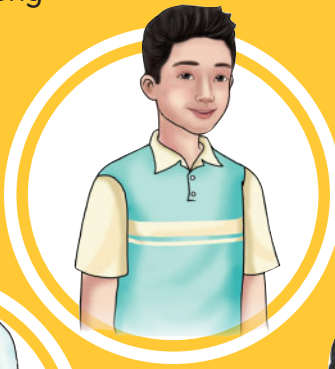
Mr. Chong



Miss Asmah



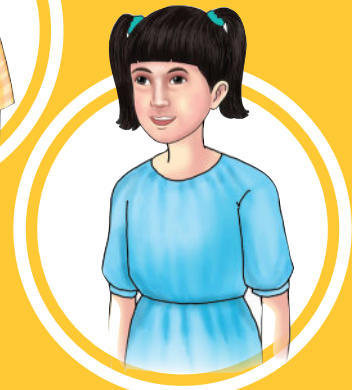
Miss Lily



Zamri



Rohan



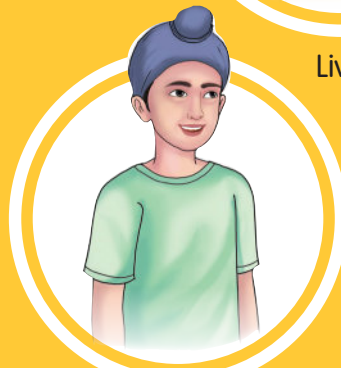
Anne



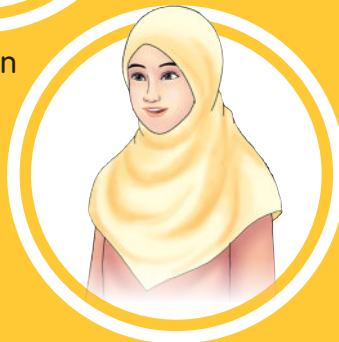
Mei Ling



Livan



Harjit



Ajlah



# THEME 1

## PEOPLE AND CULTURE

In this theme, you will learn about:

1. Professions.
2. Jalur Gemilang and how to be a good Malaysian.
3. Traditional and modern houses.







# UNIT 1

## MAKING A LIVING



### Gearing Up

- ▶ Look at the people in the following pictures. What can you say about their professions?



- What do you think they work as?
- What are your parents' professions?
- What is your ambition? Why?



### IT Time

Surf the Internet for other professions.

Hello, my name is Mei Ling. I will walk you through Unit 1.





### TEACHER'S NOTE

- Teacher exposes pupils to a variety of professions.



## Before Reading

1

Theme 1: People and Culture

➤ Look at the pictures and answer the questions.



- Can you guess the professions of these people?
- Where do you often see them?
- What do you think their responsibilities are?



1.2.1(ii)



## Let's Read

1

Theme 1: People and Culture

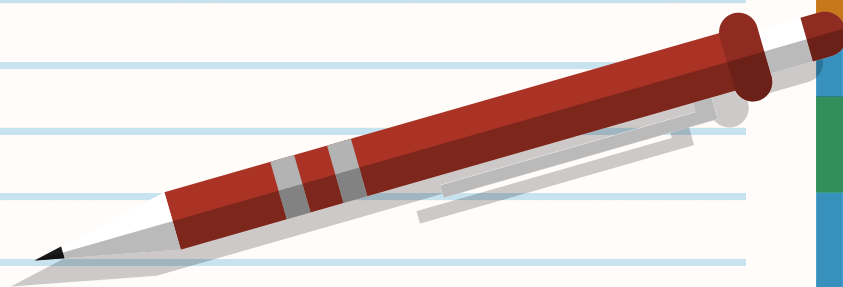
➤ Read the following text.



### Daily Routine of Zamri's Father

I am Samad, Zamri's father. I work as a security guard at Kuala Lumpur International Airport (KLIA). I work both morning and evening shifts every week.

My morning shift starts at 8:00 a.m. and finishes at 5:00 p.m. while my evening shift is from 4:30 p.m. until 1:30 a.m. Every day, I have breakfast with my family at 6:45 a.m. and we have dinner at around 7:00 p.m. daily. Sometimes, I will watch television at 8:00 p.m. after dinner. At 10:00 p.m., I will go to bed.



#### GLOSSARY

**shift:** periods that a working day is divided into.



# Know Grammar



1

Theme 1: People and Culture

## Preposition of Time

A preposition of time is a preposition to discuss a specific time period such as a date, day and time.

- **at** – this preposition of time is used to refer to specific times.
- **on** – this preposition of time is used to refer to certain days of the week or portions of days and dates.

### ▶ A. Rearrange the routine in the correct order.

Example: Zamri's father wakes up in the morning **at** 6:00 a.m.

Zamri's father and his family watch television **at** 8:00 p.m.

Zamri's father goes to bed **at** 10:00 p.m.

Zamri's father and family have dinner **at** 7:00 p.m.

Zamri's father and his family have breakfast **at** 6:45 a.m.

During his morning shift, Zamri's father goes to work **at** 7:00 a.m.

### ▶ B. Rewrite the sentences in the appropriate order.

Example: Zamri's father wakes up in the morning at 6:00 a.m. Zamri's father

---



---



---



---



---



C. Based on the text on page 7, match the phrases with each picture and write complete sentences.

- goes to bed
- wakes up
- goes to work
- has breakfast
- has dinner
- watches television

1

wakes up

Example: Zamri's father wakes up in the morning at 6:00 a.m.

2

\_\_\_\_\_

\_\_\_\_\_

3

\_\_\_\_\_

\_\_\_\_\_

4

\_\_\_\_\_

\_\_\_\_\_

5

\_\_\_\_\_

\_\_\_\_\_

6

\_\_\_\_\_

\_\_\_\_\_

3.2.1 (iii)

**TEACHERS' NOTE**

- Explain to pupils about daily routine.



- ▶ D. Use the substitution table below to describe your daily routine. Rewrite the sentences using the correct preposition of time.

wake up	at on	6:00 a.m.
go to school		7:00 a.m.
have tuition classes		Sundays
have piano lessons		Fridays

Example: I wake up at 6:00 a.m.

- I \_\_\_\_\_ .
- I \_\_\_\_\_ .
- I \_\_\_\_\_ .

- ▶ E. Fill in the blanks with the words given below.



My father is a doctor. He \_\_\_\_\_ to work \_\_\_\_\_ 7:00 a.m.

He \_\_\_\_\_ back home \_\_\_\_\_ 5:30 p.m.

He has many interests besides his work. He likes to \_\_\_\_\_ badminton

\_\_\_\_\_ Saturday. Besides, he also loves to \_\_\_\_\_ .





## Let's Read

➤ Read the following text.

1

Theme 1: People and Culture

### Responsibilities of a Security Guard

As a security guard, my shift begins by going through the shift notes of the security guard who was on duty before me. I will spend almost an hour doing this. After reviewing the notes, I will start my patrol around the airport. Once my first two-hour round of patrol is completed, I will be back at my desk. My next duty involves monitoring activities through the surveillance cameras. I will take a break after two hours of monitoring. I will rest for an hour before I begin my second round of patrol. During the last hour of my shift, I will write a report based on what I have done and observed while on duty. Each day brings different challenges for me and that is one of the reasons which makes my job interesting.



#### GLOSSARY

● **monitor:** to check.

● **patrol:** going round on area or building at regular times to make sure it is safe.

● **surveillance camera:** a video camera to monitor people's activity.

2.2.1 (iii)

▶ A. Read the dialogue between Zamri and Mei Ling. Choose the correct phrases to fill in the blanks.

monitors activities through the surveillance cameras

write a report

going through shift notes

patrols around the airport ground

1

Hi, Zamri. What does your father work as?

2

Hi, Mei Ling. My father works as a security guard at Kuala Lumpur International Airport.

3

That sounds interesting. What does he usually do at work?

4

He starts his shift by \_\_\_\_\_.  
\_\_\_\_\_.  
After that, he will \_\_\_\_\_.

5

What else does he do?

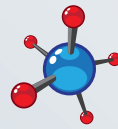
6

He also \_\_\_\_\_.  
During the last hour of his shift, he will \_\_\_\_\_.





- C. Fill in the bubble map below with the job description of a security guard.



i-Think Map

1

Monitoring activities through the surveillance camera

2

---



---



---



---



---



Job Description of a Security Guard

3

---



---



---



---



---

4

---



---



---



---



---



## Let's Listen and Speak

- ▶ Read and recite the poem.

1

Theme 1: People and Culture



### My Profession

I want to be a teacher,  
And teach, teach, teach;  
I want to be a chef,  
And cook, cook, cook;  
I want to be a dancer,  
And dance, dance, dance;  
I want to be a tailor,  
And sew, sew, sew;  
I want to be a guard in white,  
And work all night.



- Which profession do you like the most? Why?

#### GLOSSARY

**sew:** to join pieces of cloth using thread and needle.

1.3.1 (iii)

#### TEACHERS NOTE

- Discuss special qualities required for each occupation above.
- Teacher guides pupils to recite the poem.



## Let's Read

1

Theme 1: People and Culture

▶ Read the job descriptions below.



security guard

A security guard ensures the safety of places.

kindergarten teacher

A kindergarten teacher teaches in a kindergarten.



dancer

A dancer performs dances.

tailor

A tailor sews clothes.



chef

A chef cooks food.

## GLOSSARY

**perform:** to sing or dance in front of an audience.

**ensure:** to make sure that something happens.

**stage:** platform where performers perform.



A. Answer the questions below.

1. What does a dancer do?

A dancer performs \_\_\_\_\_.



2. What does a tailor do?

A tailor \_\_\_\_\_.



B. Fill in the missing letters. Refer to page 16.

1 c \_ e \_

2 \_ a \_ \_ \_ r

3 \_ \_ n \_ \_ r \_ \_ \_ \_ \_ n \_ \_ a \_ \_ r

4 \_ \_ i \_ \_ r

5 \_ e \_ \_ r \_ \_ \_ \_ u \_ r \_





## Before Reading

- ▶ Read the following advertisement.

# JOB ADVERTISEMENT

## KINDERGARTEN TEACHER

We are looking for a person to fill in the position as a kindergarten teacher.

### RESPONSIBILITIES

- Teach pupils between ages from four to six years old.
- Produce learning materials.
- Use a variety of activities such as singing and reading stories for teaching.

### REQUIREMENTS

- Has a certificate in early childhood education.
- Good in basic computer skills.
- Love to work with children.
- Good communications skills.
- Age between 25 to 35 years old.
- A responsible person.

Contact Miss Rajeswari for an interview before 24<sup>th</sup> April 20\_\_

Telephone: 06-1543221

e-mail: missrajeswari@xxxx.com

### GLOSSARY

**certificate:** an official document proving that you have completed a course of study.

### TEACHER'S NOTE

- Teacher explains about the responsibilities of a kindergarten teacher.
- Teacher shares the requirements to become a kindergarten teacher.



► Based on the job advertisement, answer these questions.

1. What is the job offered in the advertisement?  
A chef  
B dancer  
C security guard  
D kindergarten teacher
2. Choose one of the responsibilities of a kindergarten teacher.  
A Teach children between ages of one to three years old.  
B Teach children between ages of four to six years old.  
C Teach children between ages of seven to nine years old.  
D Teach children between ages of 10 to 12 years old.
3. How can candidates apply for this job?  
Candidates can apply for this job by contacting \_\_\_\_\_.



## Know Grammar

### Adjective

An **adjective** is a word that describes a noun or pronoun.

Example: She is a **loving** mother.

They are **kind** teachers.



## Let's Read

1

Theme 1: People and Culture

Read the text below.

# KINDERGARTEN TEACHER

This is Miss Nana. She is a responsible kindergarten teacher. She has good communication skills. She is patient with her pupils. She likes to be around children. She is a creative teacher and a very loving person.



# SECURITY GUARD

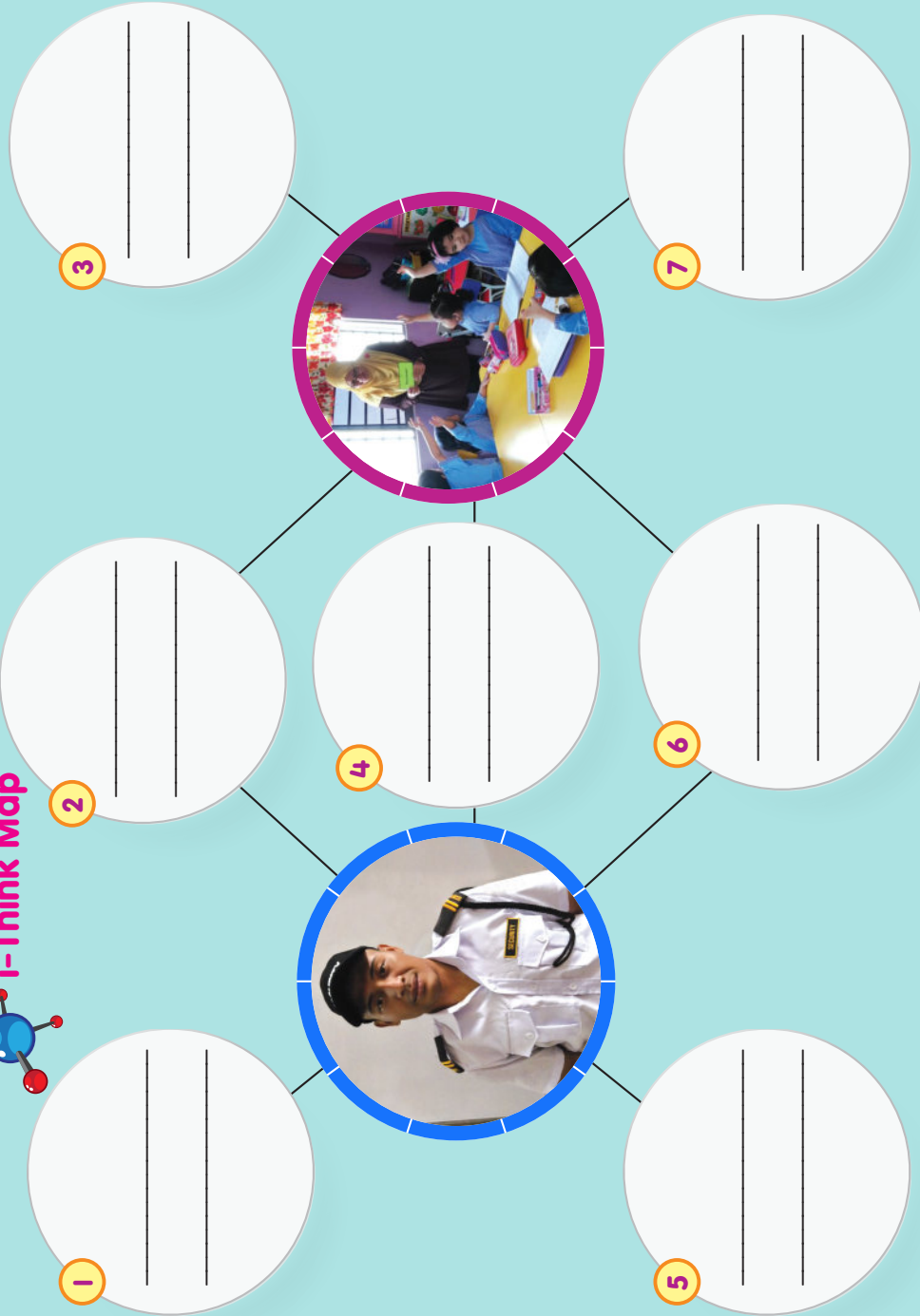
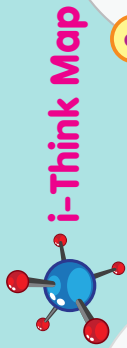
This is Salim. He is a responsible security guard. He ensures the safety of places. He is a very observant man. He has good communication skills when dealing with people. He is a very patient and brave man.

## GLOSSARY

- patient:** able to stay calm and not get angry.
- creative:** producing or using original and unusual ideas.
- observant:** good at noticing things around you.
- brave:** ready to do things that are dangerous.



A. Using the information from page 20, complete the double-bubble map below.



good communication skills

responsible

patient

brave

creative

loving

observant



## Let's Play



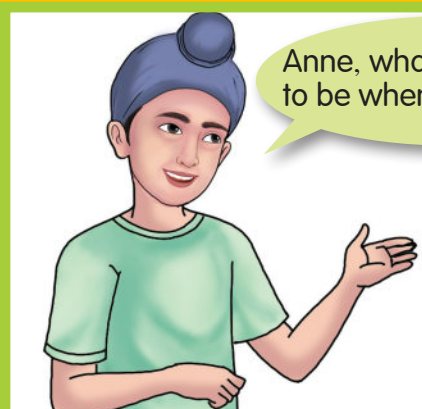
## Pair Work

- Fill in the blanks with suitable answers. Then, role play the conversation with a friend.

teacher

chef

receptionist



2 I want to be a \_\_\_\_\_.



4 Well, I want to work in hotel as a \_\_\_\_\_. What about you?



6 That's great! You can educate the younger generation.





## Topical Quiz



1

Theme 1: People and Culture

▶ A. Write **TRUE** or **FALSE** for the statements below.

1



They are chefs.

Example: FALSE

2



She is a tailor.

3



She is a kindergarten teacher.

4



He is a dancer.

▶ B. Circle the adjective in each sentence.

1. Mr. Sam is a responsible policeman.
2. Miss Asmah is a very patient teacher.
3. Miss Lily is a creative tailor.
4. Mr. Anding is a hardworking doctor.

# UNIT 2

## WE ARE MALAYSIANS!



### Gearing Up

▶ Look at the pictures and describe them.

- Have you ever watched the National Day celebration on television?
- What did you see?



### Moral Value

We must be patriotic and passionate towards our country, Malaysia.

Hello, my name is Rohan. I will walk you through Unit 2.





## TEACHERS NOTE

Prompt pupils to talk about:

- The importance of celebrating National Day.
- The multiracial community in Malaysia.



## Before Reading

- The flag of Malaysia is also known as the “Jalur Gemilang”.
- The first design of Malaysian flag was designed by Mohamed bin Hamzah.



## Let's Read

- ▶ Read the article below.

# JALUR GEMILANG

*Jalur Gemilang* is a combination of symbols and the representation of all the states under the federation. The 14 stripes and 14 points of the star represent the 14 member states, namely; Johor, Kedah, Kelantan, Melaka, Negeri Sembilan, Pahang, Pulau Pinang, Perak, Perlis, Sabah, Sarawak, Selangor, Terengganu and the Federal Territories. The Federal Territories consist of Putrajaya, Kuala Lumpur, and Labuan.

‘*Jalur*’ is a Malay word meaning stripe of colours. There are 14 red and white stripes that symbolise a common mission, direction and a virtuous path followed by Malaysians. ‘*Gemilang*’ means bright, brilliant or excellent.

*Jalur Gemilang* represents the excellence of the people and the nation of Malaysia in every field. *Jalur Gemilang* also represents a nation and people who are hardworking, patriotic and brave.

The red colour means strength and bravery in facing challenges. The white colour symbolises honesty and integrity. The dark blue colour represents the unity and harmony of the people in Malaysia.

The crescent moon represents Islam as the federal religion of Malaysia. The 14-pointed star symbolises the unity of all the states and the federal territories in Malaysia. The yellow colour of the crescent moon and star is the royal colour of the Rulers.

Source and adapted from: <http://www.expats.com.my/Expat%20Malaysia%20%20Jalur%20Gemilang%20Malaysia%20Flag.htm>

## GLOSSARY

**integrity:** the quality of being honest and having strong moral principles.

**crescent:** a curved shape that has two narrow pointed ends.

- Teacher guides pupils to read the article.





A. Label the flag below.

crescent      14-pointed star      white stripes      red stripes

B. Match the meanings of the colours and symbols correctly.

- |            |   |   |
|------------|---|---|
| ① red      | • | unity of all states and the federal territories |
| ② blue     | • | Islam as the federal religion                   |
| ③ yellow   | • | honesty and integrity                           |
| ④ star     | • | unity and harmony                               |
| ⑤ crescent | • | strength and bravery                            |

3.1.2(i)

TEACHERS NOTE

- Assign pupils to find the meaning of colours and symbols in the flag.

➤ C. Solve the crossword puzzle below using the adjectives given.



courageous

strong

brave

hardworking

honest

patriotic

## Down

1. Salim is a \_\_\_\_\_ man.
2. We have to be \_\_\_\_\_ towards our country, Malaysia.
3. He is a \_\_\_\_\_ and talented man.

⑤ C

## Across

3. He has an \_\_\_\_\_ face.
4. Rohan is a big and \_\_\_\_\_ boy.
5. Soldiers are known for being \_\_\_\_\_.



## Let's Revise

An adjective gives more information about a noun.  
For example:

strong

boy

↑  
adjective↑  
noun

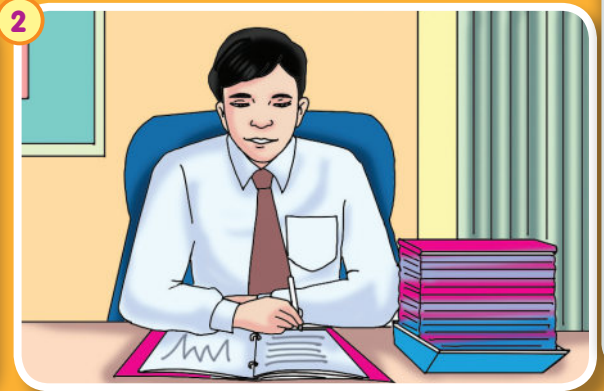


D. Construct sentences using the adjectives given.



**brave**

Example: I am a brave boy.



**hardworking**

\_\_\_\_\_

\_\_\_\_\_



**honest**

\_\_\_\_\_

\_\_\_\_\_



**strong**

\_\_\_\_\_

\_\_\_\_\_

**GLOSSARY**

- strong:** physically powerful.
- hardworking:** someone who works hard.
- honest:** telling the truth.



## Before Reading

► Look at the picture below.

# Special pupils make Jalur Gemilang from scratch



Nine pupils from SKPK Princess Elizabeth in Johor made a Jalur Gemilang flag by pasting cotton wool on large sheets of paper. They then painted the cotton wool.

Source and adapted from: <https://www.utusan.com.my/berita/nasional/video-murid-pendidikan-khas-hasilkan-jalur-gemilang-1.515619>



Look around you. What can you use to make Jalur Gemilang?



### Scan Me

Surf [http://www.kkmm.gov.my/images/stories/media/audio/lagu\\_patriotik/jalur\\_gemilang.mp3](http://www.kkmm.gov.my/images/stories/media/audio/lagu_patriotik/jalur_gemilang.mp3) to listen to Jalur Gemilang song. (Retrieved on 7<sup>th</sup> September 2018)



## Let's Read

▶ Read the flyer below.

An unconditional love towards the country should be proven through our actions. In conjunction with the National Day celebration this year, a competition to create Jalur Gemilang will be held. All pupils of SMK Lagenda can take part in this competition.

# The Jalur Gemilang Project

16<sup>th</sup> August - 30<sup>th</sup> August 20\_\_

2

Theme 1: People and Culture

### Rules and Regulations

1 This is a team competition.

2 Each team must consist of four pupils and one teacher.

3 All teams need to design and create Jalur Gemilang using any materials.

4 One entry per team.

5 All entries must be submitted before 30<sup>th</sup> August.

6 No entry fee.

Judging will be based on the following criteria:

1. Decoration: lively, attractive and colourful (25 points).
2. Creativity (25 points)
3. Originality (25 points)
4. Material: appropriate (5 points)
5. Quality: neat, good technique (20 points)

#### First Prize

- A hamper worth RM300.00
- Five dinner vouchers at Hotel Anggerik
- Cash money of RM500.00

#### Second Prize

- A hamper worth RM300.00
- Cash money of RM400.00

#### Third Prize

- A hamper worth RM300.00
- Cash money of RM300.00

### GLOSSARY

**fee:** the amount to pay to register.

**originality:** new and interesting.

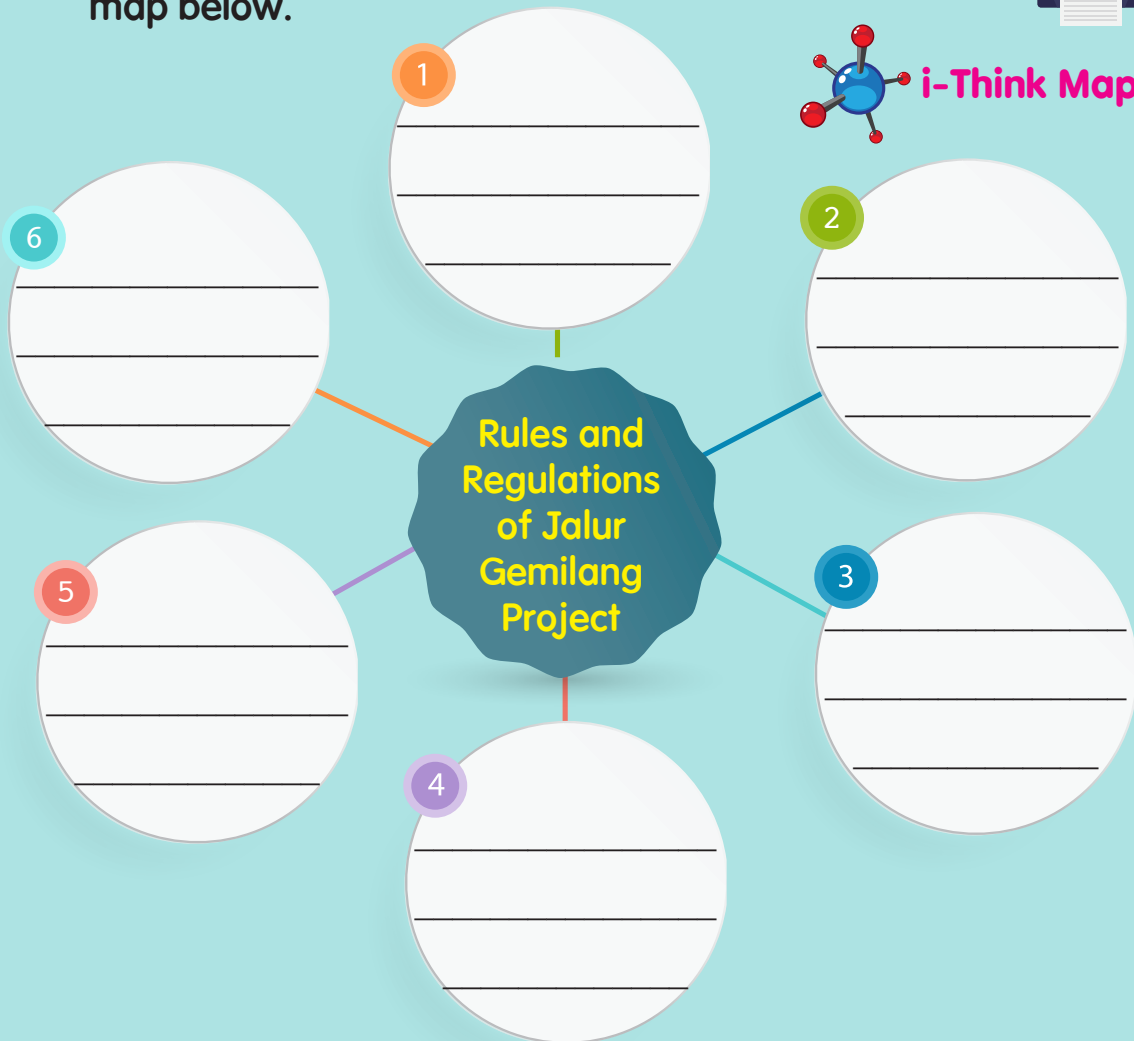
**lively:** full of energy/interesting/exciting.

3.3.1 (iii)

### TEACHER'S NOTE

- Organise class competition to create Jalur Gemilang.

- ▶ A. Based on the flyer on page 31, complete the bubble map below.



- ▶ B. Answer the following questions.

1. How much is the entry fee?

(a) RM400.00      (b) RM300.00      (c) no fee

\_\_\_\_\_

2. When is the last day to submit the entry?

\_\_\_\_\_

3. All winners will receive hampers worth RM \_\_\_\_\_



If you would like to enter this competition, what would you use to design your own Jalur Gemilang?



C. Choose the correct answer and role play the dialogue.

RM300.00

30<sup>th</sup> August



Pair Work

RM500.00

four pupils

1 Our school is organising the Jalur Gemilang Project.

2 **Wow!** Is it an individual or a team competition?

3 It's a team event Rohan. Each team must have \_\_\_\_\_ and one teacher.

4 **That's great!** Mei Ling, Livan, Zamri and I can be in one team.

6 The first prize is a hamper worth \_\_\_\_\_.

5 By the way, what are the prizes, teacher?

8 Well, there are also five dinner vouchers at Anggerik Hotel and \_\_\_\_\_ in cash for the first prize.

7 **Wonderful!** Is that all, teacher?

10 **That's the spirit!** However Rohan, the competition only starts on 16<sup>th</sup> August and ends on \_\_\_\_\_.

9 **That's awesome!**



Let's Revise

- The words in **bold** are known as exclamation. They are also known as interjection.
- **These** are words or phrases that show strong feelings. For example;

**Wow!** **That's great!** **Wonderful!** **Awesome!** **That's the spirit!**





## Let's Listen and Speak

- ▶ Read the poem and discuss the answers with your friend.



### Children of Malaysia

Malaysia a country of unity,  
 Made up of different communities,  
 Lots of colours, lots of festivities.  
 We, the children of Malaysia,  
 Love our country.  
 We, the children of the world,  
 Pray for peace and prosperity.

Source: <http://yanziiii.blogspot.my/2011/12/poem-children-of-malaysia.html>



What can you learn from this poem?



How can you contribute to our beloved country, Malaysia?

### GLOSSARY

**festivities:** happy events when people celebrate something.  
**opportunities:** chance to do something that you would like to do.  
**prosperity:** the state of being successful.

### TEACHER'S NOTE

- Pupils are to copy and rewrite the poem.
- Organise a poetry recitation competition. The best recitation will be awarded with an attractive prize.





► Read the article below.

## How to Become a Good Malaysian

A good Malaysian is someone who is responsible. Besides being responsible, a good Malaysian is also someone who is kind, helpful and respects others. Here are some ways on how we can be a good Malaysian.

### Be Responsible

- Do not litter in public places
- Do not do open burning

### Be Kind

- Be kind to people
- Be kind to animals
- Be helpful

### Respect Others

- Respect elderly
- Respect family member(s)
- Respect friends
- Always knock on the door before entering a room or house
- Always say 'Please' and 'Thank you'



### IT Time

Surf the internet to look for more tips on how to become a good citizen.

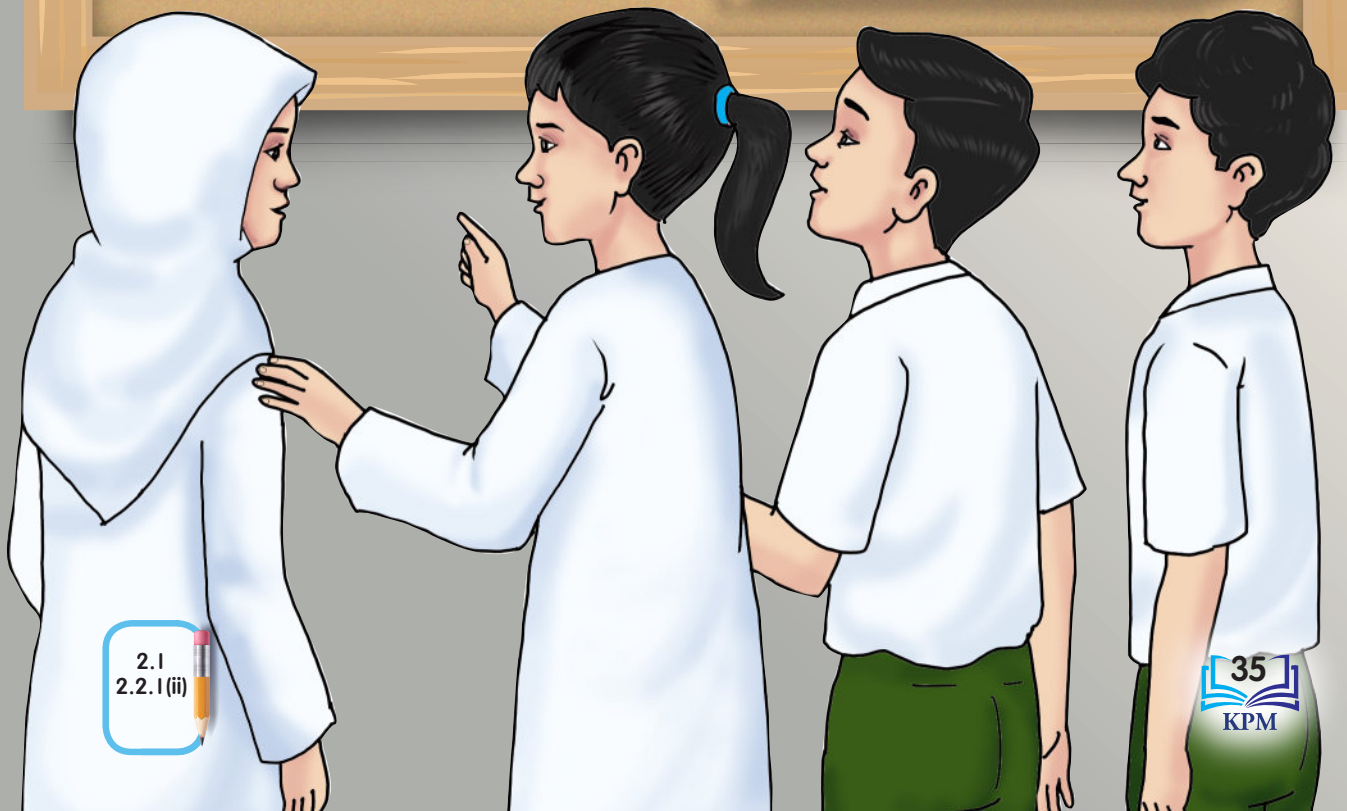
### GLOSSARY

**kind:** caring about others.

**helpful:** willing to help.

**respect:** polite behaviour.

**litter:** rubbish that are left in public places.

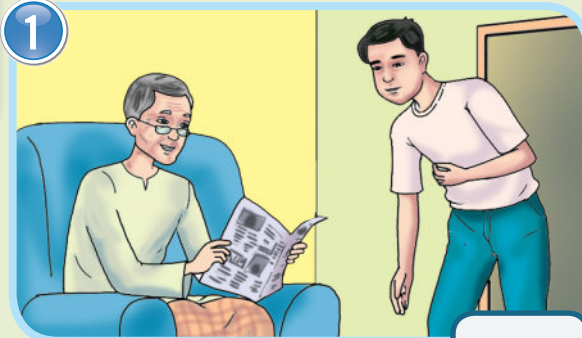


➤ A. Tick (✓) the activity that a good Malaysian should do.



## How to be a Good Malaysian

A good Malaysian is someone who is responsible, someone who cares for others, follows the rules and does not do things that will hurt others or the environment.



1 Respect elderly.



2 Litter at public places.



3 Knock the door before entering.



4 Say 'please' and 'thank you'.



5 Be kind to animals.



6 Do open burning.



➤ B. Match the sentences in Box A to Box B.

Box A



Box B

- 1 When you walk in front of someone
- 2 When you ask for something
- 3 When you receive something
- 4 If you make someone else upset or sad
- 5 If someone is having a bad day and you see them upset
- 6 When you meet someone

- “Are you okay?”
- “I am sorry.”
- “Nice to meet you.”
- “Please.”
- “Thank you.”
- “Excuse me.”



What else can we do to become a good Malaysian?



Know Grammar

The words in bold are modal verbs.

- “**must**” is used to express belief
- “**should**” is used to give advise
- “**could**” is used to express ability

1.1.1  
(i)(ii)(iii)

TEACHERS' NOTE

- Teacher guides pupils to identify the correct response for each of the situations given.
- Teacher discusses with pupils on how to become a good Malaysian.



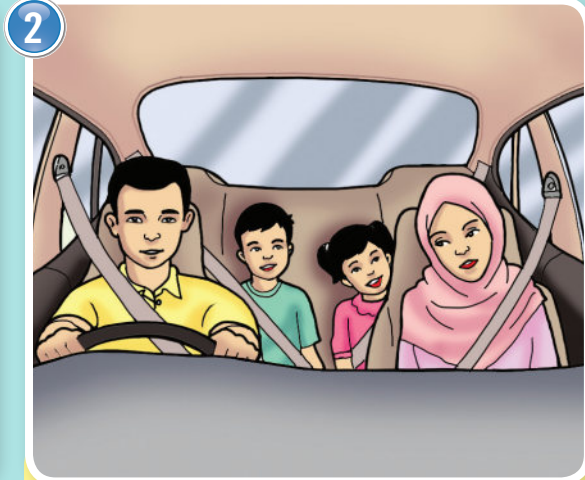
➤ C. Look at the pictures below. Rearrange the words correctly and write in the space provided.



**must** / We / the / respect / erderly

\_\_\_\_\_

\_\_\_\_\_



**should** / wear / safety belt / You /

\_\_\_\_\_

\_\_\_\_\_



follow / We / teacher's / **must** / the / instruction

\_\_\_\_\_

\_\_\_\_\_



others / We / donate / **can** / to

\_\_\_\_\_

\_\_\_\_\_



## Topical Quiz



2

Theme 1: People and Culture

- A. Based on the text on page 26, find the meanings of the colours and symbols in Jalur Gemilang.

1. red: \_\_\_\_\_.

2. blue: \_\_\_\_\_.

3. yellow: \_\_\_\_\_.

4. star: \_\_\_\_\_.

5. crescent: \_\_\_\_\_.

- B. Based on the text on page 26, complete the sentence below.

The Federal Territories consist of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

- C. Use the table below to create appropriate sentences.

I You We	must	respect my family members.
		respect the elderly.
	should	keep the environment clean.
		be kind to animals.
		take care of the poor.

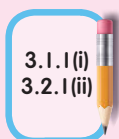
Example: I must respect my family members.

1 \_\_\_\_\_.

2 \_\_\_\_\_.

3 \_\_\_\_\_.

4 \_\_\_\_\_.



3.1.1(i)  
3.2.1(ii)

### TEACHERS NOTE

- Teach pupils other qualities of a good citizen.

UNIT  
3PLACES WE  
LIVE

## Gearing Up

➤ Look at the houses below.

- Which house / houses do you like the most?
- Discuss with your friends.

Hello, my name is Livan. I will walk you through Unit 3.





1.2.1 (ii)



**Scan Me**  
Surf <http://www.youtube.com/watch?v=OuJsOeSuvrk>  
to listen to the house song. (Retrieved on 7<sup>th</sup> September 2018)



## Let's Read

▶ Read the text below.

### The Traditional Iban Longhouse

- This the traditional houses of the Ibans in Sarawak.
- Commonly, this traditional house is built of timber and the roof is made of leaf thatch.
- Each longhouse usually has many family rooms.
- Commonly, there are more than one family living in one longhouse.
- Longhouses are built off the ground on stilts.
- All longhouses have roofs, doors, windows, veranda, rooms and open areas.

Source and adapted from: <https://www.scv.com.my/attractions/view/2/iban-longhouse>

#### GLOSSARY

**veranda:** a roof area outside of a house.

**thatched:** made of straws.



Source and adapted from: [www.arkib.gov.my/en/web/guest/rumah-melayu-negeri-sembilan](http://www.arkib.gov.my/en/web/guest/rumah-melayu-negeri-sembilan)

## The Traditional Negeri Sembilan Malay House

- This is the traditional Negeri Sembilan Malay House.
- It has a long and curved-shaped roof with both ends of the roof pointing slightly upwards.
- Some houses and the roofs are made of wood.
- Commonly, this traditional house has roofs, doors, windows, veranda, rooms and carvings on the walls.
- The traditional Negeri Sembilan Malay House is built on wooden stilts.

### GLOSSARY

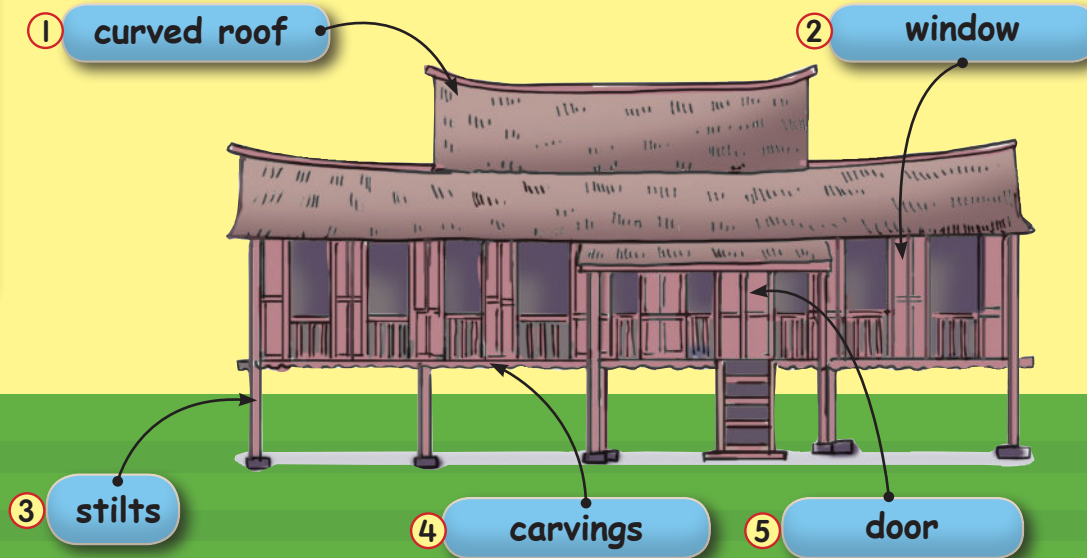
**curved:** bent.

**carvings:** a shape or pattern cut into wood.

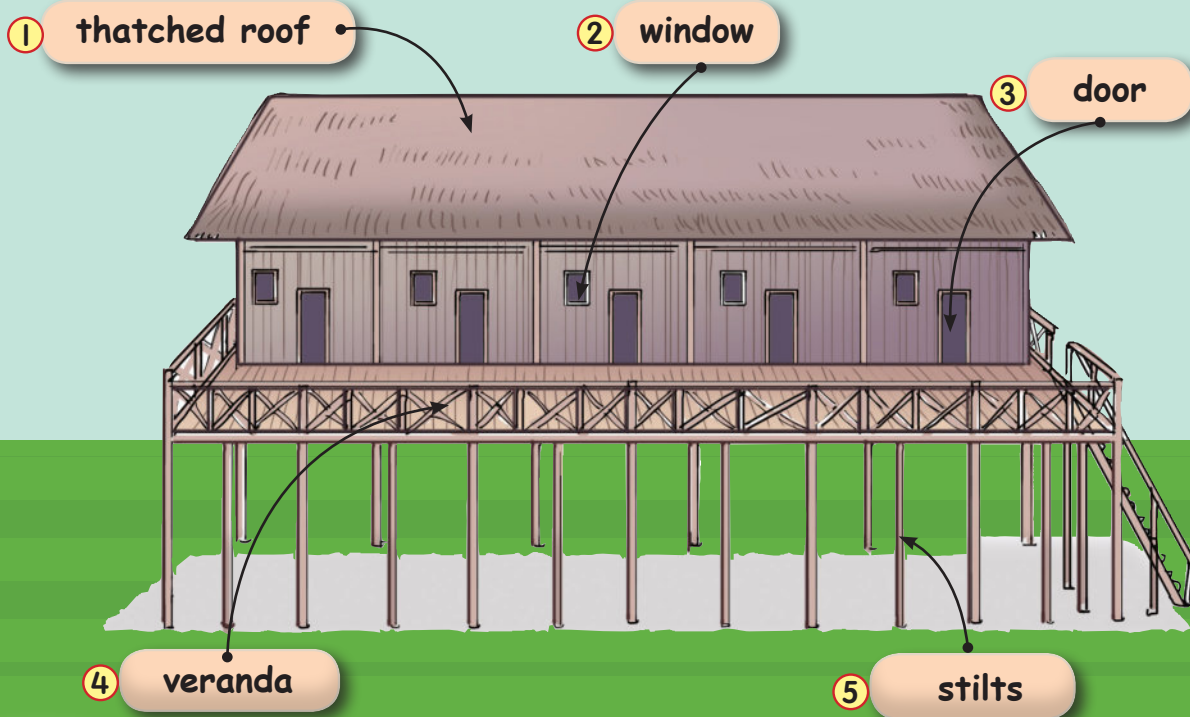


➤ A. Read on the parts of the houses.

### The Traditional Negeri Sembilan Malay House



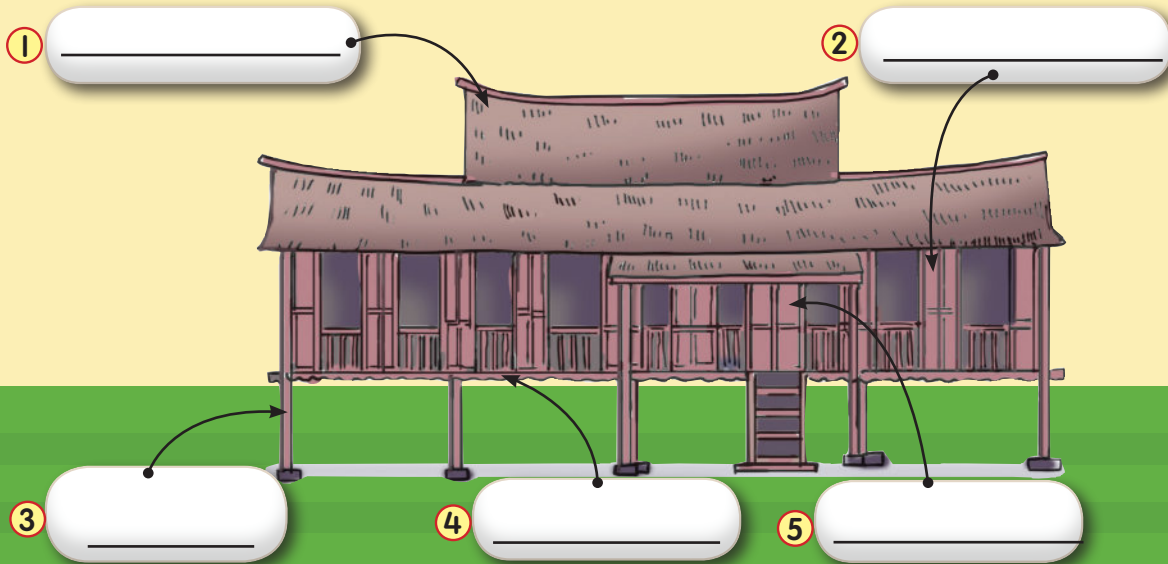
### The Traditional Iban Longhouse



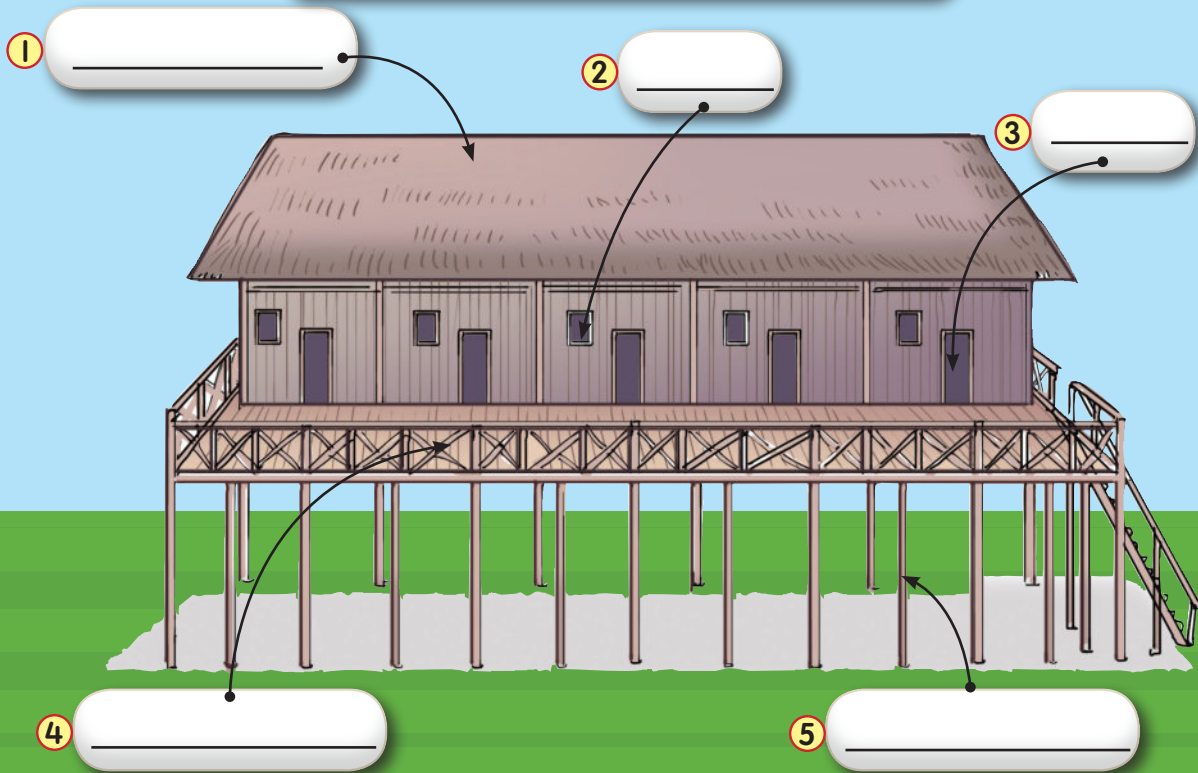
B. Label the parts of the houses correctly.



### The Traditional Negeri Sembilan Malay House

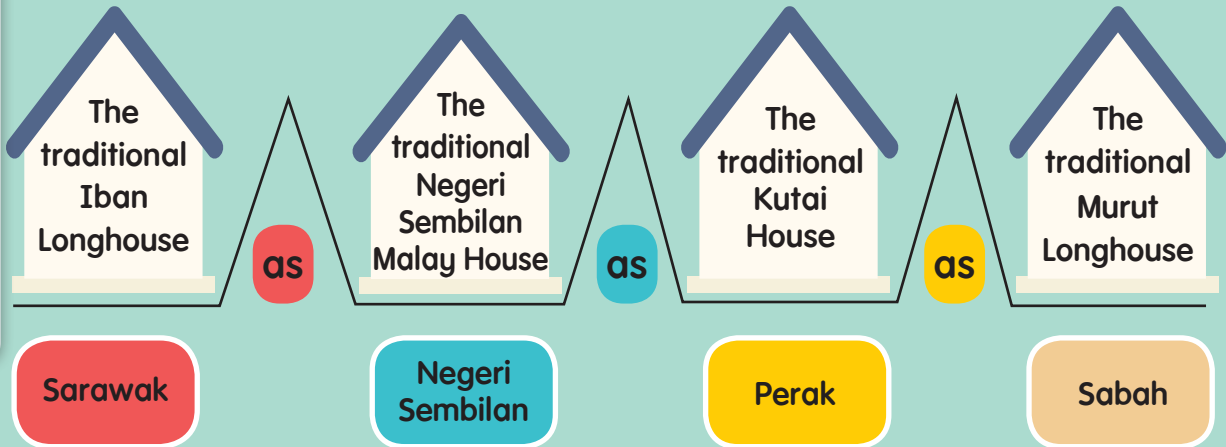


### The Traditional Iban Longhouse



3.1.2

- ▶ B. Each state has its own traditional house. Based on the bridge map, complete the sentences below.



1. The traditional Iban longhouse is the traditional house of Sarawak.
2. The traditional Negeri Sembilan Malay house is the traditional house of \_\_\_\_\_.
3. The \_\_\_\_\_ is the traditional house of Perak.
4. The \_\_\_\_\_ is the traditional house of Sabah.



### IT Time

Surf the Internet to look for more information about the traditional Kutai House and Murut Longhouse.



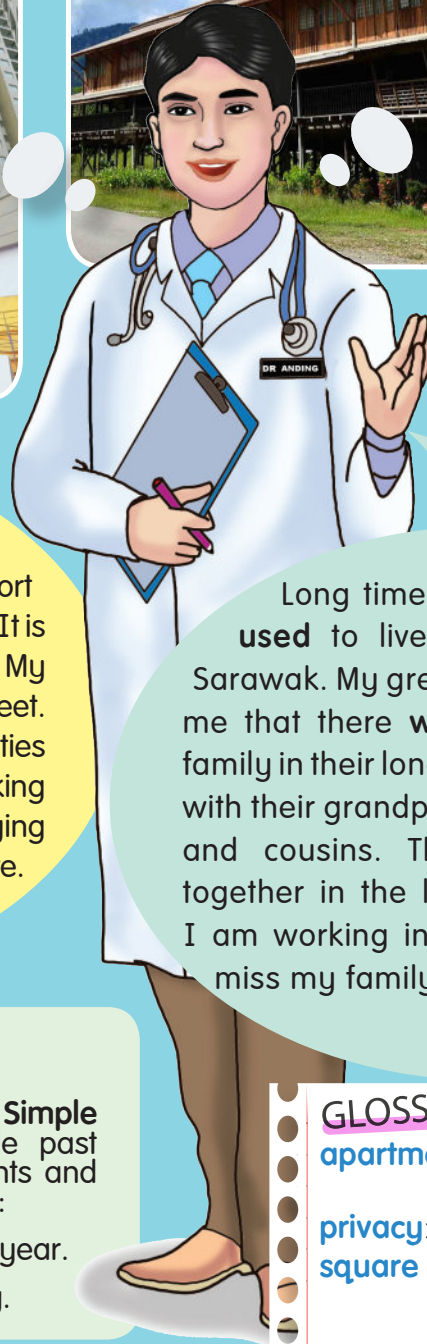
### Moral Value

We should appreciate and respect our multicultural society.



## Let's Read

▶ Read the text below.



Hello! My name is Anding. I am Livan's uncle. I work as a doctor in the District Hospital of Port Dickson. I live in a modern house. It is an apartment in Port Dickson. My apartment is only 1200 square feet. My apartment has a lot of facilities such as a swimming pool, parking lots, shops and cafes. I enjoy staying here because of the privacy I have.

Long time ago, my ancestors used to live in a longhouse in Sarawak. My great grandparents told me that there **were** more than one family in their longhouse. They **stayed** with their grandparents, uncles, aunts and cousins. They **enjoyed** living together in the longhouse. Although I am working in Port Dickson, I still miss my family in Sarawak.



Grammar

### Know Grammar

The words in bold are verbs in **Simple Past Tense**. We use simple past tense to talk about past events and finished actions. For example:

- I **stayed** in Seremban last year.
- They **came** here yesterday.

### GLOSSARY

**apartment**: units of houses in a high-rise building.

**privacy**: freedom.

**square feet**: square measuring one foot on each other.

2.2.1(iii)

### TEACHERS' NOTE

- Explain to pupils about modern houses.



➤ A. Fill in the blanks below with the past tense form of the verbs in the bracket.

Long time ago, my ancestors ① used (use) to live in a longhouse in Sarawak. My great grandparents ② \_\_\_\_\_ (tell) me that there ③ \_\_\_\_\_ (was) more than one family in their longhouse. They ④ \_\_\_\_\_ (stay) with their grandparents, uncles, aunts and cousins. They ⑤ \_\_\_\_\_ (enjoy) living together in the longhouse. Although I am working in Port Dickson, I still miss my family in Sarawak.



### Know Grammar

The verb **to be** is one of the most common verbs in the English language. The form of the verb **to be** is as follows:

Simple Present Tense → **am, is, are**

- Example:
- She **is** here
  - They **are** here.
  - I **am** here.

Simple Past Tense → **was, were**

- Example:
- She **was** here.
  - They **were** here.



Let's Do

## Box House

### Things you need:

- glue
- ruler
- 60 popsicle sticks
- scissors
- knife
- old newspapers

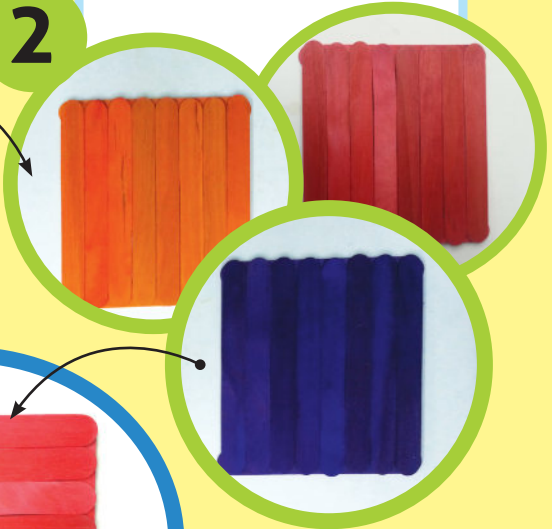
33

Theme 1: People and Culture

**1** Take four popsicle sticks and glue them at all the corner.

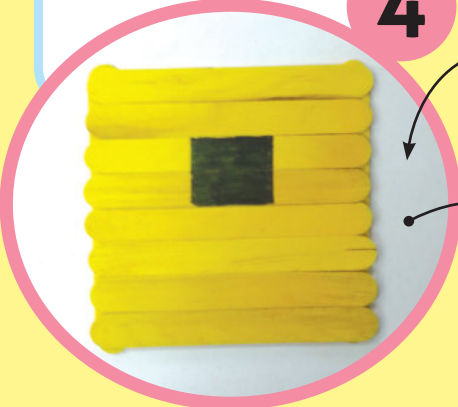
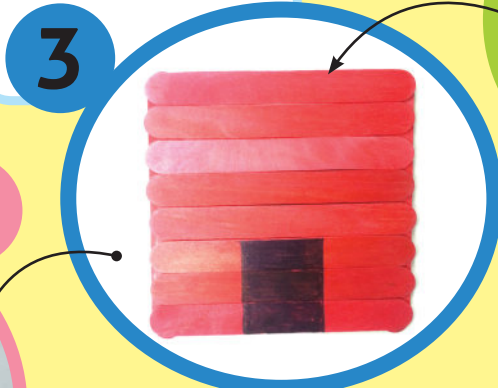


With the square lying flat, fill in the square with enough sticks to cover the entire square. Make six of them.



Take another square and cut out a window. Repeat this with another square(s).

Take one piece of the square and cut out a door.



Take all the six squares and glue them together to form a house.



- Zamri wants to learn on how to make a box house made of popsicle sticks from Livan. Complete the conversation between these two friends.



cut out a door

glue all the six squares

cut out a window

take four popsicle sticks and glue them at the corners

fill in the square with enough sticks to cover the square

1

Livan, can you teach me how to build a box house? I have all the things needed here.

2

Sure, Zamri. First you \_\_\_\_\_  
\_\_\_\_\_.

3

Okay! I have done that.

4

Good! Next, \_\_\_\_\_  
\_\_\_\_\_  
Make six of them.

5

Done, Livan! Now what?

6

Good! Now you have six squares. Take one and \_\_\_\_\_ using a knife.

7

Next?

8

After that, take another square and \_\_\_\_\_ . Repeat this step with another square.

9

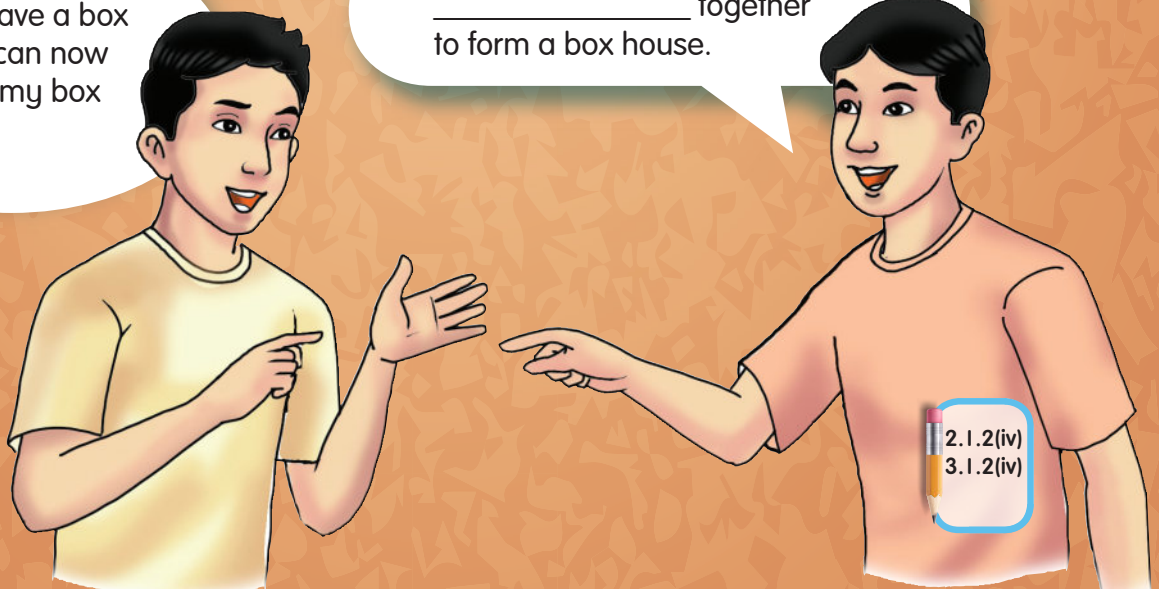
So, now I have two pieces of squares with windows.

10

Lastly, \_\_\_\_\_  
\_\_\_\_\_ together  
to form a box house.

11

Wow! I have a box house. I can now decorate my box house.







## Let's Read

➤ Read the rental advertisements below.

- Bandar Seri Damai
- High-rise building
- 900 square feet
- Apartment
- 5 kilometres from the city centre
- 3 bedroom and 1 bathroom
- Rental: RM600.00 per month



- Bandar Baru Durian
- Landed property
- 1400 square feet
- Single-storey terraced house
- 10 kilometres from the city centre
- 3 bedrooms and 2 bathrooms
- Rental: RM800.00 per month

- Bandar Seri Mesra
- Landed property
- 3200 square feet
- Semi-detached house
- 20 kilometres from the city centre
- 4 bedrooms and 4 bathrooms
- Rental: RMI600.00 per month



### GLOSSARY

- **storey:** floor/level.
- **terrace:** row.
- **intermediate:** middle.
- **spacious:** big.
- **furnished:** complete with furniture.
- **high-rise building:** a building with multiple storeys.



### Fun Fact

Square feet is a measurement unit of an area.

2.1.1

- ▶ A. Based on the rental advertisement on page 51, tick (✓) for the correct statement or (✗) for the incorrect statement in the boxes given.



Pair Work

- ① The house with the highest rental is the single-storey terraced house.

True

False

- ② It takes less than 5 kilometres to walk from the apartment to the city centre.

True

False

- ③ The nearest house to the city centre is the semi-detached house.

True

False

- ④ The single-storey terraced house and the apartment are in Bandar Baru Durian.

True

False

- ⑤ The single-storey terraced house is a landed property.

True

False

➤ B. From the advertisement on page 51, complete the tree map correctly.



3.1.2(iii)

▶ C. Miss Asmah is looking for a place to rent. The dialogue below is between Miss Asmah and the apartment manager in Bandar Seri Mesra.

1 Hi. Can I speak with the apartment manager, please?

3 **I'm** Asmah. I saw your advertisement on apartments for rent and **I'm** very interested.

5 **I'm** interested in the apartment in Bandar Seri Mesra. **I've** heard that the apartment is beautiful.

7 Yes, **I'd** like to see the apartment. When can I see the apartment?

9 **That's** perfect. What time can I come?

11 **I'm** sorry. I **don't** think I would be able to make it at 5:00 p.m. How about 6:00 p.m.?



### Let's Revise

The underlined words are "Wh-questions". They are used to ask questions.

#### GLOSSARY

**available:** not taken.

2 I am the apartment manager. Whom am I speaking to?

4 Which apartment are you interested in, Asmah?

6 Well, for your information that apartment is still available. Would you be interested in seeing the apartment?

8 How about tomorrow?

10 Can we meet at 5:00 p.m.?

12 Great! **I'll** see you at 6:00 p.m.



Grammar

### Know Grammar

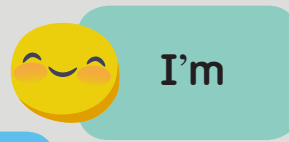
The words in bold are contractions. They are formed by shortening words into one. An apostrophe (') is used to replace the missing letter.

Examples:

I am → I'm  
 I have → I've  
 I do not → I don't  
 I will → I'll  
 That is → That's  
 I would → I'd

1.1.1  
 (i) (ii) (iii)  
 1.2.1 (ii)

- D. Use contractions given to complete the sentences.  
You may use the contractions more than once.



- ①  interested in the apartment in Bandar Sri Mesra.
- ②  heard that the apartment is beautiful.
- ③  like to see the apartment.
- ④  think I would be able to make it at 5:00 p.m.
- ⑤  see you at 6:00 p.m.



**TEACHER'S NOTE**

- Teacher guides pupils to use contractions.

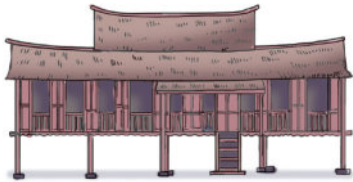


## Topical Quiz



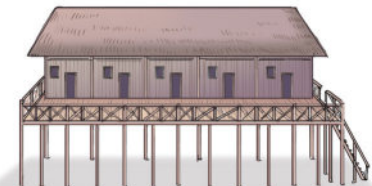
➤ Match the words with the correct pictures.

1



apartment

2



the traditional  
Iban Longhouse

3



single-storey  
terraced house

4



the traditional  
Negeri Sembilan  
Malay House

5



semi-detached  
house



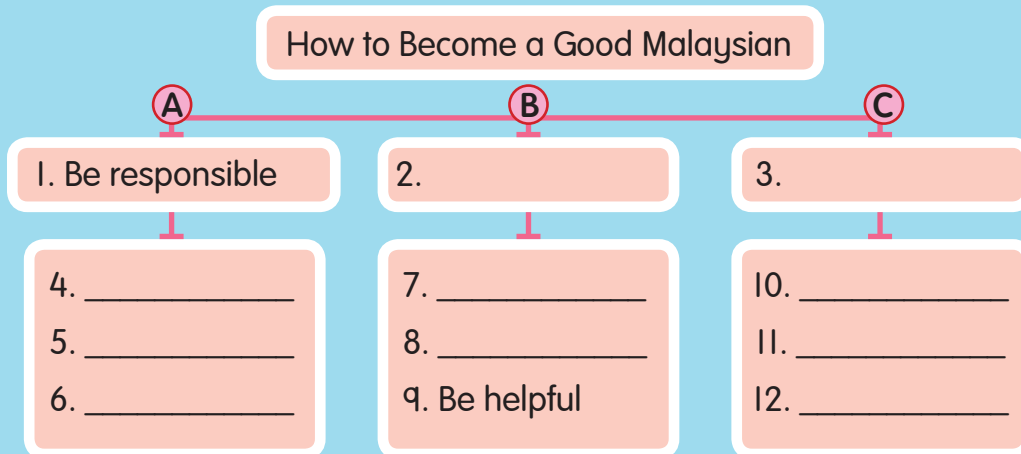
## Activity and Assessment



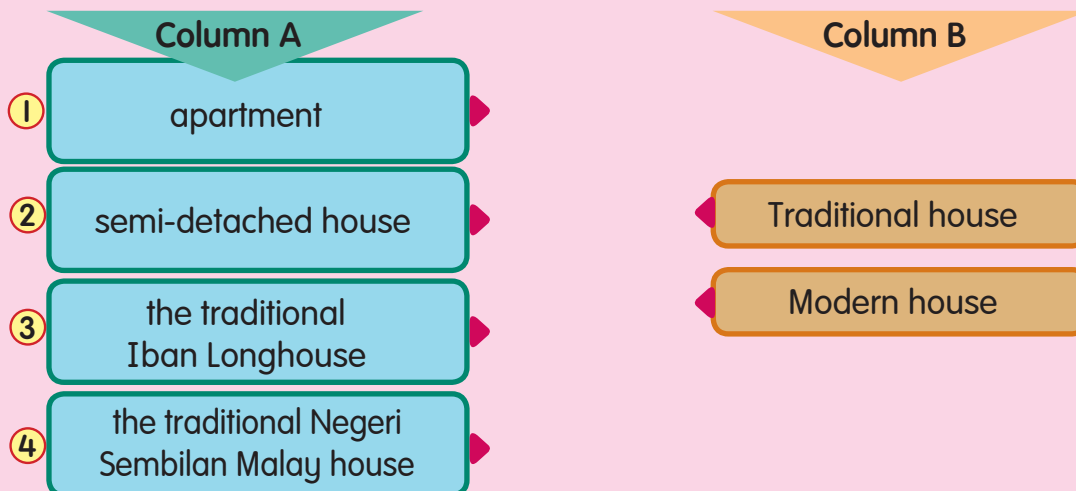
### A. Circle the correct answer.

1. I wake up ( at, on ) 6:00 a.m.
2. I go to school ( at, on ) 7:00 a.m.
3. Zamri's father sleeps early so he can wake up ( at, on ) time.
4. Zamri's father has breakfast with his family ( at, on ) the days he works in the evening shifts.

### B. Based on the article on page 35, complete the tree map.



### C. Match the words in column A to column B.



### TEACHER'S NOTE

- Teacher guides pupils to complete the exercises.



**14** Answer question cards



Selling: RM280.00  
Rental: RM85.00

**13**



Miss two turns

**12**



**15** Go back four spaces



Let's Play



Group Work

**Things you need:**

- a dice
- tokens
- Game Money (provided on appendix page)
- Question Cards (provided on appendix page)



**16** Answer question cards

**How to play:**

**1**

Each player is given a token to move and game money worth RM200.00.

**2**

When your token is placed on a box, you may buy the property.

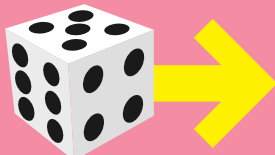
**3**

If the property belongs to your friend, you have to pay rental as shown on the board.



**17** Selling: RM200.00  
Rental: RM70.00

**START**



**1** Selling: RM50.00  
Rental: RM5.00



**2** Selling: RM75.00  
Rental: RM10.00







11 Selling: RM300.00  
Rental: RM100.00



10 Selling: RM180.00  
Rental: RM50.00

Answer question cards



9



Theme 1: People and Culture

8 Go back three space



8

7 Selling: RM150.00  
Rental: RM45.00

7

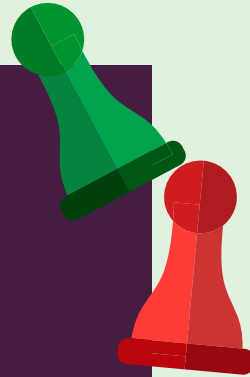


6 Selling: RM120.00  
Rental: RM35.00

6



# PROPERTY GAME



4

Answer question cards correctly and receive RM200.00.

5

Players who has no more Game Money will be eliminated.

6

The last player still playing is declared the winner.

3 Selling: RM100.00  
Rental: RM25.00



4 Selling: RM80.00  
Rental: RM15.00

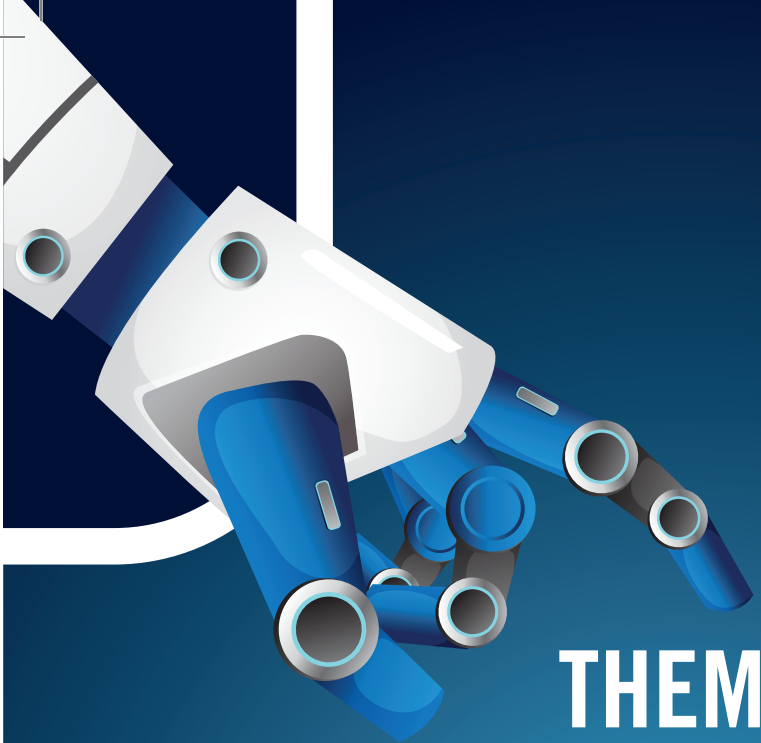


5



Miss a turn



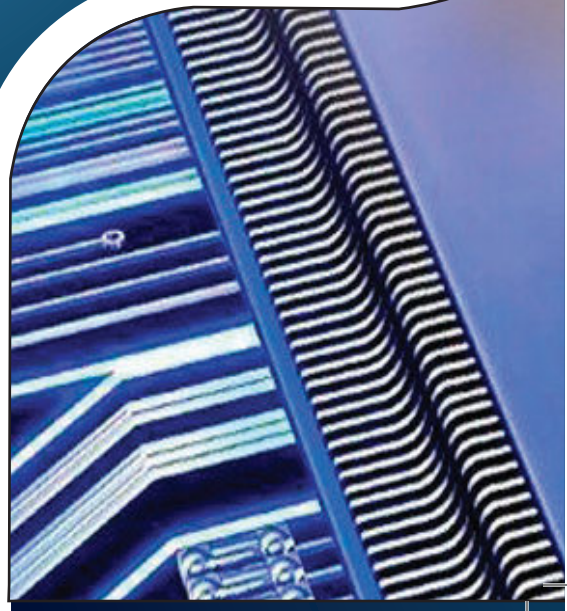


# THEME 2

## SCIENCE AND TECHNOLOGY

In this theme, you will learn about:

1. Landline telephones versus smartphones.
2. How to be a good netizen.
3. Robot.
4. Staying safe at home.
5. Industrial inventions.





# UNIT 4

## CONNECTING PEOPLE



### Gearing Up

- ▶ Let us look at the evolution of communication technology.



### Fun Fact

**Alexander Graham Bell** (1847-1922), is a Scottish-born American scientist best known as the inventor of the telephone. He worked at a school for the deaf while attempting to invent a machine that would transmit sounds by electricity.



Hello, my name is Zamri. I will walk you through Unit 4.



## Landline telephone



In the 1950s, most households had one landline telephone. Only one person could make a call at a time.



## Smartphone

Smartphones help you get connected with people through calls, text and the Internet.



Use your imagination. How will people communicate in the future?



## Let's Read

▶ Read the text below.

### Landline telephones versus smartphones

Landline telephones and smartphones perform the same basic functions. Landline telephones are connected through a wired network whereas the smartphones do not use a wired network for connectivity.

Smartphones are mobile and can be carried anywhere easily compared to the landline phones that are fixed and cannot be carried beyond a specific distance.

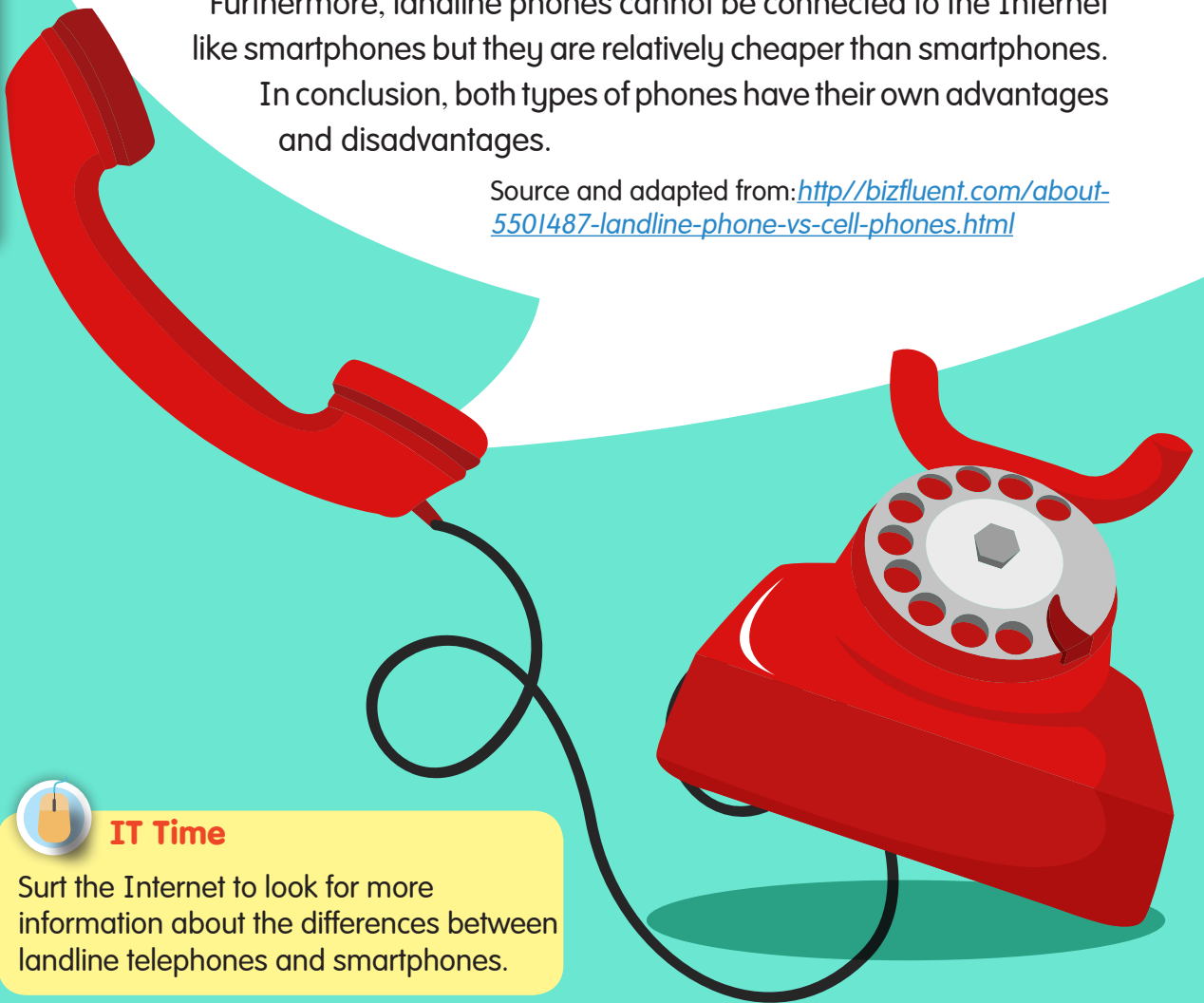
Furthermore, landline phones cannot be connected to the Internet like smartphones but they are relatively cheaper than smartphones.

In conclusion, both types of phones have their own advantages and disadvantages.

Source and adapted from: <http://bizfluent.com/about-5501487-landline-phone-vs-cell-phones.html>

4

Theme 2: Science and Technology



#### IT Time

Surf the Internet to look for more information about the differences between landline telephones and smartphones.

#### TEACHER'S NOTE

- Teacher discusses with students the differences between landline telephones and smartphones.



A. Circle the correct answer.

1



landline telephone

smartphone

2



smartphone

landline telephone

4  
Theme 2: Science and Technology

B. Use the dictionary to find out the meaning of the words given.

	Words	Meaning
1	connected	
2	the Internet	
3	network	

**TEACHERS' NOTE**

- Teacher guides pupils to use a dictionary to look for meanings of words.



C. Complete the tree map below.

• fixed – cannot be carried anywhere

• mobile – can be carried anywhere

• cannot be connected to the Internet

• can be connected to the Internet

4 Theme 2: Science and Technology

Telephone

A

Landline telephone

• connected through a wired network.  
1. \_\_\_\_\_  
\_\_\_\_\_.  
2. \_\_\_\_\_  
\_\_\_\_\_.

B

Smartphone

• connected through wireless network.  
1. \_\_\_\_\_  
\_\_\_\_\_.  
2. \_\_\_\_\_  
\_\_\_\_\_.



**Moral Value**  
We must appreciate technology.



- D. Based on page 64, fill in the blanks with the correct answer.



Dear Anne,

How are you? I hope you are fine. Regarding the homework that Mr. Chong gave, here are a few points about the landline telephones and smartphones.

The landline phones are ① \_\_\_\_\_ through a wired network but smartphones don't use any wired network for connectivity. Besides, the landline phones are also ② \_\_\_\_\_, which means they cannot be carried anywhere like smartphones.

If you have another point, please share it with me so I can prepare our group presentation for next week. Hope to hear from you soon. Goodbye.

Regards,  
*Zamri*

Dear Zamri,

Thank you for your e-mail. I have also found a few points about landline phones and smartphones.

As we all know, smartphones are connected through the ③ \_\_\_\_\_ but landline phones are not. Another good point is smartphones can be connected to ④ \_\_\_\_\_ but we can't do that with the landline phones.

I think that's all for now. Hope we can share the points with the class next week. See you soon. Goodbye.

Regards,  
*Anne*

4

Theme 2: Science and Technology



### TEACHERS' NOTE

- Teacher guides pupils to complete the e-mail with suitable words.



### Simple Past Tense

We use simple past tense to talk about past events and finished actions. Simple past tense is associated with certain past time expressions:

- I **walked** home from school yesterday.
- I **brought** my lunch to school today.

▶ Last week, when I was a child, yesterday, six weeks ago

- We **watched** a good movie last week.
- Yesterday, I **arrived** at Kuala Lumpur.
- She **finished** her homework at nine o'clock.

▶ A definite point of time: the other day, a long time ago

- People **lived** in caves a long time ago.
- She **played** the piano when she was a child.

4

Theme 2: Science and Technology

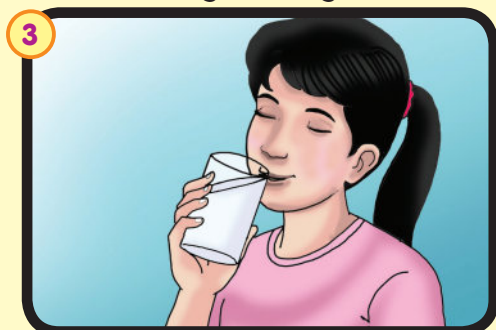
▶ E. Fill in the blanks below with the simple past tense form of the verbs given in the bracket.



Example: Livan played (play) basketball yesterday.



They \_\_\_\_\_ (come) back home last night.



She \_\_\_\_\_ (drink) some milk before she went to bed.



Ajlah \_\_\_\_\_ (write) a letter to her grandparents last week.



Let's Read

➤ Read the text given.

# DAILY NEWS

December 2, 20\_\_

www.sebenarnya.com

RMI.20

## IF NOT SURE, DON'T SHARE

“MCMC developed the portal to counter the rise in the spreading of false information.”



December 2 – Although it has only been introduced in May, the *sebenarnya.my* portal by Malaysia Communications and Multimedia Commission (MCMC), has received over 15 million hits. MCMC Chief Operations Officer (COO) said the portal is a one-stop centre to verify news before spreading it through social media.

Using the motto ‘*Tidak Pasti, Jangan Kongsi*’ (Not Sure, Don't Share), the portal received two million hits monthly. “MCMC developed the portal to counter the rise of false information,” COO told reporters after launching the website at Sekolah Kebangsaan Guar Perahu, in Bukit Mertajam today.

Source and adapted from: [www.bernama.com/en/general/news.php?id=1416129](http://www.bernama.com/en/general/news.php?id=1416129)



### Scan Me

Surf <http://www.youtube.com/watch?v=NSTQ-NBydi4> to watch a video on false information. (Retrieved on 7<sup>th</sup> September 2018)



### Know Grammar

Proper nouns name specific people, places, things or ideas. They begin with capital letters.

2.2.1(i)

### TEACHER'S NOTE

- Refresh pupils previous knowledge about proper nouns.



➤ A. List down all the proper nouns from page 69.

1. December	2.
3.	4.
5.	6.
7.	

➤ B. Fill in the blanks with the correct past tense of the verbs.

1. Although it has only been \_\_\_\_\_ (introduce) in May, the *sebenarnya.my* portal by Malaysia Communications and Multimedia Commission (MCMC), has received over 15 million hits.

2. MCMC Chief Operations Officer \_\_\_\_\_ (say) the portal is a one-stop centre to verify news spread through social media.

3. The portal \_\_\_\_\_ (receive) two million hits monthly.

4. MCMC \_\_\_\_\_ (develop) the portal to counter the rise in the spreading of false information.

5. Chief Operations Officer \_\_\_\_\_ (tell) reporters after launching the website.

6. The carnival \_\_\_\_\_ (finish) at 4:00 p.m.

7. Yesterday, they \_\_\_\_\_ (surf) the Internet to search about MCMC.



## Let's Read

▶ Read the comic below.

**1** What are you doing?

**2** I'm sharing the latest news about this person.

**3** Are you sure about this?

**4** Why not? Everybody is sharing it. It's viral now.

**5** It is wrong to share something you are not sure about. Please check at *sebenarnya.my* to make sure the news is right before you share it.

**6** Remember, if you are not sure, please don't share.

4

Theme 2: Science and Technology

2.2.1 (iii)

### TEACHERS' NOTE

- Teacher guides pupils to role play the dialogue in a group.

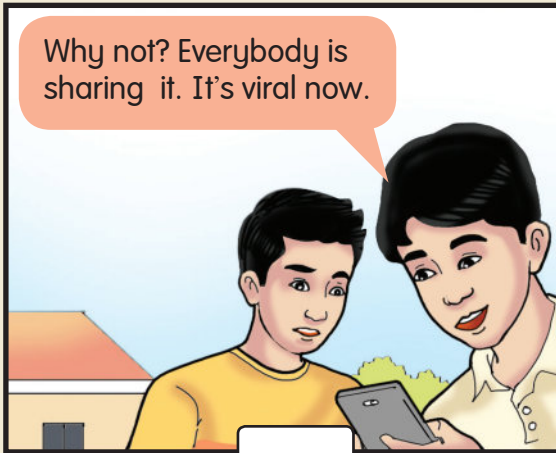


Why do you think we cannot spread the news that we are not sure?

**A. Rearrange the story below accordingly.**

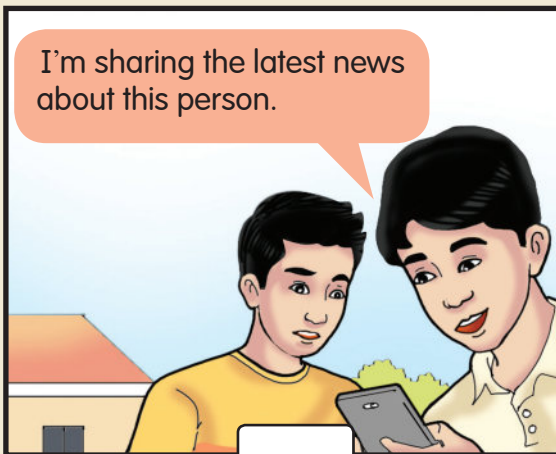
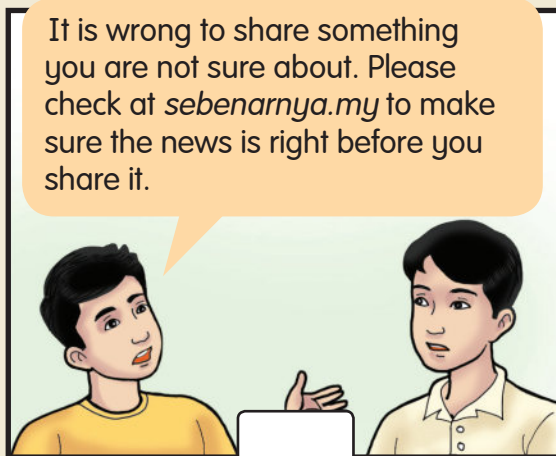
4

Theme 2: Science and Technology



Example:

1



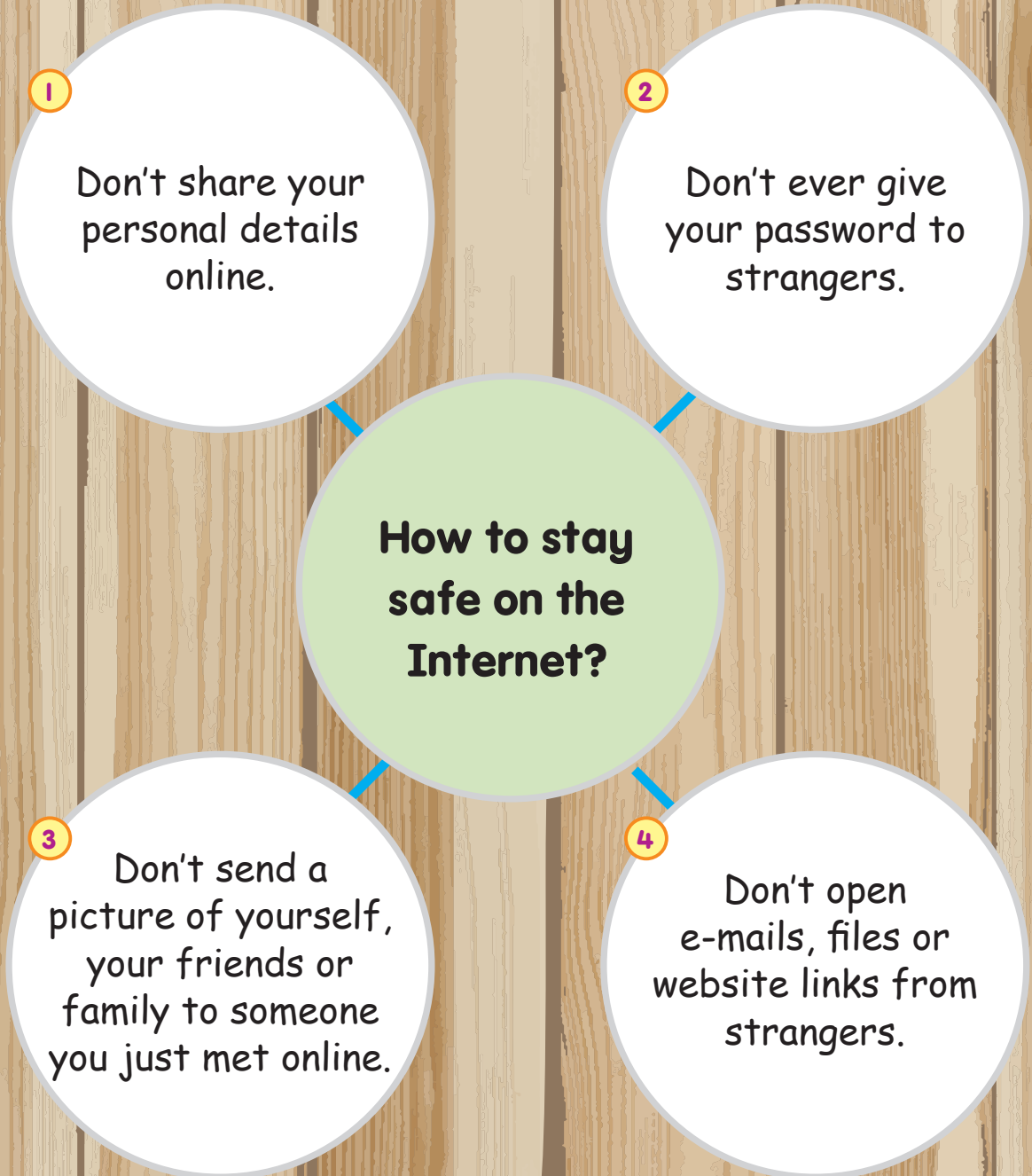


Let's Read

▶ Read the mind map below.



# Cyber Security



4

Theme 2: Science and Technology

2.2.1(ii)

## TEACHER'S NOTE

- Teacher exposes pupils on Cyber Security.



➤ A. Write “should” or “should not do” in the blanks accordingly.

1 Don't send a picture of yourself or family to someone you just met or chat online.

2 Give your password to strangers.

3 Give out your name, address and phone number.

4 Don't open e-mails, files or website links from strangers.

5 Share any news if you are not sure.

6 Don't share personal details online.

7 Share every news you get without verifying.



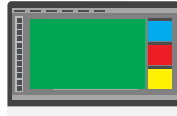
Scan Me

Surf <http://www.youtube.com/watch?v=6UqweFrwN4> to watch a video on cyber safety. (Retrieved on 7<sup>th</sup> September 2018)





➤ Read the information below.



## How to be a Good Netizen

### 1 Respect



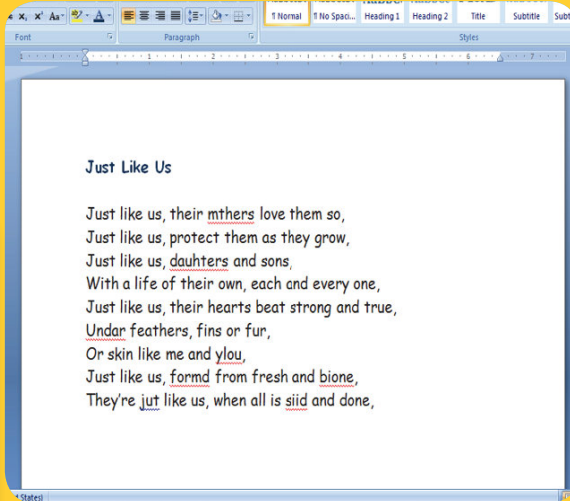
Even if you do not see the person face-to-face, you are communicating with real people with feelings.

### 2 Think

Do not rush to e-mail back or post something on a forum. Take your time to read any messages, and think about the best way to respond.



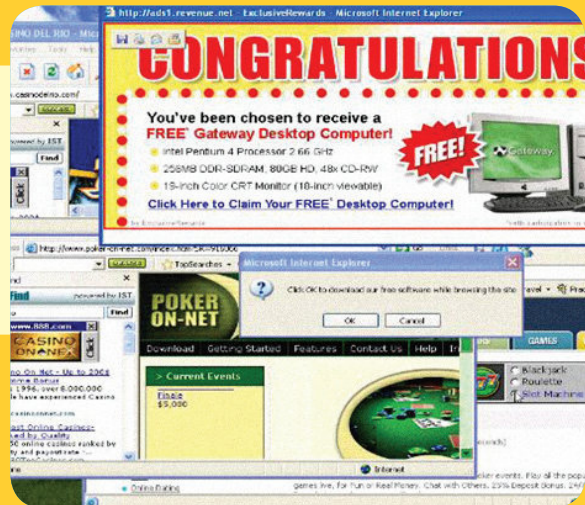
### 3 Communicate



Spellcheck and proofread before sending or posting any status. Your quality of writing is important as it is a reflection of you.

Stay away from spam and pop-up advertising for security reasons. Do not share personal information or respond to personal questions. Guard your privacy and respect others.

### 4 Protection



### 5 Honesty



Tell the truth in your profiles. Do not lie about yourself to others.



▶ A. Match the statements to the correct words.

1 Tell the truth in your profile.

think

2 Take your time to read any messages and think about the best way to respond.

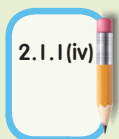
communicate

3 Spellcheck and proofread before sending or posting any status.

protection

4 Do not share personal information or respond to personal questions.

honesty



TEACHERS NOTE

• Teacher guides pupils to match the statements to the correct words.



Let's Do



- Zamri is preparing a poster on 'How to be a Good Netizen'. Refer to page 75 and 76 to help Zamri complete the poster below.

4

Theme 2: Science and Technology

# HOW TO BE A GOOD NETIZEN

RESPECT





# UNIT 5

## GO FUTURE



### Gearing Up

- ▶ What can you see from the pictures? Discuss with your friends.

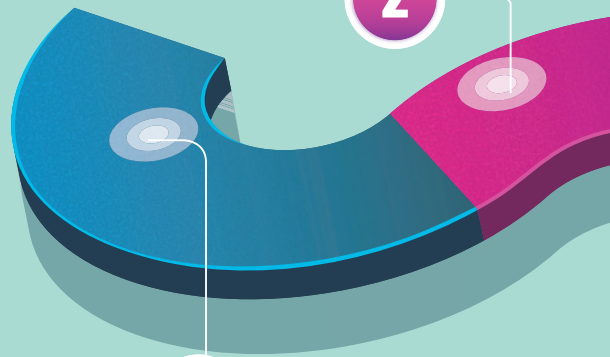


Robots are very useful to help people. From the pictures, can you guess what is the function of each robot?

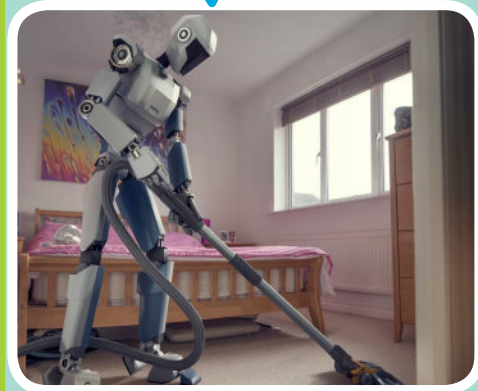
Hello, my name is Ajlah. I will walk you through Unit 5.



2



1





3

**Scan Me**

Surf <http://www.youtube.com/watch?v=UuPAImipntw> to watch a video on robot. (Retrieved on 7<sup>th</sup> September 2018)

**TEACHER'S NOTE**

- Ask pupils if they have seen any robots either on television or in real life and what did the robots do?



## Before Reading

- ▶ Watch the video and sing the song to the tune of “I’m a Little Teapot”.

5

Theme 2: Science and Technology



# I’m a Little Robot

I’m a **little** robot  
Shiny and tall  
Here is my laser  
Here is my claw  
When I get all cranky  
Splitter and cough  
Just flip the switch  
And turn me off



### Scan Me

Surf [https://www.youtube.com/watch?v=mdu51LpMH\\_w](https://www.youtube.com/watch?v=mdu51LpMH_w) to watch the nursery rythem ‘I’m a Little Teapot’. (Retrieved on 7<sup>th</sup> September 2018)

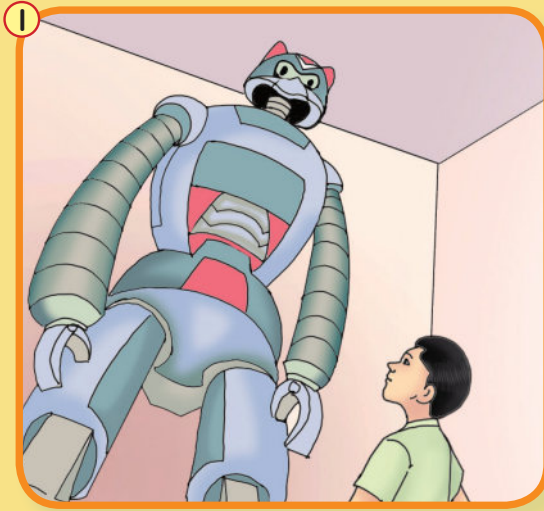
### TEACHER'S NOTE

- Encourage pupils to substitute the words in bold with other adjectives. Examples: big, huge, tiny, and short.



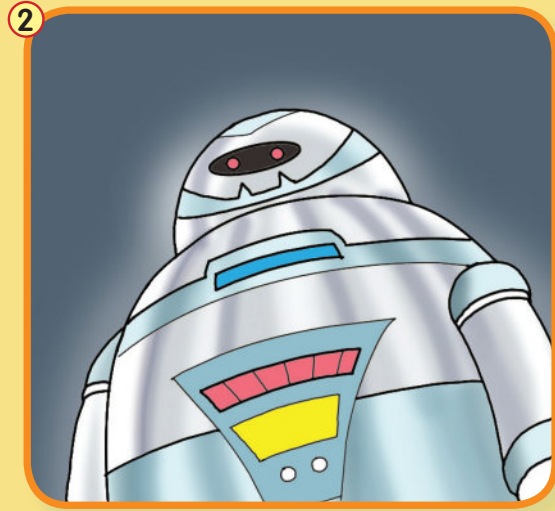


➤ A. Circle the correct adjectives to describe the robot.



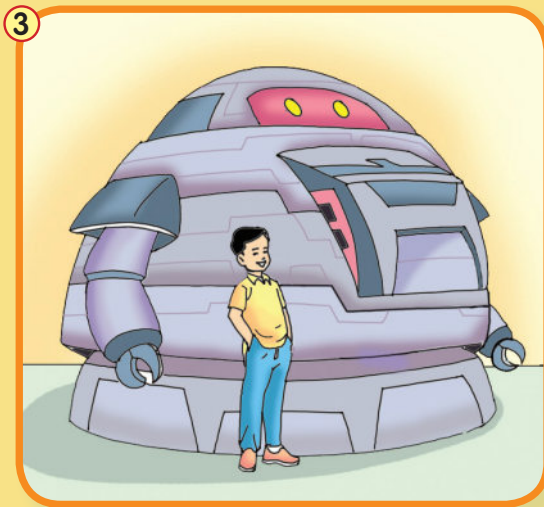
tall

short



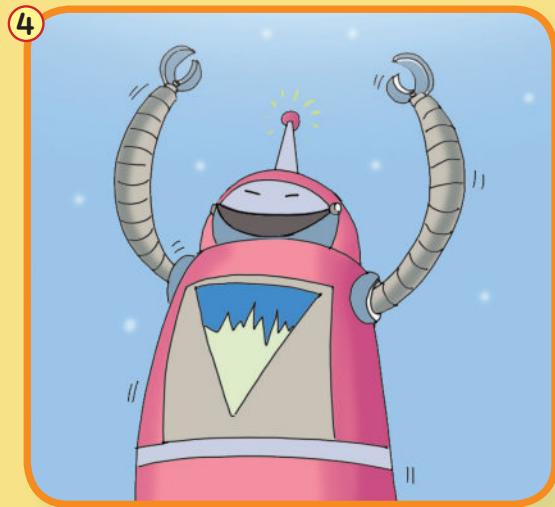
dull

shiny



big

small



sad

happy

5

Theme 2: Science and Technology

2.2.1

TEACHERS' NOTE

- Teacher guides pupils to choose the appropriate adjective for the pictures.

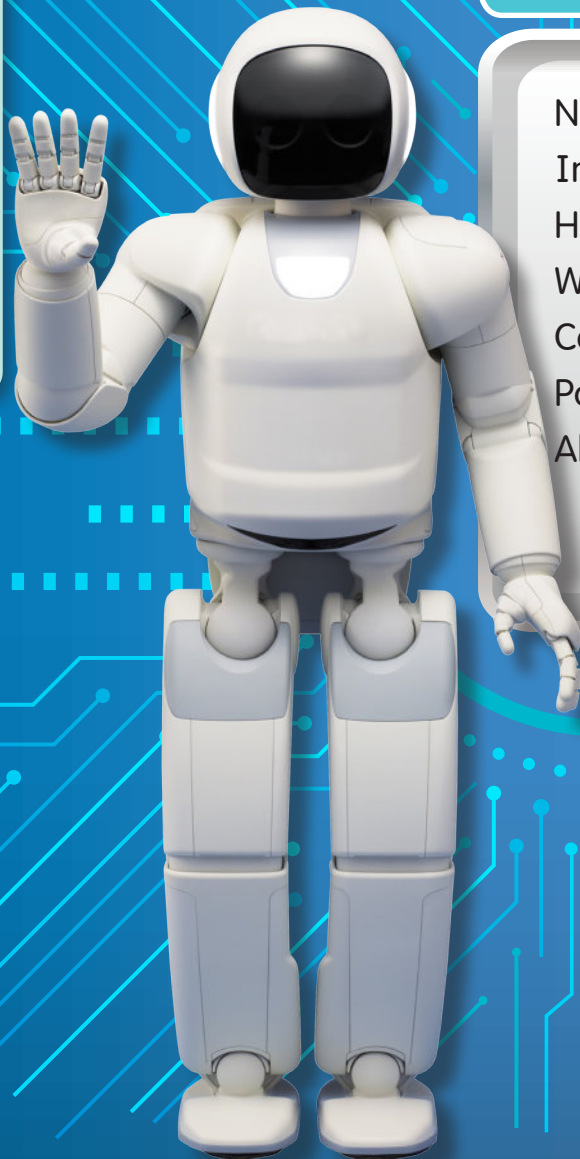


## Let's Read

➤ Read the profile below.

5

Theme 2: Science and Technology



### AJITO ROBOT PROFILE

Name: **AJITO ROBOT**  
Inventor: Fuzz Technologies  
Height: 130 cm  
Weight: 54 kg  
Colour: white and silver  
Power: battery-operated  
Abilities: walk, run and can move its hands like humans



► A. Read the text given.

Dear Harjit,

How are you? I hope you are fine.

Last week, I went to the Robotics and Technology Exhibition in Kuala Lumpur. There were many types and models of robots displayed at that exhibition. One of them was AJITO Robot that was invented by Fuzz Technologies.

Do you know that the robot can walk and run just like human? Sounds great, right? It has the same size of a human too. The height is 130 cm and the weight is 54 kg. It can also detect and see you because its eyes are computer-operated. It comes in white and silver colour.

AJITO Robot is powered by battery. If you want to know more about AJITO robot, you can look for more information on the Internet. That's all for now. I'll see you on Monday to talk more on the exhibition.

Goodbye.

Your friend,

*Ajlah*

5

Theme 2: Science and Technology



### Fun Fact

The first actual robot toy was produced in Japan in 1932. It is called Lilliput. Lilliput was a wind-up tin toy that can walk. It was made from tinplate and stood just 15 cm tall.



### GLOSSARY

**exhibition:** a public display of works at a trade fair.

**displayed:** presented at an exhibition.

2.2.1

➤ B. Complete the profile below.



### AJITO Robot

Fuzz Technologies

54

human

computer-operated

130

battery-operated

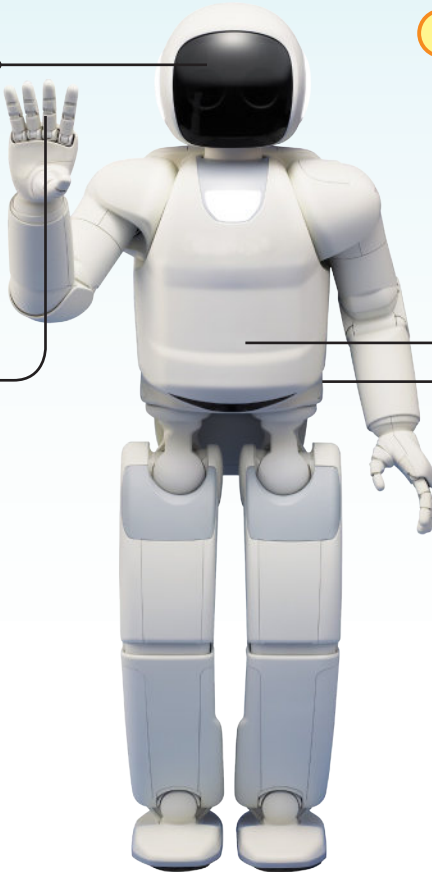
AJITO Robot was invented by \_\_\_\_\_. The height for this robot is \_\_\_\_\_ cm with \_\_\_\_\_ kg in weight.

1  
**Eyes**  
\_\_\_\_\_  
\_\_\_\_\_

2  
**Power**  
\_\_\_\_\_  
\_\_\_\_\_

3  
**Fingers**  
Can move like  
\_\_\_\_\_

**Colour**  
white and  
silver



- C. Use your imagination to draw your own robot.  
Provide a profile of your robot and explain it to the class.



<p>Name:</p> <hr/>	<h2>DRAW YOUR ROBOT HERE</h2>
<p>Weight:</p> <hr/>	
<p>Height:</p> <hr/>	
<p>Function:</p> <hr/>	
<p>Colour:</p> <hr/>	
<p>Power:</p> <hr/>	
<p>Ability:</p> <hr/>	
<p>Inventor:</p> <hr/>	

Let's Listen and Speak

Group Work

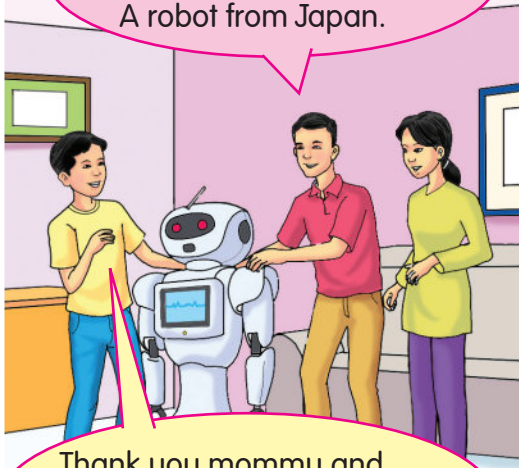
Read the comic below.

5

Theme 2: Science and Technology

1

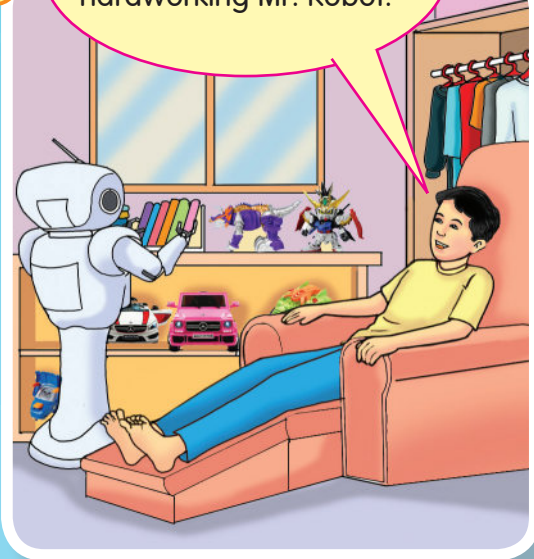
Happy Birthday, Adam.  
This is a present for you.  
A robot from Japan.



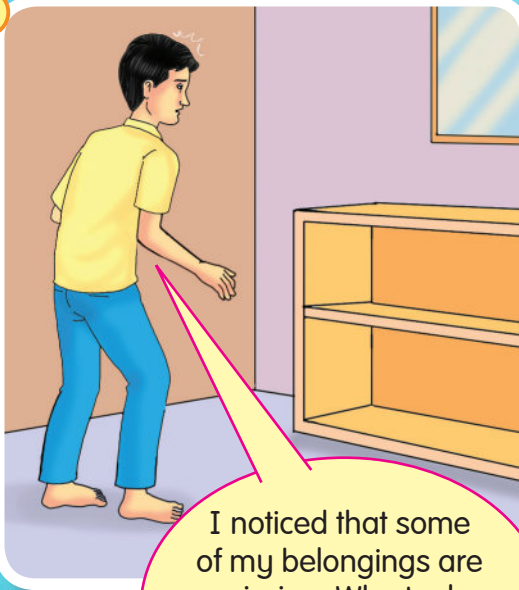
Thank you mommy and daddy. Wow! I like it very much. It's shiny and strong.

2

Please tidy up my bedroom, my hardworking Mr. Robot.

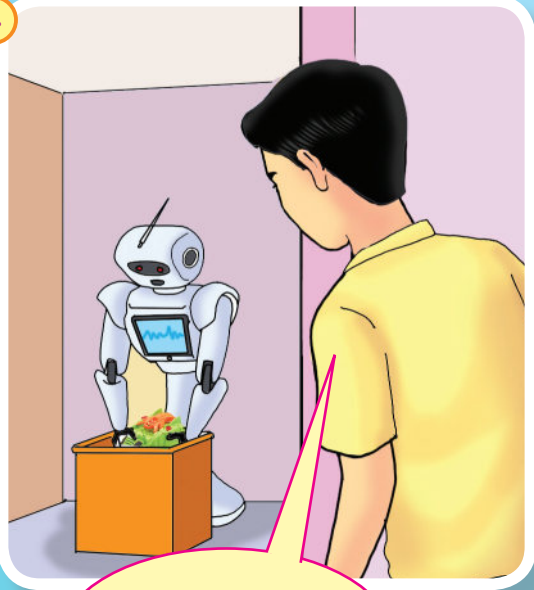


3



I noticed that some of my belongings are missing. Who took them away? All of them are still in an excellent condition.

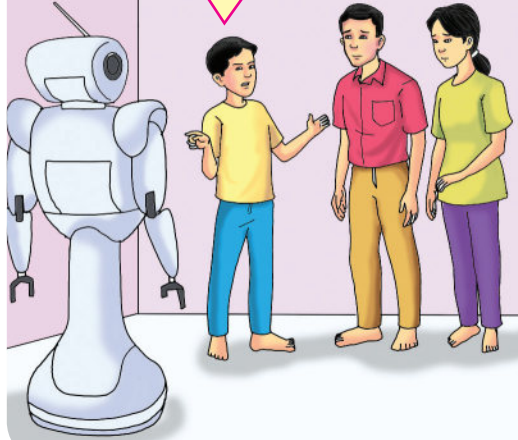
4



I knew it! It was you, Mr. Robot.

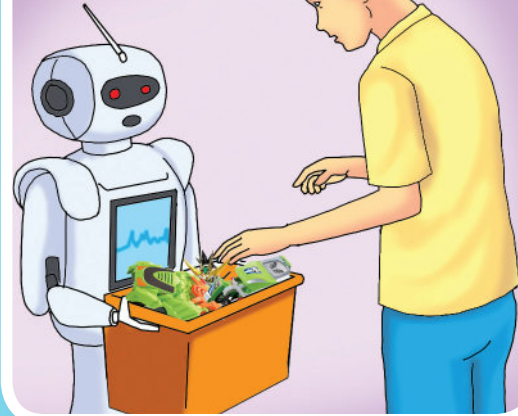
Mr. Robot hides my toys. He is trying to steal them from me. He is not being honest to me.

5

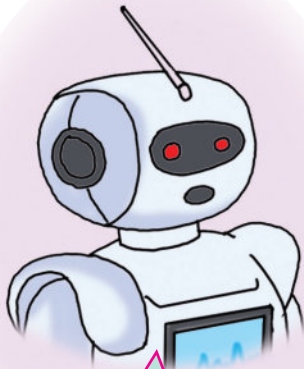


Here sir. I didn't know you are still using them. They are still in good condition.

6

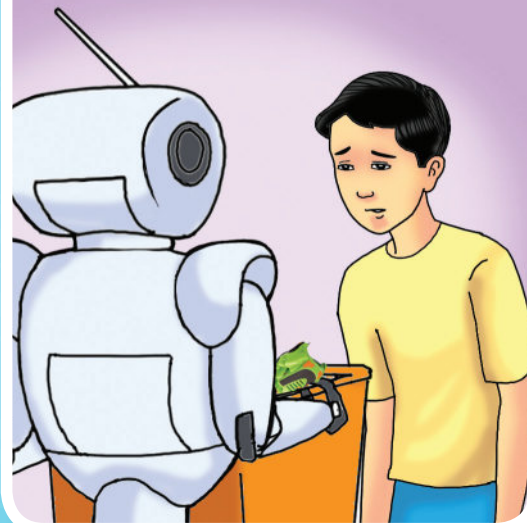


7



The objects were left unused, so I collected them. I put them at one place so that they will be more organised.

8



Can you guess what will happen next? Share it with your friends.



1.1.1  
2.2.1 (iii)

### TEACHERS' NOTE

- Assist pupils to come out with their ending. Teacher may ask pupils to role play the stories.



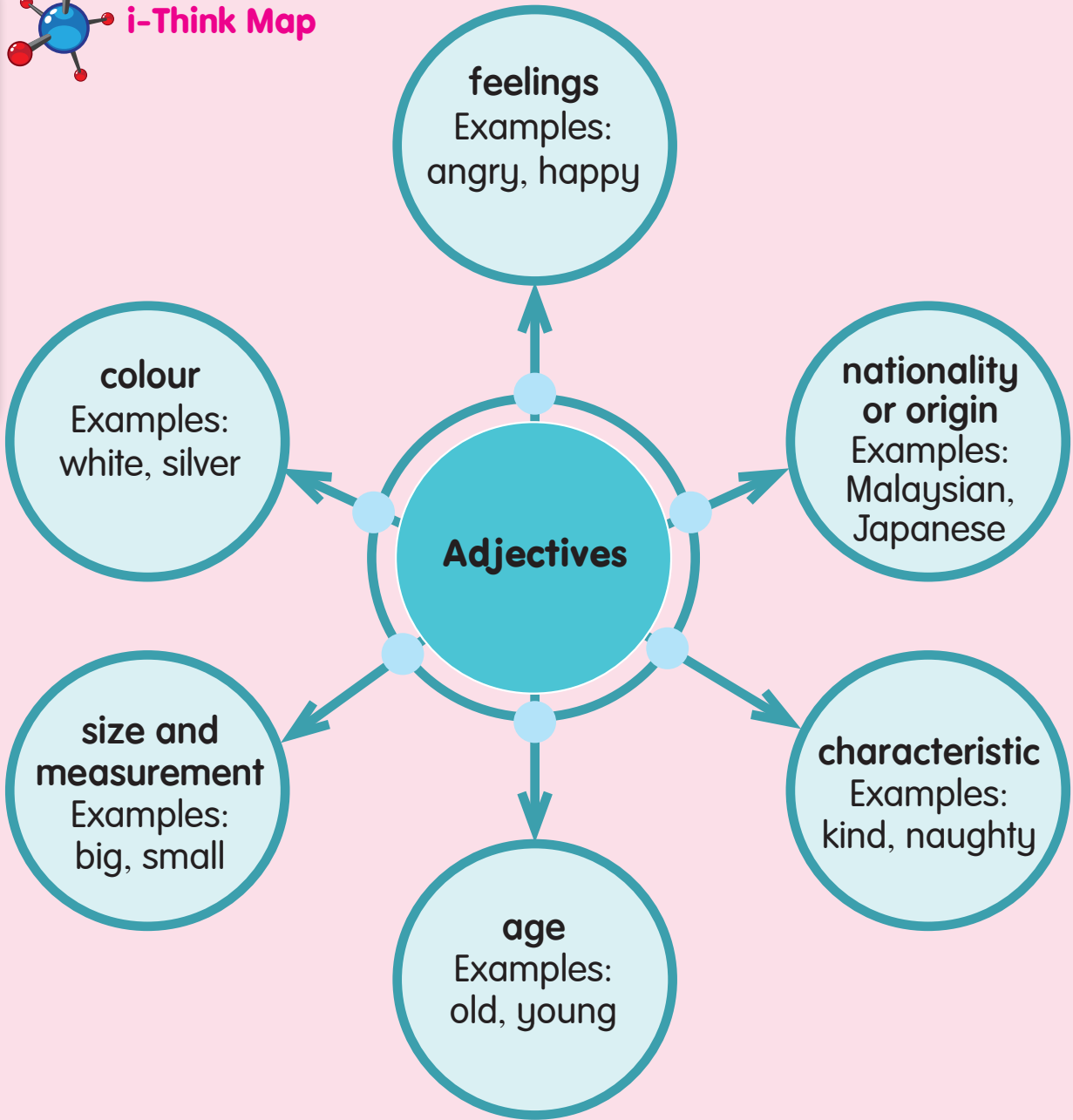
# Adjectives

Adjectives describe nouns.

5  
Theme 2: Science and Technology



i-Think Map







Let's Do

## Moustache Robot

### Things Needed

one clean and empty can

two bottle caps

one paper clip

black paper (to make the moustache)

glue



### Instructions

1



Glue the bottle caps to make the eyes.

2



Cut the paper into a moustache and glue it onto the can.

3



Glue the paper clip to make a nose.

4



Now your creation is complete.



What do you think you can use this "Moustache Robot" for?

2.2.1

5

Theme 2: Science and Technology

## Examples:

To describe feelings	<ul style="list-style-type: none"><li>• He is a <b>lonely</b> boy.</li><li>• The robot is <b>honest</b>.</li></ul>
To describe about nationality or origins	<ul style="list-style-type: none"><li>• I listen to a <b>Malay</b> song.</li><li>• The ship is <b>Russian</b>.</li></ul>
Tell more about characteristics	<ul style="list-style-type: none"><li>• That is a <b>shiny</b> robot.</li><li>• The knife is <b>sharp</b>.</li></ul>
Tell us about age	<ul style="list-style-type: none"><li>• He is a <b>young</b> boy.</li><li>• My toys are <b>old</b>.</li></ul>
Tell us about size and measurement	<ul style="list-style-type: none"><li>• Adam is a <b>tall</b> boy.</li><li>• The song is too <b>long</b>.</li></ul>
Tell us about colour	<ul style="list-style-type: none"><li>• He wore a <b>red</b> shirt.</li><li>• The sky is <b>blue</b>.</li></ul>

### ▶ A. Underline the adjectives from the text given.

Adam is a lonely boy. Now, he has a new friend named Mr. Robot. Mr. Robot is an honest and a hardworking robot. It is shiny, tall and a strong robot too. It is from Japan. It can do all the house chores such as tidying up the house and washing the dishes. Adam loves his robot very much.





## Topical Quiz



➤ Fill in the blanks with the correct adjectives.

large

small

kind

white

new

Malaysian

1



The girl is very \_\_\_\_\_.  
Everybody loves her.

2



My mother gives me a \_\_\_\_\_  
for my birthday present.

3



He is from Malaysia.  
He is \_\_\_\_\_.

4

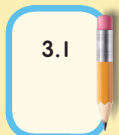


Anne has a \_\_\_\_\_ robot.

5



The elephant is \_\_\_\_\_.





# Let's Play



## Group Work

5

Theme 2: Science and Technology



What do you think the game should be called?

### You need:

1. A dice
2. Tokens

### Instructions:

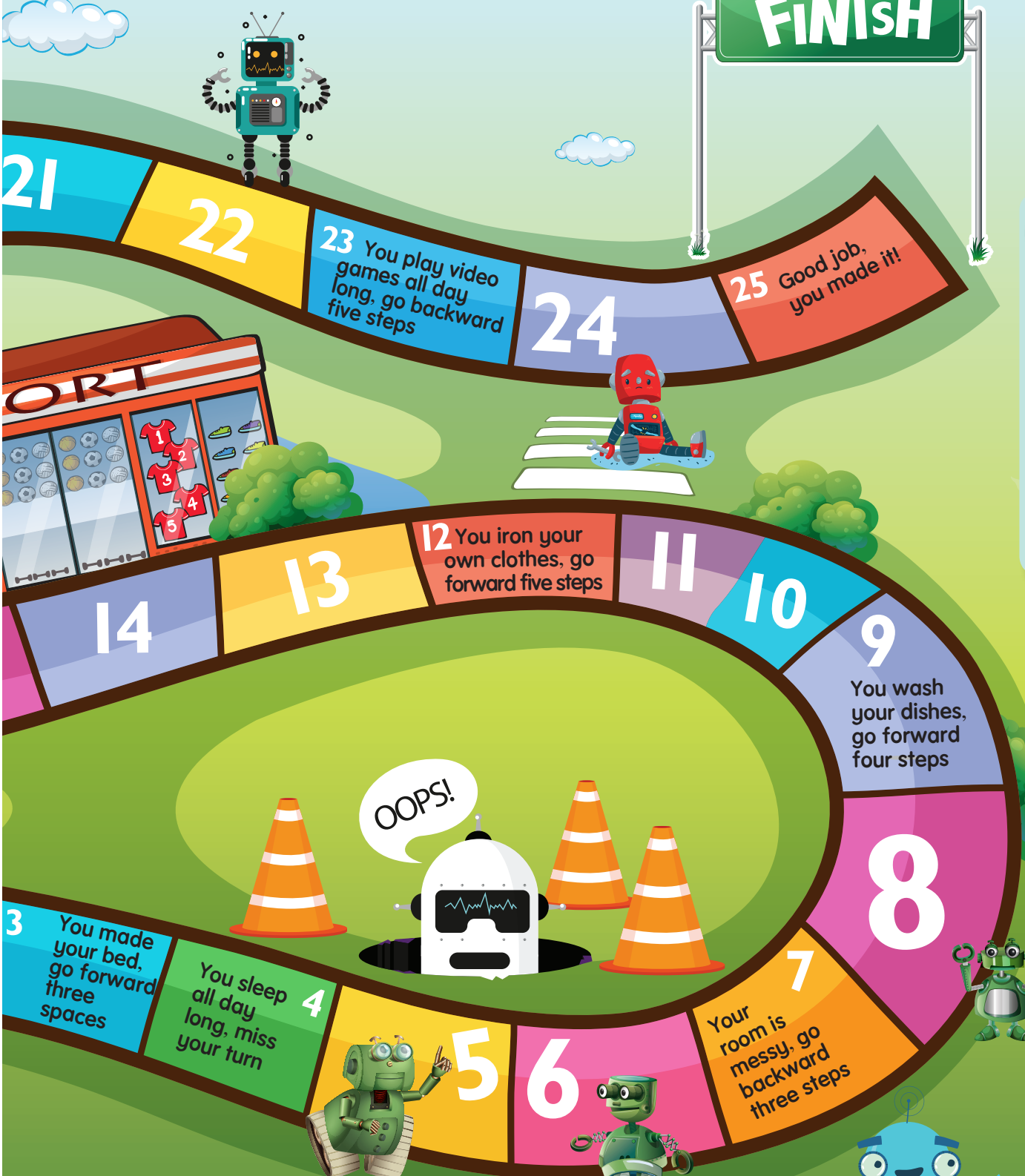
1. Divide the class into groups of two to four.
2. Roll the dice and move accordingly.
3. Read and follow the instructions on the space given.
4. The first group to reach the last space wins.



# FINISH

5

Theme 2: Science and Technology



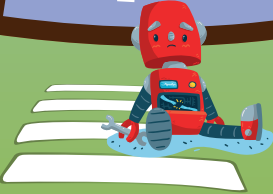
21

22

23 You play video games all day long, go backward five steps

24

25 Good job, you made it!



14

13

12 You iron your own clothes, go forward five steps

11

10

9

You wash your dishes, go forward four steps

OOOPS!

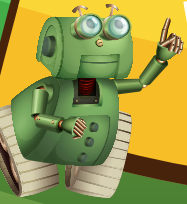


8

3 You made your bed, go forward three spaces

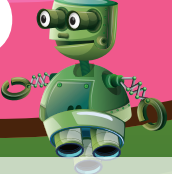
4 You sleep all day long, miss your turn

4



5

6



7 Your room is messy, go backward three steps

7



2.1.1 (iv)

### TEACHER'S NOTE

- Prepare a dice and tokens. Divide the class into groups of two or four, depending on your pupils numbers. Have them roll the dice and move accordingly. Read their tokens accordingly. Read and follow the instructions given.

UNIT  
6

# LIVING INVENTIONS

6

Theme 2: Science and Technology



## Gearing Up

▶ Let us look at the evolution of technology.



What are the changes that you can see?

Hello, my name is Rohan. I will walk you through Unit 6.



2

1



broom and a dustpan



vacuum cleaner



cordless vacuum cleaner



robot vacuum cleaner



**Scan Me**  
Surf <https://www.youtube.com/watch?v=tZ0bq-jIq-o> to learn how to use a robot vacuum cleaner.  
(Retrieved on 7<sup>th</sup> September 2018)

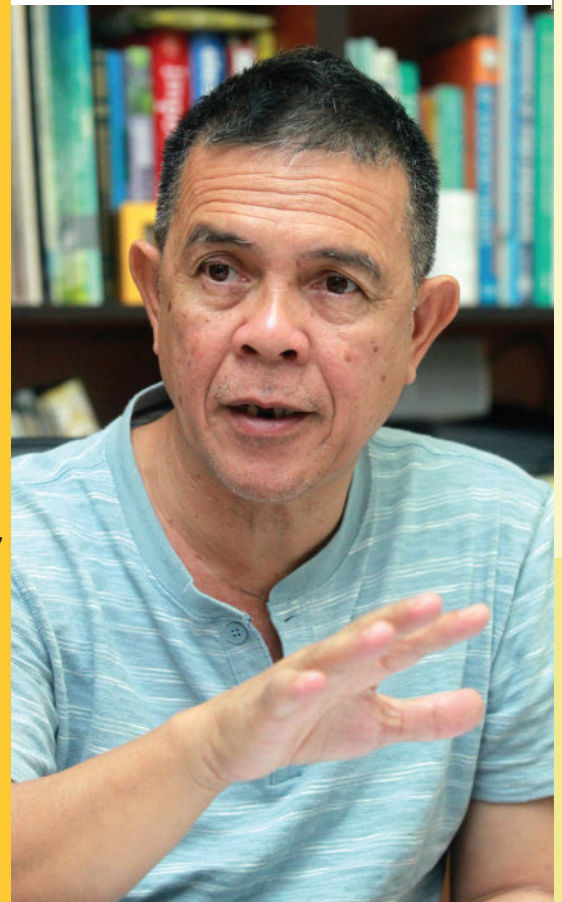


## Before Reading

▶ Read the following profile.

# Zulkifli bin Haron

- Famous as:** The Malaysian MacGyver
- Primary School:** Sekolah Kebangsaan Rawang, Selangor.
- Secondary School:** Sekolah Menengah Kebangsaan Rawang, Selangor.
- Higher Education:**
- Institut Kemahiran Mara, Johor Bahru (1980-1982)
  - Toshiba Science Centre, Japan (1984)
- Achievement:**
- Invented 1000 machines for local and international use.
  - Invented the third 'Flying Suit' in the world.
  - Invented voice activated ignition system for vehicles.
- Experience in Inventing:** More than 20 years.



## Fun Fact

Zulkifli bin Haron has invented more than 2000 products until now.

## GLOSSARY

**invent:** create or design.

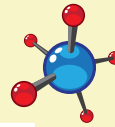


### Scan Me

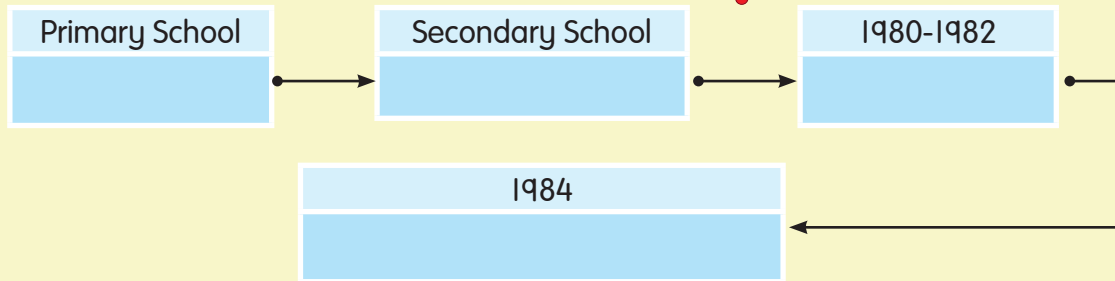
Surf <https://passioninspirationid.blogspot.com/2015/10/who-is-zulkifli-hj-haron.html> to know more about Zulkifli bin Haron. (Retrieved on 7<sup>th</sup> September 2018)



▶ A. Complete the flow map about Zulkifli bin Haron.



i-Think Map



▶ B. Circle the correct answer for each question.

1. What is the inventor's name?  
A Harun bin Zulkifli  
B Zulkifli bin Haron  
C Zulkifli bin Ahmad  
D Osman bin Haron
2. Where did Zulkifli bin Haron get his primary education?  
A Sekolah Kebangsaan Mewah  
B Sekolah Kebangsaan Rawang  
C Sekolah Kebangsaan Sri Aman  
D Sekolah Jenis Kebangsaan Rawang
3. Zulkifli bin Haron has more than \_\_\_\_\_ of experience in inventing.  
A 3 years  
B 5 years  
C 10 years  
D 20 years
4. In what year did he go to Toshiba Science Centre, Japan?  
A 1980  
B 1985  
C 1974  
D 1984
5. How many products does Zulkifli invented till now?  
A 2000  
B less than 2000  
C more than 2000  
D more than 6000



## Let's Read

➤ Read the information below.



# Staying Safe at Home

In order to stay safe at home, you can practise these safety tips.

### What you should do

### Why you shouldn't do it

- |   |                                  |
|---|----------------------------------|
| ① Don't open the door to strangers.                                 | They might harm you.             |
| ② Do call 999 if someone is hurt or there is an emergency.          | You can save people's lives.     |
| ③ Don't put any chemical or poison in your mouth.                   | You might get poisoned.          |
| ④ Don't play with matches or knives.                                | You might hurt yourself.         |
| ⑤ Do switch off the switch before unplugging electrical appliances. | You might get electrocuted.      |
| ⑥ Do lock the door when you are home alone.                         | Intruders might enter your home. |

6

Theme 2: Science and Technology

▶ A. Fill in the blanks with appropriate statements from page 100.



A

## Should Do

1

Do call 999 if someone is hurt or there is an emergency.

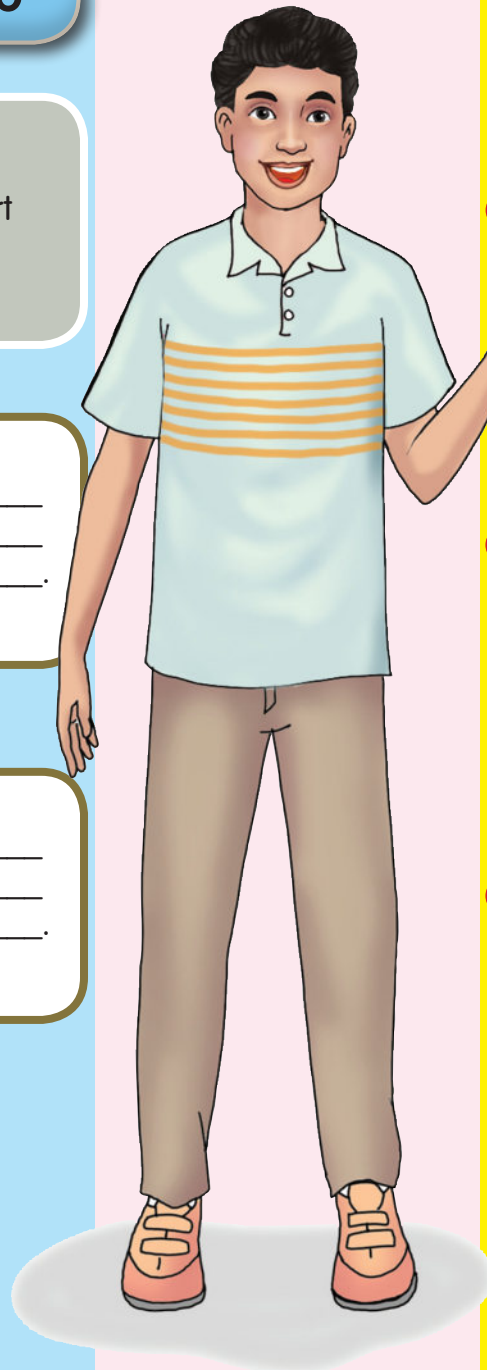
2

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

3.1.1(ii)



B

## Shouldn't Do

1

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2

Don't touch electrical appliances when hands are wet.

3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

6

Theme 2: Science and Technology

▶ B. Identify the pictures that you should do with a tick (✓) and you should not do with a cross (x).

- Do not touch electrical appliances when your hands are wet.

1



- Do not use broken appliances because they are dangerous.

2



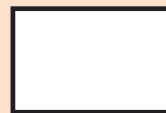
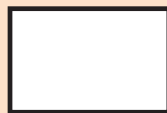
- Do switch off the power points before unplugging appliances.

3



- Do not microwave any metal plates or aluminium foil.

4



What do you think will happen if you do not follow these rules?



### Moral Value

- Obey the rules.
- Safety comes first.

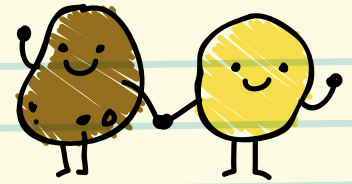


Let's Do

6

Theme 2: Science and Technology

# TAPIOCA CHIPS



## Equipment:



peeler



knife

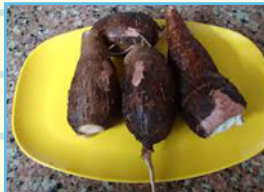


chopping board



pan

## Ingredients:



tapioca



salt



paper



Scan Me

Surf <https://www.youtube.com/watch?v=kpdkd7z9XJQ> to watch a video on how to make spicy tapioca chips. (Retrieved on 7<sup>th</sup> September 2018)

## TEACHER'S NOTE

- Teacher organises a trip to visit a food factory where pupils allowed to learn about the process and procedures of making the food.

# THE RECIPE

1. Clean the tapiocas and peel the skin using the peeler.



2. Using a knife, cut the tapiocas on the chopping board into thin slices.



3. Heat the oil in the pan and deep fry the tapioca slices.



4. Place the fried tapioca slices on paper towels to absorb the excessive oil.



5. Season the tapioca slices with pepper and salt.



6. Tadaa! Your tapioca chips are ready to enjoy.



How do you think they can speed up this cooking process?

2.1.1 (iv)

## TEACHERS NOTE

- Teacher guides pupils to prepare tapioca chips.



## Let's Read

- ▶ Read the information below and refer to page 107.

# Industrial Inventions

6

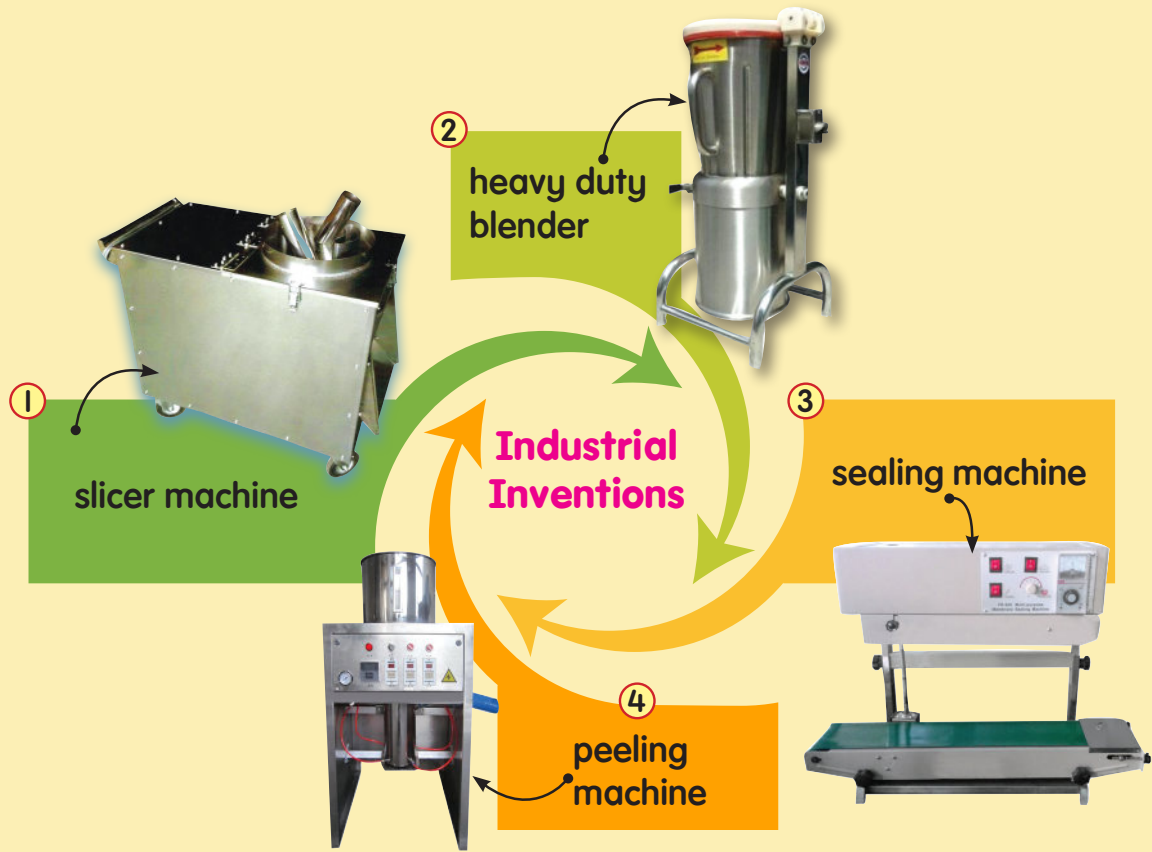
Theme 2: Science and Technology


Livan's auntie is an entrepreneur. She owns a company that produces various types of chips. She showed Livan a picture of the differences between domestic appliances and industrial inventions to make chips.


Some of the domestic appliances are blender, sealer, peeler, knife and chopping board.

On the other hand, industrial inventions are more modern such as heavy duty blender, sealing machine, peeling machine and slicer machine.





 What are differences between industrial inventions and domestic appliances?

2.2 



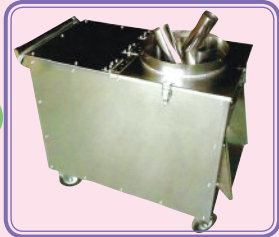
A. Based on the information on page 107, fill in the missing blank with correct letters.

1



h\_\_av\_\_ d\_\_ \_\_y  
ble\_\_\_\_\_

2



sl\_\_\_er  
mac\_\_\_n\_\_

3



p\_\_\_li\_\_g  
mac\_\_\_n\_\_

4



p\_\_\_ler

5



bl\_\_nd\_\_\_

6



kn\_\_fe and  
cho\_\_\_\_\_ng b\_\_ard

6

Theme 2: Science and Technology



## Let's Listen and Speak

➤ Read the dialogue below.



# Ravi's Launderette



6

Theme 2: Science and Technology

Hello! I'm Rohan. This is my father's launderette. People come here to wash and dry their clothes.

Washing machine and dryer machine can help to clean and dry your laundry.

### GLOSSARY

**launderette:** a shop you pay to use the machines to wash and dry clothes.

1.2.1



➤ A. Steps on how to use the self-service laundry machine.



Buy tokens at the token machine.



Load the laundry into the washing machine.



Insert tokens and select mode.



Press the 'Start' button.



Transfer the clean laundry into the dryer.



Once dried, take out the laundry and fold them.



**Scan Me**

Surf <http://www.youtube.com/watch?v=CdL6YZwB3w> to watch a video on how to use a self-service laundry machine. (Retrieved on 7<sup>th</sup> September 2018)

➤ B. Rearrange the following steps.



After that, collect your clean laundry and load it into the dryer.

Next, insert the tokens into the coin slot of the dryer.  
Then, press the start button.

First, buy your tokens at the token machine.

Finally, take out your dry laundry and fold them.

Second, load your laundry into the washing machine.

Next, insert the tokens into the coin slot of the washing machine. Select the mode.

3.2.1 (i)



**TEACHER'S NOTE**

- Teacher's can organise a trip to a launderette.



## Topical Quiz



▶ Match the pictures with the correct actions.

6

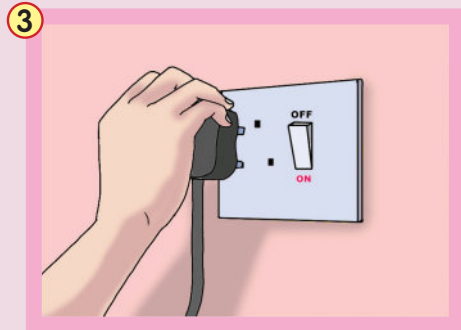
Theme 2: Science and Technology



Do not open the door to strangers.



Do not switch off before unplugging electrical appliances.



Do not put any chemical or poison in your mouth.



Do call 999 if someone hurt or there is an emergency.



## Activity and Assessment



### ▶ A. Underline the past tense verbs in the sentences below.

1. We went to the Science and Technology Exhibition last week.
2. Yesterday, I arrived at Kuala Lumpur Convention Centre.
3. She finished her robotic design at 2:00 p.m.
4. I brought my lunch to school yesterday.

### ▶ B. Write TRUE or FALSE.

1 Do not send a picture of yourself or family to someone you just met online.



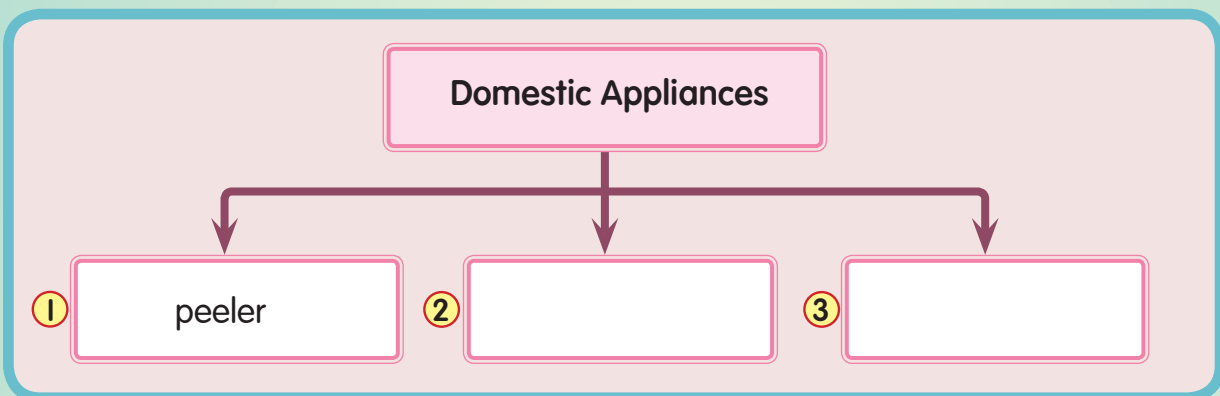
2 Give your password to strangers.



3 Do not tell the truth in your profiles.



### ▶ C. Fill in the boxes with the correct equipment.



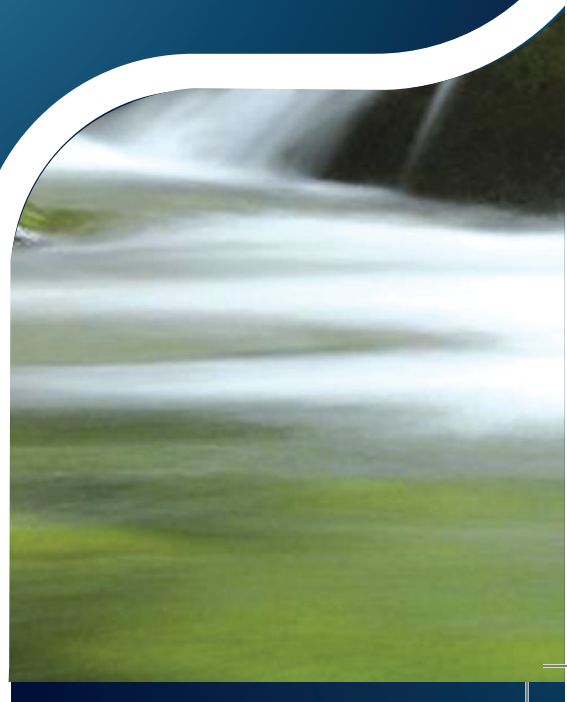


# THEME 3

## HEALTH AND ENVIRONMENT

In this theme, you will learn about:

1. Marathon as a healthy activity.
2. Famous Malaysian marathon runners.
3. Eating smart.
4. Endangered animals.







# UNIT 7

## STAY HEALTHY, LIVE HAPPILY



### Gearing Up

- ▶ Look at the pictures. Talk about outdoor activities that you know.



Which physical activity helps you to stay fit? Why?



### Fun Fact

Exercise is very important for your physical and mental health.

Hello! My name is Anne. I will walk you through Unit 7.





7

Theme 3: Health and Environment

### TEACHER'S NOTE

- Prompt the pupils to talk about activities and items depicted in the pictures above.
- Encourage pupils to comment on the pictures.
- Explain the importance of healthy eating, exercising and keeping the environment clean.
- Encourage pupils to talk about their favourite sports.



## Before Reading

- ▶ Read the brochure below.



# Mesra Half Marathon

Come and join us in the largest community run in the district.

Marathon Categories	Age Group
Half Marathon (21 km)	18 years old and above
Fun Run (5 km)	12 years old to 17 years old

	Grand Prizes	
	Half Marathon	Fun Run
First Prize	RM5000.00	RM1000.00
Second Prize	RM4000.00	RM800.00
Third Prize	RM3000.00	RM600.00

7

Theme 3: Health and Environment

◀◀ Race Date: 9<sup>th</sup> August 20\_\_  
 Start Time: 6:15 a.m.  
 Venue: Mesra Country Club ▶▶

- Registration: 1<sup>st</sup> July – 1<sup>st</sup> August 20\_\_
- For enquiries, call 03-7824345 (Miss Saleha)
- Forms are to be submitted at Mesra Country Club.

Free entry

## GLOSSARY

- **submit:** send.
- **enquires:** asking for more information.
- **community:** a group of people living in the same place.

2.1.1  
(iii)(iv)



## Let's Listen and Speak



## Group Work

➤ Read and role play the dialogue below.

1 Rohan! Look at the brochure. How far do we have to run for the half marathon category?

2 You have to run 21 km in the half marathon.

4 Yes, that's right. I always take part in the half marathon. It's very exciting to run with many people. Besides, it is also a very healthy activity.

3 I have an idea! Why not all of us take part in this Mesra Half Marathon? It will be fun!

Rohan

Anne

Harjit

Mei Ling

7

Theme 3: Health and Environment

1.2.1(ii)  
1.3





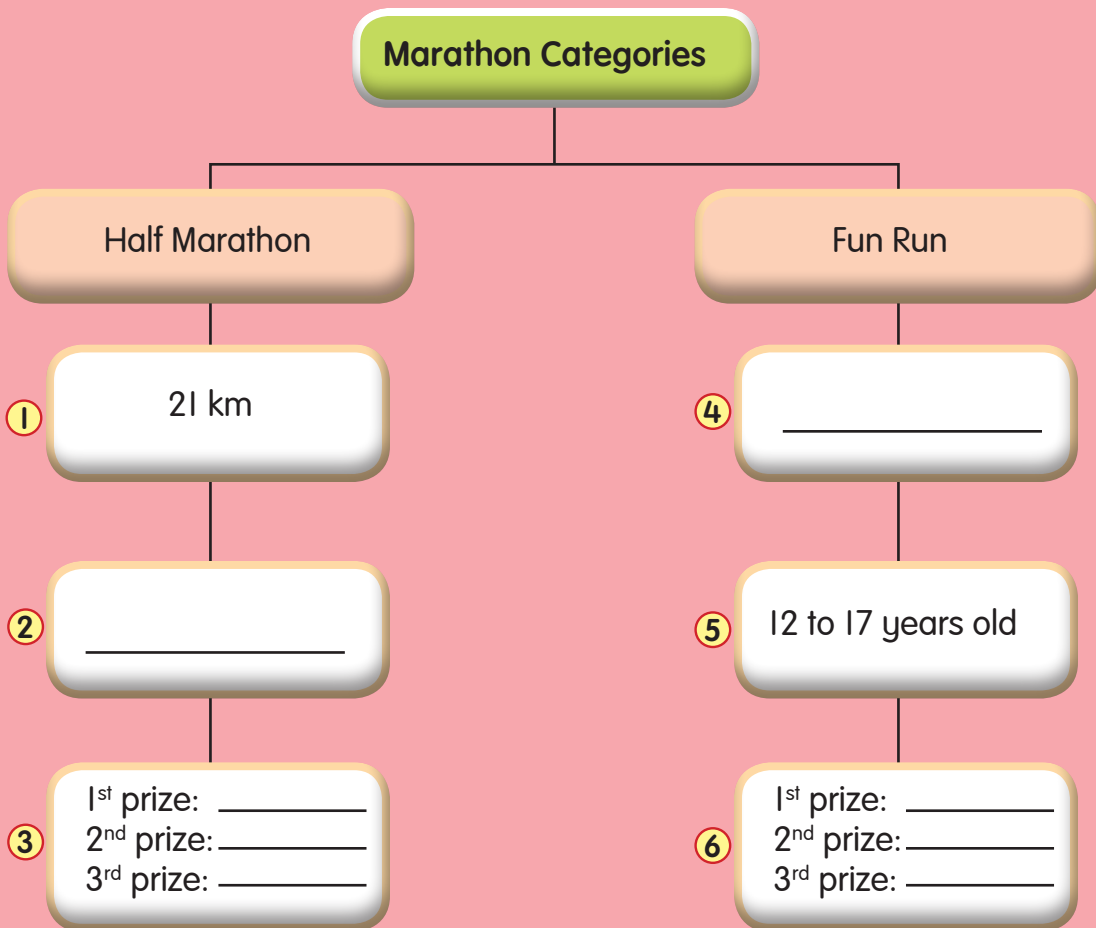
➤ A. Complete the table below with the information from the brochure on page 118.

Name of the event:	
Race date:	
Start time:	
Registration date:	
Registration fee:	
Form submission point:	

7

Theme 3: Health and Environment

➤ B. Based on the brochure, fill in the blanks correctly.



**C. Complete the registration form below using your personal information.**



**MESRA HALF MARATHON 20\_\_**  
**Registration Form**  
**Running T-Shirt Size (Please Tick  One Only)**

---

XS     S     M     L     XL     XXL

Name on Certificate (20 letters only)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Identity Card Number     Gender (Please tick  one)    Date of Birth

Male     Female

Nationality (Please tick  one)    Contact Number

Malaysian     Others

Address     Marathon Category (Please tick  one)

Half Marathon (21 km)

Fun Run (5 km)

E-mail Address

**IMPORTANT: Medical History (Please Tick)**  
 Do you have any medical conditions?

No     Yes    If yes, please specify \_\_\_\_\_

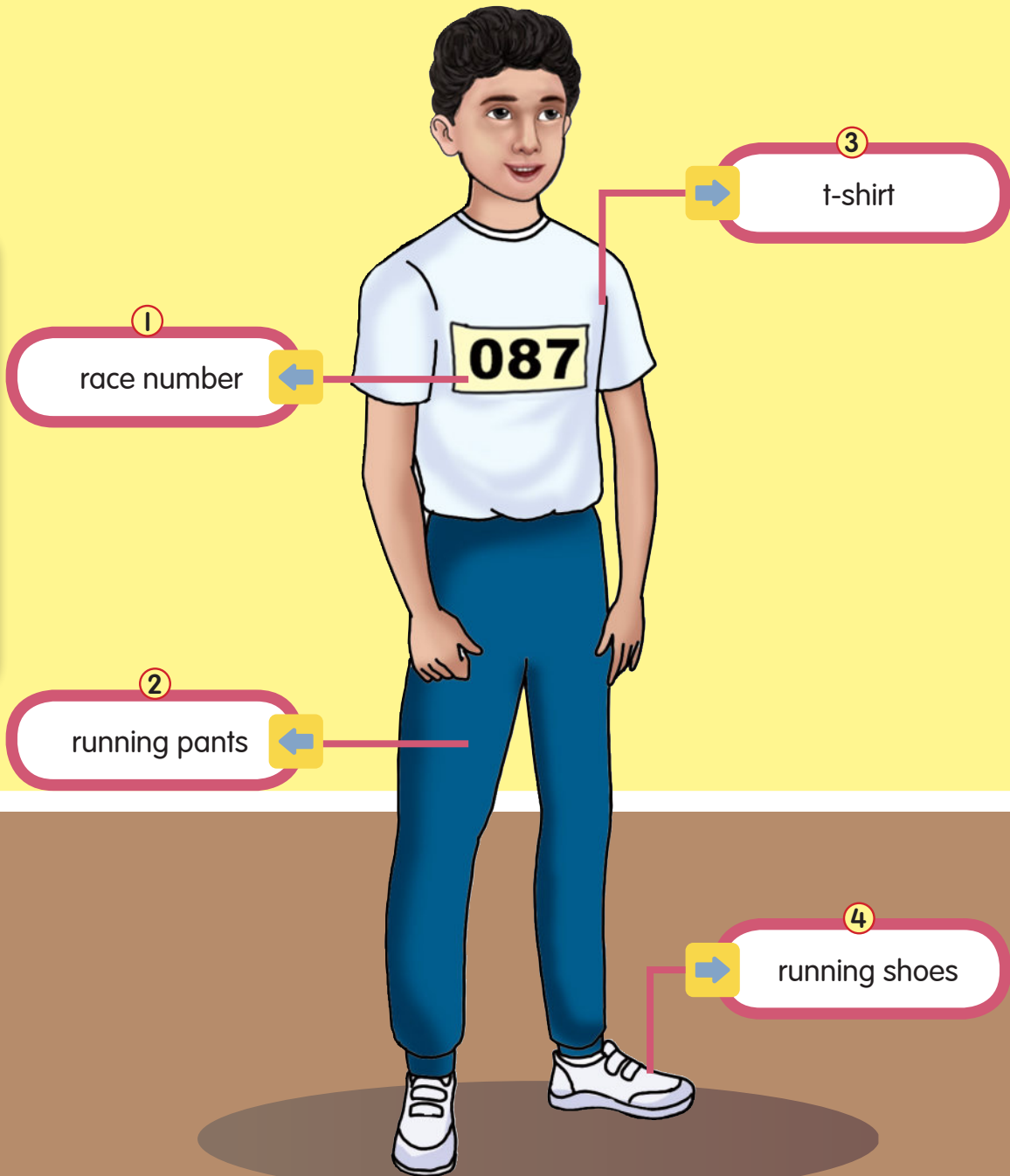
---

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Let's Read

- Take a look at some of the attire and accessories that Rohan wore on his marathon day.



7

Theme 3: Health and Environment





➤ A. Match the picture with the proper attire.



race number

t-shirt

running pants

running shoes

➤ B. Write simple sentences using the items given above.

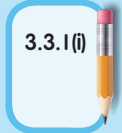
This weekend, I will take part in Mesra Half Marathon. I have to prepare a proper

attire \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Pair Work

- C. Read and role play the dialogues below between Harjit and a shop assistant. Work in pairs.

1 Good afternoon.  
May I help you?

3 You must be taking part in  
the upcoming Mesra Half  
Marathon.

5 What size and colour are  
you looking for?

7 Okay. How about this?

9 RM50.00.

11 Yes, but it's high in quality.

2 Yes, please. I'm looking for a pair  
of running pants.

4 You are right. I'm really excited to  
run in that event.

6 I want a pair of brown  
running pants.

8 This looks good. How much is it?

10 RM50.00? That's a bit expensive.

12 Oh, alright. I'll take it.

7

Theme 3: Health and Environment





➤ D. You plan to buy some sports attire. Using the dialogue on page 124, complete the dialogue between you and the shop assistant.

1 Good afternoon.  
How may I help you?

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 You must be taking part in  
the upcoming Mesra Half  
Marathon.

4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5 What size are you looking  
for?

6 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7 Okay. How about this?

8 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

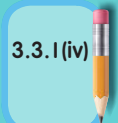
9 RM50.00.

10 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11 Yes, but it's high in quality.

12 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7  
Theme 3: Health and Environment



3.3.1(iv)

### TEACHER'S NOTE

- Teacher guides pupils to complete the dialogue.



- ▶ E. Harjit took part in the Mesra Half Marathon. Read what he wrote in his daily journal. Fill in the blanks with the correct form of past tense to complete the daily journal.

reached

started

won

felt

were

got

7

Theme 3: Health and Environment

Date: 9<sup>th</sup> August 20 \_\_ \_\_

Start Time: 6:15 a.m.

**Before:**

I ① \_\_\_\_\_ the Mesra Country Club at 6:00 a.m. I ② \_\_\_\_\_ excited.

**During:**

The race ③ \_\_\_\_\_ at 6:15 a.m.

There ④ \_\_\_\_\_ many runners.

**After:**

I ⑤ \_\_\_\_\_ the second place. I feel very proud today. I ⑥ \_\_\_\_\_ a silver medal!



▶ Read the notes below and complete the bubble maps.

# Famous Malaysian Marathon Runners

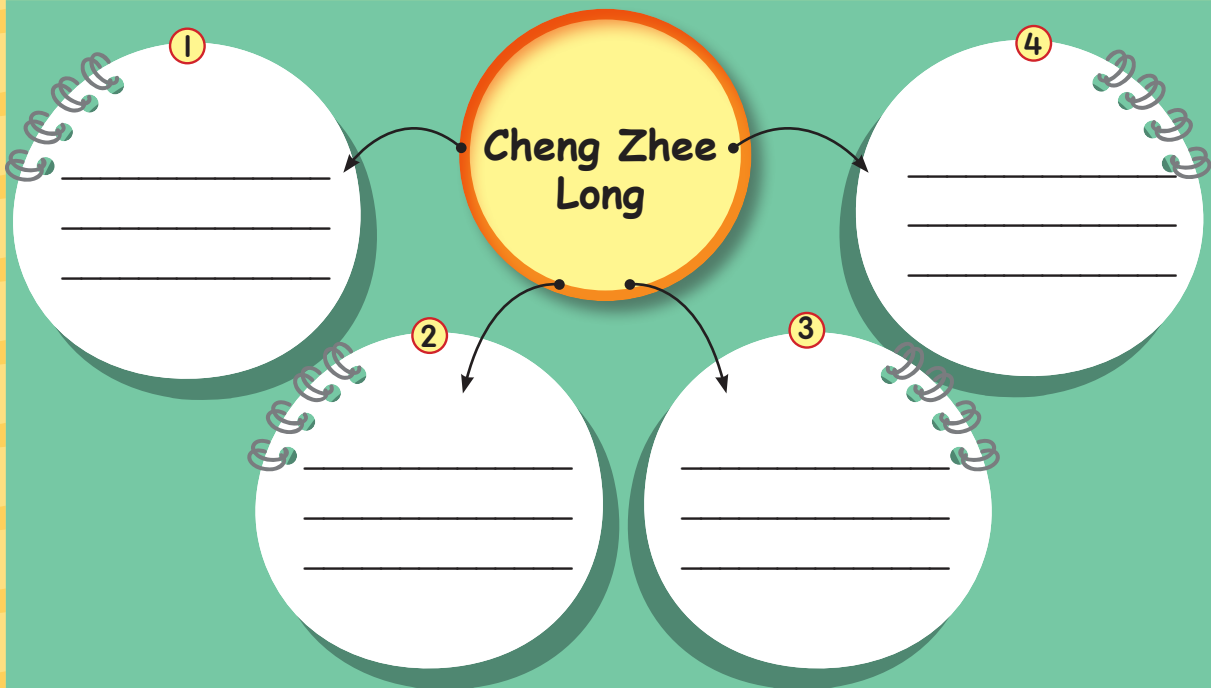
## Cheng Zhee Long

Cheng Zhee Long was born with cerebral palsy. He is the first person with cerebral palsy to take part in a marathon in Taiwan. He holds a record as the longest marathon runner in Asia's Cerebral Palsy marathons. Being disabled has never stopped Cheng Zhee Long to reach his dreams. He has won the 'Ten Outstanding Young Malaysian' (TOYM) award in 2015.



Source and adapted from: [says.com/my/lifestyle/motivational-stories-for-runners](https://says.com/my/lifestyle/motivational-stories-for-runners)

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### GLOSSARY

**cerebral palsy:** a medical condition that causes the lost of control of the arms and legs.

2.2.1 (ii)  
3.1.1 (i)  
3.1.2 (iv)



# Edan Syah

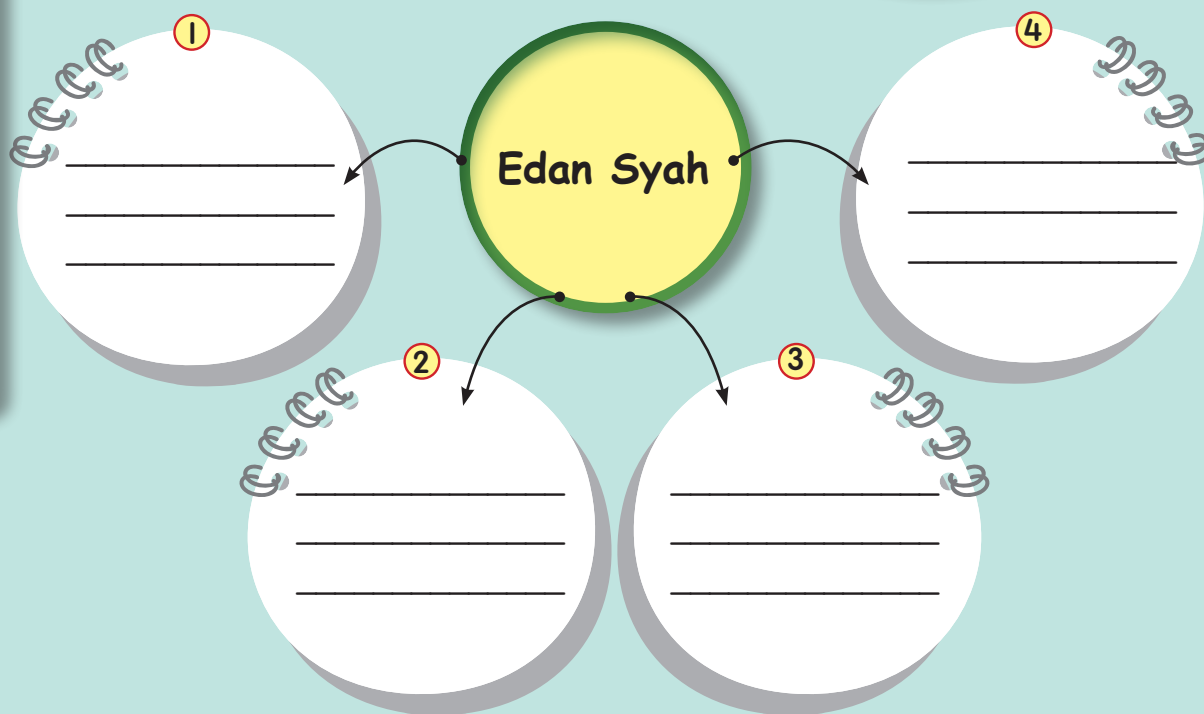
Edan Syah is the youngest and fastest Malaysian to finish the 119th Boston Marathon in 2015. He is well known in the running community as the 'Citizen Runner'. He has inspired many people through his running journey. He is now the second fastest Malaysian Marathon Runner in 2017.



Source and adapted from: [edansyah.com](http://edansyah.com)

7

Theme 3: Health and Environment



Scan Me

Surf [edansyah.com](http://edansyah.com) to know more about Edan Syah. (Retrieved on 7<sup>th</sup> September 2018)

## GLOSSARY

**citizen:** a person who has the legal right to belong to a particular country.

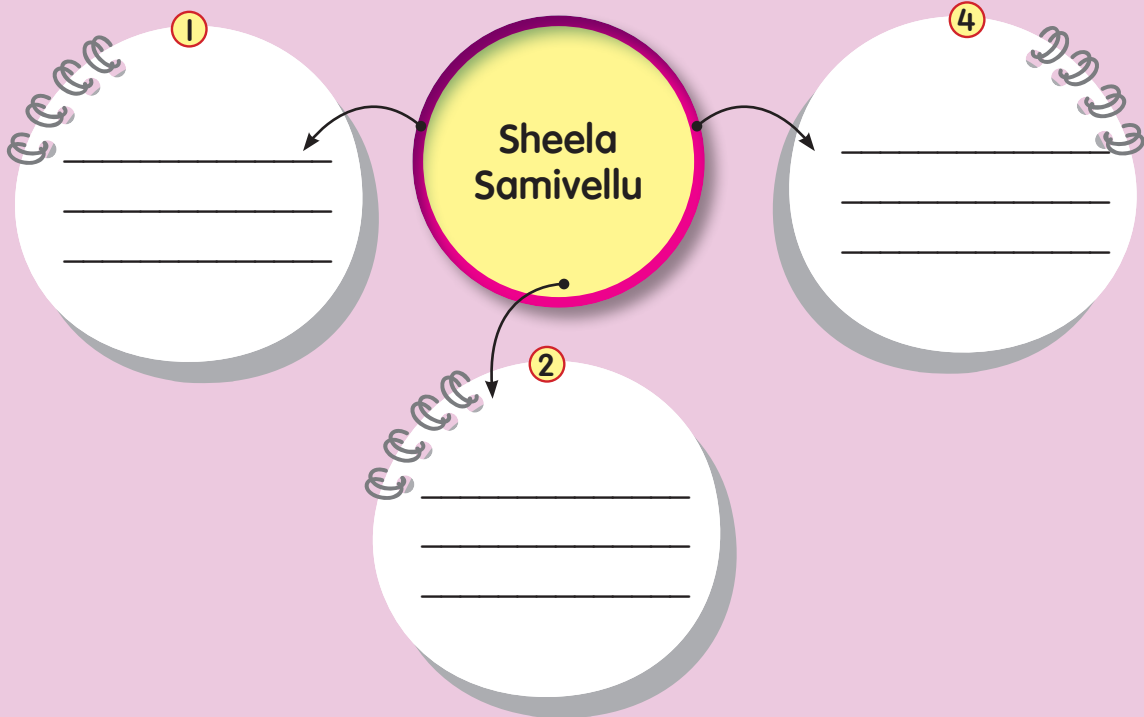


# Sheela Samivellu

Sheela Samivellu started running at the age of five. She is one of the fastest female runners in Malaysia. She holds the national record for the half marathon category in Malaysia.



Source and adapted from: <https://www.running-malaysia.com>Who's Who>Run On>



7  
Theme 3: Health and Environment



## Know Grammar

“In” is a preposition that is used for place and time (example: year, century, morning, evening).

- 2.2.1(ii)
- 3.1.1(i)
- 3.1.2(iv)



## Topical Quiz



▶ A. Match the medals to the correct answer.



Third place



First place



Second place

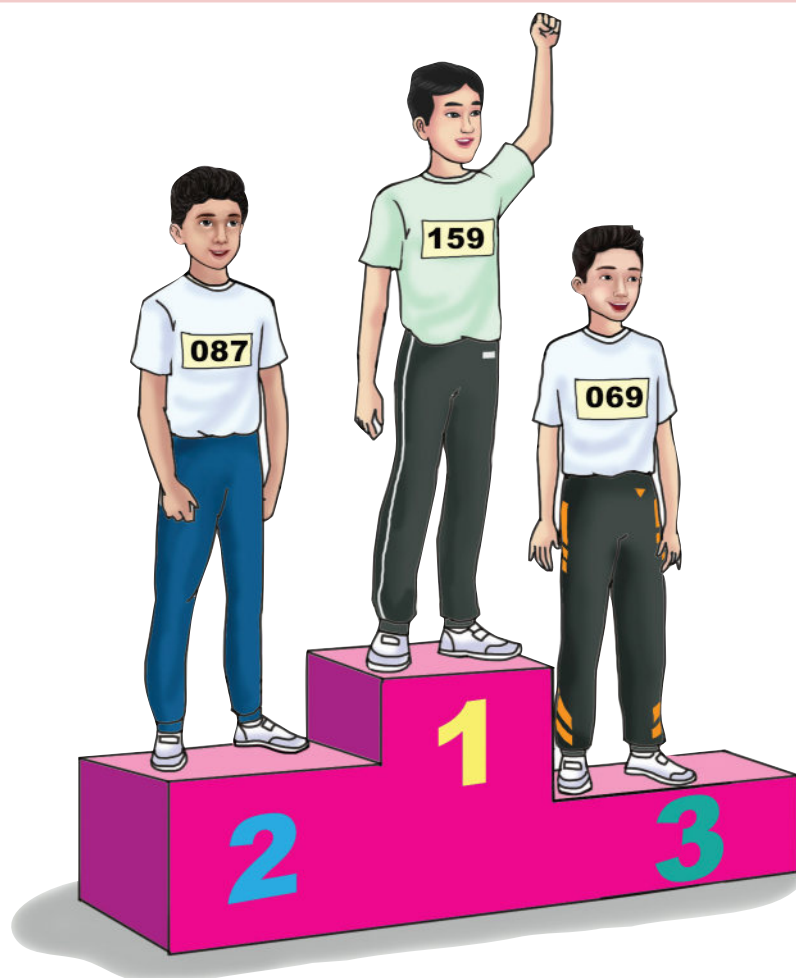
7

Theme 3: Health and Environment





➤ B. Based on the picture, complete the sentences below.



7

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Example: Livan won the first place.

1. He got the \_\_\_\_\_ medal.

2. Rohan won the \_\_\_\_\_.

3. He got the \_\_\_\_\_.

4. Zamri \_\_\_\_\_.

5. He \_\_\_\_\_.

3.1





# Let's Play



Find these words in the word search puzzle.

1



gold

2



bronze

3



silver

7

Theme 3: Health and Environment

4



marathon

5



socks

6

START

start

7



shoes

8

FINISH

finish

9



cap

- Teacher guides pupils to search for words.

# FINISH



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

7

Theme 3: Health and Environment

START

## UNIT

# 8

# BE SMART, EAT SMART

### Gearing Up

- ▶ Look at the food pyramid. Work with your partner and ask about what they can see from the pyramid.



Why must we eat less oil, salt and sugar?

Hello, my name is Ajlah. I will walk you through Unit 8.



milk and  
dairy products

vegetables

rice, noodle,  
bread and  
cereals.

Source: [www.myhealth.gov.my/en/  
Malaysia-food-pyramid-2](http://www.myhealth.gov.my/en/Malaysia-food-pyramid-2)



fat/oil, salt and sugar

fish, poultry, meat and legumes

fruits

**GLOSSARY**  
legume: plants that has seeds in long pods.

**TEACHER'S NOTE**

- Explain the importance of healthy eating based on the food pyramid.



## Let's Read

▶ Read the article below.



8

Theme 3: Health and Environment



## What I Eat



My name is Miss Asmah and I am a teacher. I have **cereal** for breakfast. I also have a cup of **hot milk**. Sometimes, I will add fruits such as **strawberries**, **kiwis** and **grapes** in my cereal. For lunch, I have **rice**, **fish** and **vegetables**. For dinner, I have **noodles** and **vegetable soup**. I refer to the food pyramid as my guide.

- ▶ A. The words in bold are the food and drinks in Miss Asmah's menu. Replace them with your daily menu.
- ▶ B. Do you think Miss Asmah's diet is healthy or unhealthy? Explain why.

▶ C. Based on the text on page 136, fill in the blanks with your own daily diet. Share it with your friends.



## What I Eat

My name is ① \_\_\_\_\_ . I am a ② \_\_\_\_\_ . I have ③ \_\_\_\_\_ for breakfast. I also have a cup of ④ \_\_\_\_\_ . Sometimes, I will add fruits such as ⑤ \_\_\_\_\_ , ⑥ \_\_\_\_\_ and ⑦ \_\_\_\_\_ in my cereal. For lunch, I have ⑧ \_\_\_\_\_ , ⑨ \_\_\_\_\_ and ⑩ \_\_\_\_\_ . For dinner, I have ⑪ \_\_\_\_\_ and ⑫ \_\_\_\_\_ . I refer the food pyramid as my guide.

▶ D. Let's say them together.



starfruit



cereal



fish



eggplant



legumes



kiwi



hot milk




corn




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

1




e \_ \_ pl \_ \_ t

2




\_ or \_

3



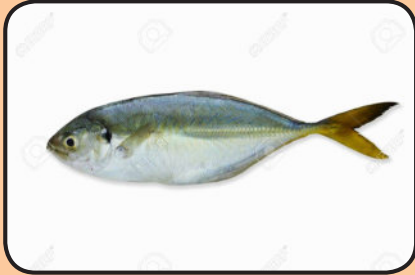
\_ e \_ \_ al

4



\_ i \_ i

5




f \_ s \_

6



\_ e g \_ \_ e s

7



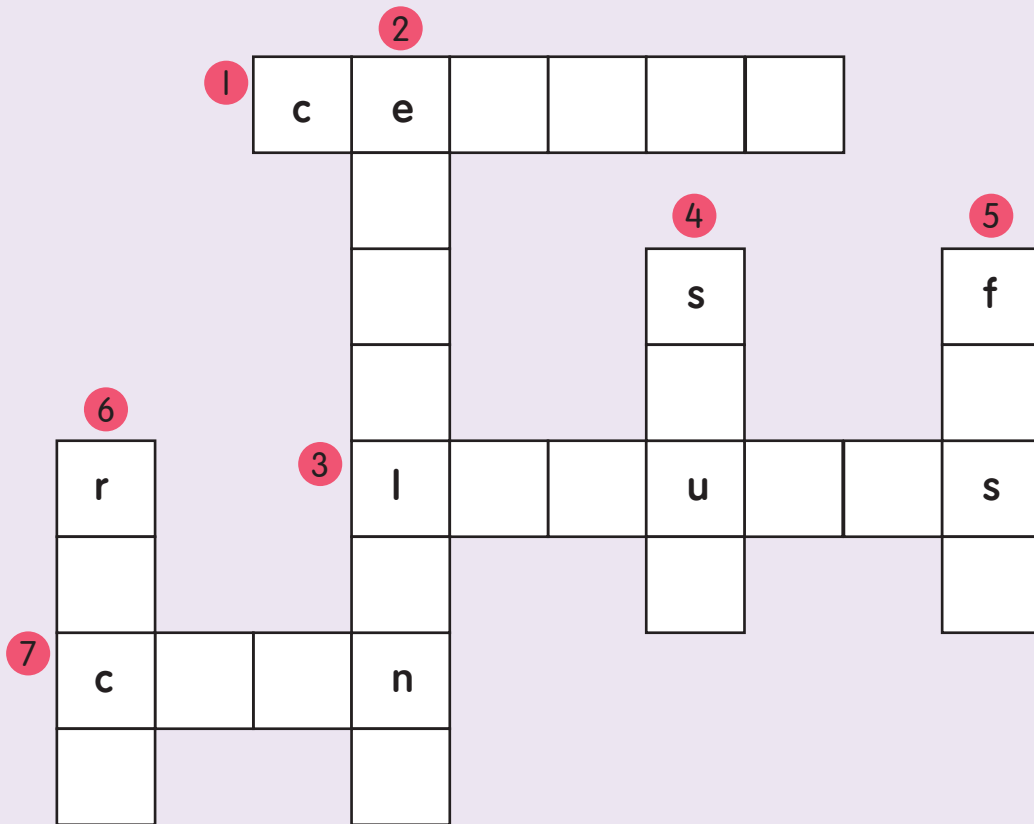
\_ t a \_ f \_ \_ i t

8



\_ o \_ M i \_ k

F. Complete the word puzzle based on the pictures given.



8

Theme 3: Health and Environment

Across



Down





**G. Fill in the blanks with the correct word.**

Puan Asmah: Hi, students. What did you have for breakfast?

Rohan: I drank **a glass of** \_\_\_\_\_ .



Mei Ling: I had **a bowl of** \_\_\_\_\_ .



Ajlah: I had **a slice of** \_\_\_\_\_



and **a glass of** \_\_\_\_\_ .



Puan Asmah: That's good. These food help us to grow and be healthy.

Remember don't eat too **much** \_\_\_\_\_

and \_\_\_\_\_ .



**Know Grammar**

**Quantifier**

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity.

Quantifier	Nouns
a glass of	grape juice
a bowl of	soup
a slice of	watermelon
much	sugar

H. Rearrange the words to form correct sentences.



Example

for have breakfast? What you did

What did you have for breakfast?

1

drank Rohan milk. glass a of

\_\_\_\_\_

2

had Mei Ling cereal. a of bowl

\_\_\_\_\_

3

Ajlah honeydew had of slice a

a and of glass juice. orange

\_\_\_\_\_

\_\_\_\_\_

4

salt. Don't too eat much

sugar and

\_\_\_\_\_

\_\_\_\_\_



Punctuation is used to structure and organise your writing.

●  
full stop

at the end of sentence

,  
comma

to separate items in a series

?  
question mark

at the end of question

**I. Rewrite the dialogue and put the correct punctuation marks.**

Rohan: What are nutrients

Dietitian: Nutrients include carbohydrates protein fibre vitamins and mineral

Rohan: Why are carbohydrates important

Dietitian: Food that contain carbohydrate such as rice and noodles are important because they give us energy

Rohan: Oh! I see What about protein Why it is important

Dietitian: Food such as fish chicken and meat contain protein which is important to build new cells

---

---

---

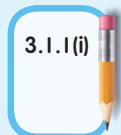
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## Let's Listen and Speak



## Pair Work



▶ Work in pairs and read the conversation.

**Mr. Chong:** Excuse me, table for two, please.

**Waiter:** Yes, of course. **Please have a seat**, sir.

**Mr. Chong:** **Thank you**.

**Waiter:** Would you like to see the menu?

**Mr. Chong:** **Yes, please**. We are very hungry.

*(Mr. Chong and his friend look at the menu.)*

**Waiter:** Are you ready to order, sir?

**Mr. Chong:** We'd like fish and chips, **please**.

**Waiter:** Would you like any drinks?

**Mr. Chong:** Can I have pomegranate and orange juice, **please**.

**Waiter:** **I am sorry** sir, but we have run out of pomegranates for today.

**Mr. Chong:** Okay then. Can I have a glass of apple juice?

*(Mr. Chong and his friend have finished their meals.)*

**Waiter:** Would you like some desserts?

**Mr. Chong:** No, **thank you**. Can we have the bill, **please**?

**Waiter:** Here you go. **Please** pay at the counter.

**Mr. Chong:** **Thank you**.

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Theme 3: Health and Environment



## Let's Revise

**Please** and **thank you** are usually associated with politeness.

### Please


We usually use **please** at the end of a request with *could*, *can* and *would*. We can also use it at the beginning or in the middle. **Please** in the mid-position makes the request stronger.

### Thank You


We use **thank you** to respond to something politely and show we are grateful for something. We often add other words to make the response stronger. We also use **thank you** to answer a question politely or to reply to a comment.

## TEACHER'S NOTE

- Get pupils to act out the conversation. Stress on the words in bold.
- Explain the importance of "please" and "thank you".

 **A. Choose the correct answer based on the dialogue on page 144.**



1. How many people are there in the dialogue?
  - A one
  - B two
  - C three
  - D four
  
2. What did Mr. Chong order for himself?
  - A Fish and chips and apple juice.
  - B Sandwiches and ice lemon tea.
  - C Chicken fried rice and apple juice.
  - D Tom yam noodle and fresh orange.
  
3. The restaurant ran out of \_\_\_\_\_.
  - A coffee ice
  - B orange juice
  - C ice lemon tea
  - D pomegranate juice
  
4. Did Mr. Chong and his friend have their dessert? Write 'Yes' or 'No'.  
\_\_\_\_\_.
  
-  5. In your opinion, at what time did they have their dinner?  
\_\_\_\_\_.



Do you think Mr. Chong is a polite person? Why?





## Let's Read

▶ Study the menu below.



### Boat House Restaurant Port Dickson

# MENU



Open Monday to Saturday 6:00 p.m. - 11:00 p.m.  
Closed on Sundays and Public Holidays.  
Telephone: 0192222XXX

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Theme 3: Health and Environment

#### • RICE •

Egg Fried Rice.....RM8.00  
Mushroom Fried Rice.....RM8.00  
Chicken Fried Rice.....RM9.00  
Vegetable Fried Rice.....RM8.00

#### • SOUP •

Chicken Soup.....RM5.00  
Vegetable Soup.....RM4.00  
Noodle Soup.....RM6.00

#### • DRINKS •

Orange Juice.....RM3.00  
Pomegranate Juice.....RM4.00  
Apple Juice.....RM3.00  
Watermelon Juice.....RM3.00

#### • SIDE DISH •

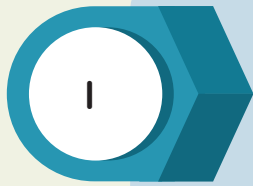
Vegetable Spring Rolls.....RM4.00  
Prawn Crackers.....RM3.00

▶ A. The food I like the most in the menu is \_\_\_\_\_.





**B. Based on the menu, answer the questions below.**



Question: What is the name of the restaurant?

Answer: \_\_\_\_\_  
\_\_\_\_\_.



Question: What time does the restaurant open?

Answer: \_\_\_\_\_  
\_\_\_\_\_.



Question: How much is a glass of orange juice?

Answer: \_\_\_\_\_  
\_\_\_\_\_.



Question: On what days are the restaurant closed?

Answer: \_\_\_\_\_  
\_\_\_\_\_.



Question: If you have RM15.00, what food and drink will you order?

Answer: \_\_\_\_\_  
\_\_\_\_\_.



- C. Based on the menu on page 146, choose the food and drinks that you prefer. Complete the order sheet to calculate the amount that you have to pay.

## Boat House Restaurant Port Dickson

### ORDER SHEET

Food Order				
	Dish	Quantity	Price Per Unit (RM)	Total (RM)
1.	chicken fried rice	2	9.00	18.00
2.				
3.				
Drink Order				
	Drink(s)	Quantity	Price Per Unit (RM)	Total (RM)
1.	orange juice	3	3.00	9.00
2.				
3.				
			<b>Total</b>	



## Topical Quiz



➤ Fill in the blanks with the correct answers.

1. We must eat less \_\_\_\_\_.



2. Some examples of food that contain carbohydrates are rice, noodles, bread and \_\_\_\_\_.



3. This is a bowl of \_\_\_\_\_.



4. We must eat more \_\_\_\_\_.



## UNIT

# 9

# SAVE THE ANIMALS

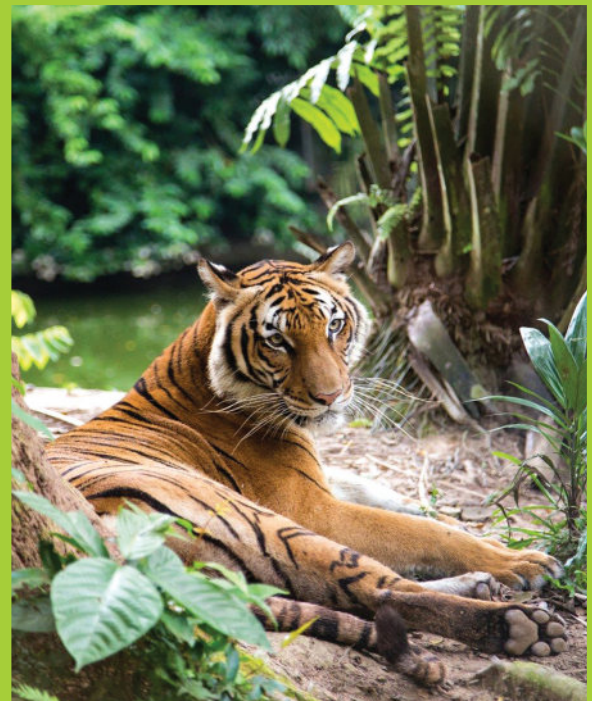


### Gearing Up

▶ What can you see from the pictures? Discuss with your friends.

- Can you name these animals?

Hello, my name is Mei Ling. I will walk you through Unit 9.





**Scan Me**  
Surf [http://www.youtube.com/watch?time\\_continue=149&v=9bjfvJ5Mukg](http://www.youtube.com/watch?time_continue=149&v=9bjfvJ5Mukg) to watch a video on orangutan.  
(Retrieved on 7<sup>th</sup> September 2018)



## Let's Listen and Speak

▶ Watch the video and sing along.

### Just Like Us

Just like us, their mothers love them so  
Just like us, **protect** them as they grow  
Just like us, daughters and sons  
With a life of their own, each and every one

Just like us, their hearts beat strong and true  
Under **feathers, fins or fur**  
Or skin like me and you  
Just like us, formed from **fresh** and bone  
They're just like us, when all is said and done

Just like us, they see and hear and feel  
Just like us, their suffering souls can heal  
Just like us, with such a strong will **survive**  
And just like us, they'll fight to stay alive

*Music by Daniel Redwood  
Words by Daniel and Beth Redwood (ASCAP)*

How do you feel when you listen to the song? Why?



#### Scan Me

Surf <https://www.youtube.com/watch?v=jbo4EByLQJs> to watch 'Just Like Us' video. (Retrieved on 7<sup>th</sup> September 2018)

9

Theme 3: Health and Environment

- Teacher asks pupils to watch the video and sing along.

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



**1 protect**

---

---

**2 feather**

---

---

**3 fins**

---

---

**4 fur**

---

---

**5 fresh**

---

---

**6 survive**

---

---



## Let's Read

► Read the text below.

# Four Endangered Species Found in Malaysia

## 1 Orangutan

Orangutan is one of the endangered species in Malaysia. Deforestation is destroying the habitat of orangutan.



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Theme 3: Health and Environment



## 2 Sumatran rhinoceros

Sumatran rhinoceros is the smallest species of rhinoceros. They are found in Malaysia, Indonesia and Myanmar. They are facing extinction due to poaching activities.

### GLOSSARY

**extinction:** dying out.

**poach:** illegal hunting.

**nocturnal:** active at night.

**deforestation:** cutting down a wide area of trees.





### 3 Pangolin

Pangolin is a nocturnal animal. They are mainly found in forests and grasslands in parts of Asia and Africa. They are threatened by poachers for their meat and scales.

### 4 Malayan tiger

Malayan tiger is threatened by development projects, agriculture and illegal hunting. There are only 3000 (three thousand) tigers in the world now.



#### Fun Fact

Conservation areas for orangutan in Malaysia include Semenggoh Wildlife Centre in Sarawak, Matang Wildlife Centre also in Sarawak, and the Sepilok Orangutan Rehabilitation Centre near Sandakan in Sabah.



#### Scan Me

Surf [https://www.youtube.com/watch?v=NLxmdsMDK\\_o](https://www.youtube.com/watch?v=NLxmdsMDK_o) to watch a video about Malaysian Endangered Species. (Retrieved on 7<sup>th</sup> September 2018)



#### TEACHER'S NOTE

- Scan the barcode to learn more about endangered animals.

▶ A. Say aloud name of these animals.

### Four Endangered Species Found in Malaysia



orangutan



Sumatran rhinoceros



pangolin



Malayan tiger

▶ B. Rearrange the letters into complete words.

1. rang o tan u

\_\_\_\_\_

2. mat Su ran no rhi ce ros

\_\_\_\_\_

3. go lin pan

\_\_\_\_\_

4. la yan Ma ger ti

\_\_\_\_\_



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



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



## Let's Read

▶ Read the following story.

### Jumbo and Her Daughter

1 We must leave now!

2 Why mommy?



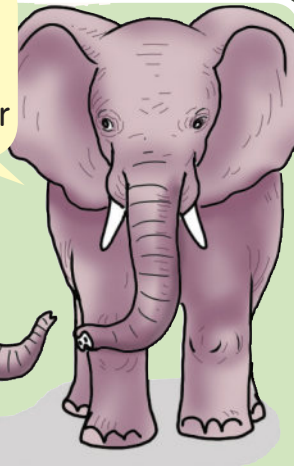
3 Our home was destroyed by humans. We have lost our habitat.



4 What happened mommy?



6 We don't have enough food, water and shelter



5 Look around you. There's no place for us.



7 What about our friends? Where are they now?



8

Many of them have already died. They are hunted for their skins, fur and tusks.



9

They use our body parts to make products such as bags, coats and shoes.

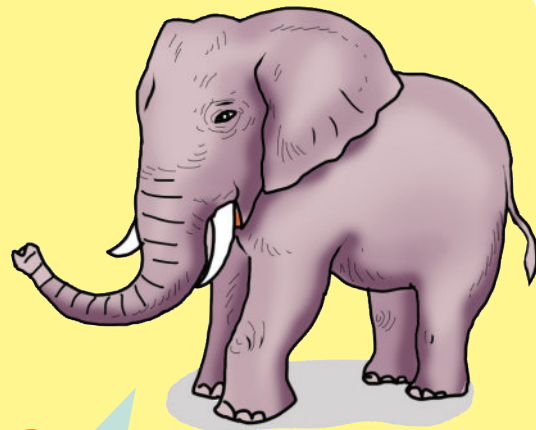
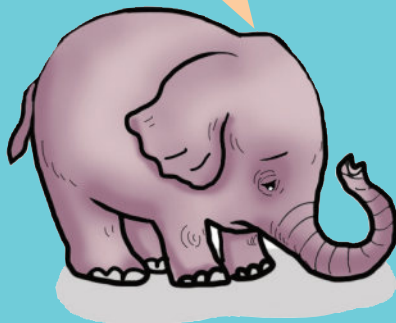


9

Theme 3: Health and Environment

10

How can we survive mommy?



11

We must pray that one day humans will stop doing all those things to us.



How can we save the animals?

1.1  
2.2.1 (iii)

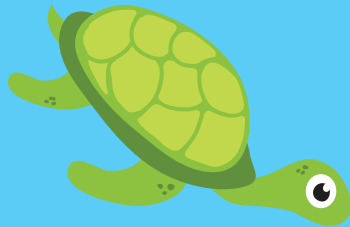
### TEACHER'S NOTE

- Get pupils to work in pairs. Ask them to role play the cartoon strips.



## Let's Read

▶ Read the advertisement below.



# The World Turtle Day Challenge

In conjunction with the World Turtle Day which is on 23<sup>rd</sup> May, our school has organised

## THE WORLD TURTLE DAY CHALLENGE!

So, let's have your class come together as a group and create a turtle sculpture using any material of your choice!

**WIN a FREE class trip to Zoo Negara!**

Sculpture will be on displayed on 23<sup>rd</sup> May 20\_\_

Open to 10 classes only!

Do sign up before it is too late!

### Details of the registration

Date: 20<sup>th</sup> May 20\_\_

Venue: Persada Hall

Time: 10:00 a.m. to 12:00 p.m.

Fee: FREE

Other activities on the World Turtle Day School Challenge:

- Watch live animals.
- Talks by turtle experts.
- A variety of fun games.

9

Theme 3: Health and Environment

### Fun Fact

Sea turtle can swim up to 35 miles per hour.



What type of material can you use to make this sculpture?



### Scan Me

Surf <http://www.youtube.com/watch?v=TxNGAuneGiI> to watch a video about turtle guardians. (Retrieved on 7<sup>th</sup> September 2018)

- Teacher guides pupils to read the advertisement.

► A. Based on the advertisement on page 160, complete the dialogue below.

Mei Ling: Hi, guys. Let's take part in the World Turtle Day School Challenge.

Livan: Yes. **When** should we register?

Mei Ling: Please make sure to register by 20<sup>th</sup> of May 20\_\_\_.  
We should register at \_\_\_\_\_.

Anne: **When** will the event take place?

Mei Ling: The event will take place on \_\_\_\_\_.

Harjit: **How** much is the fee?

Mei Ling: The fee is \_\_\_\_\_.

Zamri: **What** is the prize?

Mei Ling: The prize is \_\_\_\_\_.



### Let's Revise

#### Wh-questions

Who	ask about people
Where	ask about place
Why	ask about reason
What	ask about people, things and animals
When	ask about time
How	ask about manner

2.1.1

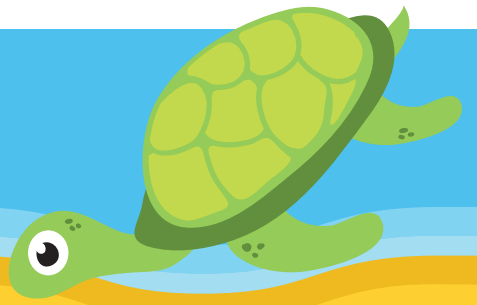
#### TEACHER'S NOTE

- Teacher guides the pupils to refer to the advertisement and complete the dialogue.
- Teacher guides the pupils to identify the wh-questions in the dialogue.



Let's Read

▶ Read the text below.



## Let's Preserve and Protect Sea Turtles

Sea turtles live and feed in the ocean. They only come to shore to nest and lay their eggs on beaches such as Redang Island, Tioman Island, Cherating Beach and Turtle Island.

A popular nesting site and hatchery in the early days was Rantau Abang in Terengganu. Unfortunately, the numbers have decreased over the years. Now, turtle sightings at Rantau Abang are rare and when a turtle does turn up to nest, many of the eggs do not hatch.

There are many efforts being made to preserve and protect sea turtles.

9

Theme 3: Health and Environment



1 Educational programmes.



4 Sanctuaries and hatcheries collect the eggs and keep them incubated until they hatch, before releasing the hatchlings back into the ocean.



2 Volunteering programmes.



5 Protect the eggs and hatchlings from being poached or destroyed due to development.



3 Tagging turtles so they can be monitored.

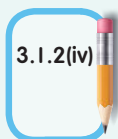
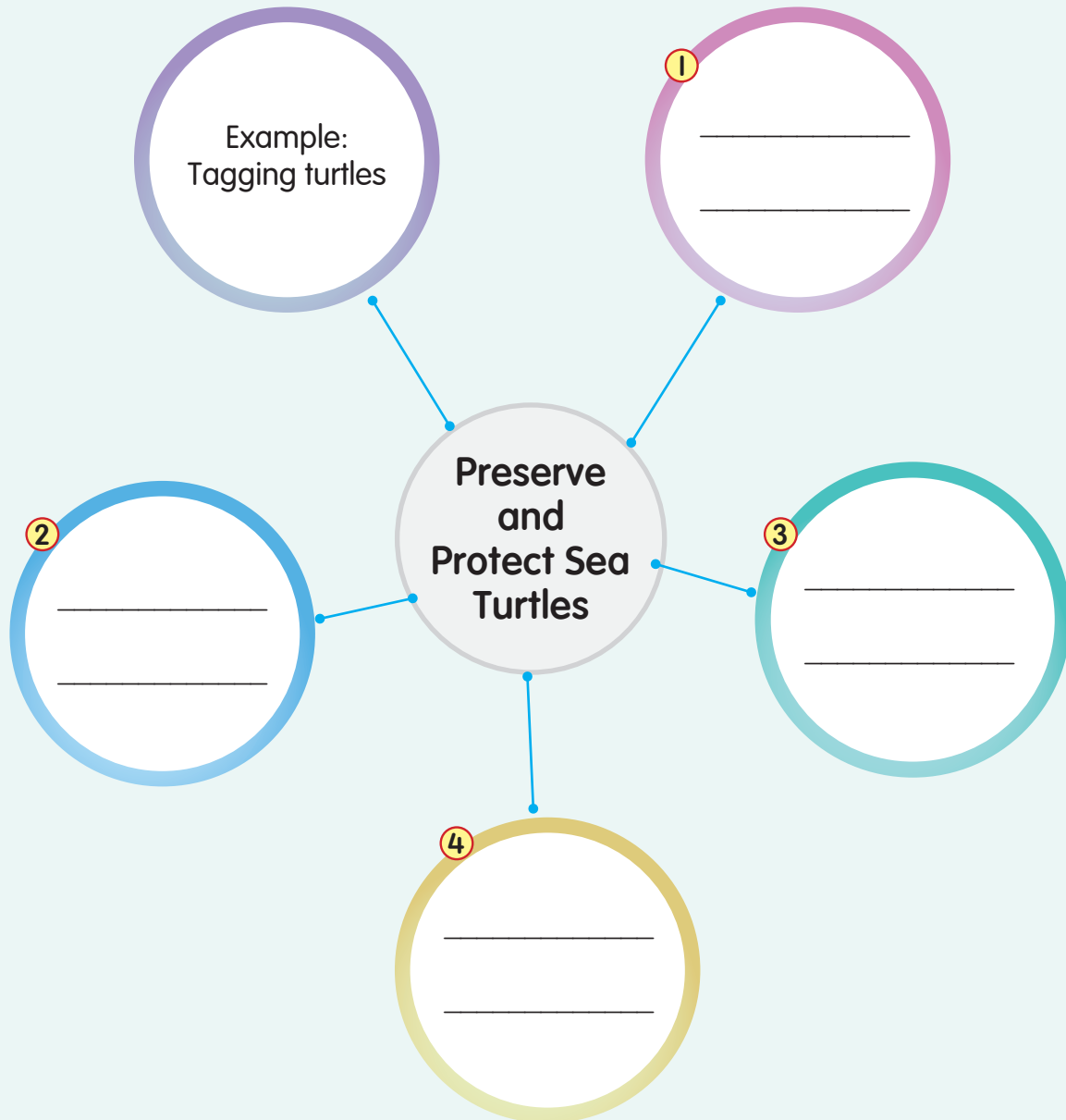
### GLOSSARY

- **hatcheries:** a place for hatching eggs.
- **sanctuaries:** a nature reserve.
- **hatchling:** baby turtles.





- A. Based on page 162, fill in the bubble map below with examples of the efforts made to preserve and protect sea turtles.



**TEACHER'S NOTE**

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



## Let's Do

► Let's design your own t-shirt.



plain T-shirt



fabric dye of various colours



brush



paper or card stencil

9

Theme 3: Health and Environment



1

Draw and cut out a stencil on paper or card.

2



Place cut out stencil onto fabric.



3

With a brush, carefully put the dye onto the fabric through the stencil until that area is evenly covered in ink.

4



Leave the fabric to dry.



5

Your t-shirt is ready.

### TEACHER'S NOTE

- Assist pupils to draw the picture of animals on a paper or card. Encourage them to decorate the t-shirt using their own creativity.



## Topical Quiz



▶ Match names of the animals below.

1



Sumatran rhinoceros

2



pangolin

3



orangutan

4



elephant

5



sea turtle

9

Theme 3: Health and Environment



## Activity and Assessment



### A. Name the items below.

① 	② 	③ 	④ 

### B. Fill in the blanks with the correct quantifier.

- I eat \_\_\_\_\_ cereals every day.
- I drink \_\_\_\_\_ milk for breakfast.
- She put too \_\_\_\_\_ salt in her soup.
- He puts too \_\_\_\_\_ sugar in his tea.
- Mother eats \_\_\_\_\_ honeydew.

### C. Name these animals.

① 	② 
④ 	③ 

# GLOSSARY

## A

### **achieve**

succeed in reaching a particular goal, status or standard, especially by making an effort for a long time.

### **advertisement**

a notice, picture or film telling people about a product, job or service.

### **athlete**

A person who competes in sports.

## B

### **brochure**

a small magazine or book containing pictures and information about something or advertising something.

## C

### **culture**

the customs and beliefs, art, way of life and social organisation of a particular country or group.

## E

### **environment**

the natural world in which people, animals and plants live.

## F

### **flyer**

a small sheet of paper that advertises a product or an event and is distributed to a large number of people.

### **future**

the time that will come after the present or the events that will happen then.

## H

### **heritage**

the history, traditions and qualities that a

country or society has had for many years, and that are considered an important part of its character.

## I

### **independence**

freedom from political control by other countries.

## J

### **journal**

a written record of the things you do, see, etc. every day.

## L

### **landline**

a telephone connection that uses wires carried on poles or under the ground, in contrast to a mobile or cell phone.

### **litter**

small pieces of rubbish or garbage such as paper, cans and bottles, that people have left lying in a public place.

## M

### **marathon**

lasting a long time and requiring a lot of effort and patience.

## T

### **technology**

scientific knowledge used in practical ways in industry, for example, in designing new machines.

### **tournament**

a sports competition involving a number of teams or players who take part in different games and must leave the competition if they lose.

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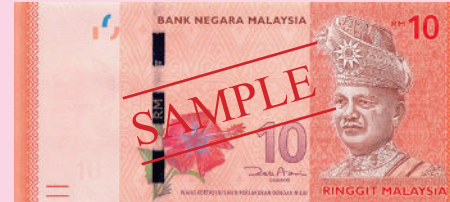
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# GAME MONEY (RM)



# QUESTION CARD



<p>Name one item that you can find in a kitchen</p>	<p>Name two different rooms in your house</p>	<p>Name one item that you can find in a living room</p>	 <p>What is the name of this house?</p>	<p>Miss a turn</p> 
<p>Name two items that you can find in a dining room</p>	<p>Name one activity that you can do in a living room</p>	<p>Miss a turn</p> 	<p>Name one item that you can find in everyone's house</p>	 <p>What is the name of this house?</p>
<p>Miss a turn</p> 	 <p>What is the name of this house?</p>	 <p>Name the type of house</p>	<p>What do you do in a living room?</p>	<p>Where do you cook?</p>
<p>Miss a turn</p> 	 <p>What is the name of this house?</p>	 <p>What is the name of this room?</p>	<p>What does fully furnished mean?</p>	 <p>What is the name of this house?</p>